Why I teach

Professors reveal what motivates them to invest in the lives of students
What it Means to Truly Be Known

We celebrated the end of our spring semester this year with a first—the first outdoor graduation ceremony drenched by spring rain! It led to real innovation by students as they experimented with a variety of ways to use a rain poncho to keep as dry as possible (see photo on page 47).

In spite of extremely wet clothes and the cool, damp air, we joyously celebrated what was a big day for students, parents, and family. We exist for students, and it is our passion to make Christ known to each one and to prepare them for their life calling. It is this purpose that consistently motivates the faculty and staff who choose to serve at George Fox University.

After graduation, I left for 21 days as co-leader of a Juniors Abroad trip, along with history professor Mark Weinert and 22 students. This year nearly 500 students took part in these study abroad trips, led by faculty mentors, to 14 different locations around the globe. The trip Mark and I led took students on a journey through Ireland and England. In addition to experiencing the natural beauty and culture of these countries, we introduced students to Celtic Christianity and the life and works of C.S. Lewis and J.R.R. Tolkien.

As president, it is often difficult for me to take three weeks out of my regular schedule to engage with students on a study abroad trip. Now that I am back, I must admit that taking this trip was one of the most important things I have done over the past several years at George Fox. Living with students, day in and day out for 21 days, creates a sense of camaraderie that few other experiences can.

Folding in buses together to various cities and sites gave us the opportunity to talk together about family, experiences and future dreams. I discovered that some students came to George Fox because they clearly believed God had a place for them here. Others tried the state university route, felt lost and wanted to come to a place where someone would know their name and story. There were students who wanted to be writers, business leaders, teachers, marketers, and one aspiring to be a nurse (whose services we needed at one point!).

Some were vocal, others quiet. We had debaters, singers and athletes. We ate and worshiped together. I learned that each student had a family story that set them apart, had been uniquely gifted by God, and had a vision for their future. It was sheer joy to get to know them not just through brief conversations on the quad, but personally and deeply.

C.S. Lewis wrote, “We live, in fact, in a world starved for solitude, silence, and privacy, and therefore starved for meditation and true friendship.” At George Fox, the staff and faculty live to know students and to engage with them in their disciplines and through the Gospel of Jesus Christ. It is our goal to develop relationships with the students we serve as we navigate this world together.

In this issue of the Journal you will read about several George Fox professors who make our university’s Be Known promise real on a daily basis by seeking to know students in meaningful ways—to encourage, mentor and challenge them to find their calling and live an exceptional life. It is a privilege to serve God’s mission here.

Robin Baker
President
University Procures a Biblical Masterpiece

While there are no plans to replicate Michelangelo’s Sistine Chapel ceiling frescoes in the campus library, George Fox has acquired its own work of art that is sure to be admired for generations to come.

Thanks to the fundraising efforts of Christian studies professor Paul Anderson, the university will be obtaining all seven volumes of the historic Heritage Edition of The Saint John’s Bible within the next two years. The edition is one of 299 exact representations of the original 1,200-page masterpiece commissioned by the Benedictine community at Saint John’s Abbey in Minnesota – the first hand-crafted Bible produced by the Benedictines in more than 500 years.

The university community has enjoyed access to two of the seven volumes of the Heritage Edition for the past two years. Soon, it will be one of only two schools in Oregon to procure the entire set. The edition includes 160 new works of art created since 2001 – including hand-embossed gold, silver and platinum embellishments.

“The historic acquisition of this biblical and artistic masterpiece celebrates the 125th anniversary of George Fox University in ways that will further our mission in engaging ‘Christianity and Culture’ for decades and centuries to come,” Anderson says. “The 160 new pieces of striking biblical artwork – rendered in stunning aesthetic beauty – will be like having Michelangelo’s ceiling in our very own library.”

Anderson is heading up a dedication phase of the acquisition, inviting donors to dedicate a particular volume in memory of a loved one or a family name. Three of the seven volumes are already spoken for. Donors may dedicate a full volume for $50,000 or support a particular work of art in the edition for $1,000, with pledges to be completed over a five-year period. Anderson is also seeking a donor to make a $1 million matching-grant contribution in the amount of $75,000, after whom the full set will be named.

Several faculty members have replaced expensive publisher textbooks with open textbooks, or even authored their own. Adult Degree Program professor Jennie Harrop’s writing textbook is now part of the Open Textbook Library, and by employing the use of e-books whenever possible.

In an effort to build community in online programs – and retain the university’s Be Known promise – the school’s adult degree programs will introduce private cohort Facebook groups this fall. All programs use a cohort model that groups students together in learning communities over the course of a 16-month schedule. Visit adultdegree.georgefox.edu to learn more.

Adult Degree Programs Now Offered Online

Beginning this fall, students wishing to complete their bachelor’s degree in four of the university’s Adult Degree Program majors won’t need to live in the Portland vicinity to do so, as they will be offered fully online. All majors will continue to be available in person in Portland as well. Students admitted to an online cohort will be required to attend a two-day launch event at the university’s Portland Center at the beginning of the program. After that, courses are taught entirely online. The option applies to the school’s management and organizational leadership, project management, healthcare administration, and social and behavioral studies majors. Adult students will also have the opportunity to take general education classes online.

For the past two years, the university’s library has worked with faculty to save students $775,843 in textbook costs. It’s happened in two ways: through the Open Textbook Initiative, which provides incentives for faculty to use textbooks available for free in the Open Textbook Library, and by employing the use of e-books whenever possible.

Several faculty members have replaced expensive publisher textbooks with open textbooks, or even authored their own. Adult Degree Program professor Jennie Harrop’s writing textbook is now part of the Open Textbook Library, and an open textbook by Portland Seminary’s Nijay Gupta and some of his graduate students will be published this summer. A third faculty-authored open textbook is scheduled for release in the fall. In 2017-18 alone, use of open textbooks reduced student costs by $226,231 – up from $118,855 in the program’s first year.

In addition, students saved another $126,660 by finding their required readings in the library’s e-book collection, with no limits on use. That improved upon the prior year’s total of $109,447 in savings. By this fall, the Textbook Affordability Program will surpass $1 million in student savings as the initiative enters its third year.

Textbook Affordability Program Saves Students Nearly $800,000

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Tax-Aide Program Provides Tangible Service to Community

Once again, the university’s accounting department provided free tax preparation and e-filing assistance this spring, and more than 100 community members took advantage of the offer.

The Tax-Aide program, overseen by accounting professor Seth Sikkema, is especially geared toward senior citizens, students, individuals with lower incomes, and those with limited English proficiency. But anyone – outside of those whose return is deemed too complicated – is eligible for assistance.

The benefit is twofold: It’s a tangible way the university can provide a service to the community, and it gives accounting students valuable experience in working with the public and fine-tuning their accounting skills. The program also allows for students to bond with professors, as faculty members annually join the effort. Volunteers offered their services to staff four six-hour shifts spanning two Fridays and two Saturdays.

New RN-to-BSN Program Set to Launch in 2019

A new degree-completion program for nurses with an associate’s degree will be unveiled in 2019, allowing registered nurses to advance their careers and boost their leadership skills by earning a bachelor of science in nursing degree.

George Fox’s RN-to-BSN program will combine personal face-to-face monthly seminars with online learning. Courses will be taught by experienced nurses and cover topics that include role transitions in nursing, population health, trends and issues in nursing, and leadership and management.

Like the school’s nursing major, the 24-credit-hour program will be accredited by the Commission on Collegiate Nursing Education (CCNE). Students will complete the part-time course of study in four semesters, and the hybrid format will allow working professionals to continue in their nursing career while completing the degree.

The program will be taught through the university’s School of Nursing and feature coursework designed to open doors to greater opportunities within the nursing profession.

Nutrition, Exercise Classes Offered During Health & Wellness Week

For a second straight year, the university invited community members to campus to get fit and educated at its annual Health and Wellness Week in March.

Hosted by the school’s Doctor of Physical Therapy program, the event is designed to bring attention to the importance of health and wellness through nutrition, exercise, spine/back and behavioral health classes, as well as a pool party for children. This year more than 150 attended.

The impetus for the event is to bring attention to the health challenges common in Yamhill County. In 2016, for instance, more than 62 percent of the county’s adult population was considered “overweight” or “obese,” while heart disease was the second-leading cause of death, according to Yamhill County Health and Human Services.

“Many of these challenges are preventable and can be reversed,” says Tyler Cuddeford, director of the university’s physical therapy program. “This is our way of making people aware of that and, hopefully, giving them practical ways to overcome these kinds of health challenges.”

Bruin Swim Team Prepares for Inaugural Season

The first-ever George Fox swim team is set to dive into competition this winter, becoming the 21st varsity sport offered by the university.

The team will be led by head coach Natalie Turner, a former NCAA Division III All-American and 12-time individual Northwest Conference champion while a student at Whitworth University.

And while the Bruins are a new program, they’ll call one of the finest facilities in the conference home: the newly remodeled Chehalem Aquatic Center, located right across the street from campus, which just completed phase one of a $19.9 million renovation.

“This is a historic time at George Fox University,” says athletic director Adam Puckett. “Our intention is to compete immediately within the Northwest Conference and to run a championship-caliber collegiate swim program.”
University Recognizes Top Teachers, Researchers for 2017-18

P

rofessors from Portland Seminary and the school’s music and graduate counseling programs were honored this spring as recipients of the university’s annual faculty achievement awards for teaching and scholarship.

At the undergraduate level, music’s Danielle Weaver and Brent Willson were recognized as the top teacher and researcher, respectively, while at the graduate level counseling’s Beronica Salazar and Portland Seminary’s Nijay Gupta were presented with the corresponding awards.

Danielle Weaver
Undergraduate Teacher of the Year

Weaver is primarily responsible for conducting the school’s four choral groups, and this past year she also taught conducting, her self-confessed true passion. “The two loves of my life are people and music,” she says. “First and foremost is my love for students, who are hardworking, willing to serve others and open to anything. I also love teaching at a place where I have the ability to dream, explore exciting opportunities and collaborate with colleagues.”

Brent Willson
Undergraduate Researcher of the Year

Willson, who has been composing music for 43 years, was honored for his creative work. He has had his works performed worldwide and has written extensively for the school’s choirs, band and orchestra.

Recent Recognition

Koen Willson (music) was honored by the Bösendorfer piano company, Classic Pianos of Portland and the Yamaha Corporation of America as a “Distinctive Artist and Champion of Viennese Culture.” With the designation, the Vienna-based Bösendorfer piano company recognized Willson as a “Keeper and exponent of the very foundation of western classical music.” Bösendorfer has been synonymous with the development of Viennese sound and traditions since its founding in 1858. Willson was awarded a plaque to commemorate the honor prior to the university’s Spring Concert in April. He previously was recognized with the title “Bösendorfer Educational Artist” in 2008.

Berenicea Salazar
Graduate Teacher of the Year

Salazar teaches in all four of the university’s graduate counseling programs. Walking alongside students on their educational journeys is what fuels her, she says. “I enjoy being able to aid in the formation of students into counselors/therapists, and more importantly helping them deepen or discover God’s love through the experiences and learning that happens through the course of their training.”

Nijay Gupta
Graduate Researcher of the Year

Gupta, a professor at the university’s Portland Seminary, has published six academic books in eight years, as well as two dozen articles, 12 book essays and dozens of journal reviews in recent years. “I love my seminary students, who inspire me with their love for Scripture, church ministry and spiritual formation,” he says. “George Fox has supported my creative work. He has had my back in difficult times.”

George Fox University Library published the university’s first academic monograph, “Georgian Studies: A Study of the Georgian Church with Special Reference to the Church in Georgia.” This book was Russ Martellini, faculty member and president of Innovation InSites and a senior program manager at Intel.

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Don Powers (biology) cowrote a paper, “Integrating morphology and kinematics in the scaling of hummingbird hovering metabolic rate and efficiency,” published in February in Proceedings of the Royal Society B, the British-based Royal Society’s flagship biological research journal. Collaborating on the piece were Ken Kelch of the University of Toronto and Brent Toback of the University of Montana.

In Print

Brenda Morton (education) and Anna Berardi (communications) cowrote a book chapter, “Creating a Trauma-Informed Rural Community: A University-School District Model,” for R. Martin Reardon and Jack Leonard’s book Making a Positive Impact in Rural Places (Information Age Publishing). Released in March, it was Morton and Berardi’s third publication detailing their work helping school districts shift to trauma-informed school programming.

In Print

Tim Rabachuk and Ryan Halley (business) wrote about leadership advice, lessons learned and rules to follow in their book My Best Advice: Proven Rules For Effective Leadership (InteliPress Media). Released in December, it was written after several years of research and hundreds of interviews with leaders — including industry executives, coaches, government administrators and world-renowned academics. Also contributing to the book was Russ Martellini, founder and president of Innovation InSites and a senior program manager at Intel.

Jennie Harrop (Adult Degree Program) in January published the university’s first open textbook, The Simple Math of Writing Well: Writing for the 21st Century (George Fox University Library) outlines the basics of linguistic structure and mechanics in plain, clear, simple terms. The book also emphasizes the importance of purpose, audience and intentionality, and addresses basic grammar rules that have changed over the years.

Before his passing in February, Bob Gilmore (facul-

ty emeritus) published a book of poems, Through the Pines in Sunshine and Shadows (Xlibris), in November. The collection focuses primarily on the subjects of life, love and happiness.

The university’s Doctor of Psychology (PsyD) program received word this spring that the American Psychological Association’s (APA) Commission on Accreditation had voted to reaffirm its accreditation for the maximum 10-year period. The decision was based on the COAs professional judgment that the program “has demonstrated that it adheres to the Standards of Accreditation in Health Service Psychology” according to an APA statement. The review included a third-party statement, a self-study report, a preliminary review and a report from a team that evaluated the program in November of 2017. The program’s next site visit is scheduled for 2027.
Nonnenmacher Wins Second Straight National Championship; Canchola is National Runner-Up

Senior Seth Nonnenmacher ended his historic career as a Bruin by clinching his second straight national title in the javelin. The All-American’s throw of 242 feet, 11.50 inches (73.75 meters) was not only good for a title, it was also the longest throw by any athlete in the Northwest across all divisions and moved him up to No. 3 all-time in the NCAA Division III record book. Nonnenmacher’s performance also qualified him to compete at the U.S. Track and Field Outdoor Championships, held June 21-24 in Des Moines, Iowa.

“Seth had a perfect ending to his career,” says George Fox javelin coach Gabe Haberly. “When you combine his character, work ethic and talent, I know I will never coach an athlete like him again. The championship meet is an experience that we will remember for the rest of our lives.”

Meanwhile, senior Alex Canchola wrapped up his collegiate track career as a national runner-up and All-American in the men’s decathlon. In addition, senior Vernon Lott, junior Kenny May and Chris Polk, and freshman Brock Rogers finished fourth in the men’s 4x100 relay to earn All-American status.

Lacrosse Claims Third Straight Conference Title

The women’s lacrosse team continued its dominant run in the Northwest Conference, winning a third consecutive NCAC championship after posting a second straight undefeated conference season. The Bruins shut out two opponents and posted a 15-goal average margin of victory in conference play.

As a result, six players were honored with a first-team all-conference designation and two more made second-team all-conference – the most in program history. Senior Jess Hanson was named Northwest Conference Player of the Year and became the first Bruin named to the Intercollegiate Women’s Lacrosse Coaches Association (IWLCA) First Team All Region. Hanson is now in the running to be named to the IWLCA All-American team, among the most prestigious honors in Division III lacrosse.

In her first year, head coach Katie Mastropolo led the Bruins to an 11-2 overall record and was named Northwest Conference Coach of the Year.

Women’s Golf Finishes Third in Nation

The women’s golf team added yet another NCAA trophy to its growing collection with a third-place finish at the NCAA Division III Women’s Golf National Championships in May. This year was the Bruins’ ninth consecutive appearance in the national tournament and third straight top-three finish. They also shared the Northwest Conference championship, marking the ninth consecutive season the squad has won outright or shared the title.

Nationals were the final chapter in the Bruins’ memorable season. Going into the tournament, the team was ranked No. 1 in the nation and recorded a Division III-best seven tournament wins for an overall record of 49-1 against Division III opponents.

Senior Kristin Elch was named to the Women’s Golf Coaches Association (WGCA) All-American honorable mention selection. Elch, Kawada and freshman Kayle Hunn were also WGCA All-Region team selections. In addition, Elch was named Northwest Conference Player of the Year, and five Bruins earned All-Northwest Conference recognition.

Men’s Tennis: Watanabe Caps Impressive Career with National Tournament Selection

Senior Spencer Watanabe had already made George Fox men’s tennis program history as a three-time All-American, a four-time All-Northwest Conference first-team selection, and as the 2017-18 NWCC Player of the Year. In his final year as a Bruin, he capped off his stellar career with a historic berth in the NCAA Division III National Championship Tournament.

Watanabe recorded some of his best career performances as a senior, finishing regular-season play with a singles record of 17-3 and a doubles mark of 13-5 with freshman partner Will Leach. Leach was also named Northwest Conference Freshman of the Year.

Watanabe, Leach and sophomore Alex Namba also competed in the NCAA Division III West Tournament. Watanabe’s performance in that event ultimately played a role in securing his spot in the national tournament.
The Chehalem Aquatic Center had its grand opening in June after completing phase one of a $19.9 million renovation. Located right across the street from campus, the 25,000-square-foot building will be home to the first-ever George Fox swim team starting in October.

Tennis and track athletes will soon have a place to practice and play, rain or shine. Located on the university’s Austin Sports Complex property and scheduled to open in the fall, the PVC-fabric-covered multipurpose facility will measure 320 x 140 feet and feature six tennis courts in addition to a 100-meter straightaway track.

Set to be completed in August, the 40,000-square-foot Hadlock Student Center will feature three basketball courts, an indoor track, a fitness center, a rock-climbing wall, and space for student government and clubs.

A new residence hall (rendering above), located on the east side of campus, will be completed in the fall of 2019. The four-story building will house approximately 190 students. To make way for the new dorm, crews first had to undertake the difficult task of relocating the historic Villa Road House (below) – renamed the Chehalem House – one mile down Fulton and North Meridian streets to the southwest corner of campus, where it will be used for student housing.

When students return for the fall 2018 semester they’ll be welcomed with several new structures designed to enhance the campus life experience, promote a healthy lifestyle and give Bruin athletes a competitive advantage. It’s all part of an ongoing commitment to provide first-class facilities that you might expect to see at a much larger university while at the same time maintaining the school’s Be Known promise, Christ-centered focus and small-community feel.

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**Blind Ambition**
Senior Anastasia Reinhardt takes on a summer internship at Microsoft to help create assistive technology that benefits the blind – people like her brother.

By Sean Patterson

**Civil Servant**
She’s a full-time student, but that doesn’t stop Marlina Serratos from serving her community as a city councilor in her hometown of Irrigon.

By Sean Patterson

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**W**hat’s a college student to do when she has a love of computer science and a desire to improve the lives of those around her? In Anastasia Reinhardt’s case, secure a summer internship at Microsoft to help develop technology that will guide the steps of the blind. Reinhardt, a senior computer science/English double major and William Penn Honors Program student from Vancouver, Washington, is spending the summer at Microsoft’s world headquarters in Redmond, Washington, where she has joined an assistive technology team tasked with a project called Soundscape – a app that employs a headset apparatus to a blind person that provides sound cues based on direction and distance like sighted navigational devices.

In vitro, it sounds like a great idea, but in the context of maps or distance like sighted navigational device than, ‘Turn right in 250 feet,’ for example,” Reinhardt says.

That most blind people have a good sense of how far away a given place is and the steps of the blind. Reinhardt, a senior computer science/English double major and William Penn Honors Program student from Vancouver, Washington, is spending the summer at Microsoft’s world headquarters in Redmond, Washington, where she has joined an assistive technology team tasked with a project called Soundscape – an app that employs a headset apparatus that serves as a navigational device.

“The premise is simple: Give a headset to a blind person that provides sound cues as they walk. Using audio beacons that already exist in many businesses, the app as they walk. Using audio beacons that already exist in many businesses, the app relays the information to the user.

As Reinhardt explains, there are two branches of research in the field: assistive technology and accessible technology. The former is technology that’s been specifically designed to help a person with a disability perform a task, such as Soundscape. The latter is broader, tasked with making existing technology accessible for more users, such as closed captioning on YouTube.

For Reinhardt, the motivation to develop assistive technology comes from personal experience: Her older brother, “Ziggy,” is blind.

“Growing up with him, you ask yourself the question, ‘How can we help his experience or improve his life?’ Reinhardt says.

“I worked with my dad and my brother on a kind of navigational app a couple summers ago. We didn’t get as far as something like Soundscape, but it was nice to be able to work with the end user, my brother, and be able to ask, ‘OK, what actually would be helpful for you?’

“You just have to put yourself in a different mindset – in their shoes – because there are simple things, like walking to your next class, that are a really big challenge.

Reinhardt credits her George Fox experience for helping bring out her empathetic side. “When I came here, I thought that helping people and social justice were OK, but since being here I’ve found lots of value in other people’s experiences and gained a greater appreciation for what it means to be a Christian, and in my case, a Quaker. I’ve been inspired by professors like Bill Jolliff in the English department and Brian Snider in the computer science major. Both have been super encouraging to me.

It was Snider’s Human Computer Interactions (HCI) course that reaffirmed Reinhardt’s desire to use technology to improve the human experience. “A lot of computer science focuses on the design and development of products, but there’s a ‘softer’ side to it – the side that’s not all about algorithms. It’s often looked down upon because it’s not super technical, but it’s that side that prioritizes the user and how life can be improved for that person.”

And it’s a career path that fits perfectly with Reinhardt’s faith.

“Getting into Quakerism has been part of why I got more interested in doing something that directly benefits people, as opposed to doing whatever kind of tech job, and then retroactively saying, ‘Well, I guess this is how it helps people or glorifies God,’” she says. “I want to do something that is a direct benefit, and I think I’m on that path.”

Upon learning about George Fox, Marlina Serratos knew it was the place for her. But before she could begin life in Newberg she had to take care of business at home – and, in the process, discovered a way she could make a difference in her community.

When Serratos was in high school her dad purchased property and had to move their manufactured home in Irrigon, Oregon. With her mother previously forced to return to her native country of Mexico due to immigration issues and her dad tied up with work, Serratos stepped up to handle all the paperwork, resulting in a friendship with the city manager. During one conversation with him, she mentioned offhandedly that she wished she could do something to help the city. His response: “Run for city council.”

“At first, I was like, ‘What is that?’” says Serratos, a sophomore elementary education major. “So, I decided to fill out the paperwork.”

Then, next thing I know, I get a text from my friend saying my name was on the ballot. I had no idea I was thinking there to be some kind of approval process. But there I was, on the ballot, so I voted for myself.

The community of Irrigon voted for her as well, electing an 18-year-old high school senior to represent them in city business.

For Serratos, the motivation to serve stemmed from her own experience. “With all the paperwork I had to do for our move, I got to thinking, ‘If I’m in this situation and I’m bilingual, just imagine someone who is not bilingual facing this situation. This would be so hard for them.’ With so many Hispanics in our community, the council needed someone there to represent them, to help explain things to them. That’s why I’m there. I’m there for them.

Upon getting elected, Serratos faced a dilemma: How could she attend school in Newberg and still serve on the council? “I figured then I’d just go to community college, but my high school counselor wasn’t having it. She told me to apply to George Fox, to pursue my dream of going to a university. She helped me fill out the paperwork and even came to Newberg to drop me off.”

Despite moving to Newberg, Serratos was still considered a member of the Irrigon community and stood by her commitment to attend council meetings. During the 2017-18 academic year, she only missed one meeting – because of poor weather in February – but otherwise faithfully made the three- to four-hour, 200-mile drive each month to the small town just west of Hermiston.

College life hasn’t been easy, and she struggled academically her first semester. “I all I know how to be is an adult,” says Serratos, a first generation college student who, at 15, had to take on the role of mom to her 8-year-old sister when their mother had to return to Mexico. “Give me paper- work and I know how to fill it out for you. Give me a bill and I know how to pay it. But give me a test where you want me to express my knowledge? I don’t know how to do that.”

She persevered, thanks in no small part to the encouragement she received from her professors and peers, particularly her roommate Kylie.

“Kylie is so wonderful,” Serratos says. “She’s always telling me, ‘God put you here for a reason.’ And I feel like George Fox has opened my connection with God, too, as well as new doors and new opportunities.

But most of all it has strengthened that connection with me and God, and all I can say is, ‘Thank you.’”

Ultimately, upon earning her degree, Serratos would like to teach in the same elementary school she attended. “I want to go home. Home has given me a lot of opportunities and opened so many doors. I’d like to go back to that place, to teach the children of that community. That’s my dream job.”
The professor of Christian studies seeks to enter into the lives of his students with a little wooden box and big questions. He’s the guy with the beard. The professor with the tattoos. He likes that. But he loves being the one with the little wooden box.

Previous students know what to expect when they walk into Anderson Campbell’s class the first day, and the others soon learn. Come with 3x5 index cards. Write your name and the date, and place it in the box. This is your attendance record. The hinged lid closes 10 minutes into class; after that you’re absent.

But what makes the simple wooden box meaningful is the opportunity given to each student to write a prayer request on the card. “I’m going to pray for you either way,” Campbell tells students. “You can’t stop me. So you can either tell me what to pray for, or I’m going to make something up.”

Right after class, Campbell goes to his office and prays through the cards. “I’ve been astonished by the depth and vulnerability students enter into when I invite them to write something down for me to pray for,” he says. Relationships. Job interviews. Family members with cancer. Praying specifically for his students has shaped Campbell’s view of them. “It’s helped me remember the fully human people they are,” he says. “It can be really easy for teachers to view their students in a thin kind of way. We tend to focus on our class … we forget all of the other stuff they have going on in life.”

Four years ago, Campbell began teaching in the university’s College of Christian Studies. Three semesters in, he removed the desk from his office. “I have a circle of six chairs now,” he says. “I learned that when I was in my office I wasn’t doing paperwork, I was talking with students. This big desk had a power dynamic, so I had it removed.”

Campbell teaches and meets regularly with students across all majors in that now-welcoming office – social work and biology students, psychology and English. “A lot of students say, ‘How can I take this calling and my faith and integrate them? How do I let my faith motivate and guide the occupation God is calling me into?’ If God has called them to something, God wants to use them in that thing – in maybe ways that are explicitly connected to the church, but maybe ways that are not.”

To figure out faith and calling, to understand who they are and how God interacts in their world, Campbell is convinced they must learn to ask questions. Good questions.

“I am a question asker,” he says. “So in many of my classes I move away from lecture and toward asking powerful questions. I want to form students into reflective practitioners, people who can think deeply about what they’re going to do.”

Campbell teaches by modeling, asking open-ended questions that pull students into answering and asking questions themselves. He’s been known to cancel class and declare everyone absent when discussion lags because the outside reading was not done. “Those students get the reading done next time,” he says. “There is a roll of the dice there, but I try to ask good questions. We try to find God in the text – even if it’s not an explicitly Christian text. We look for the movements of God, for the whispers of God in the texts we read. I want them to have an encounter with the mind of the author … and with God, in that I want these things to matter to them. And I could do that maybe through a lecture, but I found it to be so much more powerful if I can engage a class in conversation around why these ideas matter.”

When students want to engage further with the material or when they just need to talk, they know about the prayer box, and they know about that circle of six chairs in Campbell’s office.

“I teach because I love the opportunity to come alongside students and help them discern who they are and who God is calling them to be.”

By Kimberly Felton
Her husband's death was not in the syllabus. The course curriculum did not call for the professor to work through deep grief while teaching her students about human development and psychology. Yet that was the course set for Sue O’Donnell at the beginning of the 2017-18 school year. “I figured out pretty quickly that teaching was the constant in the midst of all the uproar,” she says. “Everything else is uprooted and changing, but I have a sense of certainty about who I am as a teacher.”

O’Donnell did what she always – well, almost always – has done: be herself. Growing up, teaching was the one thing O’Donnell’s mother told her not to do; it had not been a good fit for her teacher-turned-lawyer mother. But while earning her degree in research psychology, O’Donnell discovered through an internship that teaching did fit her well. “It is who I am,” she says. You see her in photo after photo with graduating students. You hear about cookouts, study evenings and “Survivor” nights at her house. But early on, O’Donnell struggled to discover exactly what kind of a teacher she was.

“I remember sitting down with [then dean of faculty development] Becky Ankeny,” she recalls. “I was struggling with my course evals, and Becky asked, ‘What are you trying to accomplish?’ She helped me see I don’t have to do things the way other people do them. I can teach out of who I am. Parker Palmer writes about that, too . . . that was where I got permission to be me instead of trying to model my grad professor or the person down the hall.”

Her calling is to relationship. Teaching gives her the mechanism for that, while stories give O’Donnell the mechanism to teach. “We remember through story,” she says. “By telling a story, you embed meaning into the dry research facts you’re trying to teach.”

“So I use stories students recognize – like episodes of the long-running TV show “Survivor” – to illustrate psychology concepts. When a smart-aleck student suggested they all watch the show together, she tossed out her own challenge: “You guys come over and watch “Survivor,” and I’ll give you extra credit each time you apply a course concept to a survivor behaving like an adolescent.”

“Survivor” night was born. Fifteen years later, students still come; many of them graduated, some now attend with spouses.

This past fall, O’Donnell was not prepared for her life to be the story that taught her students the most. She began the school year with gaping wounds from her husband’s death. But she showed up and she taught, allowing the wounds to show. “The church sends the message that because we’re Christians we should have joy; so if we don’t have a smile on our face, we’re doing it wrong,” she says. “I threw that out the window. Some days I can’t have a smile on my face, but I show up, I tell them this is where I am today, and this is what we’re going to do about it.”

She continued to teach and expected her students to learn. “I laugh and say I give the hardest exams on campus. They work hard for me because they know I care. But then I also try really hard to provide support so they can attain those expectations. Semester after semester, students come back and say, ‘I had no idea I could do that.’”

When one student said she was not doing well in the course, O’Donnell urged her to take a second look. “I reframed it for her, and she could see that what she was doing was remarkable. She was comparing herself to people she shouldn’t have been comparing herself to. All I had to do was put it in context.”

O’Donnell’s context shifted dramatically this year, but she allowed her life, as well as her lessons, to teach her students. “In class you handled your loss with such grace, genuineness and strength it reminded me that I could, too,” wrote one student who also experienced deep loss this year. “You taught me it was OK not to be OK . . . Thank you for teaching me so much more than the course material this semester.”

By Kimberly Felton

“I laugh and say I give the hardest exams on campus. . . . But then I also try really hard to provide support so they can attain those expectations. Semester after semester, students come back and say, ‘I had no idea I could do that.’”

Sue O’Donnell

The psychology professor has always taught through story. Recently that meant sharing with students her personal narrative of loss and grief.
A S A FRESHMEN IN HIGH SCHOOL, Paige Parry knew exactly what she wanted to do: research. She also knew exactly what she didn’t want to do-teach. “I had absolutely no interest in teaching,” she recalls. And with that goal firmly entrenched in her 15-year-old mind, Parry’s ambition and hard work during high school resulted in multiple scholarship offers from big-name, research-based institutions.

Instead, she chose George Fox.

“It was quite clear to me that George Fox was going to offer the academic training and stronger research experiences than other places,” she says. “To pair that with really growing my academic abilities from a faith-based perspective, it seemed like all those things that were most important to me were going to be offered there.”

Two years later, Parry had sped through her bachelor’s degree in biology at George Fox and enrolled in the ecology PhD program at the University of Wyoming, opting to skip pursuing a master’s degree altogether. It was an unorthodox approach, but she managed to convince her PhD advisor she was prepared and determined despite being, at just 20 years old, by far the youngest candidate in the program.

Research still her goal, Parry was intent on eventually landing a position at an R1 institution. “At R1 institutions, research is the highest emphasis at an R1 institution. “At R1 institutions, research is the highest emphasis and it’s very competitive, which means that teaching can be kind of an afterthought,” she says. “I want to do academic research, so I guess I’ll have to teach.”

In other words, teaching was simply a means to an end— a way to strengthen her resume for future academic positions. “I want to do academic research, so I guess I’ll have to teach a little,” she thought.

Then Parry taught her first class. “It was really rewarding to interact with students and actually see them learn something,” she says. “I found that was something that meant a lot to me. . . . I have this passion for generating knowledge (through research), but it’s so much less exciting when it’s knowledge that you just keep to yourself. Having the opportunity to then disseminate that knowledge and see students not only learn and understand it but, in some cases, get excited about it and care for it, was this really exciting process.”

Throughout the rest of her doctoral studies, Parry had opportunities to teach in both undergraduate classrooms and R1 programs, and her perspective on teaching began to change. She also was discovering a creative side she particularly enjoyed.

“A lot of the fun for me was in thinking creatively about how I could write my lessons and teach my students the material,” she says. “I really enjoy applying creativity to the process rather than using a standard lecture approach. What specific things can I do? What activities, what metaphors can I use, what diagrams can I come up with that are really going to help students understand this material in a new way?”

Near the conclusion of her PhD program, Parry was awarded highly competitive funding from the National Science Foundation for post-doctorate work at Colorado State University, accompanied by a sizeable salary. Her dream of doing research at an R1 institution was being realized. But much had changed since Parry first dreamed of a career as a researcher, including a fundamental shift in how she viewed teaching. So, instead, she chose George Fox for a second time—this time accepting a position beginning in the fall 2016 semester as a biology professor at her alma mater.

“That decision was motivated by thinking about experiences I had at George Fox and the way that professors were able to integrate their faith into their teaching and research,” she says. “That’s always been central to what motivates what I do.”

Two years later, Parry knows she made the right decision. “I don’t think there will ever come a day when I don’t entirely love research and the process of science. It’s just a blast for me. It doesn’t feel like work,” she says. “But God has been putting new desires on my heart and new passions for my students. . . . I wouldn’t be surprised if he continues to do that. I think the work that I’m doing here is a big part of God’s calling for me.”
Winston Seegobin still remembers sitting down with the girl. It was a small, bare room with wooden chairs for her and for him, the troubled high school student and the inexperienced counselor.

“I’m pregnant and I don’t want my parents to know,” she told him. “I’m going to kill myself.”

With only a bachelor’s degree in psychology at the time, Seegobin was unqualified to provide the kind of therapy the girl needed, and he knew it. Motivated by that interaction, he spent years becoming better prepared to help people like that girl.

Now a professor in the university’s Doctor of Psychology program, Seegobin is dedicated to preparing others for the same work.

“When I teach students, I want them to know the work we do is not just work,” he says. “There’s a sacredness to it.”

Not long after he met the girl, Seegobin left his home island of Trinidad to study clinical psychology at the graduate level in the United States. After a few more years back home – teaching, counseling, and playing a leadership role at a drug treatment center – he returned to the States with his wife to pursue his doctor of psychology degree. It was during that time that Seegobin faced another life-altering conversation – one where he was the one in need.

“In the second year, I went to this professor and I said, ‘In the first year of the program, I feel like the professors took us apart. Everything was pulled apart.’ I said to him, ‘I don’t like this. I don’t like where I am right now. I’d like to spend some time with you, and I want you to help me by putting me back together.’”

The professor said yes, and their relationship bloomed into a three-year mentorship that transformed Seegobin’s life. The Trinidadian’s father had died when he was a toddler. He was the youngest of five children, and his mother never had any education – not even at the elementary level. He didn’t like school and didn’t really have anyone accomplished to look up to. “I grew up feeling very inferior, like I didn’t have anything to contribute to anybody,” he says. But Seegobin’s mentor accepted, supported and encouraged him.

“I wasn’t just learning how to become a different psychologist,” he says. “I was learning how to become a different person – how to become more accepting of myself, how to be satisfied with who I am and not wanting to be anyone else.”

The experience completely reoriented Seegobin’s perspective on teaching. He’d taught off and on for years, primarily at colleges in Trinidad. As one of few people on the island with higher education training in psychology, teaching had seemed obvious.

It came naturally to him, and he was passionate about raising up others who could respond appropriately to the needs of local youth, like the girl he’d felt ill-equipped to help.

But through his own experience of being mentored, he came to see teaching as a much grander opportunity.

“Teaching is a way of mentoring students,” he says. “I don’t just give them information – I give them me.”

In addition to mentoring students one-on-one, Seegobin infuses his class time with as much personal relationship as possible, openly sharing stories from his own life and inviting students to do the same as a way to more deeply explore concepts in the material.

“Authenticity is important,” he says. “Genuineness, transparency, vulnerability – all of these things are essential parts of what teaching is all about.”

For Seegobin, authenticity means not only sharing his experiences, but allowing his complex Indo-Trinidadian cultural background to flow into his teaching. He sees this background as making him distinctly laid back and focused on emotion – qualities that don’t necessarily reflect the norm for American academia.

With support from his wife and two sons, Seegobin feels like he’s finally let go of the pressure to project busyness and settle into who he is.

Given his own complex ethnicity – and his wife’s Chinese background – Seegobin is particularly passionate about mentoring minority and international students. He hopes not only to help these budding psychologists succeed in their academic and professional lives, but do so while being completely and unapologetically themselves.

“I tell students, ‘Be yourself. For you to be a good psychologist, you have to be true to yourself,’” he says. “I think we need to celebrate who we are every day.”
K

Keith Dempsey was sitting at his desk gazing out the window of his office at the university’s Portland Center when he saw him – the student who had been struggling, the one he needed to talk to. Instinctively, Dempsey jumped from his chair and began to run.

“Had it been 20 years ago, I might have caught him,” laughs Dempsey, who serves as both a professor and chair of the university’s Graduate School of Counseling. “But he was walking fast, and I couldn’t get to him.”

Time to resort to drastic measures. Dempsey jumped in his car and began the pursuit, honking as he went. Finally, near the Ford dealership a half-mile away, he caught up to him. “Here the chair of the department is honking him down, and his eyes get as big as saucers,” Dempsey recalls. “I got out of the car and said, ‘Hey man, I’ve been worried about you. What’s going on?’ We hugged and he shared all that was happening in his life. I asked how we could support him and told him he wasn’t in this alone. It was a huge moment. Huge.”

To Dempsey, the university’s Be Known promise serves as a daily challenge. More than a phrase, it’s a clarion call to do right by students. “They know about our reputation and come here with high expectations,” he says. “I don’t want to disappoint them.”

He gets the opportunity to set the table for their counseling education – literally – when they arrive. In Foundations of Counseling, among the first classes in the curriculum, Dempsey puts his students at ease by setting a table – with chairs, dishes, silverware and a tablecloth – and asking them a simple question: “What did I just do?”

“They’ll say, ‘You set the table,’ and I say, ‘Good, good, you aren’t all so deep,’” he laughs. “Then I explain to them what it means to set the table. It means someone is coming. It means you have respect for somebody. It means you’re getting prepared.”

The metaphor breaks down barriers – and sparks conversation. Before long, students are discussing how they will set the table for their clients. How they will create community. And how they are free, like a family around the dinner table, to discuss among themselves their vulnerabilities, fears, insecurities, hopes and dreams beyond graduation.

“You get people from all walks of life – the folks who just graduated from Newberg, 22 or 23 years old, and those who graduated 20 years ago, whose kids are grown,” he says. “Many in both groups are wondering, ‘Can I do this? Am I cut out for this?’ There is a lot of self-doubt. Then I set the table, and bam, the walls come down.”

Dempsey can relate to their feelings of uncertainty because there was a time he was in their shoes. After graduating from Benson High School in Portland, he attended Oregon State University to study mechanical engineering. After taking classes in chemistry and math, he came to a realization: “I relate to people a whole lot better than I relate to numbers,” he chuckles.

There was only one problem: After planning all those years to pursue a career in engineering, he didn’t know what else to do. “I didn’t have a niche … I was lost.” He decided to volunteer at a Boys and Girls Club and at a summer camp as a counselor. Finally, after putting up resistance to the idea, it clicked: He was meant to be a counselor.

“I was like, ‘Really, God, counseling?’ This is really what you want me to do?” he says. “But hey, when God opens doors, you’ve got to walk through. You never know what blessing awaits you on the other side. I never in my wildest imagination thought I would be teaching counseling at a university. Never!”

Dempsey shifted gears and began to pursue a counseling degree. It was his presentation in the doctoral program at OSU that caught the attention of a fellow classmate, Lori DeKruyf, a George Fox counseling professor, who encouraged him to consider teaching the discipline at the collegiate level. After earning a doctorate and working at a nonprofit, the opportunity to join the university presented itself – and Dempsey found his elusive “niche.”

“A colleague of mine recently brought up ‘Chariots of Fire,’ and there’s a quote in that movie that I can relate to,” he says. “It’s ‘I run because, when I do, I feel God’s pleasure.’ That’s how I feel about teaching. When I teach, I feel the spirit of God.”

By Sean Patterson

For Dempsey, the Be Known promise is all about making students feel welcome – and being there for them when times get tough.

“I explain to them what it means to set the table. It means someone is coming. It means you have respect for somebody. It means you’re getting prepared.”

By Sean Patterson

For Dempsey, the Be Known promise is all about making students feel welcome – and being there for them when times get tough.
The last .400 hitter in Major League Baseball was Ted Williams in 1941. The Red Sox left fielder hit .406 that year. No one else has done it in the 77 years since. Why? If you ask economics professor Deb Worden, the answer is in the numbers.

“One statistician’s theory says that the standard deviation of batting averages has gotten smaller over time,” Worden says. As training has become more refined, all players have improved, she explains. Pitchers have improved, hitters have improved, the all-star has improved and the last guy on the bench has improved. As a result, the gap between the best player in baseball and the worst has shrunk, reducing the number of outlying batting averages, both high and low.

Born and raised in Pittsburgh, Worden grew up a big baseball fan. Her father died when she was young and, after her mother remarried, she and her stepfather bonded over the Pittsburgh Pirates. She remembers the smell of her stepfather’s I.C. Light beer and the sound of the announcer’s voice calling out names like Clemente, Stargell and Manny Sanguillen over the Three Rivers Stadium PA system. In 1979, when she was 24, the Pirates won the World Series.

“Their theme song that year was ‘We Are Family’ by Sister Sledge,” she recalls. “Willie Stargell – everyone called him ‘Pops’ – picked it. He won the MVP that year.”

In the ‘80s, the Pirates franchise fell on hard times. By then Worden had moved on, first to Westminster College for a bachelor’s degree in economics and then to Purdue to earn her PhD.

Baseball didn’t resurface in Worden’s life until 2002. She had been hired at George Fox eight years earlier – the first female professor in what was then the Department of Business and Economics. When she discovered that one of her work-study students was a baseball player, she decided to go to a game. She sat down in the bleachers for the first time and realized she knew everyone on the field.

“The first baseman, the third baseman, two outfielders – those were all my kids,” she says, still thrilled by the discovery. “The starting lineup was all business major!”

It was two years before she missed another game. In 2004, the Bruins traveled to Appleton, Wisconsin, for the NCAA Division III World Series. Worden remembers listening to the game over the phone. From the stands, five rows behind the dugout, shortstop David Peterson’s brother was on his cell phone giving Deb and her husband Paul the play-by-play.

“When he told us they had made the final out, Paul and I ran outside screaming,” she recalls. “Our neighbors must have thought we were crazy.”

After rekindling her love of baseball, Worden brought the sport into her classroom. She taught classes like The Business of Baseball and Economics of Sports, and used countless examples in her statistics classes. At first blush, it might seem that Worden is a stat junkie – a baseball archetype so common there is a movie about them. In reality, she is a lightning rod for people’s passions. Baseball offers Worden an opportunity to fuse abstract subjects like statistics, business and economics with something tangible that her students care about.

“There’s a moment when you see your students go, ‘Oh, I get it!’” she says. “It’s so satisfying! They’re going ‘I understand!’ and I’m going, ‘Yeah! Yeah! Yeah! How fun is that?’

After teaching for 33 years, she has developed a knack for ushering conversations toward her students’ interests. When she begins to circle the thing itself, watch out. Her eyes light up. Her hands begin to flutter. By the time the conversation reaches a crescendo, she looks like a conductor in front of a symphony and the discussion has found its way into a fundamental theory of economics as it pertains to political polls from the Wall Street Journal, Columbia River salmon runs, or, of course, baseball.

“I got into teaching because I love to learn,” she says. “As a teacher, I get to learn new things every day.”

Worden also got into teaching because she deeply cares about connecting with her students, whether it’s through baseball stats or whatever else they may be passionate about.

“I love people,” she says. “I took a sabbatical during the 2007-08 academic year. It was wonderful – I got to go to spring training with the baseball team. But I hated being away from my students. Now I don’t know if I’ll ever be able to retire. I can’t imagine not teaching. I’m 63 and I’m excited to go to work every day. I’m still having fun!”

By Brett Tallman

Deb Worden

The longtime economics professor uses baseball to spark a passion for learning in her students.
When Javier Garcia was a child, he told his father he was going to become a basketball player. Ever the practical businessman, the elder Garcia showed him statistics to prove that, frankly, it just wasn’t going to happen.

That’s fair, Garcia thought. How about an actor? Again, his father pointed to the numbers. Not going to happen. It’s better to choose something practical, something sure to be lucrative. It’s safe to say theology professor is not what he had in mind.

Garcia’s path to teaching began when he was a teen. Until that time, he’d had no interest in books, academic pursuits or even Christianity. His mother was a believer and, in the long run, had a profound impact on his faith. But his father – a wealthy businessman whose work bounced the Venezuelan family from one Asian country to the next – considered faith a crutch for the weak-minded.

At 15, an overwhelming experience with the Holy Spirit at his sister’s Bible study left Garcia confident in God’s existence and starving for more information. He started with C.S. Lewis, then Blaise Pascal, Martin Luther and Søren Kierkegaard. He fell in love.

“For many years I was devouring those texts,” Garcia recalls. “It became a way of life.”

During his junior year at Georgetown University, that way of life became a point of tension. He was expected to go to law school and had consented to the inevitability of such a career path. But during a summer job with a law firm he discovered an unfortunate reality: He hated it.

“I needed to be infused with something that was life-giving, and the law wasn’t,” he says. “I would read Kierkegaard on my commute. Then, I would put my book away and have to do this work, and it was too much of a clash. At that point, I decided to pursue academia or ministry.”

From there, providence led him to teaching. He got into divinity school at the University of Cambridge, and though his father couldn’t understand the interest in theology he respected the prestige of the institution and encouraged him to go. Two years later, when Garcia received a PhD offer from Cambridge, his father’s surprising support sealed the deal. At every corner, scholarships came through.

“Providence has led me to a place where I feel at home in what I do.”

By Melissa Binder

The former law student pursues his passions for ministry and great literary works in the university’s William Penn Honors Program.

Javier Garcia

“Why I teach”

By Melissa Binder

The former law student pursues his passions for ministry and great literary works in the university’s William Penn Honors Program.

Javier Garcia

“When I teach because God has brought me here to teach,” he says. He teaches because it’s what his Father wanted.
After working continuously for 67 years – including the last 28 as an assistant athletic trainer and health and human performance professor at George Fox – Byron Shenk believes he's finally ready to settle down. "As I'll be 86 on my next birthday, I think I've earned a break from daily work," he says. "But I'd like to get involved in service in my community, perhaps start a Bible study, and travel to visit children and grandchildren."

Shenk may be leaving George Fox, but his imprint remains on countless students who took his classes or were served by his caring hand as an athletic trainer. He was also head coach of the women's soccer team from 1991 to 2002 and was inducted into the university's Sports Hall of Fame for his success with that program.

A CENTURY OF SERVICE

Three longtime professors – Byron Shenk, Tom Head and Beth LaForce – leave George Fox this summer after combining for 100 years of serving students

By Sean Patterson

For Shenk, the most memorable George Fox moments were with him briefly before the game. He died 10 days later, and at his memorial service his wife and one of his assistant coaches told me he had accepted Christ. "To God be the glory," Shenk says he'll miss teaching his favorite subjects – kinesiology, principles of conditioning, and gymnastics and tumbling – and the "love, support, respect and friendship" he received from students. Reflecting on his colleagues, he chuckles. "There were always others who were more gifted as professors, brighter, smarter, wittier and better looking. But they always accepted me and made me feel that I was a person of value and worth."

Ever since her senior year in college, Beth LaForce dreamed of one day teaching at the collegiate level. That dream became a reality when she arrived on campus in the fall of 1987, and now, 31 years later, she's ready to call it a career after spending more than three decades "teaching the teachers," as she puts it.

LaForce, a professor in the undergraduate teacher education program, specialized in literacy, and her love of the written word – children's literature in particular – was evident the moment visitors stepped into her office and encountered her collection of children's books. "I had the opportunity to teach a wide range of subjects – intro to teaching, classroom management, science methods and social studies methods among them – but teaching about and with children's literature would have to be my favorite."

Deciding her favorite aspect of her George Fox tenure is a much tougher task. LaForce revelled in the fact that she had the opportunity to lead more than 15 Juniors Abroad trips, and she says nothing gave her more joy than visiting former students as teachers, counselors and administrators in elementary schools throughout Oregon and beyond.

Though an educator herself, LaForce is also a student at heart, and she admits the rich liberal arts curriculum at George Fox was a big reason she was drawn to the school in the first place. "The bottom line is I love to learn, and I have had so many opportunities to learn from my students and colleagues about everything from hummingbird physiology and world languages to engineering and third-century history."

LaForce estimates she's taught about 1,000 undergraduates and 200 graduate students in her 31-year tenure, offering countless opportunities to join individual students on their educational journeys. "To hear about the important parts of their lives – to walk alongside them as they pursue their vocation and calling, make lifelong friends, and in some cases meet and marry – has been a privilege."

If there is an operative word to describe Tom Head's career at George Fox, it would have to be "first." He was the school's first study abroad director (1978), its first chair of what was then the Business and Economics Division (1990) and the first chair of the International Studies Program (2002). Additionally, when he was hired in 1971, he was the only business and economics professor on staff.

To say he's witnessed change over the years would be an understatement, but it was one constant – the university's commitment to the integration of faith and learning – that kept him coming back year after year. "George Fox is a place that encourages and supports this approach to learning in truly remarkable ways, so it has been a wonderful garden in which to grow."

Head is retiring this summer after 41 years at the school – 47 if you count when he originally arrived. During his first six years at then-George Fox College, he took leaves of absence to teach at the University of Colorado and to pursue graduate studies at the University of California at Berkeley. He decided to commit to George Fox full time in 1977, drawn to an environment where, as he describes it, "the faculty, staff and students form a learning community that encourages being known, being faithful and flourishing together."

As a Quaker with a passion for interfaith dialogue and the integration of religion and economics, Head's favorite classes to teach were internationally oriented: Global Political Economy, International Trade and Finance, Global Environment, International Studies Seminar, and the senior general education course Islam and the West. This passion was also reflected in his work with non-governmental organizations, including the Quaker Institute for the Future and the Quaker United Nations Office. It comes as no surprise, then, that he has no plans to abandon those commitments now. "In many ways, my plans are to keep doing what I do," he says. "I won't be lecturing and grading and attending a lot of committee meetings, but all of the rest of my work will continue on. I love to learn, to read, to dialogue with others, to write and to serve. I have been active in Quaker organizations, nationally and internationally, and this, too, will continue to be a big part of my life."
Clyde Thomas can’t remember the exact day—or even the year—that he first fell in love with the land. He can all recall are the fond childhood memories associated with it: the hunt for crawdads in the creek, the sweet taste of blackberries, the beauty of native plants.

The plants. They are what piqued the youngster’s interest the most as he explored George Fox’s Hess Creek Canyon in the 1960s. His grandfather, Oliver Weesner, a math professor at the college, Thomas made the school’s campus his personal playground on visits from his hometown of Quincy, Washington. He didn’t know it then, but his love affair with the canyon would blossom into a lifelong passion—a passion that he kept on the George Fox campus for more than four decades.

Thomas, 62, director of the university’s Office of Plant Services since 1990 and a mainstay at the school since he enrolled as a student in 1974, announced his retirement this spring. His tireless efforts to beautify and improve the campus—and his leadership of maintenance, grounds work, building systems and construction projects—were recently honored with the renaming of the plant services building, now known as the “Thomas Center.”

“By the time of this place honestly,” says Thomas, hired as a groundskeeper at George Fox just days after earning a bachelor’s degree in biology in 1978. “I’ve lost count of how many relatives have attended and worked here. Literally dozens. I guess you could say it’s in my blood.”

More than 1,500 trees in the canyon to combat the effects of soil erosion; cultivated hundreds of plants at his home nursery and transplanted countless more from homeowners’ yards and pastures for planting on campus, and conducted numerous native plant research studies—work that he plans to continue in retirement in partnership with biology professor Paige Parry. His devotion to the tract of land is why many affectionately call it “Clyde’s Canyon.”

As an administrator, Thomas’ commitment to reducing the school’s energy consumption and penchant for using maintenance staff rather than outside contractors for facilities remodeling projects saved the university millions of dollars over the course of his career. He even headed up security for about a decade—a responsibility that positioned him well to find student labor for projects.

“Some guys in Hobson 2 TP’d Bauman one year, so as community service we made them dig drainage on the baseball field,” he recalls. “Another time students dropped mice on parachutes during chapel, and still another time they rolled marbles down the sloping floor in the auditorium during a service. I’d say: ‘Too guys keep doing this stuff—we need more workers!’”

Ultimately, he says it’s the community that has kept him at George Fox all these years. “People here are committed to what they are doing out of a sense of calling. And we have a special environment in plant services, people from 17 churches getting together each Monday morning for devotions. Amazing.”

Looking ahead, he plans to pursue his love of mountain climbing and spend more time with his wife, Carol (Roth) Thomas, whom he met at George Fox as a student. “I’m still in the area, and you’ll still see me in the canyon around campus,” he says. “Can’t help myself, I guess.”

by barry hubbell
than 2,250 total students in the district. He also is a board member with the Tillamook Watershed Council, the Friends of Netarts Bay, Watershed, Estuary, Beach and Sea, and the Garibaldi Cultural Heritage Initiative.

1980–89

Randy Butler (G86, MA04) and the Salem Evangelical Church he leads as senior pastor received statewide television and newspaper attention in February for their more than $100,000 contribution to help Oregon’s largest prison for juveniles renovate a building that was spearheaded by a church effort that gathered the funds to pay for gym renovations at the MacLaren Youth Correctional Facility in Woodburn, Oregon, including a new maple hardwood floor to replace a decades-old concrete one. Butler, pastor at the church since 1986, has been visiting the Oregon Youth Authority facility weekly for years, and talks about his visits frequently in weekend sermons. His church also has joined MacLaren by hosting a monthly night school, cooking pancakes for a special breakfast during Christmas, and hosting services for Easter.

Gordon Martin (G86) is in Hope, British Columbia, with Wycliffe Global Alliance (previously Wycliffe Bible Translators) as a software developer specializing in applications for language development. His programs facilitate the work of Wycliffe members in the field, helping with linguistic analysis, translation and literacy. He is currently working on a Bloom, a program that allows people with minimal computer skills to create literacy in their own language. It is being tested worldwide and has gained international attention through a contest by USAID to find the most accessible programs for generating reading materials in the mother tongue of readers. He and his wife have been with Wycliffe since 1990, and from 1994 until their move to Canada in 2005 they were with the SBEK people of Chad, Africa, helping them create an alphabet suited to their language and starting Bible translation work with the Gospel of John, published the year they left.

Scott Ball (G86, MA06) is director of academic services and guidance counselor at Westside Christian High School in Tigard, Oregon. He has been with the 220-student school since 1995, after teaching eight years in the Hillsboro (Oregon) School District. He also is the cross country and track and field coach, and in 2008 he was selected by the Oregon Athletic Coaches Association as the Oregon nominee for the National Federation of High Schools’ Coach of the Year award for his guidance at the Class 3A West Valley League school.

Katrina (Baker) McNally (G88) and Shane McNally (G89, MA00), beginning in April, are in Xi'an, Shaanxi, China, for a three-year term, sharing the field staff position of Asia’s Ministry programme officer with the Friends United Meeting. He has been with the Yearly Meeting organization in its Africa Ministries office since October 2008, after two years as assistant associate superintendent of global outreach and pastoral care with the Northwest Yearly Meeting of Friends in Newberg. Previously, he was a Friends pastor in Boise, Idaho. Thirty years ago, on a hilltop in Kaimoni, Kenya, the couple pledged their lives to each other and to serve God. Now, after raising three years of financial support, they are responsible for facilitating global and cross-cultural relationships, accompanying ministry partners in project implementation, helping in communications and hosting mission visitors.

1990–99

Tim Graham (G90, MA94), a principal for 20 years and a teacher the eight years prior to that, was principal of the Oregon's largest juvenile correctional facility, Catalanis High School. He was a principal with the Oregon City School District before 11 years — at Holcomb Elementary School for four years and at Oregon City Service Learning Academy for seven years. Newberg Catalanis, with an enrollment of 160, is an alternative school for nontraditional students looking for a smaller school that offers career exploration, internships and a more relationship-based environment. Students range from high achievers with strong grades to those who struggled in a traditional high school setting.

Ted Baldwin (G90) is a chemistry professor at Olympic College, since 1996 teaching classes at the two-year community college serving Kitsap and Mason counties in Washington. He is also president of the Association of Higher Education group on campus. In February, a feature in the Kitsap Sun daily newspaper, published in Bremerton, Washington, talked of Baldwin and his wife Katie’s involvement as counselors and teachers to at-risk students. For more than 10 years they have hosted and supervised evening study halls they established on campus. They also attend nearly every home baseball, softball, volleyball and basketball game, along with their 13-year-old son, who has become an unofficial “mascot” for the teams. In addition, they host as many as 40 athletes monthly at their home, especially those away from their own families who want a home-cooked meal and time with a family. The article cited him as “one of the most respected voices on campus.”

David Allen (G91) is owner of Progressive Factors in Shrewsbury, Oregon, incorporating a holistic approach to health and well-being, incorporating movement, nutrition, rest and “spirit” (mental health). His business niche, he reports, is starting with functional testing and physical therapy to eliminate the symptoms often found in other exercise programs. He started the business in 1992 while teaching basic physical education classes at George Fox. The business grew to a full-time operation when the first small studio opened in 2000.

“There’s never a bad day on the course.” That phrase has been Haley Ostrom’s (G92) mantra practically from the time she was introduced to golf at the age of 2.

An integral player on the George Fox women’s golf team that finished on the podium at the 2018 NCAA Division II National Championships, Ostrom ultimately hopes to compete on the LPGA Tour – a goal that has taken her down an unexpected path. Shortly after declaring herself a professional at the beginning of 2018, she got a call from executives at the Golf Channel. A few months and several rounds of interviews later, she landed a spot on the cast of the network’s new competition series, “Shotmakers.” The show chronicles nine teams of two in head-to-head competitions ranging from tests of precision and distance to ball control and strategic decision-making. “I used all of the mental preparation I’ve ever learned,” says Ostrom of the TV show’s high-pressure environment. “I was torn because the audience was so big, but I tried to take it all in and enjoy the moment.”

Among the competitors were a former PGA Tour professional, mini-tour professional golfers, an Olympian and champions from the Topgolf Tour. Ostrom and her partner made it through six rounds before being eliminated in the semifinals.

And while they ultimately fell short of winning it all, the experience and exposure gained from playing on a national stage will certainly benefit Ostrom as she continues her pursuit of a spot on the LPGA Tour. In fact, since the show aired, she has landed two corporate sponsors – much-needed partnerships in the early stages of her professional golf career.

“When you go pro, you compete all on your own,” Ostrom explains. “You pay your own entry fee, and then you try to win your money back. It’s a grind. … You’re playing for experience, mostly.”

Ostrom is currently playing on a professional mini-tour in Phoenix. She credits much of her post-college success to George Fox women’s golf coach MaryJo McCloskey, affectionately referred to by players as “MJ.”

“MJ was a huge factor in all of my aspirations,” Ostrom says. “She made us great golfers and great women. Being at George Fox showed me how to work hard not just for myself, but for others. If I build a platform [as a pro golfer] I can inspire people and try to make a difference. It’s for something bigger.”

The road to the LPGA Tour can be grueling. In a few years, Ostrom plans on pursuing qualifying school, a series of high-stakes tournaments that determine whether a golfer can compete with the best. Until then, she continues to work on perfecting her game, believing that her hard work will ultimately pay off.

“Sometimes I’ll have a bad round and wonder, ‘I’ve been working so hard, how did I just shot so poor?’” she says. “But I think you have to remember who you are and what you want, and I’ve never been someone who gives up easily.”

And when things get really tough, Ostrom is quick to recall her longtime mantra. “I have to remember there’s never a bad day on the course.”

Ostrom Reaches Semifinals of Channel’s ‘Shotmakers’ By Brittany Baker

GET A NEW JOB? HAD A BABY? PUBLISHED SOMETHING? SHARE WHAT’S GOING ON WITH YOU.

Send updates to George Fox Journal, 414 N. Meridian St. #6256, Newberg, OR 97132; phone 503-554-6860; email alumni@georgefox.edu

SUMMER 2018     35
Andy Olson (ADP92), after 14 years in the Oregon State House of Representatives, announced in February he will not seek reelection for an eighth term representing District 15, which includes portions of Linn and Benton counties. He made the announcement of his decision on March 1 after nearly 44 years of public service. An Albany, Oregon, resident, he served 26 years with the Oregon State Police, retiring in 2007 with the rank of lieutenant after heading OSP’s Albany Patrol Office. First elected in 2003, and plan- ning to only serve three terms, at various times Olson was the house Republican leader and co-speaker pro tempore.

Eileen Quiring (ADP91), a member of the Clark County (Washington) Council since Jan. 1, 2017, has announced she will run in November for the 4th District seat on the council, facing the incumbent chair. A real estate broker who grew up in the county, after serving there for the last six years, she previously served in the Oregon House of Representatives from 1997 to 1997, then the Oregon Senate from 1997 to 2001. She served on the Clark County Planning Commission and Board of Equalization before resigning those posi- tions to be sworn in to the council. Quiring, George Fox’s Distinguished Alumni award winner in 1998, also previously was executive director of and later consultant to the Robert D. and Monica H. Ramus Community Trust/Randall Realty Corp in Portland.

Pete Tallman (G93) had the honor of cutting down the first Christmas Tree displayed on the front lawn of the U.S. Capitol Building in Washington, D.C. In a public ceremony Nov. 8, he was the sawyer who cut the 79-foot-tall Engelmann spruce in the Three Rivers Ranger District of the Kootenai National Forest near Yaak, Montana. The tree, the last in a tradition started in 1944, was strapped, boxed and trucked 3,500 miles to the Capitol Building, where it was lighted Dec. 6 by Speaker of the House Paul Ryan. Tallman’s father started Tallman Logging in the 1960s.

Jean Knudsen (G07) started in 2018 as a project accountant at Joseph Hughes Construction, one of 15 staff members at the Portland firm that builds offices, churches, multifamily housing, retail and light industrial structures. She assists project managers and estimators and provides accounting services throughout the duration of projects. She has more than 17 years of accounting experience and is currently in her seventh year in the construction industry.

Jason Ogden (G07) and Pam (Clem) Ogden (G07, MA92) in January were featured in The New 25 newspaper (Sweet Home, Oregon), which told of their efforts to raise funds for the adoption of a second child to join their family, which already includes four bio- logical children and an adopted child from South Korea. They are seeking to adopt an infant from Japan and have set a goal of rais- ing $43,000 to fund the process. They hope royalties from Pam’s new book, The Miracle, will cover some of the expenses. The book is being published by Christian publisher Lucid Books, with preorder- ers and a full release expected in June. It is based on a true story. The couple also keeps running while in South Korea and blog posts about the adoption process on her blog. Jason has supplied the 66 photos to be used in the book. He is a patrol sergeant with the Portland Police Department, starting in 1997, and also one of the past presidents/elders of Valley Life Church in Lebanon, Oregon. She is a homemaker.

Chris Elston (G08), now living inBothell, Washington, is an author writing his fourth book. He attended George Fox as a freshman, then switched majors, what make George Fox a special place.

Andy Olson: “I love George Fox, and most people know I’m a big fan,” he says of his alma mater.

Bryan Kasler

Kasler Puts Civil Engineering Degree to Work on Campus

“A lot of schools can teach engineering skills, but George Fox gives you the tools to be part of the experience as well,” he says. “I think what really sets us apart is the continuous emphasis that Christ is in the center of everything.”

Today, Kasler uses those skills he learned as a student to help manage all manner of construction projects for Andersen, with a focus on keeping jobs moving forward, problem solving and ensuring workplace safety. His office is virtually a trailer on the job site: his tools usually in a trailer on the job site; his tools are on the construction site.

But he is quick to point out that all the new structures that have been added over the past few years.

Kasler also serves as deacon for the Life club at the new Mountainside High School in Beaverton, Oregon. He’s also helping launch the first-ever Young Adults in Individual and Family Therapy, specialized in the areas of anxiety, depression, behavioral problems, post-trauma recovery, parent-child relationship issues and school-related concerns.

Frank Luzacich (MAT92) on July 1 will become the executive director of elementary programs for six elementary schools in Lake Oswego, Oregon. He was selected in March to fill the position, which calls for supervis- ing principals and teachers who serve 1,100 students. He leaves a position as principal of the 442-student Molalla Elementary School, which he held for three years. Title: Lord of the 2008 years with the Sherwood (Oregon) School District. While he was in Molalla, the school’s composite data measuring oral fluency was improved from 36 to 60 percent.

Amy Maas (G06), after being a full-time online student, in November graduated from NorthEastern University, headquartered in San Diego, with a doctor of education degree focused on special education. A Newberg resident, she previously worked for the Sherwood (Oregon) School District in its life skills program from 2009 to 2015. For 11 years she has been a foster mom to three boys with developmental disabilities.

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The book explores the suffering and survival of Canals and Railroads in the West, published by the Oregon State University Press.

Progress: Immigrants, Americans, and the Building of Oregon’s Economy, by Dunlop, with a career dedicated to teaching, has 38 obstacles in a three-phase course and training center and modeling as the Northwest’s premier indoor obstacle course for financial, healthcare, government and public utility sectors in the U.S.

Anchorage (Alaska) School District in her 14th year. She is a second-grade teacher at the nearly 600-student Mill Park Elementary School in Portland for 15 years.

The goal of the trust is to help transform national healthcare so that it treats patients from a more comprehensive perspective, not viewing disease, mental illness and substance misuse as single occurrences but rather as elements of a complex set of factors that determine a person’s overall wellbeing. “I am excited because it embraces the role that foundations can play in advancing policy and community-driven solutions for health and wellbeing,” she says about her role.

For Henderson, the trust is just a part of her job as chief executive of behavioral health for Providence Medical Group. Working out of the organization’s downtown Portland headquarters since 2010, she is responsible for all things mental health and substance use within Providence Oregon. She also has a “dotted line” relationship to Providence Health Plan in addition to her role as chief of the Providence St. Joseph Mental Health and Substance Use Clinical Program, a system wide initiative focused on improving clinical care.

With four direct reports and hundreds of other employees reporting to them, Henderson says her average day consists of a lot of meetings – some onsite, many virtual and some in the community. “I spend a lot of time working with teams of folks who are carrying out our own initiatives, and work hard to integrate them together so we have an effective system,” she says.

A recent day had eight back-to-back meetings. But despite the long hours, the George Fox graduate says she feels a great sense of purpose in her work. “My dream job is where I can make the biggest difference,” she says. “I’m an innovator, a strategist and a systems thinker – and wherever I can apply those skills to impact a system, I’m living up to my calling.”

Her calling also includes current or past involvements with 11 external boards and 17 committees in Oregon, including serving as president of the Oregon Psychological Association. Henderson says her current roles are not what she had in mind when enrolling in the George Fox Doctor of Psychology program. At that time she was focused on a career in clinical practice. But her friends, she says, would be quick to point out that since she was a teenager she wanted to be a healthcare leader, “just like Dr. Hardy on ‘General Hospital,’” she laughs.

Despite the change in career trajectory, Henderson leans heavily on her George Fox education. “I use it every single day,” she says. “My PsyD is essential for my survival!”
Kim (Ditter) Sellatly (Gn), principal brok- er at Gellaty Properties in Lake Oswego, Oregon, received a 2017 Circle Diamond Award for being Oregon’s No. 1 female real estate agent. In 2017, she sold 110 homes with more than $44.2 mil- lion in sales, ranking near the top of the 500-plus Northwest realtors. In 2010, she was named by the National Association of Realtors and featured in Realtor Magazine as one of its “Top 30 Under 30” rising stars in real estate.

Mike Hillman (MEd) in April was named interim principal at Seven Oak Middle School in Lebanon, Oregon. He had been coordinator of alternative education/hearings officer for the Lebanon Community Unit District School for nearly seven years. Previously he was with the Oregon Department of Education as a school improvement specialist with the Willamette Education Service District, including serving as principal of Quest School at the Oregon State Hospital. He now guides 22 teachers and 514 students in grades kindergarten through 12th.

Christina (Maguire) Scheldor (G, MATE) in January became a mathematics teacher at the 7,500-student West Salem (Oregon) High School where for a year of teaching math at Hawthorne Academy, a free charter public school in West Salem. Previously she spent two years at the American Indian School of Utah, where she taught math with the help of the Home School Association Co-op in Draper.

Sarah Johnson (EdD), starting in July, is the new superintendent of the Crook County (Oregon) School District. She topped a list of 28 candidates when named in March. She now heads a district of seven schools with just under 3,000 students, headquartered in Prineville, Oregon. She moves from a position of director of assessment, equity and school improvement with the Klamath County (Oregon) School District. Previously, she was superintendent of the Summer School District in Washington for three years. She is a graduate of Washington State, Oregon, as assistant superintendent with the Lincoln County School District. She was named Oregon’s Elementary Principal of the Year and National Distinguished Principal in 2007 while in Ms. McIntyre, Oregon.

Jeff Lincicome (DMAT) is senior pastor of Sammamish Presbyterian Church in Northwest Washington, a position he accept- ed in 2008. Previously, he was associate pas- tor of discipleship at Crossroads Presbyterian Church in Mequon, Wisconsin, and England, and exhibited her artwork interna- tionally in Ireland, England, and South Africa.

Ben Sand (MDiv) was the featured speaker for more than 400 undergraduate students at George Fox University’s spring commencement in April. In 2008, he founded the Portland Leadership Foundation, a faith-based community-organizational initiative that trains urban leaders to “be agents of change” in their neighborhoods.

Chris Skinner (MDiv) is the new police chief for the city of Eugene, Oregon. He was cho- sen March 19 from a field of 31 candidates to take office April 4. He is responsible for 150 sworn officers, 140 civilian employees and an operational budget of more than $51 mil- lion. He was the youngest candidate in the last 30 years.

In 2006, at the age of 86, Rose Maria McCarthy Anding (MDiv) found herself in a rehab center in Houston. “I had been on drugs for 25 years,” she says. “In Houston I was delivered and set free. God restored my life.”

Anding left rehab with a mission: to build a community for others struggling with addiction. “God had given me an assignment to build a place where I could demonstrate the love of God to people on drugs and alcohol,” she says.

Little did she know that 12 years later, at the age of 98, she would graduate from George Fox University’s Portland Seminary with a doctoral degree and the mission piece necessary to make her vision a reality.

At the time, through, confidant as she was of her convictions, Anding didn’t know where to start. “I had no idea how I would build this community,” she recalls.

Anding had been raised in the church in rural Mississippi. Her father was a farmer but had also been a minister, estab- lishing and leading three churches, so the ministry felt like a natural place to start. And when she got started, she didn’t stop.

She first served as activity minister at a church, and later as a Bible study teacher and head of the women’s depart- ment before being ordained. She also wrote a book, High Heels, Honey Lips, and White Powder, published in 2010, detail- ing her story of overcoming addiction and being commissioned to win souls for Christ. But her vision was bigger than church leadership and a book, and Anding knew she needed more education to achieve it.

She studied evangelism and church planting at Liberty Theological Seminary, earned a master’s degree in 2002, fol- lowed by a master’s degree in divinity in chaplaincy in 2014. Still, Anding realized she had more work to do. While some of the pieces to her plan were in place, others were missing.

“I thought I’d go to school and learn how to plant a church,” she says. “I’d been on drugs for 25 years, and I thought I was fully equipped to talk to people [with addiction problems]. Doing drugs and working in a drug community are vastly different.” That realization led her to yet another master’s degree from Liberty University in counseling, focused on addiction and recovery, in 2018.

While searching for a counseling program, Anding met an admissions representative from Portland Seminary who took an interest in her work. She shares with her information about the semi- nary’s Leadership and Global Perspectives Doctor of Ministry program – a three- year, online program that prepares those with addiction problems. Doing drugs and working in a drug community are vastly different.” That realization led her to yet another master’s degree from Liberty University in counseling, focused on addiction and recovery, in 2018.

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Before starting her graduate work in Portland, she wanted to build a place where she could demonstrate the love of God to people on drugs and alcohol.”

After much research and consider- ation, she decided to take the plunge and pursue her fourth graduate degree – after the age of 70. This spring she gradu- ated, ready and equipped to fully pursue her calling.

“It was only after I finished my dis- sertation that I saw how all the parts came together,” she says. “That was the final piece – the piece I needed. I could not have accomplished that anywhere else.”

Today, she ministers to the people of her home state of Mississippi through the Restoration Christian Outreach Community. The free addiction treatment center is funded by the Early & Lettie Simmons Foundation, established by Anding to honor her parents.

Most days she’s busy writing grants and proposals, organizing youth programs for families in her neighborhood, and helping countless individuals “step into their visions.” And, of course, Anding spends a good deal of her time helping those whose lives have been broken by substance abuse.

“That’s what I came out of,” she says, “and that’s exactly what I’ll continue to do.”

“God had given me an assignment to build a community,” she recalls. “I had no idea how I would build this community,” she recalls.
on in 2007, for methamphetamine and heroin use. Sentenced to incarceration for up to four years, he was released in 2008. Turning his life around, he emigrated to George Fox to pursue a career aiding those struggling with drug and alcohol health problems. The Idaho Commission of Pardons and Parole recommended Jarrett for a pardon, saying “Mr. Jarrett is an example of what a pardon process exists in Idaho” and adding “he demonstrates how rehabilitation can and should work.” Jarrett wrote to the board that he would like to become a licensed psychologist in Oregon. The Board of Examiners of Psychologists assisting him to attain my license with a felony record is very low.” He has been since, 2019, lead thera-
apist and counseling director working with recovering addicts and alcoholics. He also volunteers as a counselor,еньшей, а затем работал на得起 группу, занимавшуюся реабилитацией. Туника команда помогает патенту на свои услуги, основываясь на своего неплохого результат в своем патенте.

David Kaye (GU, MA, PsyD, 2018), upon receiving his PsyD doctoral hood in a ceremony in April, became George Fox’s first double-lega-

Amanda (Winkelstein) Howard (GU) is project manager with Dunham Marketing Group in Portland. Starting her new position last June, she is with a premier firm that provides management consulting services, creating automation-powered marketing campaigns that generate, quality and nurture leads. Earlier, she was with Pivot Group, a Portland marketing agency, as producer and project manager for two years after a year and a half with the Portland-based Tufts Cancer as a database association support and con-

Sarah (Gilmore) Johnson (GU) lives in Newberg, where she is a nurse and she is in his way on being one. She is a regis-
ter nurse at the Providence Oregon Birth Center, guiding women through delivery and both mother and baby through postpartum. Helping people plan for their future, he lives in Newberg, four following years at Legacy Silverton Medical Center in Beaverton. He is currently a full-time library assistant (lead staff position) at HawkSoft in Canby, Oregon, a small business focusing on legal forms that provides services for individuals and businesses. He is also an artist, writing, and creating music. He is an alumnus of the George Fox University and a graduate of the Oregon State University. He is now a full-time employee of the company, which manufactures custom-made office furniture such as desks, tables and cabinets, and works with customers to do space planning and installation. Previously, he was with Ecom-O-Fab Buildings in Gaston, Oregon.

Sarah (Gilmore) Johnson (GU) in July was advanced to a billing and licensing specialist lead position with HealthLink OC following three years as a billing and licensing specialist. Located in Canby, Oregon, HawkSoft is a family-owned business providing user-friendly management system software for independent and group practices. Amberly (Vincent) Largas (GU) is student affairs office manager with the Graduate Theological Union in Berkeley, California. The firm earned two MBA, MA, PhD, and TSD degrees, has eight private independent theological colleges and universities with the University of the Pacific, Berkeley. Previously, she was a resident director with George Fox in Beaver Falls, Pennsylvania, and an administrator with the Mount Herman (California) Association.

Taylors (Raussean) in the fall became the new theatre director at C.S. Lewis Academy in Newberg. Since the private Christian school of 180 students has moved to a new campus it no longer has a dedicated theatre of its own, so productions were staged at North Newberg High School in Hillsboro, the campus chapel and at an amphitheater in Sherwood, Oregon. They also produced an emerging artist with BaggageProductions in Hillsboro, Oregon; taught classes and workshops to the correct segment of customers. She also is a member of the Juniors League of Portland and currently serving as assistant chair of digital media and as the organization’s webmaster. Previously, she was a marketing communications editor at FairTrade, a franchise consulting firm in Lake Oswego, Oregon, and a marketing coordinator at Hor Consulting Services.

Terrance Hoef (GU) is a logistics manager for Portland-based John Buck Company in Newberg, Oregon. In the position since December, he is responsible for purchasing and receiving materials, working with vendors and other manufacturers, coordinating production and delivery of project components. Before taking the job, he also serves as IT systems administrator for the company, which manufactures custom-made office furniture such as desks, tables and cabinets, and works with customers to do space planning and installation. Previously, he was with Ecom-O-Fab Buildings in Gaston, Oregon.

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Sydney West (G08) is now an undergraduate admissions counselor for her alma mater, joining the George Fox undergraduate admissions staff in January. She moved from a position as admissions counselor at Central Washington University, where she had been for a year and a half. She was a visit and events intern for the George Fox undergraduate admissions office during her senior year.

Tim Looner (EdD10) has been named interim head of a new school of a new school being created with the merger of two similar private institutions in Santa Barbara and Ventura, California. Now in his 23rd year as an educational leader, Looner, in 2015, was selected interim head of El Montecito School San Roque, with 750 students in preschool through sixth grade. This summer, it will merge with Providence School of Santa Barbara, which merged preschool through high school classes. The new name will be Providence School. Looner previously was with Providence as an academic dean, then head of upper school after a 14-year teaching and administrator career with the Ventura Unified School District.

Makenna Wimmer (G17) in April joined George Fox’s marketing communications office as a web designer. Previously, she was a graphic design coordinator for the National Psoriasis Foundation in Portland, for which she helped create event branding, and designed she developed operation plans for projects, for a year and a half. She was a visit and events intern for the George Fox undergraduate Student Fund, a scholarship by visiting or just $300 or more if you’re a recent graduate – Partner with our president, Robin Baker, by joining your gift will help equip current and or an academic program, for your name will help alumni connections

IN MEMORY


Gerald Magee (G06), May 6, 2018, in Tigard, Oregon.

Karen (Kuhn) Krous (G06) and Cory Cooper, a girl, Annora Renee, Apr. 6, 2017, in Newberg.

Marc Johnson (G08) and Jennifer Costner, a girl, Abigail, June 15, 2017, in Newberg.

John Sullivan (G74), April 22, 2018, in Newberg.

Sandra Keyser (G10), Dec. 18, 2017, in Newberg.

Eric Anglin (G76), March 26, 2018, in Portland.

Mark Putney (G06), Jan. 1, 2018, in McMinnville.

Sharon (Fishburn) Harder (G78), April 26, 2018, in Warsaw, Indiana.

William DeLapp (G08), Nov. 18, 2017, in Salem, Oregon.

PhD, Feb. 4, 2018, in Newberg.

Professor emeritus, Spanish and audio-visual technology, 1964-2000.


Crystal (Eone) Visser (G10) and Justina Visser (G10, DPT15), a boy, Luke Babert, March 13, 2017, in Newberg.

Brett (Randal) Armstrong (G00) and Travis Armstrong, a girl, Emberlee Colleen, Aug. 13, 2017, in Portland.


Dana (Laron) Sullivan (G08), a boy, Sanford, Frederick, Sept. 25, 2017, in Kansas City, Missouri.

Stephanie (Hanna) Amato (G01) and Giuseppe Amato, a boy, Ben Stra, June 26, 2018, in Portland.

Emily (Reed) Putney (G00, MEd10) and Mark Putney (G00, MEd10), a boy, William Reed, Feb. 25, 2017, in Newberg.

Kamila (Kohn) Krous (G06) and Erik Krous, a girl, Rosemary June, Oct. 6, 2017, in Tualatin, Oregon.


Joy (Rice) Ostrom (G04) and Justin Ostrom, a boy, Ian Andy Ostrom, March 4, 2017, in Newberg.

Stephanie (Selich) Ostrom (G05) and Andy Ostrom, a boy, Ian Babert, March 1, 2017, in Newberg.

Matt Burg (G04, MAT12) and Megan Burg, a boy, Max Richard, March 7, 2016, in Newberg.

Maggie Denaury (G01), March 22, 2018, in Portland.

Rebecca (Armstrong) Sisson and Brian R. Ostrom, a boy, Ian Babert, March 1, 2017, in Newberg.

Morgan Burns (G00), May 17, 2018, in Newberg.

Kelli (York) King (G03) and Randall King (G03, EdD10), a boy, Hudson, Sept. 11, 2017, in Salmon Creek, Washington.

Missey (Davis) Neyho (G01) and Ryan Nyeboeh, a girl, Cera Lynn, March 4, 2017, in Beaver Falls, Pennsylvania.

Cori (Armstrong) Bell, a girl, and David J. Armstrong, a boy, on May 4, 2017, in Newberg.

Matt Burg (G04, MAT12) and Megan Burg, a boy, Max Richard, March 7, 2016, in Newberg.


Berto Lomaglio (G12) and Cory Cooper, a girl, Annora Renee, April 6, 2017, in Newberg.

Marc Johnson (G08) and Jennifer Costner, a girl, Abigail, June 15, 2017, in Newberg.

John Sullivan (G74), April 22, 2018, in Newberg.

Sandra Keyser (G10), Dec. 18, 2017, in Newberg.

Eric Anglin (G76), March 26, 2018, in Seattle, Washington.

Erich (Anglin) (G76) and Crystal (Enos) Visser (G76, DPT15), a boy, Luke Babert, March 13, 2017, in Newberg.

Crystal (Eone) Visser (G10) and Jordan Visser (G10, DPT15), a boy, Luke Babert, March 13, 2017, in Newberg.

Brett (Randal) Armstrong (G00) and Travis Armstrong, a girl, Emberlee Colleen, Aug. 13, 2017, in Portland.
You matter!

Your gifts provide scholarships, program enhancements and services that enable students to thrive at George Fox. And with our consistent growth in recent years, we need your partnership now more than ever.

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Give online at giving.georgefox.edu.
For the first time in program history the women’s track and field team took home a national championship, finishing in a tie with co-champion UMass Boston at the NCAA Division III Track and Field National Championships in May. It was just the third NCAA team title in school history, following baseball in 2004 and women’s basketball in 2009. See page 10 for more details on the Bruins’ historic season.