

Study abroad trips canceled amid COVID-19 escalation



SOPHIE SMITH
EDITOR-IN-CHIEF

Willamette's Office of International Education (OIE) is hurrying to meet traveling students' needs as the coronavirus disease known as COVID-19 spreads globally. In compliance with University policy, the OIE has sent home two students studying abroad in Italy, canceled a summer program in Japan and now grapples with the uncertainty surrounding the futures of students currently studying in Japan.

The spread of COVID-19 has become a local issue, with the *Statesman Journal* reporting that one case of the virus was confirmed in Marion County on March 8, the day after Governor Kate Brown declared a state of emergency in Oregon. As the situation escalates, the OIE and several other University departments are facing the pressure to develop and communicate response plans to the Willamette community.

The Center for Disease Control and Prevention's (CDC) and the State Department's travel advisories inform Willamette's policies during situations like this one. The CDC uses a three-level warning system to inform travelers of the risks associated with entering a given country.



Pictured above is the Office of International Education (OIE), which organizes study abroad programs.


As of March 10, the CDC had designated China, South Korea, Iran and Italy as Level 3 countries, meaning people should "avoid all non-essential travel to this destination."

Kris Lou, director of the OIE, said in a March 5 interview that Willamette policy requires all community members, including students and employees, to return from a country that has been given a Level 3 warning. Two students studying abroad in Italy have been directed to leave their programs. Willamette has no other study abroad students in Level 3 countries this semester.

Lou said the students who left Italy are able to finish their coursework remotely and will receive full credit for their classes, which began in January. The students will not return to their on-site programs this semester. Willamette is working with the students' host institutions to refund portions of their room and board payments.

OIE, 3

Hiring of new dean



JASPER JONES
NEWS EDITOR

Since former Vice President for Student Affairs and Dean of Students Domanic Thomas's departure from campus in fall 2019, a committee made up of Willamette administrators, faculty and students have been searching for the next person to fill the role. In the last few weeks, the final three candidates visited campus to take part in conversations and interviews with a series of people on campus, as well as open forums that all community members were welcome to attend. Vice President for Equity, Diversity and Inclusion Jade Aguilar is chairing the hiring committee. Aguilar hopes to have a candidate selected by spring break and have them begin their role this summer.


Speaking to what the committee has been looking for in candidates, Aguilar said, "We have been trying to get a qualified group of folks who are committed to student engagement, committed to Title IX stuff, to equity, diversity and inclusion, to being a really engaged and authentic and an active dean of students and vice president of student affairs."

COMMITTEE, 3

Spring has sprung on campus courtesy of the grounds crew



Clockwise from left to right: redflower currants, rhododendrons and daffodils in bloom.



CLEIGHTON ROBERTS
CONTRIBUTOR

The weather is warming up, students are spending more time outside and the trees are growing back their leaves. Spring is almost here. The grounds crew is working to make spring beautiful for those at Willamette: four years ago, they replaced annual flowers with perennials, which are plants that live two or more years, and which have many advantages over annuals in both budgeting and enjoyment.

All around campus are pockets of plants that will soon bloom and be filled with color. As of now, the

only flowers seen are early bloomers, including daffodils, currants, magnolias and honeysuckle. The rest of campus will be blooming in a matter of weeks, depending on the temperature.

"It's a succession. They start in January and then by March we are going to hit everything," said Jim Andersen, the grounds manager. "February will be our early bloomers, and then we are going to get kind of a lull where trees and shrubs that bloom first and then leaf out, like the magnolias. And then we are going to get a whole other succession of plants blooming, like the rhododendron and the pieris."

In past years, the grounds crew would plant annual flowers every year, mostly around the edges of campus. However, buying new flowers every year got expensive and required more water, so the grounds crew gradually began planting perennials. Perennials also allowed a larger coverage of campus by flowers because they didn't need to be changed out every year.

WILLAMETTE, 5





Willamette recognizes womxn leaders

ANNA SEAHILL
STAFF WRITER

Note: The term “womxn” is used intentionally to convey the inclusivity of trans and gender non-conforming individuals, as well as to acknowledge the critique around a white, cis, hetero patriarchal society that privileges white women.

March not only marks the start of the spring season, but also the beginning of Womxn’s History Month. In honor of this month and its celebration of past and present womxn and their accomplishments, Willamette’s Gender Resource and Advocacy Center (GRAC) is highlighting the impact of womxn leaders on campus.

Back in February, the GRAC sent out a nomination form for members of the Willamette community to nominate womxn who have demonstrated leadership and involvement during their time at the University. Nominees were open to students, faculty and staff.

From the nominations, the GRAC’s students and staff created posters featuring these womxn for their upcoming Womxn’s History Month poster and social media campaign.

As stated in promotional material for the campaign, “The purpose of this project is to offer formal recognition, visual representation and meaningful insight about leaders on our campus, using their own words to explain leadership, their hope for the future of our University and to illustrate what or who inspires them, and, in turn, how they inspire us.”

Andrea Hugmeyer, director of the GRAC and confidential advocate, explained that the initiative

started last year as a way to recognize the student activism behind the grassroots effort of the STEAM Collective. Due to a later start in planning last year, posters did not roll out until April.

This year, however, work began earlier to better connect the campaign to Womxn’s History Month specifically. From the nomination form, nine Willamette womxn were selected as examples of strong leaders. The nominees were then contacted by the GRAC and asked a series of questions, including who their role model is and what their hope for a better Willamette is in a single word.

The inspiration behind the creation of the poster campaign came from a desire to reinvigorate March’s focus. “There are a lot of themed awareness-building months to drive programming efforts and over time, it seems like there is an absence of attention on Womxn’s History Month. I felt like the GRAC could fill this gap in some way,” Hugmeyer said.

The posters will be hung in different places on campus, such as in the Student Center for Equity and Empowerment and the Montag Loft spaces. They will be put up during the week before spring break and will also be featured on the GRAC’s Instagram @theloft_wu.

Hugmeyer concluded with a message about why this recognition is so critical: “It demonstrates modeling for others what a positive impact can look like. Gender division of labor means that work womxn do often goes unnoticed, unpaid or undervalued.”

For more information about the GRAC and its resources, please visit the Willamette website or email <grac-info>.

amseahill@willamette.edu



The Gender Resource and Advocacy Center, which is located in the Montag Loft, will hang the posters of the nine womxn leaders of Willamette nominees to celebrate Womxn’s History Month.

WEEKLY REPORT BY CAMPUS SAFETY

EMERGENCY MEDICAL AID Feb. 28, 2:27 p.m. (Collins Science): Campus Safety received a call reporting a student who was unconscious. An officer responded and evaluated the student. Paramedics were contacted and responded. The student felt well enough to return to class.

Feb. 28, 5:52 p.m. (Sparks Center): Campus Safety received a call reporting an individual got injured while working out. Officers, WEMS and an athletic trainer responded to evaluate the student who was then transported to the emergency room.

March 2, 2:21 p.m. (12th Street): Campus Safety received calls reporting an individual in a vehicle who was having a medical issue

inside their vehicle, which was stopped in the middle of the street. Officers responded and paramedics were contacted. Paramedics transported the person to the hospital and officers transported their passengers to the hospital to be with them.

March 5, 4:02 p.m. (Smullin Hall): Campus Safety received a call reporting a student had injured their arm and was requesting transport to the ER. An officer responded and transported the student.

POSSESSION OF A CONTROLLED SUBSTANCE

Feb. 29, 4:56 p.m. (Baxter Hall): Campus Safety received a call reporting cannabis found in a restroom. An officer responded and the items were confiscated.

March 4, 9:03 p.m. (Lausanne Hall): Campus Safety

received a call reporting found cannabis. An officer responded and met with the student and RA. The items were confiscated and a report was filed.

SUSPICIOUS ACTIVITY/PERSONS March 3, 11:22 p.m. (Baxter Hall): Campus Safety received a call reporting an individual going through the trash and carrying a large stick. An officer responded and searched the area, but the individual had already left.

March 5, 8:57 p.m. (Goudy Commons): Campus Safety received a call reporting a suspicious individual in the area. An officer responded and searched the surrounding area, but the individual had already left.

March 5, 12:17 p.m. (Belknap Hall): Campus Safety received a call reporting a

suspicious individual asking for a code to get inside the building. An officer responded and searched the surrounding area and did a walkthrough in the building, but the individual could not be located.

THEFT Feb. 28, 6:32 p.m. (Smith Fine Arts): Campus Safety received a call regarding the theft of a backpack on the Quad. An officer responded and met with the victim. A report was filed and the student was also encouraged to contact the Salem Police Department to also report the theft to them.

WELFARE CHECK March 5, 12:43 a.m. (University Center): Campus Safety received a call reporting a student who was unconscious and laying on

the floor. Officers called out to the student and got a response and determined that they were intoxicated. The student was then escorted back to their residence hall.

VEHICLE ACCIDENT March 5, 9:40 a.m. (Atkinson Graduate School): An officer was contacted by an employee to report that they have just damaged a parked car with a University vehicle. The officer filed a report and contacted the person whose vehicle had been damaged.

PLEASE CONTACT
CAMPUS SAFETY IF
YOU HAVE ANY
INFORMATION
REGARDING THESE
INCIDENTS.
(503) 370-6911

Filmmaker takes interest in politics class



JACOB BLOOM
STAFF WRITER

The College of Liberal Arts class “Reforming Criminal Justice” will be featured in an upcoming documentary directed by Lydia B. Smith. Smith’s last film, titled “Walking the Camino,” aired on PBS and had more than a million views.

The class, taught by Professor Melissa Buis Michaux, is unique in that it is taught in the Oregon State Penitentiary, with about half of its students being incarcerated men. The class, which has been offered since 2016, focuses on issues of mass incarceration, the U.S. criminal justice system and the lives that are affected by it. Additionally, the class challenges its students to offer

ways they believe the justice system should be reformed.

According to Michaux, the film’s main focus will be on the incarcerated men. However, the class itself will also be a major focus of the film. The extent that individual Willamette students will be featured is unclear.

The film crew has and will continue to be present during each class in the spring semester, and will conduct individual interviews with the incarcerated as well as with Willamette students.

Currently, the film is still in very early stages of development and has neither a release date nor a working title. While the film will be broadly about the U.S. prison system, it does not yet have a narrowed, central idea or subject.

“The main meat of the documentary will be following the class as it goes into a prison and the experiences that these students and prisoners have,” said Ben Burton (‘21), who is currently working as an intern for the film’s producer.

“With documentaries, the main goal is to just capture everything that you can and to just shoot as much footage as possible. Then post production is when you decide what will be left in, and what the big ideas are.”

One thing Michaux said she considered when she was initially approached by the filmmakers about filming her classes during the fall was whether the presence of camera operators would affect the dynamics of the classroom—an environment where personal and difficult discussions often take place. She said that she agreed to the presence of the filmmakers when the incarcerated men voiced their opinion that they wanted their stories to be heard.

When referring to the presence of the camera crew, she said, “In that way, it can be intrusive. But I think that the students, both the inside students and outside students, are supportive of what it is that Lydia and her crew are trying to do. Yeah, because they’re really trying to bring the story of transformation and what it means to be incarcerated and what it’s really like to grow up in prison to the public.”

Michaux believes that for her Willamette students looking to understand criminal justice, as well as for future viewers of the film, humanizing incarcerated people is crucial to fix a criminal justice system that many people of many different ideologies see as broken.

“I think we have a lot of demonization of people that are incarcerated and, you know, it’s somewhat understandable when the only thing you know about a person is a terrible crime that they committed... Of course, people are more than just their worst possible act, and they do change. I think more and more society is accepting that idea in theory, but then, in practice, we still have to do it.”

Jordan Schott (‘21), one of the Willamette students enrolled in the class, said: “It’s been really impactful to sit in a room with convicted felons, but they’re so much more than that. We all have preconceived notions about what it means to be in jail, especially in a maximum security prison, especially for people convicted of a violent crime... It’s so important that we recognize these guys have faced extreme obstacles in their lives that have influenced what brought them to where they are right now. Being able to recognize that these are amazing, multifaceted, three-dimensional people has really affected me. They have so much more to share than the limits of what their crime was.”

jhbloom@willamette.edu

Committee searches for new vice president

CONTINUED from Page 1

To begin the search for quality candidates, Aguilar reported that the committee hired an executive search firm that helps manage the beginning of hiring processes with tasks like reaching out to interested parties, collecting application materials and protecting the privacy of candidates. Since these candidates are often currently working at other institutions and might not want their employers to know they are on the market, this service helps to keep that information private until the final three candidates are selected. The firm received many applications, but narrowed it down to 20 recommended candidates for the committee to review.

The committee interviewed nine of those people over Skype, and then invited three of them to campus as the final round of interviews. While on campus, candidates had meetings with many leaders and departments on campus, including but not limited to Provost Carol Long, the person this position reports to and hiring manager who ultimately gets to choose who is offered the position, University President Steve Thorsett, Student Affairs leadership and a selected group of students.

Each candidate also had an open forum that all interested community members were invited to attend. At these forums, candidates were allotted five minutes to introduce themselves, and then 15 minutes to respond to the question: “Willamette University has observed a gradual but marked decline in student engagement over the last few years. Fewer students are applying for leadership positions (for example, in student government, resident assistant and Opening Days leader) and more students are leaving these positions. At the same time, the Campus Climate survey results told us that students in all three colleges do not experience a strong sense of ‘Willamette community,’ although they do have their own sub-communities. As vice president for student affairs and dean of students, what strategies for increasing engagement would you consider and how would you determine which to implement?”

The rest of the hour allowed for questions from the audience. After each forum, Aguilar sent a Google Form to everyone who attended asking for their feedback and opinions on the candidate.

The final three candidates are Dr. Lowell Davis, Dr. Lisa Landreman and Dr. Terry Lindsay, who visited campus on Feb. 24, Feb. 27 and March 4 respectively.

The hiring committee met on March 9 to discuss who should be offered the job. When they come to a decision, they will recommend that candidate to Long. Long will then make the final decision.

mgjones@willamette.edu

OIE responds to COVID-19 epidemic

We are sorry to inform you that the difficult decision has been made to cancel the Summer Japan study abroad program for summer 2020.

This decision is based on two primary issues:

Low Enrollment: The minimum enrollment for the program is set at 10 students and only four students committed to their placements for 2020. Financially, it is not feasible to run the program at such low numbers.

COVID-19: Japan continues to experience sustained community transmission of the COVID-19 virus and is rated at a Level 2 by the CDC. Out of an abundance of caution, the university has decided not to send new groups of students to Japan at this time.

The \$300 deposit you recently paid will be released back into your student account. We will change your application in the Willamette study abroad portal to withdrawn based on the cancellation of the program.

We know this is likely to be disappointing and we strongly encourage you to apply again next year for summer 2021. If you have specific questions about this decision, please don't hesitate to contact us at offcampus@willamette.edu.

Best regards,
Office of International Education

COURTESY OF NOAH DANTES

This is the email that the OIE sent to the students who were planning to study abroad in Japan this summer.

CONTINUED from Page 1

Lou said most other schools have adopted similar policies to Willamette’s, adding, “I would be surprised if universities did not pull students out of a Level 3 situation.”

To date, Japan is the only country with a CDC Level 2 travel notice. This notice states that people should “practice enhanced precautions for this destination.” Willamette does not require students in Level 2 countries to return home, but they do give them the option to assess the risk associated with staying and make the choice to stay or leave. Willamette will not send students into a country with a Level 2 advisory.

Partly for this reason, the OIE has canceled its summer study abroad program, Environmental Studies and Sustainability in Japan. A March

4 email, pictured above, sent from the OIE to students who were planning to go on the program said both concerns about COVID-19 and low enrollment numbers affected the decision to cancel the program. The program requires a minimum of 10 students participate; this year, only four committed.

“We very well may have canceled that for financial reasons,” Lou said of the program.

No other Willamette summer study abroad program has been canceled.

This year, there are eight Willamette students in Japan as part of the year-long Japanese Study Program at Tokyo International University (TIU) in Kawagoe. As of March 10, universities in Japan are still open, but their closing is a possibility. In February, the Japanese government asked all kindergarten through 12th grade schools in the country to close.

TIU postponed the start of its spring semester from late March to early April, due to concerns related to COVID-19, and has canceled its commencement ceremony at the end of the semester.

So far, no Willamette students have left the Japanese Studies Program. If any students choose to return home, or if Japanese regulations or national travel advisories require them to leave, Willamette is prepared to support the students’ academic and financial needs. Since TIU’s spring semester will not have started until over two months after Willamette’s did, Willamette staff and faculty are now devising ways to allow students to receive the credits they need this semester in order to stay on track for graduation, should they leave Japan early. If the students choose to return to campus, Willamette will not require them to pay an entire

semester of tuition or room and board costs.

The OIE has been in communication with students currently studying abroad, warning them to think carefully about the potential risks associated with their travel plans.

“Please heed the advice of the local officials about where to go, what safe behavior is, how to stay healthy. Do not travel to Level 3 areas,” Lou said.

Despite fears about COVID-19, the OIE is preparing for next year’s semester-long study abroad programs like normal.

“We’re doing business as usual, in terms of preparation for fall,” said Lou. “If, for example, Japan stays Level 2 until next fall, then it will impact those students who want to go next fall, but it’s unlikely. We don’t expect that to be the case.”

Lou noted that because the virus has spread to the U.S., COVID-19 is now both an international and a domestic issue. Now, many University departments in addition to the OIE are creating response plans. He said this semester’s spring break may pose particular challenges to Willamette’s campus, since a large portion of the community will travel during the break.

“Between today, March 5, and spring break, who knows what areas are going to become Level 2, Level 3? Who knows how bad it will get in Seattle, for example? Who knows?”

“These are all real, big uncertainties that are looming,” he said.

Up-to-date information about the virus can be found on the University’s “Coronavirus Updates” webpage.

slsmith@willamette.edu

Professor profile: Danielle Deulen, embracer of difficulty



Dr. Danielle Deulen smiles outside of Eaton Hall, where she teaches most of her classes.

PIPER LEHR
CONTRIBUTOR

Dr. Danielle Cadena Deulen has many titles: author, podcaster, mother and associate professor of English at Willamette. However, this is Deulen's last semester at Willamette before moving to Georgia to teach poetry and start up a creative nonfiction program at Georgia State University. She has a Masters in Fine Arts in poetry from George Mason University and a doctorate in English from the University of Utah, with a specialization in creative nonfiction. She has also authored three books, two in poetry and one in creative nonfiction. In an interview, she talked about how she became a professor, her writing techniques, her revision process and her literary podcast.

When Deulen first started writing, she didn't realize that it could

be intellectually challenging. Upon the realization that writing is, in fact, difficult, she decided to further pursue it. She said, "I took my first creative writing class when I was eight, and I fell in love with the difficulty of it. The first time I recall sitting down to write a poem, I thought how important it was to try to say what I felt, and I felt like it was an impossibility for me to know how."

Deulen didn't originally set out to be a teacher. She said, "I don't think I understood that writing was something I could actually do as a living, and it's not something I can do for a living, because my books don't sell well enough, which is true of most writers."

"While she was getting her MFA in poetry, she was offered a teaching stipend, which began her pedagogical training. "The challenge of writing led me to the challenge of teaching, and I've just been there

ever since," she said.

Her background in poetry has influenced her stylistic techniques in nonfiction. "My foundational training in writing is toward a penchant for compression, descriptions, associative leaps, a lot of the moves that poetry makes," she said. Her background as a poet has also given her a "penchant for the weird" in her writing.

Lately, she's been trying to get out of her comfort zone. She said, "I'm trying to bring in more classic, conventional and narrative elements to [my work] as a way to challenge myself, towards something that's meant for a larger, general audience. I tend to want to go towards the beautiful and obscure."

In response to classes where she felt she wasn't being taken seriously, Deulen strove to make her teaching philosophy inclusive to all students, no matter what their taste for form is.

"I'm not interested in being the gatekeeper of aesthetics."

-Danielle Deulen

Deulen said: "The aesthetics of the professor were so finite that I wasn't allowed to explore. [They would say], 'this is what good work is, and nothing outside of this is good.' I'm not interested in being the gatekeeper of aesthetics. At the very least, I like to point to my own subjective perception, but just because I don't like something doesn't mean somebody else won't."

Deulen explained that during revising, when she feels stuck, she reads other people's books in the hopes of finding a good model for what she's trying to accomplish. She said: "I'll know what I'm doing wrong generally. Usually it's either I've become too vague or I've become too specific. And what I do in that case to correct myself is I'll pick up an author that does the opposite of what I've been doing. So if I feel like I'm dwelling in minutia and imagery, and I'm not moving forward at all, I'll read someone who has a really beautifully structured plot."

Deulen also has a literary podcast that she hosts with her husband after work. The premise is that she reads her husband a poem and they discuss it together. They record at night time in their basement, after they put their kids to sleep. Deulen

explained what led to the initiation of the podcast.

"[My husband] and I realized that always the basis of our relationship had been conversation, and because all of our focus had been on our two children, we kind of stopped having conversations. At the end of the night, when we finally get them in bed, we would just brute-force watch Netflix. So, we wanted to collaborate together partly to reconnect."

What led them to continue their podcast was positive feedback from their audience. Deulen talked about feeling accomplished for giving people "who just don't feel like they can go out and take an English class anymore" access to something that gives them the same kind of conversations.


"To get so many people writing in to tell us how much they appreciated having something that was both intellectually stimulating and fun, we were really encouraged by that, and also we just had a lot of fun doing it together."

According to Deulen, her favorite part of the job is: "Just being in the classroom. I love the moment when I get to introduce somebody to a work of literature and I can see that they're excited about it, and then I get to be excited about it all over again. That's probably my favorite part of the job, creating an environment in which this shared experience of excitement happens around a beautiful work of art."

agbryant@willamette.edu

Horoscopes: week of March 11-18

BILLY ULLMANN
CONTRIBUTOR

 **Aries:** The moon enters Scorpio on March 12, so feel free to dig deep into what your motivations are. The moon then moves into fellow fire sign Sagittarius on March 14, giving you inspiration to move freely in a way that feels right. On March 16, the moon goes into Capricorn. Make time for addressing your responsibilities, no matter how dreadful it may seem.


 **Taurus:** The moon moves into your sister sign Scorpio on March 12; trust in the fact that good things will keep coming to you, even if you feel otherwise. The moon enters Sagittarius on March 14, so step outside of your comfort zone and see where it leads. The moon goes into fellow earth sign Capricorn on March 16, making it a good time to recenter and ground yourself.


 **Gemini:** The moon goes into Scorpio on March 12, giving you motivation to plunge


deeper into your feelings. On March 14, the moon enters your sister sign, Sagittarius; look for adventure and speak it into existence, if you dare. The moon moves into Capricorn on March 16, asking you to double check where you have promised you energy.

 **Cancer:** The moon moves into fellow water sign Scorpio on March 12; try not to let your emotions ruin things. You can hold onto something without smothering it. The moon enters Sagittarius on March 14, making it a good time to go outside. The moon goes into your sister sign, Capricorn on March 16, so take a few minutes to figure out your intentions for the week.

 **Leo:** On March 12, the moon enters Scorpio, highlighting your subconscious needs. Will you give your attention to them? The moon goes into Sagittarius on March 14, so find time to do something or go somewhere new. The moon moves into Capricorn on March 16; figure what you need to let go of and release it.

 **Virgo:** The moon in Scorpio on March 12 wants you to let go of any beliefs that you can control people. On March 14, the moon enters Sagittarius, so stop overthinking and follow the flow around you. The moon goes into Capricorn on March 16, asking you to set clear and firm boundaries with loved ones as well as yourself.


 **Libra:** The moon moves into Scorpio on March 12, so be conscious of your feelings, especially in the way they can influence your decisions. The moon in Sagittarius on March 14 shows you the benefit of living in the moment, rather than in your head. The moon enters Capricorn on March 16, feeding your ambitions and helping you to actualize some goals.


 **Scorpio:** The moon enters your sign on March 12, making it a good time to trust your intuition and let it guide you. On March 14, the moon moves into Sagittarius, so give yourself permission to break

the rules, especially the ones you have for yourself. The moon goes into Capricorn on March 16; are you always prepared to deal with emergencies? If not, address that.

 **Sagittarius:** The moon in Scorpio on March 12 asks you to double check that you're acting with good intentions. The moon enters your sign on March 14; jump deeply into whatever sparks joy for you and you'll find great things there. On March 16, the moon moves into Capricorn, bringing you motivation to tie some loose ends.

 **Capricorn:** On March 12, the moon goes into Scorpio; accept and feel your emotions no matter how messy they may seem to be on the surface. The moon enters Sagittarius on March 14, so examine where your inspiration comes from and don't cut yourself off from new experiences. The moon moves into your sign on March 16, which puts you in a good place to address your needs.

 **Aquarius:** The moon enters Scorpio on March 12, so give yourself time to be alone and be comfortable accepting everything you see. On March 14, the moon goes into Sagittarius; ask yourself what your experiences mean to you. The moon moves into Capricorn on March 16, encouraging you to practice vulnerability.

 **Pisces:** On March 12, the moon moves into fellow water sign Scorpio. Show your appreciation for your loved ones, and often. The moon enters Sagittarius on March 14, making it a good time to go outside and be in nature. The moon goes into Capricorn on March 16, so make sure your finances and other personal responsibilities are under your control.

DISCLAIMER: I am not a professional or trained astrologist. Any guesses made are simply that: guesses.

aeullmann@willamette.edu

Appalachian feminism in the spotlight during history lecture



This graphic depicts Dolly Parton next to women strikers from the women's liberation movement.

DAWN-HUNTER STROBEL
LIFESTYLES EDITOR

The women's liberation movement of the '60s and '70s usually brings to mind images of bra burnings, calls for women to be defined outside of their association to men and protests of the Miss America beauty pageant. What doesn't come to mind as easily are stories and images of working class women protesting in Appalachia.

Jessica Wilkerson, in her lecture "Lessons on Liberation: From Dolly Parton to Appalachian Feminism," argues that working class Appalachian women's contribution to the women's liberation movement should not be underestimated. Wilkerson visited Willamette on March 5 as part of the Frost Lecture Series, put on by the History Department.

Wilkerson, an assistant professor of history at the University of Mississippi, grew up in eastern Tennessee, 20 miles from Dolly-

wood, the Dolly Parton-themed amusement park. Dollywood is a place dedicated to a beloved figure who is seen as representing eastern Tennessee; Wilkerson described a childhood where she was taught to love Parton.

But as she grew up, Wilkerson became more skeptical of the role Parton played in the economy and larger culture of the South. Once she became a historian, she asked herself, "How do I bring my training as a historian to that brand of Dolly Parton I grew up around?"

Wilkerson noted that Parton is seen as a champion of women's rights and, more recently, of LGBTQ+ rights, but argued that she has done little to deserve those labels. Wilkerson argued that Parton tells stories of a working-class woman and people read it as feminism, whether it is truly feminist or not.

Some of this also comes from Parton's carefully curated aesthetic that some could read as being close to drag. Wilkerson called it

"a working-class critique of the stereotypical idea of white middle-class femininity," and referenced a Parton quote where she described her style as "a blend of Mother Goose, Cinderella and the local hooker." Because of this exaggerated look, Parton has been picked up by queer communities and heralded as, even in aesthetics alone, a queer icon.

Wilkerson went on to highlight times when Parton said that she believes feminists went too far during the '60s and '70s. Wilkerson also noted how poorly paid Dollywood workers are. Wilkerson ended her lecture's section about Parton by saying, "Feminism that Parton represents is not the feminism that will help working class women in Appalachia and the U.S."

To counter this very visible but seemingly insincere figure, Wilkerson offered stories of real Appalachian feminists who were fighting in the '60s and '70s but who are often overlooked.

Wilkerson noted a few prominent figures such as Eula Hall, Bessie Smith Gayheart, Bessie Cornette and Sudie Crusenberry, then outlined how they approached their activism. Overwhelmingly among activists in Appalachia, their platforms stemmed from their roles as caretakers and relied heavily on concepts of caring labor. Caring labor is the labor that has historically fallen to women: caring for children, the elderly, the sick, people with disabilities and so on.

It is important to note that this caring labor was deeply intertwined with their positions as working class women, so caring labor looked very little like the middle class, stay-at-home wife that is common in conceptions of what caretaking looks like.

Instead, these women's care labor was tied up in their husbands' work in mines. Mines are incredibly dangerous places to work, and at this time, black lung disease was common.

The feminism of Appalachian women was one centered around issues of labor and class, and their approaches mirrored that.

Wilkerson said, "Women articulated a politics of care built on an understanding of women's caregiving." Women joined the labor movement and called for unionizing the mines, because unionized mines would mean fewer husbands with black lung disease, which in turn meant the women's jobs as caregivers would be easier.

It is because of this platform rooted in care labor that Appalachian feminism is often written off. Wilkerson noted that when she approaches Appalachian feminism, she doesn't look at it through the lens of a certain ideology, but rather considers what their actions said about what was important to them.

What they did, she noted, "was not always called women's rights or feminism" but these women "saw the coal strike as much as a woman's issue as a labor issue."

Wilkerson read out quotes of women who actively claimed their efforts to be part of the larger liberation movement and noted that Appalachian women challenged a host of gender norms in the process of their protests. It was only once women showed up at the picket line that they began to wear pants instead of their traditional dresses.

Once the union struggle was won, women went on to demand allowance to work in the mines. Once they were allowed, they immediately began to change the workplace by speaking out for things like family leave policies. The family leave policy that they pushed for and eventually passed in 1996 is still the law that is in use today.

Many of the same women who were in the picket lines also went on to join a number of other causes, including setting up rural health clinics that are still in use to this day, currently in use to combat the opioid crisis. Many women also went on to join the fight against the rise of the KKK and were frequently harassed by KKK members.

Wilkerson projected a collage of photos of the women she highlighted: standing in picket lines and holding up billboards, photos of anti-capitalist song lyrics these women wrote as well as photos of the women in coal miner gear, working in the mines. Reinforced by the images on the screen, she ended the lecture by saying, "Appalachian activists stood at the nexus of 20th century activism."

dsstrobel@willamette.edu

Willamette grounds crew focuses on perennial flowers



DAWN-HUNTER STROBEL



DAWN-HUNTER STROBEL

Flowers blooming on campus include rhododendron, magnolia and daffodils (pictured clockwise from top left).



EXENE VANDENBERG

CONTINUED from Page 1

"About four years ago we stopped putting in annual flowers. We would spend maybe about four to six thousand dollars a year on annuals," said Andersen. "It came with budget cuts and that was one of the things that got sliced so we continued to do more and more perennials."

The perennials planted by the grounds crew include a number of different types of flowering plants such as shrubs, wildflowers, trees and even reeds. There are a mix of plants that are both native and non-native to Oregon. To accommodate plants not used to Oregon's rainy weather, the grounds crew replaced the soil in some of the planting areas with looser draining soil.

The planting of the perennials was a long and thought-out process. According to Andersen, getting to this point took 22 years of planning and experimenting. One example of exemplary planning is right next to the Botanical Garden, immediately after the footbridge on the way to Sparks, which Andersen calls a "fragrant area" that allows passersby to smell the flowers just by walking through or standing in the area. This area is perfect for rushed students headed to or from the gym that don't have time to stop and smell the flowers.

"[Flowers] generally give off more fragrance when they're in the sun," said Andersen. "This area was all lawn before. We knew this took a lot of sun, so what we wanted to do was to make a fragrant area."

The grounds crew doesn't just

want the flowers to be fragrant and pretty to humans, though. They also want to attract wildlife to campus. Flowering plants attract nectar-consuming birds, such as Anna's hummingbird. Flowers will also attract pollinators like bees, which allow the flowers to rebloom every year.

"The pollinator-friendly perennials that the grounds crew plant do attract a lot of bees," said Professor of Biology Biranna Lindh. "Some plants that bees really enjoy include manzanita and ceanothus and flowers like penstemon, Mexican sunflower and cup plant. Bees like native plants like ceanothus, but they often are very happy to use non-native plants that have similar characteristics to native plants."

In addition to bees, the grounds crew is looking to attract and provide a habitat for butterflies, particularly the milkweed eating monarch butterfly, which are endangered.

"We're trying to get more butterflies on campus, so we've planted a whole host of showy milkweed," said Andersen.

The grounds crew works to make campus beautiful year round, and that goal does not need to be achieved by the costly replanting of flowers every year. As campus is beginning to bloom, take a moment to appreciate the care and hard work that goes into making campus beautiful each year.

cwroberts@willamette.edu



Bearcat of the week: first-year softball pitcher Ashley Medina

JAKE PROCINO
STAFF WRITER

For first-year Ashley Medina, softball has always been a family affair. She started playing softball when she was 12 years old, wanting to get involved with the sport that her younger brothers had been playing.

“My brothers have been playing since they were three years old, but I just started late...[My family] were like ‘women can also play softball’ so I got really into it when they told me that women were also allowed to play... I would go to [practice] sessions with uncles and cousins and it would be a whole family thing.” This led to a pitching career that wound through Otay Ranch High School, Baja California and eventually to Willamette University.

Coming out of high school, Medina originally committed to a Division I school in Illinois, but a last-minute falling out led her to decommit over the summer. First-year Brianna Majors, who had played with Medina on a travel team in San Diego and was committed to WU, encouraged former WU softball head coach Damien Williams to recruit Medina. Since Medina wants to go into nursing, she eventually did commit to WU (which competes at the Division III level) because of its academic opportunities. It has been worth it so far for Medina; she enjoys the academic support and the friendships she has been able to make at a small institution.

The transition to college athletics is always difficult, and for Medina it is no different. Academically, time management has become a lot more real for her. “It was really a big challenge for me, just getting used to the whole college thing... Time management is real when you get to college. It’s not the same as high school. With practice and everything, it’s a big shift.”

Athletically, the other student-athletes in the conference are a lot more competitive. “All the colleges in the conference are competitive... These [athletes] really want it, but like I want it more.”

Additionally, the transition was made uncertain for the softball team as a whole because of a last-minute change in head coach in January 2020. The change was sudden, and when head coach Paige Hall came in she wanted to create a new culture. This made the future very uncertain for Medina, and she felt like she had to prove herself again to a new coach. “She didn’t know the team, and I was worried that she was going to get a different perspective of me [than Williams]... I feel that made me want to work harder when she came in.”

However, the experience has been rewarding for Medina. As a woman and a former softball player, Hall relates to the softball players and knows what it takes to win at this level. Hall was a pitcher, so she has improved Medina’s mechanics and self-confidence. “She’s brought me a lot of trust in my pitching, and a lot more

self-confidence. [She] talks to me and helps with my mechanics every single practice.”

Medina also relies on her teammates for support, self-confidence and academics. Medina is a biology major and she receives a lot of help from older biology majors on the team. Hall implemented another layer of teammate support by assigning accountability partners. Medina’s is senior Jocelyn Glasgo, whom she turns to on the field and off-the-field. Glasgo helps steady Medina by reflecting on games and by talking about what they are going to work on throughout the week.

To prepare for a game, Medina starts mentally preparing herself the day before. She does this through self-motivation and saying things to herself. Medina often pitches the full game whether or not she is pitching well. She receives a lot of support from teammates to keep her going throughout the game.

“When I’m struggling in the game, [my teammates] come up to me and they’re like, ‘You’re fine, you’re the best one out here, believe in yourself, you can do this.’ And that motivates me. If I’m going through a bump in the game, they help me get through it.” The coaches are there too: “[When] I come in from the inning, my coaches are the first ones to come around me, [they tell me] ‘You’re doing good, you’re doing fine.’ That is really, really helpful for me, even if I’m tired.”

All of Medina’s hard work and the support she has received has



GRACE SHIFFRIN

Ashley Medina is one of the top pitchers in the Northwest Conference.

paid off through the early season so far. Medina has thrown the second-most strikeouts in the Northwest so far, with 30 K’s. Stats like these validate Medina: “They are so motivating to me, because it’s showing all the hard work that I went through before coming here is paying off. And all the hard work that I’m doing here is paying off.

Even though I break down sometimes and I can be down on myself, just seeing my team trust me is really motivating to me.”

jprocino@willamette.edu

Bearcat hall of fame

BRITT SHUNN-MITCHELL
STAFF WRITER

Willamette is continuously adding former student-athletes to the Willamette Athletics hall of fame, but the process of getting into the hall of fame is not often talked about. Athletic Director Rob Passage explained how athletes are chosen and what it means to be honored in this way.

According to the Bearcat hall of fame website, “The purpose of the Willamette University Athletic Hall of Fame is to formally recognize outstanding contributions to the heritage and tradition of the Bearcat intercollegiate athletic program. Criteria for selection includes achievements while at the University, plus accomplishments in sports later in life.”

Passage elaborated on this, saying: “It is primarily based on athletic achievement while at Willamette and that usually means they are individuals who have been All-Americans, conference champions, school record holders, etc. In some cases they may have been folks who also experienced success in sport after Willamette, either as a competitor or a coach.”

This is an acknowledgment that athletics are a lifelong endeavor for some, on and off the field. With so many athletes coming through Willamette’s programs, Passage also explained the long process of selecting athletes for this honor. “We have an executive committee who is responsible for collecting nominations, updating candidate information and organizing the voting. They bring nominees forward to a se-

lection committee that is made up of a combination of current coaches and staff, former coaches and staff, alumni and current members of the hall of fame. The selection committee voting is what determines each year’s class of inductees.”

The range of people on this committee includes athletes that attended Willamette 50 years ago up until now. This allows the committee have people who know all the nominees, making it easier to get a picture of who they are inducting in the hall of fame. With annual hall of fame ceremonies, there are plenty of opportunities for these athletes to be honored. These ceremonies are not large affairs, but that doesn’t keep the athletes of the past from connecting with the athletes of the present. Passage explained: “The ceremony is really for the inductees, their families and former teammates. We do invite local alumni, athletic staff and current hall of fame members, but haven’t typically invited students. There are often efforts by coaches to connect the inductees with their current teams at other times that weekend. I know that the swimmers inducted [this] past year went to the pool on Saturday morning and a men’s soccer inductee met with the team before their game the day of the ceremony.”

This year’s ceremony will be held on Sept. 12, and all the current hall of fame members and information about their accomplishments can be found on wubearcats.com.

bemitchell@willamette.edu

Baseball team is off to a strong start

JAMES WILLIS
SPORTS EDITOR

As Willamette spring season sports head into the middle part of their seasons, the baseball team has started to find their rhythm and win some key conference games. As it currently stands, the team has an 8-8 record, most recently playing rival Linfield College. This year, the Bearcats have been led by some superb pitching from senior Ben Whitten, who currently has a 4-0 record with a no-decision. When asked about

Layton Wagner has been making great plays at third base. Luke Werkmiester-Martin has been hitting well. Sam Daly has been pretty funny. [He] keeps it loose for the team.”

Whitten also mentioned that with spring break approaching, it is nice to take a break from school but not from baseball. “It’s really nice to wake up and just play baseball. You don’t need to worry about class or homework. You get to just wake up and play.” One of the games scheduled over the break is against Caltech. As Whitten described: “This

a lot of time with each other. We eat lots of meals together. Quite a few of the guys have started watching shows together on Friday nights.”

The team also spends a lot of time together on weekends, when they play double headers. A double header is when two games are played on the same day. Whitten described the process of what happens on a double header day: “It is a very long day. We eat breakfast as a team, we get to the field about two and a half hours before the first pitch. Our first job is to set up the field, then we start to

“It’s really nice to wake up and just play baseball. You don’t need to worry about class or homework, you get to just wake up and play.”

-Ben Whitten

why he thinks he is having a good season so far, he said: “Experience. I feel comfortable out there. Being a senior, knowing the situation helps a lot, I can throw any pitch on any count. The team is taking good swings on hitter counts, and telling each other what the pitcher is doing. Communication is good on what different pitchers are doing with their pitches.” And the team is certainly hitting the ball very well. So far this season, the team has scored 121 runs over 16 games. Additionally, they have earned 59 extra base hits.

Whitten has enjoyed seeing lots of good hitting, saying that “it’s been really fun to watch.” He also mentioned that a few first-years have been contributing to the team’s success. “I would say we have three first years who have really contributed,

is going to be a fun game. A lot of guys who haven’t had a lot of at-bats or starts are going to get a chance to play a lot.” After the break, the most important part of the season begins to approach. “I think the last two weekends will be big, that is usually when we find out if we are in the conference tournament.” To make the Northwest Conference (NWC) tournament, the Bearcats must be one of the top four teams within the NWC conference. Two seasons ago, the team did just that and made a deep playoff run. Whitten was a member of that team, and would like to return to the playoffs.

With a rather lengthy season, Whitten noted that there are many instances where the team works to improve its culture as to hopefully lend itself to victories. “We spend

warm up. We take batting practice, take ground balls and catch pop flies. Then we play a game and then eat lunch, then we play another game. After the second game we then take down the field. Some guys get the opportunity to start both games. It’s basically a nine hour day of baseball.”

Whitten also noted that for students, “Doubleheaders are great, because if you miss the first one you can always go to the second one. And if you get a little bored, you can walk around Bush Park for a bit in the nice weather and then come back.”

The next home game series for the baseball team is on March 21 and 22, against Whitman University at Willamette’s Spec Keene stadium.

jdwillis@willamette.edu

Opinion: Students should recognize technology's impact

LILY PAINTER
CONTRIBUTOR

Technology surrounds people every day and impacts life in a variety of ways. Students spend most of their days using technology, writing essays, searching the internet, updating social media and messaging friends or professors for various reasons. Laptops, tablets and cellphones offer endless connection. While technology is undoubtedly beneficial, it has drawbacks as well. Concerns have been raised about loss of human connection, declining mental health in young people, distraction and wasted time. Young adults should be conscious of how much time they spend on their devices, especially on their phones, and some of the negative effects of technology use.

One of the biggest concerns brought up regarding the world's growing technology use is that face-to-face human interaction is declining. A study done at Elon University found that 97 percent of students said they bring their phones or tablets with them every time they leave the house, and all of the interviewed

students said they use their phones in the presence of friends and family. The majority of students also expressed the belief that technology negatively influences in-person communication. Elon University's study concluded with the observation that young people are becoming increasingly reliant on technology to communicate with people who are not with them and, as a result, personal engagement with those physically around them is neglected.

Davis Bowler ('23) expressed similar sentiments to the students in the study, saying, "Phone use takes away from certain social settings. If I'm in a small group and someone is constantly on their phone, it's not as fun."

When asked if she ever uses her phone to avoid social interaction, Lucia Bojorquez ('20) said: "I think it's easier to be on your phone than have to be awkward in a conversation. If you are on your phone, people assume you're doing something so they won't come up to you and ask you questions."

Phones have become barriers in the social sphere, offering easy ways for students to ignore their surroundings and creating awkward spaces

where people are not sure how to interact.

According to *Brookings*, this attitude toward technology can have real consequences. "As we grow older, time spent on devices often replaces time spent engaging in physical activity or socially with other people, and it can even become a substitute for emotional regulation, which is detrimental to physical, social and emotional development."

Aside from changing the ways people interact, technology has drastically changed the educational sphere. While many of the changes are positive, cell phones offer yet another distraction to studying, making procrastination easier for college students. Laetitia Mihigo ('23) spoke about the difficulties of having her phone on while she studies: "I'll be like, I'm gonna do my homework, but as soon as I hear that ding I check my phone." Colin Fisher ('20) added, "I turn my phone off when I'm studying. I use the daily app restriction. If I'm not careful though, it definitely distracts me."

A study done at the University of South Carolina found students use

their phones in class and admit to knowing that their ability to pay attention goes down as they feel the need to check their phones. The study says that attention spans have decreased drastically. On top of this, it found that "four of five college students report feeling anxiety, stress or isolation when asked to unplug from their cell phones for just one day," illustrating the immense dependence on technology young people experience today.

Given the blatant negative effects technology can have on students, they should be taking measures to limit unnecessary screen time and pay attention to their surroundings. As Fisher mentioned, many phones today have a feature that can limit app use and another that keeps track of screen time and time spent on apps. Using tools such as these, students can make conscious efforts to become more connected with their peers, interact face-to-face and improve study habits.



ljpainter@willamette.edu

A graphic of a popular cellphone.

Importance of accessibility

CLAIRE ALONGI
STAFF WRITER

When author Troy Rondinone came to speak to English professor Allison Hobgood's Disability and Premodern Drama class about his book, "Nightmare Factories," he wanted to show the class a video. However, when the video began playing, Hobgood politely stopped him and asked to turn on the closed captions. He did, restarted the video and the rest of the following discussion continued as usual.

It was a blink-and-you'll-miss-it interaction that many would not think twice about, but it's an important illustration of how important subtitles and other accessible learning tools are to students. Even if you aren't using them, someone might be, and you wouldn't even know it.

According to Accessible Education Services director Sue Jin Hee Minder, "Most people are under the misconception that disabilities are visible when in fact 70 to 80 percent of disabilities are not visible and not apparent... Statistically, on college campuses, 60 percent of students with disabilities don't register with the access office on campus. So just because someone isn't registered with Accessible Education Services doesn't mean they don't have a disability."

The Accessible Student Services section of the Willamette website says, "A reasonable accommodation is a modification or adjustment to the tasks, environment or the way things are usually done that enables individuals with disabilities to have an equal opportunity to participate in an academic program. Each student's accommodation is considered individually, utilizing recommendations in their documentation."

Some of these accommodations listed include, but are not limited to, alternative testing, assistive technology, recording of academic materials in alternate format, interpreters, notetakers and scribes.

Hobgood's insistence on using captions is one classroom example. She makes her classroom accessible in other ways as well: she always uses a microphone in class, and makes clear that students are allowed to do what they need to in order to be comfortable and present in the class, whether that be standing or knitting or working on a computer to take notes.

Part of the importance of noticing these things is based in the appreciation and acknowledgement of human diversity; to assume that every student or faculty member absorbs and accesses information the same way is a privileged and incorrect assumption. It's better to acknowledge accommodations as different but equally valid ways of learning. As Hobgood noted, accessible learning tools and buildings benefit everyone.

"Take, for example, a curb cut on a sidewalk. Those were originally imagined as ex-

plicitly enabling disability access, but then all of a sudden folks riding skateboards and people pushing baby strollers were using those same curb cuts. When we make spaces and learning environments as profoundly accessible as we can, everyone wins," she said. In addition to curbs, Jin Hee Minder noted that things like audiobooks, closed captioning and note-taking apps as other pieces of adaptive technology that were originally created for people with disabilities, but have since become mainstream.

Take advantage of the information in the Accessibility section of Willamette's website. Besides the list of possible accommodations students can access, there are links to helpful applications that can translate text-to-speech (Natural Reader or Balabolka) or speech-to-text (Voice Note II or Dragon Dictation). There are also a host of sites that can assist with executive functioning, from brainstorming to time management.

But perhaps the most important thing students can do is become self-aware of their own misconceptions and prejudices.

Hobgood noted that it's vitally important for students to "check their own ableist privilege and [realize] when, say, even language is not inclusive: words like insane, lame, crazy, those are all ableist terms," and that it is also important to bring disability into classroom discussion.

"So often we will have conversations about race, class and gender, but disability is the last identity piece to come to the table... Making that visible in classroom discussions goes a long way toward disability inclusion."

Jin Hee Minder echoed Hobgood's point about bringing disability into the conversation. She also noted that inclusion is not a one person show. It's a group effort. While she understands Willamette still has work to do, she's confident in the school's effort so far and the path it's on.

"That doesn't mean we're perfect, but it does mean we're striving and moving forward in the right direction," she said.

Disability isn't just something that requires access at Willamette, it's something that requires access everywhere. It can be easy to take your own ability for granted, but looking beyond that is critical. It's a diversity that is often ignored in favor of what is considered normal. And what is 'normal' anyway, when no two people's bodies and minds are exactly alike? Instead of stigmatizing difference we need to embrace it, and by embracing it make sure that we recognize the importance of accessible spaces, on campus and elsewhere.

clalongi@willamette.edu

ADVERTISEMENT



IMPROV. STAND UP. DOWNTOWN.
SALEM HAS A COMEDY CLUB
210 LIBERTY ST SE #150

ONLY 4 BLOCKS FROM CAMPUS



Use the Coupon Code **COLLEGIAN** for 15% off Tickets!

EXPERIENCE LIVE COMEDY!

Thursday, March 12th
8:00pm Western Oregon Comedy Competition (18+)

Friday, March 13th
7:30pm Salem Famous Improv Comedy (All Ages)
9:30pm Game, Set, Laughs! Sports Comedy (18+)

Saturday, March 14th
7:30pm Salem Famous Improv Comedy (All Ages)
9:30pm Superhero Showdown: Marvel vs. DC (18+)

Friday and Saturday, March 20th and 21st
9:30pm CCT Presents Andrew Sleighter (18+)

PERFORM LIVE COMEDY!

Every Wednesday
7:00pm Free Comedy Open Mic Night (18+)

Every Sunday
7:00pm Intro to Improv Comedy 101 (12+)

LEARN MORE AT CCTCOMEDY.COM

Disclaimer: The views and opinions expressed here are the author's own, and do not reflect the perspectives of the Opinions Editor nor *The Collegian* staff.

ADVERTISEMENT



PT NORTHWEST
ptnorthwest.com



SPECIALIZED CLINIC SERVICES

- ASTYM
- Athletic Trainers
- Balance & Fall Prevention
- Concussion Recovery
- Ergonomic Assessments
- Industrial Rehabilitation
- Manual Therapy
- Motor Vehicle
- Physical Therapy
- Pre & Post Surgical Rehab
- Sports Rehabilitation
- SportsMetrics
- Vestibular Rehabilitation

IF YOU'RE IN PAIN — CALL US TODAY!

Official Sports Rehab Provider for Willamette University
Available to Willamette University students, faculty and staff.

LOCATED IN THE BURR TRAINING ROOM
900 State Street, Salem, OR 97301
503-769-7131
Hours: Mon, Thurs, Fri 7:00am - 11:00am




Physical Therapy | Occupational Therapy | Speech Therapy

SERVING THE WILLAMETTE VALLEY FOR OVER 40 YEARS

WILLAMETTE UNIVERSITY

INFORMATION SESSION:
MS IN DATA SCIENCE
Earn your master's degree in data science at Willamette.



➤ REGISTER AT WILLAMETTE.EDU/GO/DATASCIENCE-RSVP
OR JUST DROP IN ANY TIME TO LEARN MORE.

Wednesday, March 18, 5:30 - 7 p.m.
Alumni Lounge, Putnam University Center 3rd Floor
Questions? Contact ms-datascience@willamette.edu