

*Public History Learning Community* faculty and staff members read various germinal articles and books on Public History. At four different sessions, they discussed how a Public History major and minor might be developed for Linfield's curriculum. Given the present staffing in SOAN, History, and Linfield Archives, they concluded that a minor would be quite feasible and worthy of pursuing in the future.

Principal investigator: Lissa Wadewitz

*Diversify Your Syllabus* and *Creating a More Inclusive Syllabus* workshops (conducted at separate times) brought together faculty members from a wide range of disciplines interrogated their syllabus both as a whole but also in breakout groups. Attendees discussed the importance of revising syllabi with justice, anti-oppression, and inclusivity in mind. Participants were given an opportunity to research a new text/voice to assign during the first week of classes, and how reframing the semester in this way might be foundational to anti-racist pedagogy. Workshop attendees made a visual depiction of all the writers they have on the syllabus, enabling them to see if the population of voices providing the content for their course is diverse. Attendees also had conversations on what it might mean to "decolonize" a syllabus (or an entire curriculum), and how this work relates to fields such as math and the sciences. Many of the participants were able to diversify their syllabi in terms of theories, authors, and pedagogical tools. Principal investigator: Lindsey Mantoan

*Queer Connect Task Force* is a broad and diverse group of students, staff, faculty, and administrators engaging the institution in a collaborative and comprehensive self-assessment of campus climate, resources, and policies as it relates to queer campus community members. Recently, the participants have broken into groups to address the concerns discovered during the assessment phase.

Principal investigator: Tanya Tompkins

Visiting facilitator, *Trystan Reese*, conducted a virtual workshop with faculty/staff, followed by an online public talk centered around LGBTQ+ inclusion and equity. The public talk detailed Trystan's two decades of experience as an LGBTQ+ activist and navigating the celebrity of his family. Reese is an internationally known LGBTQ+ equity and family rights activist and consultant to organizations interested in creating equity programs. During the workshop Trystan introduced common phrases used by the trans community and explained gender concepts. The session ended by giving attendees tools for allyship. The sessions were recorded to be made available for future training/teaching/learning opportunities.

Principal investigators: Tanya Tompkins

*Virtual Ethnography of Religion* is an ethnographic fieldwork project used in religious studies courses to engage in observation of diverse types of services at various religious institutions. The project was redesigned to allow students who would otherwise physically visit a religious service the opportunity to observe services online during the pandemic lockdown. Through additional research on the institution and its background student essays reflected on cultural difference, sameness, and civil responsibility.

Principal investigator: David Fiordalis

*The University Writing Center*, relocated to Nicholson Library, offers students a place for their writing to be reviewed, collaborate with peers on writing projects, or participate in individual sessions for developing writing habits. Students with access to the McMinnville campus may visit the center or arrange to engage virtually. Students located on other campuses unable to visit the McMinnville campus may take advantage of the opportunity for peer review or developing writing habit sessions by online appointment with a student writing fellow. The Writing Center is operated by student staff vetted for their knowledge in writing qualities. Principal investigator: Ginny Blackson & Rachel Norman

*Pacific Northwest Ecology and Environmental Writing* is taught with a history of interaction between environmental writing and ecological study in mind. It is largely taught off campus during three weekend-long field excursions to sites across the state. Alongside this ecological work students read environmental literature; discuss modes and methods of environmental writing; and reflect on their own experiences in the field as they build a portfolio of environmental poems and essays (a number of which have been published in Camas). Principal investigators: John Syring and Joe Wilkins

*What's the Big Idea?* a group of 5 faculty from five disciplines choose two students each from their majors to participate in the semester-long program. The faculty/student teams then pick a reading and the group of 15 meet over dinner at a faculty members house to discuss the reading. Principal investigator: David Sumner

*Linfield Leads* is a cross-disciplinary effort to promote innovative curricular and co-curricular development, strengthen on-campus partnerships, and promote community engagement. The LEAD minor, approved into the course catalog, adopts a broad conception of leadership as a values-driven, collaborative process defined by human interaction across a variety of contexts. To date, three students have graduated with the minor and more are currently enrolled. Principal investigators: Virlena Crosley, Pat Cottrell, and Jeff Mackay

*LAB & GERC Summit* over the last two years, the General Education Revision Committee (GERC) has worked to reimagine what a Linfield Education might be. Linfield Leads, a curriculum that is committed to the notion that a 21st century education needs to be “both/and.” Students should both be able to achieve upward mobility and lead an examined life, able to acquire a skill set that employers value and cultivate diverse knowledge from the arts, humanities, mathematics, natural sciences, and social sciences. They should be prepared to thrive in private settings and engaged in public life. LAB brings together threads of the Linfield experience under one centralized hub with curricular, social, community, teaching, learning, and justice components. The GERC proposal and LAB seek to work as interlocking features that form the bedrock of a Linfield education and its vibrant intellectual life. Principal investigator: Rachel Norman

*Camas – Linfield’s Literary Journal* is Linfield’s long-running literary journal. The magazine is being restructured to include other departments and schools. The year-long publication process is steered by students under the guidance of a faculty member. The editorial board must create a shared vision for the publication that can be clearly articulated to readers and editorial assistants. This artistic vision must meet the realities of production, which is where the editorial staff must work with their Business Affairs partner, to generate the best possible publication at the lowest possible cost. Finally, the Director of Marketing, must not only come up with a plan for launching the print journal and helping it get into the hands of students, faculty, employees, alumni, and the local community, but for maintaining a year-round digital presence for the magazine.

Principal investigators: Jesse Donaldson and Joe Wilkins