

COLLEGIAN

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Rethinking Greek life: WU sororities on COVID-19 and white supremacy

BY SANJA ZELEN
STAFF WRITER

Sororities have been adapting to many changes in Willamette policies this semester. From extra hygiene practices being implemented in houses and Zoom bonding to encouraging conversations on Greek life and race, sorority presidents from Pi Beta Phi, Alpha Chi Omega and Alpha Phi shared their plans to keep their sorority safe and connected throughout the rest of the semester.

President of Pi Beta Phi Mad-dy Kaplan said that there are nine members living in the sorority house this semester. Each house is required to follow the same university protocols that are enforced in campus dorms. In the Pi Beta Phi house, everyone has their own room, as opposed to having beds placed in the same area. All food is made to-go by the chef and all spaces are sanitized before and after being used by members. Members who travel outside of Salem

are encouraged to quarantine or eat in their room for a short period of time if they decide to get tested, although testing is optional.

Kaplan said how the sorority has been staying social: “A lot of events have been on Zoom. A big part of being in a sorority is the community.”

Pi Beta Phi will be leaving their Chapter House at the end of the semester for financial reasons, but there are still several ways for students to get involved now, according to Kaplan. “We had our initiation at the beginning of the semester and we’re doing Halloween movies every Friday night on our patio.” She said that spring initiation will be on Zoom. “If people want more information, our Instagram lives are every other Friday night. They’re each themed and a really good way to get some information about the chapters.”

President of Alpha Chi Omega Perrin Crespi-Funderburk said that Alpha Chi Omega’s house is following similar protocols. Tem-



Pictured: Pi Beta Phi house, which will no longer house Pi Beta Phi next semester.

REBECCA MAY | PHOTOGRAPHER

perature checks are required on a daily to weekly basis. If a student were to get COVID-19, they would be transferred to university housing, possibly the former Delta Gamma house next door, Crespi-Funderburk said. Students in

the house are allowed to socialize unmasked in rooms with another house member if they choose to, but must wear a mask in common areas.

There are 14 members living in the house this semester, each with

their own individual room. Crespi-Funderburk said: “Two members are living out of the house because they felt more safe. We still do Zoom chapters and meetings with everyone.”

RETHINKING, 5

Changes to Campus Safety hospital procedures made after ASWU, students voice concerns



Photo taken outside Salem’s hospital.

COURTESY OF MIRA KARTHIK

BY REMY GOTTSCHLING
STAFF WRITER

Associated Students of Willamette University (ASWU) senators from the class of 2024 sent an email to the Reopening Operations Committee, Executive Steering Committee and the leaders of student services voicing concerns about transparency regarding the hospital visitation policy that was in place. Among the concerns in the September 23 email was a claimed failure on the hands of administration to “to adequately amend the hospital and emergency room visitation policies for the current COVID-19 crisis.”

The senators compiled a list of suggested changes that include requiring “Campus Security to inform students, regardless of the hour, what pertinent information, documentation, and/or identification they should bring with them to the Emergency Room,” and requiring “Campus Security to physically direct students to the Emergency Room or building in question, as well as prepare and aid students for the process of checking-in, filling out paperwork, and expectations for the following steps upon admission.”

“Students are very unclear about the steps that they need to take, and

that’s very concerning to us,” said class of 2024 ASWU Senator Zeke Druker, “Our main concern is students not really knowing how to get care and not knowing where those resources are.”

“Willamette likes to pride itself on all of the resources that they have available for students on campus,” said class of 2024 ASWU senator Inez Nieves, who is also a staff writer for the Collegian. “Yet they tend to be really unclear on how to actually access and use the resources, and that causes a lot of unnecessary confusion.”

CHANGES, 3

Anti-racism training, action plan now required of all student organizations

BY NOAH DANTES
EDITOR IN CHIEF

The Associated Students of Willamette University (ASWU) passed an anti-racism bill for its affiliated student organizations on Oct. 1. The bill states that “anti-racism must be a core effort of every organization,” and requires affiliated organizations to attend an ASWU-organized training and submit an action plan on the issue annually. The bill will go into effect immediately.

ASWU President Claire Mathews-Lingen said the inspiration for the anti-racism action plan came from Willamette’s public checklist for creating accessible and inclusive meetings, classrooms and events. She said: “What we’re going for is something like that. But we will try to create some sort of like guidance around, like what they can look like... I don’t want to say it’ll be a template because we want clubs to do what makes sense for them.”

Each anti-racism training will be led by people from outside Willamette. Three students per organization are required to attend. Make-up sessions will be

provided to students who are absent for “religious conflicts, emergency events, or other extenuating circumstances.” While ASWU’s current plan is to hold one training per year, this number may later be increased.

This year’s training, scheduled for Oct. 25, will be led by Jen Fry and Victoria Farris. Both Farris and Fry run businesses that consult with organizations on the topic of anti-racism. Mathews-Lingen said: “There were three other students and not all of us identify as white working on selecting these speakers, we all met with Victoria and Jen, and really liked their approach... They often work together. One of them identifies as white and the other identifies as black. So they kind of do an approach where they’re both able to talk to students of different backgrounds in a pretty meaningful way.”

The bill and action plan guidelines will be sent over email to club leaders. There will also be further conversation about the bill at the anti-racism training on Oct. 25.

ANTI-RACISM, 2



News

Recommendations from Career Development on graduate job searching.



LIFESTYLES

Tips for managing Oregon’s rainy fall weather.

OPINIONS

Remote learning options should remain after COVID-19.

Anti-racism training, action plan now required of all student organizations

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A second bill was passed simultaneously with the first, which created a “Committee on Equity, Diversity and Inclusion,” not affiliated with the Office of Equity, Diversity and Inclusion (EDI). It will be formed entirely of students, not limited to members of ASWU. It currently has no members, but all empty seats will be filled this semester. This committee is responsible for coordinating and organizing future trainings, as well as reviewing and approving submitted organization anti-racism plans. It is also responsible for ensuring compliance with the bill.

If the committee finds an organization out of compliance with the bill, or failing to meet the goals established by its anti-racism plan, the following steps will be taken in escalating order: committee review of the organization, suspension of its officers and disaffiliation from ASWU. Any organization can choose not to consent to the above steps. However, ASWU reserves the power to disaffiliate any organization by a vote in the Senate. One effect of disaffiliation is loss of ASWU funding. Committee reviews vary in frequency and scope, but are designed to be two-way channels of communication between organization leadership and the committee.

“We don't really want a punitive bill,” ASWU Senator Zeke Druker (‘24), the author of the bill, said. “We want a bill that will help the students that are being affected by these issues... The idea is that it's a peer council. It's all students that are all expressing their concerns through a hopefully restorative process. It isn't to make people's lives harder, it's to facilitate dialogue and it's to make sure that these really serious concerns are being addressed.”

Mathews-Lingen added: “It's important to note that we [ASWU], in implementing this, we know that clubs, that many clubs have already taken the stuff on for themselves. We don't want to diminish the work that has already happened in so many organizations on campus... We are not in any means the first and we're not in any means the best at doing this, but we just see ASWU has an opportunity to kind of enforce and hold accountable clubs in a different way because of our structure.”

While the committee will be formed this semester, the formal process for selecting committee members won't be put into place until next semester.

“We're hoping that it [the selection process] will be part of the class caucus rolls in ASWU, but that requires restructuring of the ASWU structure, which means that there needs to be a vote by the

student body. So that can't happen until next semester when we hold elections,” Mathews-Lingen said.

Until ASWU restructuring happens, the committee will be made up by ASWU senator volunteers and ASWU-invited members of the student body at large. ASWU has

“This isn't just work that can live in the EDI office, it needs to exist in every single club and organization across campus in its own way.”

CLAIRE MATHEWS-LINGEN

invited student employees of the EDI office, among other students that have demonstrated interest in anti-racism work. Mathews-Lingen plans to talk to both Gordy Toyama, director of multicultural affairs, and Karen Wood, interim EDI vice president, for further ideas.

“For student leaders who are interested in being involved with this committee or looking at the

proceedings, or if you just want to be involved with this new project that's essentially being started now, it'd be great to reach out to anyone in ASWU,” Druker said.

Mathews-Lingen was elected ASWU president this past spring, and she said she knew from the start that anti-racism work was something she wanted to focus on: “That [focus] comes from broad university conversations that have happened before, also the legacy of the last two students who held this role were women of color. I didn't want to let that conversation that they really pushed for drop in me taking on this role. A lot of this was also then propelled with more energy, I think in June with the uprisings across the country and kind of seeing Willamette students' response to that and the goal setting for the university that happened from that.”

Due to ASWU bylaws, Mathews-Lingen could not introduce the bill to the Senate herself. After discussing the basic idea with Lisa Landreman, vice president of student affairs, she presented the idea to ASWU and Druker volunteered to write it.

Druker worked on the bill with Chief Justice Sam Johnston, other class of 2024 senators and Mathews-Lingen. “There were a lot of different conversations that took place about [the bill]... We ul-

timately just decided that as much of this as possible should be left to this committee that will hopefully have a strong diversity of voices that aren't necessarily in the Senate,” Druker said.

Mathews-Lingen said that there is more ASWU anti-racism work to come: “I want to be clear that in implementing this bill in putting these things forward, we are not saying that we have it all done and we are beyond this work—we are trying to set up a system that gets everyone in it and makes us hold ourselves accountable, because we know that ASWU has a lot to reckon with and needs to do better in anti-racism work.”

ASWU will be attending all anti-racism trainings as a student organization. After attending this year's training, they plan to create a list of action items for improvement. The ASWU restructuring taking place next semester will not only establish the committee selection process, but also create “a better representative structure,” Mathews-Lingen said.

“I think it's necessary and important for us to take on this work at all levels,” Mathews-Lingen said. “This isn't just work that can live in the EDI office, it needs to exist in every single club and organization across campus in its own way.”

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WEEKLY REPORT BY CAMPUS SAFETY

ALARM, FIRE, UNINTENTIONAL

October 14, 7:05 p.m. (Lee House): Campus Safety was notified of a fire alarm activated in the building. An officer responded and found significant smoke in the kitchen area caused by cooking oil and no active fire. The building was then ventilated with fans to help clear out the smoke. The Salem Fire Department was not needed and a report was filed.

CRIMINAL MISCHIEF

October 17, 10:23 a.m. (University Services Building): Campus Safety received a call reporting a found broken window. A report was made and Maintenance assisted in temporarily repairing the window.

SUSPICIOUS ACTIVITY/PERSONS

October 12, 4:50 p.m. (Quad): Campus Safety received a call reporting an individual on campus without a mask on. An officer responded and located the individual. The individual was informed that the campus is closed and was escorted off campus.

October 14, 9:52 a.m. (Law School): While on patrol, a

Campus Safety officer encountered an individual without a mask on. The individual was informed that the campus is closed and was escorted off campus.

October 14, 9:54 a.m. (Museum of Art): Campus Safety received a call reporting an unknown individual entering the building. Officers responded and the individual was removed from the building.

October 14, 10:18 a.m. (Winter Street): Campus Safety received a call reporting an altercation between a pedestrian and driver. Officers responded and met with both parties.

October 15, 10:37 a.m. (Museum of Art): Campus Safety received a call reporting an unknown individual entering the building. Officers responded and the individual was removed from the building.

October 16, 11:46 a.m. (Botanical Gardens): Campus Safety received a call reporting an individual sleeping in the area. An officer responded and found the individual and they were asked to relocate off campus.

October 16, 12:11 p.m. (Jackson Plaza): Campus Safety received a call from a student reporting an individual without a mask on. An officer responded and made contact with the individual was informed that the campus is closed and they then left campus.

October 16, 3:29 p.m. (Mill Street): While on patrol, an officer encountered an individual pushing a shopping cart passing through campus. The individual was informed that the campus is closed to visitors and they were asked to leave campus.

October 16, 2:15 p.m. (University Center): Campus Safety received a call from a student reporting two individuals on campus without masks on. An officer responded and met with the individuals and were informed that the campus is closed to visitors and that masks are required on campus. The individuals then left campus.

October 17, 10:00 p.m. (University Center): While on patrol, an officer encountered an unknown individual charging their phone.

The individual was informed that the campus is closed to visitors and they promptly left campus.

October 18, 11:15 a.m. (Goudy Commons): Campus Safety received a call from Bon Appetit staff reporting an unknown individual in the restroom. An officer responded and the individual was informed that the campus is closed to visitors. The individual was escorted off campus.

October 18, 5:00 p.m. (Collins Science): Campus Safety received a call reporting five individuals on campus without masks on. An officer responded and met with the group and informed them that the campus is closed to visitors and of the campus mask policy. The group then left campus.

THEFT

October 12, 11:00 a.m. (Donney Hall): Campus Safety received a call from a student reporting their bicycle tire had been stolen while it was locked up on the bike rack. A report was filed.

TRESSPASS/ATTEMPTED THEFT

October 15, 2:32 p.m. (University Center): Campus Safety encountered a bike theft in progress while monitoring the UC cameras. Officers responded and the Mail Center was also contacted to assist in thwarting the theft. The individual was startled and fled when Mail Center employees checked on the bike rack. Campus Safety was able to find the individual after they fled in the Sparks Lot. The Salem Police Department was contacted. The individual was trespassed from campus and their bolt cutters were confiscated.

PLEASE CONTACT
CAMPUS SAFETY IF
YOU HAVE ANY
INFORMATION
REGARDING THESE
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Career Development recommends proactive job searching for soon-to-be graduates



Career Development office on the third floor of the University Center.

KEGAN RASCOE | PHOTOGRAPHER

BY CHRISSY EWALD
STAFF WRITER

The job market for Willamette graduates is different than anyone could have expected or prepared for before the COVID-19 pandemic began. With the pandemic still ongoing months later, the economy remains in bad shape. However, there are signs of improvement that will have direct benefits for Willamette students as they enter the job market this year.

Willamette Career Development Director Mandy Devereux talked about some of the ways Willamette students can adapt to the new normal for the workplace. Technological literacy is key—De-

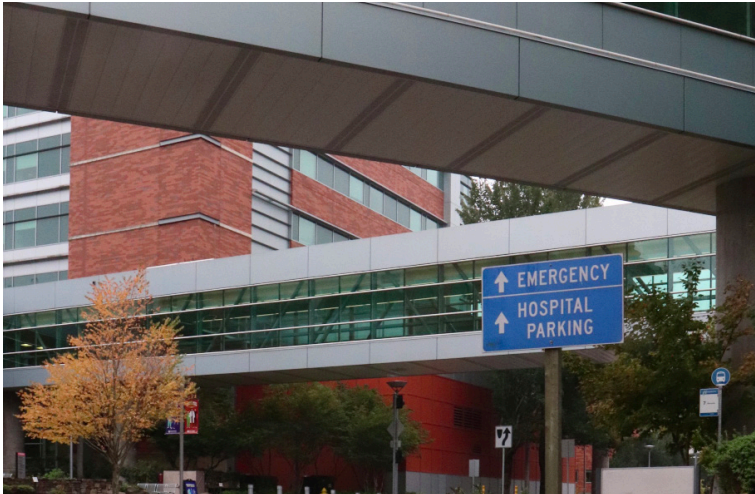
vereux noted that students who are more comfortable using online platforms will be better prepared for interviews and starting at new jobs, many of which may begin online. Telework is still relatively common, with 27 percent of Americans working remotely due to the pandemic as of the September monthly jobs report. In addition to fluency in digital communications platforms, Devereux recommended students take advantage of tools like [LinkedIn Learning] to build skills in software that will be relevant to their fields of interest. “Self-awareness is the number one trait of effective leadership,” Devereux said, and noted that showing that you can work well in a

self-directed, remote environment will appeal to employers.

The most important thing, Devereux said, is not to wait, even with all the other commitments that come with senior year. Spending even a short period of time working on a job search can make a big difference. Some of the preparations Devereux suggested are to explore areas of interest, research potential employers and proactively network. Devereux added that students can always [schedule a meeting] with the Career Development Center through Handshake to get help starting or continuing their job search.

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Changes to Campus Safety hospital procedures made after ASWU, students voice concerns



GRACE SHIFFRIN | PHOTOGRAPHER

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Senator Nieves met with members of the Housing office, administration and the Reopening Committee last week to voice the concerns that ASWU and other students had. “In the meeting we discussed changes that were being planned, what sort of documents and information were going to be distributed to students, and what some new processes were going to look like,” said Senator Nieves. Some of these new policy changes include a revamped communication line between Area Coordinators from the housing office and campus security to ensure students get to and from the hospital safely, as well as dedicated support from a campus safety representative for students interacting with the healthcare system on their own for the first time.

One of these new changes is still a work in progress—a policy guide

that is being developed by Vice President of Student Affairs Lisa Landreman. The guideline is split into sections that describe what to bring, what to do when you arrive, what to do when you see your doctor, how to get back onto campus and where to go for further help after the fact. “We plan to put all of this updated information on the website as well as email it out to all students in the Today@Willamette weekly bulletin,” said Landreman, “We hope this will clear as much confusion as possible and will help students if the situation ever does arrive, and we are continuing to find new ways to get information out to students.”

“It’s important to note that this is still very much a work in progress,” says Senator Nieves, “But a very important groundwork has been set for furthering transparency that will benefit students.”

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Virtual learning creates new challenges for students with learning accommodations

BY KATHLEEN FORREST
MANAGING EDITOR

There has been a shift to online interaction for school, work and even socializing, as a direct result of the ongoing COVID-19 pandemic. For Willamette University, some classes are entirely online while others offer the option to participate in distance learning. While this has generally been regarded as a move that will make classes more accessible, but for those with disabilities and people that need accommodations, online learning introduces a host of new challenges.

Disability Advocacy Club President Landry Ferguson talked about the different issues students have encountered during the switch to online learning while acknowledging some of the benefits. While some of the problems were applicable to most students, such as access to technology and unequal participation in hybrid classes, he also brought up issues for those that need accommodations: “Online testing was difficult because professors weren’t always remember-

ing that their students had testing extensions or they wouldn’t remember to put that extension into the WISE test and quizzes section which meant problems occurred.” He also referenced a student he knew of last semester who required a distraction free testing space. But because the campus was closed, the administration did not provide that to the student. Ferguson added, “I think during the pandemic a lot of people’s accommodations were not being met, especially once we started doing online classes last semester.”

Ferguson acknowledged that the conversation and awareness surrounding accommodations, and the accommodations themselves, improved before and during the COVID-19 pandemic. He also said that accommodations brought about as a result of the pandemic, namely virtual attendance, would certainly be worth keeping after it has passed. However, when it comes to solving student issues during the pandemic, he favored accommodations that come from professors and students rather than the administration. “I

think that in the vein of Universal Design, that it’s something that professors themselves should do, rather than the AES [Accessible Education Services] office, because there are barriers to get AES accommodations,” Ferguson said. The concept of ‘Universal Design’ is defined by the National Disability Authority as, “the design and composition of an environment so that it can be accessed, understood and used to the greatest extent possible by all people regardless of their age, size, ability or disability.” Ferguson generally believes in an approach that tries to make accommodations unnecessary by making learning environments broadly accessible to begin with. This can include a wide variety of things, such as using closed captions on videos in class, having information presented in multiple formats and allowing for different modes of participation.

Ferguson’s suggestions include allowing multiple modes of participation instead of just synchronous, virtual attendance. This can include in-class discussion, but also forum discussions or short reflection papers

so that students can more easily engage with each other. Regarding the challenges many students face during the pandemic, he said that, “We’re all running on empty, and some days you just don’t have the motivation to engage synchronously because that takes a lot of energy and a lot of focus.” He said that communication between students and professors is important, but that it should be initiated by professors and students should have the option of anonymity. He said that many professors have tried to be approachable for student concerns, “...but that puts a lot of onus on the students to bring up their needs with their professors... it can be really difficult.”

Willamette’s AES office detailed its perspective on accommodation given since the pandemic began. Director of AES Sue Jin Hee Minder says that, “The option for students to attend classes remotely has been a positive impact.” She said that this is true for students that need more flexibility, and that online learning removes the need for some accommodations that arise with in-person

classes. As far as general need for accommodations, Minder said that the number of requests have stayed steady, even with the switch to virtual learning. While the current pandemic can make it difficult for students to see a doctor to get documentation for a disability accommodation, Minder emphasized that documentation is not always necessary. “My process has always been to work with a student whether they have documentation or not. By saying that I work with them, that doesn’t mean everything that’s requested I provide. But it does mean I work with students on a case by case basis,” she said.

Students needing accommodations or other resources surrounding disabilities and barriers to learning can contact AES at accessible-info@willamette.edu or call (503) 370-6737 to set up an appointment. Disability Advocacy Club also offers resources and support, as well as advocacy opportunities. They meet over Zoom every Monday from 5 p.m. to 6 p.m.

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MISSION STATEMENT: The Collegian is the independent student newspaper of Willamette University. It strives to represent the diversity of perspectives on campus, publishing news and opinion on subjects of concern and interest to all members of the Willamette community. The Collegian is dedicated to educating its staffers on best journalistic practices while producing content of quality. It is dedicated to handling all matters accurately, transparently and impartially.

Five tips for surviving Oregon's fall rains



MAIZY GOERLITZ | GRAPHIC ARTIST

BY PIPER LEHR
STAFF WRITER

Fall season has arrived, and with it, the famous Oregon rain. First-year and transfer students with little rain experience may be wondering what the best ways to stay dry and safe are. Whether readers are part of Willamette's large California population, or from somewhere else with a hot climate, Oregon weather is not to fear. Here are a couple of tips for weathering the storm.

1. Oregon rain isn't constant.

Oregon rain doesn't function like one might expect rain to. Rather than exhibiting a constant downpour, Oregon rain might rain for two hours, stop, then rain again in another three hours and stop after one hour, etc. Essentially, Oregon rain exhibits on/off behavior. Do not expect any Seattle-type storms any time soon. If one is hankering for some averages, this source from weather-and-climate.com may be useful.

2. Oregon rain isn't constant, so be constantly prepared.

Since Oregon rain isn't constant, the best way to stay dry is to be constantly prepared. Check the forecast before leaving, and if there's a chance of rain, bring a raincoat or an umbrella. They may not be necessary leaving home, but in two hours one may walk out of class into a downpour.

3. Walk slowly.

This is self-explanatory, but it's worth reiterating, because it can be easy to become complacent with this safety precaution. Obviously, a wet floor makes it more likely to slip, so avoid fast-walking and running when possible. Treat the world like there's a wet floor sign in the bathroom and a bunch of puddles on the floor.

4. Avoid puddles.

Jumping in puddles may seem like a fun activity, or maybe you're just too lazy to sidestep out of the way, but neither strategies are recommended if one is not wearing rain boots. Jumping in puddles will only result in one's feet (and socks) becoming sopping wet and creating a miserable feeling for the next couple of hours. It will also add to your laundry pile.

5. Be mindful of the road.

Most drivers will try to slow down when it's raining to avoid sliding in puddles and slow-walking pedestrians. However, drivers are human, so it is best to cross the road under the assumption that they may not be adhering to these precautions as much as they should be. If it looks like it has just rained recently, look both ways before crossing the street, and try not to run. The last thing one will want to do is slip in a puddle and fall in the middle of the road. And to any student drivers, please remember to be extra cautious in these circumstances.

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Student-run social media accounts provide light-hearted relief

BY BENJAMIN SNELL
STAFF WRITER

Since Willamette students have resumed learning this fall, Instagram has played a large role in taking away tension for both in-person and remote students through the form of student-run accounts.

Though not officially affiliated with Willamette, there are several social media pages that many students from the university have chosen to follow because of the content that they create. Posts made by pages such as @dankwumemes and @willamette_dog_watching have helped to provide some light and laughter in a time of stress. There are also pages relating to the university's different departments, such as Headband's acapella Instagram account, as well as certain majors having their own pages for students.

The many different accounts run by students also reach a broad range of students that attend the university. When interviewees were asked which accounts show up most on their feeds, the answers varied greatly. Isabella Lamb ('22) said that she sees UpTop's instagram account as well as the Collegian's Instagram account the most, while Brady McDewitt ('22) said that she sees the WU Events Board and the Bistro Instagram pages quite a bit. Shione Mochizuki ('22) said she sees the Willamette dog-watching account, as well as Dank WU Memes and Overheard Willamette, the most on her feed.

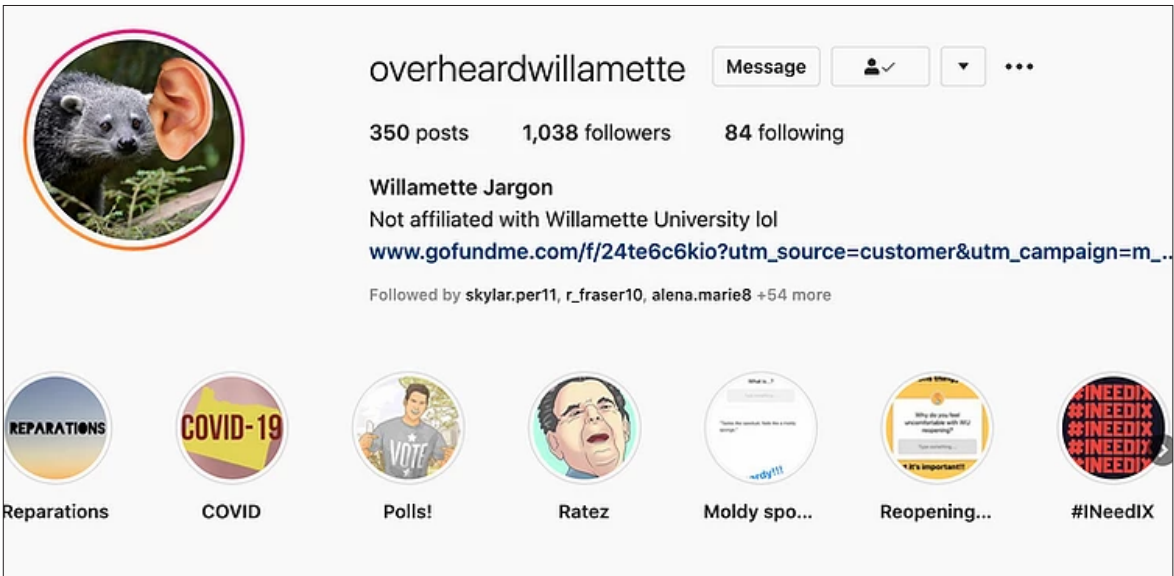
Overheard Willamette is currently one of the most popular student-run accounts, having just a little over a thousand followers. People follow this account primarily for content based around quotes from students, oftentimes making for funny content. The account allows students to submit anonymous student quotes to the owner via DM, and they can be posted from there.

BY PIPER LEHR
STAFF WRITER

This past year, students have had to adapt not only to online learning, but also an increasingly turbulent political climate in the wake of COVID-19, BLM protests and the upcoming election. These factors, especially in combination, raise questions about how students are coping in terms of productivity and mental health. Two Willamette students, Jason Lange and Erica Steinberg, detailed their experiences with these changes.

Jason Lange is a senior English and humanities double major. He is living at home and taking a mix of in-person and online classes. When asked about which teaching style he preferred, he said, "It's a split answer. I think when the class is large, I would rather have it online to be honest. If it's smaller, like a discussion class, in-person is better. Either way, I would prefer in-person [like it used to be] because you can't see each other's faces."

Erica Steinberg is a senior psychology major and chemistry minor. She is living at home and taking all of her classes remotely, even her in-person class. She would prefer everything to be in-person like it used to be, but she does not have any strong opinions against staying at home. "Two of my three classes would have been remote anyway. I only have one class in-person," she said. She then elaborated on what taking face to face classes remotely was like. "It's not necessarily bad,



Screenshot taken from @overheardwillamette Instagram page, a social media page followed by many Willamette students.

This account specifically has generated a lot of buzz around campus. When asked whether or not she thought people talked about quotes from the Instagram account outside of liking, commenting or sending the post to other people, Lamb said she thought it was pretty exciting for everyone when Overheard Willamette posted, and that it was especially exciting to see her or her friends quoted on the page.

McDewitt agreed with this sentiment, saying she personally has submitted to Overheard Willamette in the past. "I love submitting to Overheard Willamette because a lot of my friends say crazy things." Other students talk about the account less in person and more online.

More recently, however, the page has been using their platform to uplift those who may be in need of support. For example, a post was recently made by the account that highlighted ways to provide relief for a student who lost their home from a fire, and provided resources for wildfire information in

another. "They kind of post pretty regularly, and recently they've been posting donations more than regular," Mochizuki noted.

When interviewed, Grace Crookham-Guy ('21), the owner of the Overheard Willamette instagram account, gave insight into why she initially started the account. "I had kind of just heard things that people said, just like sitting at the mill stream, or at Goudy, or the Bistro. And I would share it with some of my other friends, and they thought it was funny." From there, she started the account, with little expectation that it would grow to be as large as it is now.

Crookham-Guy also said that although she has received negative feedback in the past, it has been well-received and helped her gauge what to post at what point in time. She said that people have generally been pretty respectful, though she has encountered a couple of problems and a bit of negative feedback. "I've had some. And granted, some is warranted... and whenever it is warranted, I do my best to take accountability, and

I'll either take down a post, and repost it with an apology, or I'll change my habits to make it more accessible."

Crookham-Guy said that the sense of belonging a student-run account creates is one of the most rewarding parts of running it. She said that although it can be difficult, and is a lot more work than initially anticipated, "overall, [it is] way more rewarding than it is stressful."

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Student productivity, mental health challenged by hybrid learning

it's just kind of annoying because obviously the students are wearing masks. It would've been difficult to hear them anyway because they don't have microphones. It definitely makes things more difficult because it's muffled and you have to kind of strain your head to hear them. But my teacher fixed that by repeating her words."

Lange thinks that his productivity has been negatively affected by online learning. He said: "I've had problems with getting assignments in on time and attention span issues. I would say that my scores are definitely affected, also because I don't have that much bandwidth. I'd say I'm taking like an eight percent dip on average." Lange is also working this semester. He said: "Also, my job is really stressful. I think I'm going to quit next week because I'm falling desperately behind and not every professor is being super sensitive. Some of them are like, get it together."

Steinberg, on the other hand, does not think that her productivity has been affected that much by online learning. She said: "I'm only taking three classes and it's mostly reading homework. For Spanish we just have small assignments and stuff. Sometimes I'll forget about them and it'll be nine or ten and I'll be like ugh, but I get them in on time." She went on to say, "attention span during classes has been okay. Naturally it's boring whenever I've heard teachers repeat the same thing I've

been learning the past four years, and that's difficult to not tune out. When I do homework sometimes I get up and pace around the room. Some of that would have happened before, but it was a lot worse in the spring. It's better now as I've had more time to get used to it [remote learning]."

COVID-19 has introduced many students to new teaching methods. When Lange was asked about the most useful, novel teaching style he's encountered since Willamette's shift to online, he said: "I think just opening up like different times in schedules that aren't rigid, like just your office hours for students to talk out the course load, or whatever paper, or classes in general. That access, it's kind of consoling to know that not only are the adults around us taking this seriously, but also it's stable. It's nice for them to open that up. I think also finding a really good balance between keeping your expectations up but without drowning anybody. I don't think taking the pedal all the way off is going to help anybody, but some professors have found a good balance."

Steinberg said, "I can't think of anything specific, but I do like the breakout rooms."

When asked about the least useful teaching style he's encountered, Lange said: "I think what's least useful is treating this semester like it's like any other time when the world's had difficulty. Sometimes there's this vibe where it feels like the teachers

are like, oh come on I've survived Chernobyl, can you guys man up a little bit? Any energy like that."

Steinberg said: "The thing I definitely don't like is asynchronous lectures. It's not only hard to get yourself to watch them, but it also is kind of counterproductive. Yesterday or two days ago when my teacher put up chemical structures and stuff on the slides I got super interested and went on a tangent for a couple of minutes, which is something that you can't do asynchronously."

When asked if he had anything to note about his mental health in the wake of online lectures and world events, Lange said: "I'm not sleeping. When I do, I fall asleep by accident with books and stuff all around me, like the full regalia, my computer, my notebook, and like whatever just littered all around me. My sleep schedule is totaled."

Steinberg said: "Especially with the election and stuff it has made me anxious. In terms of politics I'm trying to stay optimistic and hopeful which is difficult to do. If it's like a bad politics day, I'll stay off of Twitter. Staying off some social media is good. Otherwise I don't think it's been impacting my grades at all."

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Rethinking Greek life: WU sororities on COVID-19 and white supremacy



Outside the Alpha Chi Omega house on Willamette Universities Campus.

REBECCA MAY | PHOTOGRAPHER

CONTINUED from Page 1

Unlike Pi Beta Phi, meals have not been served in the Alpha Chi Omega house. The house no longer has a chef and the commercial kitchen is closed due to Covid-19 precautions.

Crespi-Funderburk explained: “We’re eating at Goudy. We get to-go boxes and eat in the [house] dining room or at Goudy.”

Crespi-Funderburk said that while most events have been cancelled, there are still ways for female-identifying students to participate in events and fund-

raisers: “Our big event is Aca-pella night, which can’t happen because it isn’t safe to host it in the auditorium. We’re hoping to push it back to spring.” She said that there is a chance that the sorority will provide contactless ways of donating to the Center for Hope and Safety instead.

Crespi-Funderburk said that her goal is to create a safe space for members: “We’re trying to focus inwards on our community and make sure that everyone feels really safe and supported this semester. It has been a real-

ly hard semester for people, with the fires and pandemic and having that fear of getting sick, and [attending] online classes.”

Students interested in getting involved with Alpha Chi Omega can contact Crespi-Funderburk for information on the sorority’s online recruitment process, Instagram lives and online tours.

President of Alpha Phi Isabelle Maxwell spoke on how membership in the sorority has changed and what her goals are for their semester. She explained that retention, the amount of members that remained in Al-

pha Phi, increased from March through August: “I think part of that is because people are really looking to maintain the opportunity to be part of a community when they’re feeling so distanced and when some of them aren’t on campus.”

Alpha Phi does not have a house. They have recruited two members virtually this semester and are planning for an entirely virtual recruitment process this January. Instagram lives hosted twice a week by Alpha Phi allow students to learn more about the sorority.

All Alpha Phi bonding events, such as activities and games, have been moved online to guarantee the safety of members and include members who are not living in Salem this semester.

Maxwell said that COVID-19 policy is not the only conversation that Alpha Phi is having this semester. Politics has influenced conversations in sororities at Willamette. Maxwell emphasized the importance of having these conversations, speaking on how politics and the Civil Rights movement have influenced sorority discourse and policy.

“These past six months opened our eyes to the origins of Greek life and why it’s problematic. So we had to take a hard look at how we can reform ourselves to justify being part of such an organization. We dedicate a portion of the chapter to educating ourselves and thinking hard about how we can make ourselves more inclusive, whether that is [through] removing barriers or changing language,” Maxwell said.

Maxwell spoke on the history of Greek life: “Over the nation a lot of chapters are choosing to resign because they can’t morally justify being in an organization

that is rooted in white supremacy. We’ve taken a good hard look at ways that sororities kind of perpetuate the cycle of being exclusive and not being inclusive towards especially racial minorities, so my sorority in particular decided to drop our legacy policy which preferences members whose mothers or grandmothers had the opportunity and financial means to go to college, but also had the opportunity and financial means to be in Greek life, which is a tremendous amount of privilege.”

Alpha Phi’s overall goal is to ensure that an inclusive, safe sorority community is fostered. According to Maxwell, having virtual conversations will help achieve and reshape the sorority’s goals and representation.

Pi Beta Phi, Alpha Chi Omega and Alpha Phi are providing multiple ways for students to learn more about their sororities. Instagram lives and online recruitment are being used to keep Greek life communities together. Conversations about COVID and Greek life history are being prioritized to reinforce safety and inclusivity in these communities. Female-identifying students interested in joining a sorority can contact any of these presidents or search “list of student organizations” on the Willamette webpage to get in contact with other presidents.

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Some distanced, others virtual: club presidents detail student involvement

BY SANJA ZELEN
STAFF WRITER

Student clubs and organizations on campus have been busy brainstorming ways to carry on weekly, monthly and yearly events and traditions this semester. Although many events and meetings look different this semester, joining a club is a way for students to continue “being together while staying apart,” according to New York Times writer Tara Parker-Pope (nytimes.com). Many clubs and student organizations are carrying on weekly meetings on Zoom as a way to continue fostering relationships between students and providing stress relief. The Newman, soccer, Russian and German clubs are just a few of the clubs that are thinking of creative ways to meet and bond, with hopes of planning in-person events soon.

President of Newman club Gregory Gandy shared that Newman club, a Catholic group, has been continuing meetings via Zoom. They have had to cancel most in-person events: “We’re meeting weekly on Wednesday at 7 p.m. for one hour for club meetings. Normally we would also meet weekly and we would do other events together such as going to Mass but we no longer do that due to COVID and social distancing.”

Gandy said that the club has plans to integrate symposiums into its agenda again. “We have a calendar of meeting topics that we’ve been working on and we’ve been talking about different theological topics. I’m going to contact different people in the area to do different Zoom talks. We have a learning platform we accessed through the church too.”

Captain of the soccer club Ami Santillan explained that having in-person practice is a likely possibility. Zoom bonding events would be an option as well. “I asked people whether they wanted to meet. There were mixed feelings. Overall they said yes, they wanted to meet, so I’m going to try to push to meet in the next maybe one or two weeks. I don’t know if it’s ideal to have practices yet, just because everyone’s super stressed out.”

Games against other colleges are not possible due to Willamette policies prohibiting on-campus visitors and off-campus travel.

“If people want to be outside, we can be in-person. Our meetings are usually smaller, so based off of that, we could do some inside stuff, if people feel comfortable with that. However, we will do Zoom meetings for movies and T.V. shows, or if people one week decide they want to stay in their room, we’ll be responsive to that,”

—Christina Clothier

Santillan explained how practice would work: “There are quite a few drills that can be done within a six-foot distance, which is awesome. I think we are going to meet in person on the field, probably do some conditioning drills. We can’t be scrimmaging full-contact, but I think that gives us a lot of opportunities to meet in-person. I don’t think it’d be a problem capacity-wise. Even if we

did have a lot of people coming, we have the whole field, so I think it’s very manageable if people cooperate and do their part.”

President of Russian club Christina Clothier said that Russian club will also try to incorporate some in-person events. Clothier wants the club to be hybrid this semester, with a mix of in-person and Zoom meetings. The club is currently meeting on Thursdays from 6 p.m. to 7 p.m..

“If people want to be outside, we can be in-person. Our meetings are usually smaller, so based off of that, we could do some inside stuff, if people feel comfortable with that. How-

ever, we will do Zoom meetings for movies and T.V. shows, or if people one week decide they want to stay in their room, we’ll be responsive to that,” Clothier said. “I’m thinking of emailing out cool Slavic holidays and informing people who can’t make it to the meetings, because I want to keep them engaged.”

German club Co-President Helena Wetzel discussed plans for this semester. While German club does not have a tentative meeting time yet, Wetzel had several ideas for activities that would work online.

“The current plan is to do virtual tea time where we all talk about our weeks and drink tea over Zoom. Another idea is to do a Kahoot where we do a game night on German Culture. I was also thinking of doing a book club related to German culture, either in German or English. A movie night over Zoom is possible.”

Wetzel said that German club would likely meet on Tuesdays or Thursdays in the future.

Club presidents and co-presidents revealed the highlights of their time in their respective clubs, as well as some positive outcomes students can expect from joining.

“It’s a great way to get exercise and still have fun,” Santillan said of soccer club. “It’s a great way to de-stress and hang out with a fun group of people.”

“Anyone can join Newman club, regardless of their religious affiliation,” Gandy said. “In the past many of our members haven’t even been Catholic- they were friends with people who were Catholic. A lot of humanities students who are interested in philosophy and theology also attend[ed] our Newman meetings. There’s intellectual diversity that’s hard to find at Willamette sometimes, from different backgrounds and beliefs.”

Clothier said of Russian club: “It’s not a huge commitment. You can come when you want and have fun with us. We have candy. What drew me to it last year was just how fun it was. Everyone was there to talk about [Slavic culture] and learn

more. There are all different levels [of knowledge] and everyone is there to have fun.”

Wetzel appreciated a professor’s support of German club: “We’re all supported by Professor [Aili] Zheng. If anyone needs a sense of community during this time, the German club is a good place to find that.”

Sports, religion and language clubs make up only a handful of the clubs that are operating either normally, on Zoom or in a hybrid format this semester. Stitch n Bitch, Willamette’s knitting club, meets on Thursdays at 8 p.m. over Zoom. The Outdoor Program has been brainstorming ways to visit locations within walking distance of campus, such as Riverfront Park and Bush Park. WEB (Willamette Events Board) already hosted an in-person ‘Welcome Back Evening’ on August 28 and has plans to welcome performers and speakers to Willamette via Zoom.

Contact information for all club leaders can be found by searching “List of Student Organizations” on Willamette’s website. Club leaders can add students to their club’s listserv and roster to provide more meeting information and keep them in the loop.

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Gov. Kate Brown op-ed: “Young Voters: Register Today and Make a Voting Plan”

BY GOVERNOR KATE BROWN

Young Voters: Register Today and Make a Voting Plan

Every day, young people like yourselves take action to better communities all across Oregon. Since becoming your Governor, I’ve worked with students who demand action on climate change by coming to the capitol and testifying in record numbers, making phone calls, and holding walk-outs on their campuses. I’ve held the hands of grieving students and their families in the wake of the Umpqua Community College shooting. I’ve seen college students put their lives on the line to fight wildfires. I’ve been humbled to see recent graduates enter the medical field so they can serve their communities in the midst of this global pandemic. And I’ve seen thousands gather across our state from Portland to Pendleton, Bend to Eugene, in a clarion call for racial justice.

You all are living, learning, and contributing to this state and this country. You will not just inherit this world – you are already actively building it.

I have also met countless young people who tell me they feel that this world is damaged beyond repair, and that the world’s problems are

too big for any one of us to solve. And with the way 2020 has gone so far...I know the feeling.

I hear you when you say that you don’t feel represented in politics. I hear you when you say you’re afraid of what the future might hold.

While it’s true that I carry with me every single day the privilege of white skin and cisgender, I know what it’s like to be scared to go to work every day. Years ago, when I was a young lawyer, I was afraid of losing my job if someone discovered that I was in a relationship with a woman.

I know what it feels like to look over at the man in the office next to mine and know that he is treated differently. That he is paid more for the same position. Even though I knew I was doing a better job.

I’ve worked my entire career to make Oregon a more equitable and welcoming state to everyone who calls this place home. Our nation’s problems – racism, homophobia and transphobia, sexism, climate change, health care, immigration – are all addressed in major ways at the ballot box.

They’re addressed in your vote for President, members of Congress, Governor, and state legislators. They are also addressed by your vote for county sheriff, district

attorneys, judges, city council, county clerks, bond measures, and local taxes.

This election will have big impacts on America, but also your local community. I hope a lot of people turn out and vote. We anticipate seeing record-breaking turnout across the country and here in Oregon.

It’s critical to have your voice heard. Whether your issue is gun reform, climate change, police reform, racial justice, or reproductive justice, your voice makes a difference.

So it’s time. The deadline to register in Oregon is October 13. But, don’t wait – do it today. Roll up your sleeves and get to work. Get your friends to register, your family, the classmates in your Zoom room...random people on the street, everyone! I can’t say it enough: your vote is your voice. And every voice counts.

Once you’ve registered to vote, make a plan with your friends on how you’ll vote. It’s critical to get your ballot in early. Will you walk it to a drop box location? Will you mail it in the first week? Have you set a calendar reminder? I plan to vote early, and take advantage of Oregon’s paid postage to get my ballot to the county clerk.

Go to oregonvotes.gov to get started.



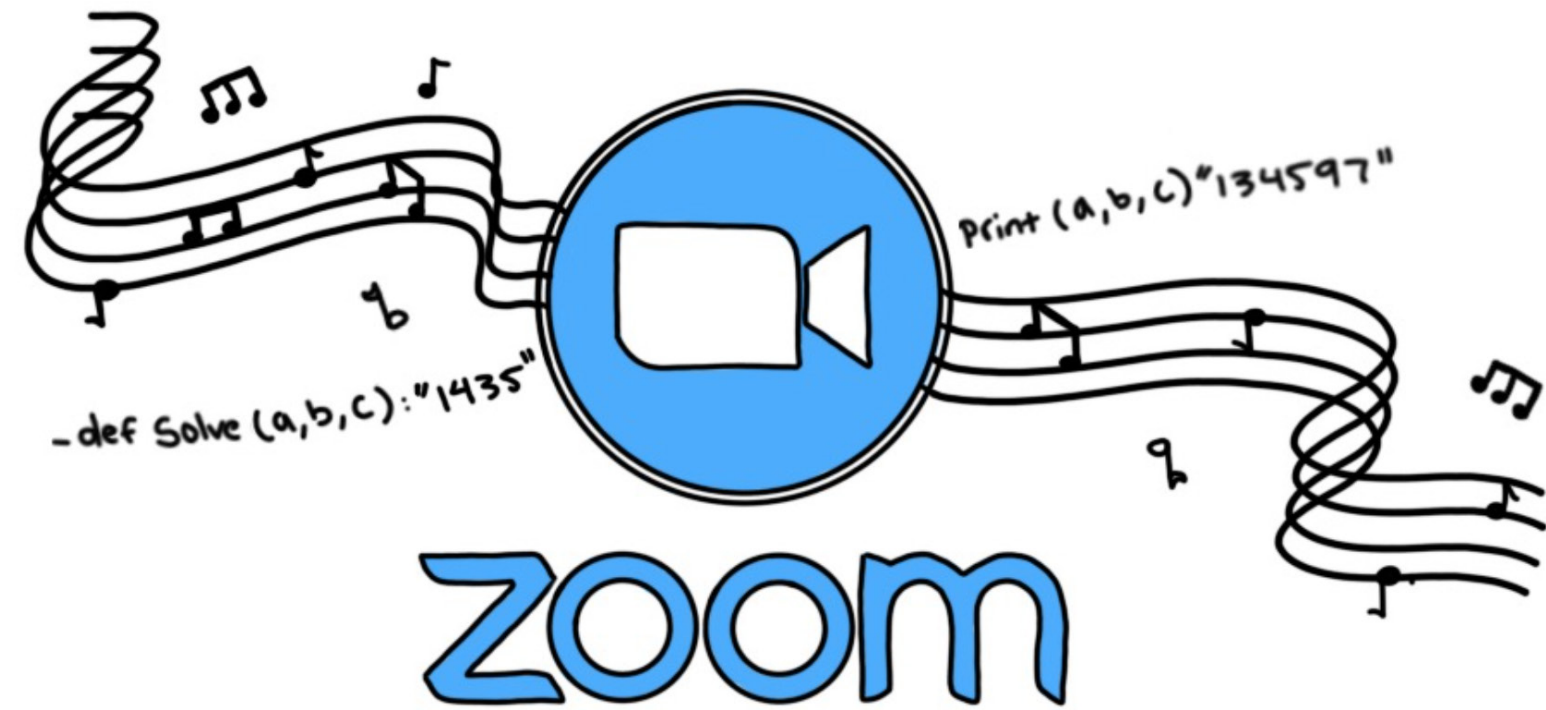
ADOBE STOCK

Opinion: Remote learning should be an option for students after COVID-19

BY AVINASH NAIDU
STAFF WRITER

Amidst the COVID-19 pandemic, many students have had to attend classes remotely because they are attending classes from home, professors feel more comfortable holding remote classes, or because there are days when students are not feeling well. Due to this, during the air quality crisis due to the wildfires, classes were easily able to become fully remote. Without online learning already being in practice, it would have been very difficult for Willamette to smoothly transition to virtual classes during this time. Willamette’s acquaintance with online learning allowed smooth transition to remote learning and back to in-person learning again. Thus, the option for students to attend classes remotely, per prior notice to the professor, should exist in future semesters once fully in-person classes return following COVID-19.

Prior to 2020, taking classes online was not a popular method of learning. However, due to COVID-19, colleges everywhere have seen services such as Zoom rise to prominence. Remote classes during COVID-19 help students who are staying home, feeling unwell, or in quarantine. Students falling ill is unfortunately all too



MAIZY GOERLITZ | GRAPHIC ARTIST

common during the school year, and in such times attending classes remotely is an ideal situation for students to ensure they and everyone around them is safe. Remote classes can help those who feel sick by preventing them from getting sicker and protecting the people around them from exposure. Additionally, they benefit the safety of students and faculty during the pandemic. While fo-

cusing on class via Zoom may not be the easiest to do, remote learning offers long term benefits that WU could utilize. Remote classes would not become the norm, but an option present at the individual level for students to use if need be.

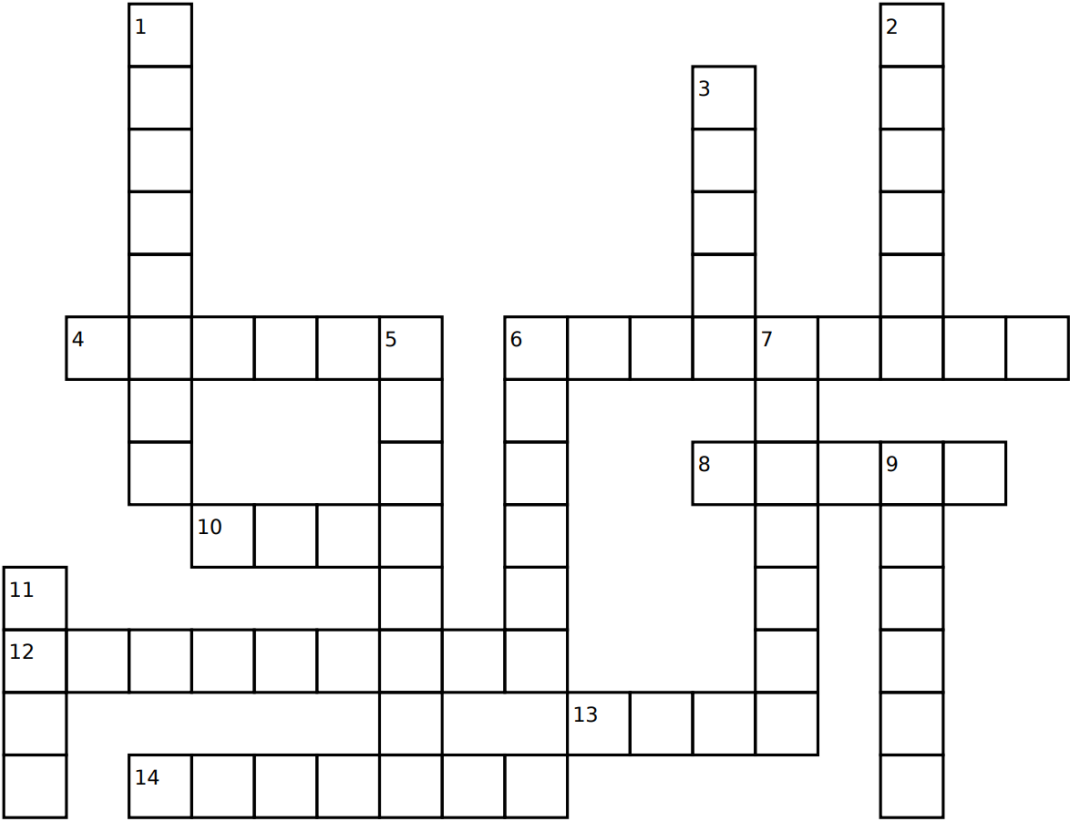
Some days are more stressful than others. Some days students wake up more tired than others, more anxious, and feeling less en-

ergetic to get out and go to class. Some days students may be dealing with family or other matters that draw their attention away from school. However, it is still imperative that students attend classes and keep up with their material to ensure academic success. Due to this, the option to attend classes remotely should still stand following the pandemic. Students agree with this notion as well. Tara

Tosheff ‘24 said that she believes remote learning “provides accessibility and resources for students” and in a post pandemic world she sees the need for others to use it. Ultimately, the option for remote learning provides benefits to students that should be accessible in the post pandemic world.

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Crossword: Riddle Me This



- Down:
- The more there is, the less you see
 - It is full of holes but still holds water
 - It can fill a room but take up no space
 - What begins and ends with "e" but contains only one letter?
 - It is always ahead of you but you cannot see it
 - What is broken when it is spoken?
 - It is tall when young and short when old
 - What has branches but no trunk or leaves?

- Across:
- It has one eye but cannot see
 - The more you take, the more you leave behind
 - It has a face and two hands but is not alive
 - It belongs to you but others use it more
 - It has a heart that does not beat
 - Give it food it will live, give it water it will die
 - This type of dress cannot be worn

Word Search: Oregon Wildlife

U L E K R J Y D K U K O D I N B C Y C G H B S D N C J A W F
J L O U A H V W D B D J P B T Q M J P P O Q J L Y N X V L C
U E A H F V R N G O W Z B O W X B Z R Y J A N B A D G E R O
D S B Z Q L P D E E R A R P S E Y I E S I Q B C M Y M B J J
Z C Z U F O M R A B B I T J T S L N L A L J V J B I Q U B C
W Y V G P X W V L X U D B N L Z U J G O Q N E X Y B L I Y F
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B H B Y I U O L I D R C U U S S T H W A R L W L B M E T K I
W N X O P S Z R T P C K D W F N C A I R V K M S U Y W U V X
J V E L B U Z C Q N B Z T V O K Y S V P O A F A R K R G C H
Z Z E H S C S E L N U E Z X X C O X M R M W A H E M R Q O A
R S T X A T A K T S B T D Z D X M S G T E U L F Y J W F Y Q
T S B R L C M T L L G C R R N Y A W Q S S W N Q G X O H O W
B J Z H M O J W E N D L L I J Q Z V Q E K C P K G O L H T C
U V G O O A C F Q L H K B P A P S Q S A U P G O R Y P W E G
X G Z V N L F S Y Q V A R Q D E M H L L N A B A T C A H R D
V C A E B H Y E C U K O A V T N E P J I K Z G B G N U T E W
F I A B Y N E K R E S C C R I U A L D O D P V L O T N M R R
P H I E W F B K X R Q O C C H F D H Y N T S T Z X H K D C I
G J O H V U I M D J U U O Q Y P O N X G D Q M I G R S X Y W
P T P K N Z J Q S E I G O Q G O W C K B U C F I B W J S M Q
F B E A V E R O C F R A N T O L L H I Q W A Z A W Y H P U X
V P C K B G O O S E R R X O J Z A F Y Z D W Y S G Y N P N S
R O T Z D V V H A D E U Q Y R A R Y Q S N E I C X E R N Y X
G H A Y E A J G S B L Q M B Y Q K D F E P A M A D D O A O U
G F M V E T Q M M D E B D G Y S N Z D R S S O W J X P A M N
A A S Y I R R T V N X Y R Y G G V K Y G M E M O X G T A O I
S P M H Q O A E P N W F T V K P G S I Y A L R L E U P Q R A
I I O V C U W Y A T M A H V R A R G G E S R G F Q G N N K E
F Z N M V T U C K S Q O D B X G M O O O G K O J Q Q H K D E

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|------------|----------|----------|----------|
| Meadowlark | Squirrel | Chipmunk | Sea Lion |
| Raccoon | Opossum | Badger | Bobcat |
| Rabbit | Salmon | Gopher | Nutria |
| Coyote | Weasel | Beaver | Cougar |
| Goose | Trout | Skunk | Wolf |
| Lynx | Duck | Bat | Deer |
| Owl | Fox | | |

Answers

