

Black Tie caters to whole Willamette community



Willamette student poses next to Blitz at the Convention Center (left). A group of friends strikes a pose in their formal regalia at Black Tie (right).

OLIVIA FRENKEL
CONTRIBUTOR

Willamette’s campus buzzed with excitement over the last week about the highly anticipated Black Tie dinner and dance. On Saturday, Feb. 29, Willamette Events Board hosted Black Tie at

the Salem Convention Center. The dinner portion of the event began at 6:30 p.m. and the dance began at 8:30 p.m. and ended at 11:30 p.m. This event is Willamette’s annual formal dance, described by students as reminiscent of high school dances. “I went to Black Tie for a few rea-

sons,” said Anna Oh (‘23). “My friend, Emmy [Obenauf (‘23)] helped plan it, so of course we went to support her.” She also articulated a widely held sentiment about Black Tie, saying, “I love getting dressed up for things and it was so nice seeing everyone all fancy.”

Gabriel Jasso’s (‘23) expectations were exceeded greatly. “I usually have low expectations for dances just because I’ve been trained throughout middle and high school to expect the worst, but I really did end up enjoying the dancing.”

STUDENTS, 5

Opinion: Students reflect on arts’ impactfulness

LILY PAINTER
CONTRIBUTOR

Willamette University offers an extensive selection of artistic opportunities for students to choose from. The school is home to many students who have majors and minors in the arts or are involved in clubs or individual pursuit of artistic outlets. Involvement in the arts has major benefits for people of all ages, including young adults. These benefits include things from creating connections to practicing innovative thinking skills, demonstrating that there are many reasons for students to explore their creative sides.

The arts include such endeavors as music, visual art, creative writing, theatre and more. Each of these broad categories breaks down into smaller groups, offering a wide range of expressive activities. Willamette has majors in art, creative writing, music and theatre, along with student bands, clubs such as Improv Club and outlets for students interested in photography.

OPINION: ARTS, 7

Men’s tennis team continues to build team chemistry

JAMES WILLIS
SPORTS EDITOR

As spring semester progresses at Willamette, the season for men’s tennis has started up. The team has a rigorous practice schedule: practices can take place in the early morning, the afternoon or even late at night. Two tennis players, a first-year and a senior, reflect on the off-season and how the team worked on building its community.

First-year Andrew Kropp discussed his experience of collegiate tennis so far. He stated: “First of all, the overall skill level is much higher going into college from high school. Also, I have noticed that I am unable to block my volleys back and win the points sheerly on that. You have to place each and every one of your shots in order to win the point, because otherwise your opponent will capitalize on you having a lack of a plan. Finally, the consistency at this level of tennis has also been a big change. I’ve had to work a lot on consistency in order to hang in this division.”

Kropp also noted that in college, everybody plays both singles and doubles at every meet. This is a change from his high school experience, where he mostly played doubles. “Everyone plays a pro set of doubles, first to eight games win by two, and three sets



Senior captain Gene Perle-Jones serves the ball during a match this past weekend at Salem Swim and Tennis Club.

of singles, win six games by two. I like this system much better than the high school tennis system because many people, including myself, would only play doubles throughout the year and never played much singles. This has forced me to make my game more well- rounded than before.”

In addition to the changes in Kropp’s gameplay, he also spoke about how the team has made himself and other first year’s feel welcome in their new community. “The seniors on my team have welcomed me to the team by being very kind, offering hospitality, being someone to talk to, giving

me rides to practices, matches and tournaments and hosting team dinners.”

These same culture building activities have also carried over into Kropp’s experience as a Willamette student-athlete. “My favorite memory has been just joking around with my teammates.

Whether it is on a team trip, on the courts or in Goudy, I always have fun with my teammates on and off the court. There’s never a dull moment with them.”

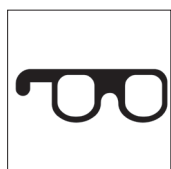
TENNIS, 6



NEWS

Career Development launches specialized presentations.

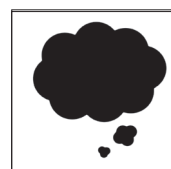
pg. 2



LIFESTYLES

Eboo Patel shares experiences regarding religiously diverse democracy.

pg. 5



OPINION

Willamette has resources to manage COVID-19 concerns.

pg. 7



Clubs receive career development training

NOAH DANTES
MANAGING EDITOR

Willamette Career Development recently began offering presentations to student organizations on campus, each tailored to the specific needs of the requesting group. There are a large variety of presentation topics that can be requested, including resume workshops, cover letter workshops and networking. The selected topic is tailored to the requesting group's interests by using job descriptions in fields related to their experience during the presentations. Then, with these sample job descriptions as a guide, participants practice writing statements about their experience, discuss how to market their experience to employers and more.

Any student organization can request a presentation through a link at the bottom of the "Contact Us" page on Career Development's page on the Willamette website. The link leads to a form that requires requesters to describe the logistics of the presentation, the presentation topic and desired outcomes.

Senior Nicole Dyer, a peer career intern at Career Development, is the driving force behind the presentations and the outreach. While these presentations have been offered by Career Development in the past, Dyer "reorganized the project to start again" this year. Outreach efforts have only been through individual emails to student organizations to date, but she sees the efforts expanding in the future.

"Right now it's been something we've been taking a little bit slowly. We don't know what the demands of the groups are, so I've been doing a lot of the outreach myself, reaching out to the groups I think would most benefit from a presentation like this... I've been focusing on groups that have a lot of student leadership or exec positions, like CSL [Community Service Learning] and WEB [Willamette Events Board], that have a lot of students working, that have a lot of skills and experiences

they could use in their professional development, which has given us a bit of a starting point. But I hope to be able to reach out to all student groups and advertise it a little bit more as well."

A number of student organizations have already received a presentation, including the Panhellenic Council and the aforementioned WEB and CSL.

"It was great," CSL Coordinator Sophia Bunch said. "Two peer educators came, and what we were really looking for was a presentation on how nonprofit and volunteer experience can benefit your resume."

Dyer works with a different student employee in the Career Development office for every presentation in order to ensure everyone gets the chance to present. Alexander Vasquez ('22) presented with Nicole to CSL last Thursday. Vasquez said, "We wanted to make sure [the presentation] wasn't super rigid. Initially, we thought we were just going to popcorn back and forth between slides, but then we figured we'd probably be a little bit better if we worked on our areas of expertise a little bit more. We both do drop-in [appointments] with students. I tend to get a lot of resumes, so that's an area I have a lot of experience around, so I volunteered to handle that portion. But again, our energies play off so well together that we were able to touch in with each other."

Bunch spoke to the benefits of having two presenters: "They would bring differing perspectives on things."

The reception to the presentations so far has been positive. "We definitely have more student involvement in our office afterwards... we always offer follow-up presentations," Dyer said. "I really look forward to hearing back from student organizations about it. I think it's a really great resource for them to learn more about our office and everything we offer, as well as learning more



Nicole Dyer (left), a peer career intern, leads a resume workshop with Community Service Learning (CSL).

about how to market their skills and their experiences from their positions in their organizations."

Bunch detailed CSL's presentation: "It went well. There was a lot of stuff that I didn't know about. How employers, especially out of college, look for volunteer experience and things you've done that maybe weren't paid, but still contribute to learning those hard skills that a lot of people don't learn until out of college."

Vasquez said the following about the presentations: "If you're a student group on campus that's interested in getting a tailored presentation to your group, the work that you do or your leadership experience, but you're not sure how to market it, reach out to us and we'd be happy to set up a presentation."

ngdantes@willamette.edu

Career Development

University Center 3rd Floor

503-370-6413

Office Hours: M-F, 9 a.m. to 5 p.m.

20-minute drop-in appointments: M-F 3 to 5 p.m.

The presentation request form can be found at the bottom of the "Contact Us" page on Career Development's page on the Willamette website. Nicole Dyer <ngdyer> can be contacted with any questions.

WEEKLY REPORT BY CAMPUS SAFETY

SUSPICIOUS ACTIVITY
Feb. 21, 2:13 a.m. (Botanical Gardens): While on patrol, a Campus Safety officer encountered a homeless individual camped in a stairwell. The officer made contact and asked the individual to leave. The individual complied.

Feb. 21, 4:00 p.m. (University Services Building): An employee called Campus Safety to report that a homeless individual was sitting along the Mill Stream and that the individual accused the employee of stealing from them. An officer responded and saw the individual leave campus property. The individual later returned to campus and a student

called to report it. An officer responded and formally trespassed the individual.

Feb. 21, 9:45 p.m. (campus): An employee called to report a suspicious individual walking through the east side of campus. Two officers responded and observed the individual until they were off campus.

Feb. 21, 10:48 p.m. (Sparks parking lot): A student called to report that they were being followed by someone who was harassing them and another student and making inappropriate comments. Officers responded and formally trespassed the individual and escorted them off campus.

Feb. 22, 10:27 a.m. (Terra House): A student reported that there was an individual sitting near some trees who was yelling at students who passed by. An officer responded and the individual left the property.

Feb. 24, 12:46 p.m. (Sparks Center): A student called to report that they found some suspicious items disposed of inside of a toilet. An officer responded and Facilities was contacted.

Feb. 26, 11:22 a.m. (Hallie Ford Museum of Art): An employee called to report that an individual was yelling and screaming at people outside the art museum. An

officer responded and Salem Police were notified. The officer monitored the individual who walked on and off WU property and was last seen off-campus near Tokyo International University of America.

Feb. 26, 2:20 p.m. (Matthews parking lot): A student called to report a suspicious vehicle and suspicious individuals in the Matthews parking lot. Caller said the individuals were walking around the lot and peering into other vehicles. The vehicle and the individuals left before an officer arrived.

THEFT
Feb. 23, 1:49 p.m. (Soft-

ball parking lot): A student called Campus Safety to report that their catalytic converter was stolen from their vehicle.

Feb. 24, 1:48 p.m. (Atkinson Graduate School of Management): An employee called to report that a hygiene product dispenser had been removed from the wall stolen out of a restroom. Facilities was notified.

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

Student theatre group planning Cabaret

ANNA SEAHILL
STAFF WRITER

Theatre isn't only for theatre majors. This is the mindset behind Willamette's Student Theatre Arts Group (STAGE), whose mission is to encourage and foster creativity in an inclusive, student-led environment.

Although the club was not recognized by Associated Students of Willamette University (ASWU) and funded until last spring semester, STAGE has had a presence in the arts for the past few years as an unofficial student organization. Bradley Arvola, a senior philosophy major and STAGE's current president, explained that in the past, the group was "this amorphous thing with theatre ideas but not a real institution."

However, that has changed since STAGE's humble begin-

nings, and now the club hosts two events each year: 24-hour Theatre in the fall and Cabaret in the spring.

Back in October, students gathered for a period of 24 hours to create an original play from scratch and prepare to perform it. People were assigned to different roles in the process, such as director, writer and actor. This opportunity to get involved with theatre has taken place for three years so far, and is aimed at engaging anyone who wants to participate.

Coming up on May 5 will be STAGE's Cabaret, with the "low-pressure" auditions for the show set for Sunday, March 15, from 1:30 to 5 p.m. in the acting studio. This event debuted last spring and was quite successful, showcasing between 15 and 20 student performances, according to Arvola. It initially started with

the concept of supplying a platform for students' musical talents to be expressed, but it has since expanded in scope to also high-light dance and playwriting.

Two of the performances that stood out to him were a skit titled "Real Houseducks of Willamette" and a dance choreographed to the song "Mein Herr" by Shelby Fenn ('21) for the Cabaret's finale.

Arvola emphasized that the first and foremost focus of STAGE is accessibility: "I know there is a presence on campus that is interested in getting involved... STAGE gets students in the loop. Our hope as a student-run theatre group is to be open to students while diversifying the arts on campus and giving historically underrepresented individuals a voice."

He also discussed his own time with the Theatre Department,

where he originally was majoring in theatre; however, due to his desire to explore different disciplines and the significant time commitment that studying theatre requires, Arvola decided to switch paths but remain involved.

STAGE enabled him to do just that. As president, Arvola runs club meetings every other Monday at 5:15 p.m. They are usually held in a classroom on the second floor of Ford Hall.

The club is more than open to new ideas and project proposals. "We want to empower people to create the art they want to," Arvola said.

If you have any questions regarding the upcoming Cabaret audition or STAGE in general, contact Arvola at abarvola@willamette.edu

amseahill@willamette.edu

This week at Willamette

Wednesday,
March 4

Open forum for VP of Student Affairs/Dean of Students candidate
4:15 - 5:15 p.m.
Alumni Lounge (UC 3)

Film screening, "Necessity: Oil, Water, and Climate Resistance"
7:00 - 8:45 p.m.
Law 201

Thursday,
March 5

Convocation: Non-binary identities at Willamette
11:30 a.m. - 12:30 p.m.
Cone Chapel

Lessons on Liberation: From Dolly Parton to Appalachian Feminism
7:00 p.m.
Ford 122

Friday,
March 6

Office of International Education and Career Development: What's next? Using your study abroad experience in your professional development
4:15 - 5:15 p.m.
Smullin 117

Rainbow Alliance and QTPOC: Drag Show
7 - 9 p.m.
Smith Auditorium

WEB's Studio Ghibli Movie Night
8 - 10 p.m.
Montag Den

Willamette celebrates Maslenitsa



The Russian Club hosted Maslenitsa, a Slavic celebration of the end of winter and beginning of spring, on Feb. 27 with activities including traditional food (top right), dance and song. Participants, including senior Sammie Zemanek (bottom right), created and burned effigies that signify the end of winter. Jordan DeGelia ('21) (left in bottom left photo) is the president of the Russian Club.



Professor profile: Rebecca Dobkins, curiosity creator

BEN SNELL
CONTRIBUTOR

Whether it is realized or not, anthropology plays a large role in day-to-day life both at Willamette and on a global scale. The study of culture and ways of living is practiced frequently, often without being noticed. One person who recognizes the subject's importance and currently dedicates her life to teaching it is Rebecca Dobkins, chair member of both the anthropology department and American Ethnic Studies program. In an interview, Dobkins shared her teaching philosophies, reflected on memorable anthropological experiences and what she aims to achieve with every class that she teaches.

Despite her current teaching position at Willamette University, Dobkins did not major in anthropology. "I was a women and gender studies major, back in the day when that was pretty unusual," she said. However, upon leaving, she began her dissertation at Berkeley in addition to working a position at the Smithsonian as a researcher for a year.

Prior to getting her PhD, Dobkins was offered a position at Willamette and felt compelled to interview for one central reason: "I knew that they wanted to start [the Hallie Ford Art] Museum. The art museum had not been started yet, but it was being planned." Now, she actively contributes to the museum's success as the curator of Native American art at the museum and takes full responsibility for maintaining and developing exhibits within that collection.

For Dobkins, one of the most important factors of her position as a professor is how much she is able to influence her students. She said, "I think it's an incredible privilege to be able to spend time with young people at this important moment in [their] lives, talking about things that really matter."

Dobkins also mentioned that she teaches students with an emphasis on curiosity and questioning day-

to-day life. "I try on some level to turn things around, to say, 'Why do you think they did that?'" I try to get students to think about things that we take for granted."

One of her favorite exercises involves asking students to take a trip to the supermarket or drugstore and encouraging them to rethink which products are considered a norm or necessity for people of different genders.

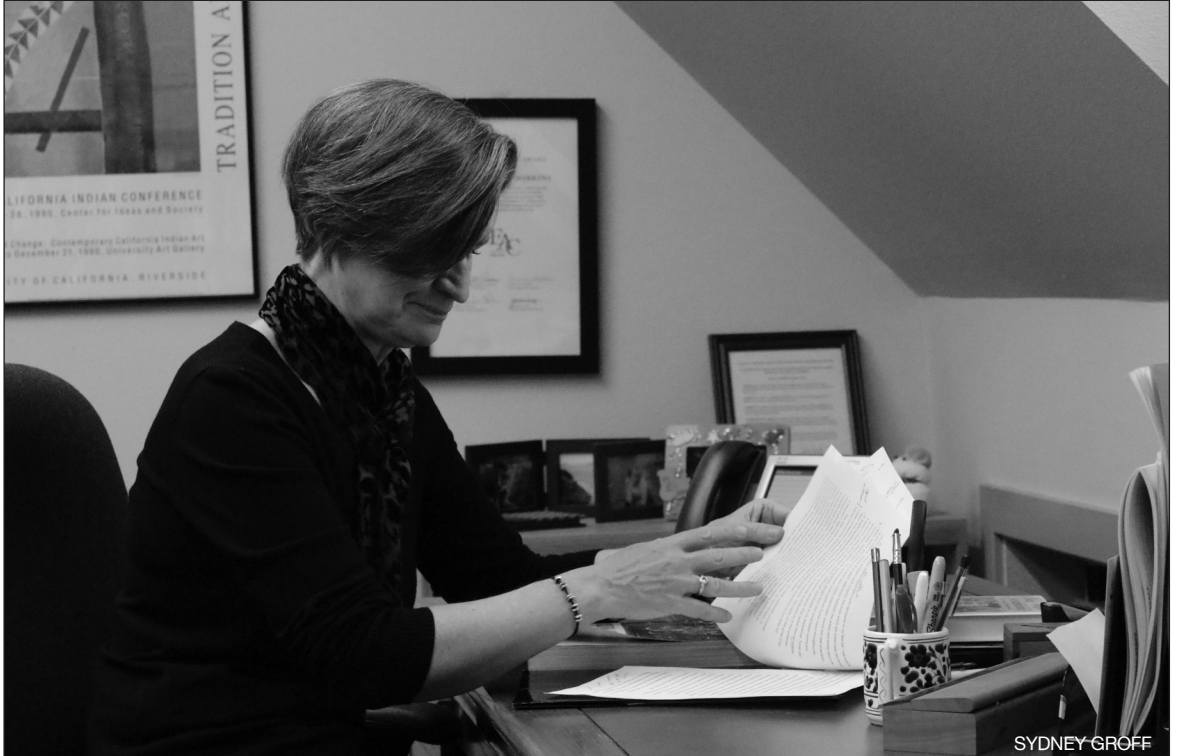
"One of my favorite [exercises] with students is [to go to] Safeway and I ask them to go to the personal care, personal hygiene aisle and also cereal or something like that, and to find products that are gendered."

She finds that a vast majority of the time, her students come back to class with an expanded knowledge of how they have been inculcated into knowing what is male and what is female, and what is deemed appropriate by society for either.

Dobkins has had many impactful experiences within the field of anthropology and specifically ethnography, but one stood out to her in particular. "I went to Northern Quebec, in Canada, as part of a program that the Canadian government was then running. We visited several Inuit communities as well as Canadian Cree communities. As part of that process we visited a nickel mine in the Arctic to see how it operated. I didn't really want to do it. It was not pleasant. But it was a really good experience for me to see the intersection of Native people and resource extraction, and the impact that had on the land."

Although this experience was one that Dobkins didn't look forward to, she made note of what brings her the most joy when she spends time practicing her anthropological methods. "The thing that brings me the greatest joy is laughter. Laughter with people I work with and successfully pulling off some kind of collaboration with Native artists and Native communities, that's brought me a lot of joy."

There have been quite a few recent projects that Dobkins has been



SYDNEY GROFF

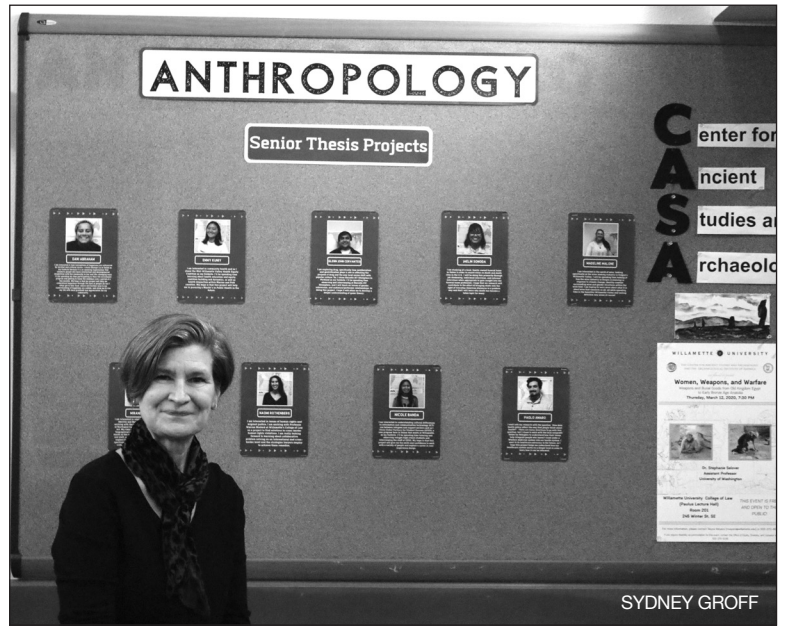
Dobkins grades a paper for one of her classes in her office on the fourth floor of Eaton Hall.

"The thing that brings me the greatest joy is laughter."

-Rebecca Dobkins

dedicating her time and energy to. She helped start the Chemawa Indian program, and is currently involved in various tribal communities. One is currently working on opening their own tribal museum and cultural center in Coos Bay.

Among other things, Dobkins enjoys studying various types of artwork, ranging from contemporary to traditional and ceremonial



SYDNEY GROFF

Dobkins smiles next to the anthropology senior thesis board in Eaton.

pieces. In her spare time, she loves to dance. "I do country two-step, west coast swing, line dancing... It's something I spend a ton of time doing. I travel places to go to gath-

erings and workshops, and I basically just have a hell of a lot of fun."

bcsnell@willamette.edu

Hallie Ford series brings prolific author to campus

PIPER LEHR
CONTRIBUTOR

The Hallie Ford Literary Series hosted Ander Monson, the author of eight books, during its second event of the semester on Wednesday, Feb. 26. On Feb. 27, Monson continued his appearance on campus by joining English professor Danielle Deulen's creative nonfiction class. Monson writes fiction, nonfiction and poetry. He is also the editor of the *New Michigan Press*, the literary journal *Diagram* and "Essay Daily: Talk About the Essay," which is a website dedicated to essay reviews and criticism. He has his own website, andermonson.com, and writes video essays on his YouTube channel, "angermonsoon."

Monson started his writing career in fiction and poetry because he did not understand that "you could write nonfiction and not be a 60 year-old scientist writing a biography or research paper." It was only when he was forced to stay in the nonfiction department at his job at the University of Arizona that he started to get a broader view of

what the genre could accomplish.

Monson started reading less mainstream forms of essays, such as the lyric essay, noting that they were virtually indistinguishable from poetry. It was after that realization that he began to take nonfiction more seriously.

According to Monson during the classroom discussion, he does not have a favorite genre to write in and very easily "gets bored with sticking to one particular format for too long." However, he does admit he has somewhat "fallen out of touch with the poetry world," mostly due to his discomfort surrounding the intense and critical fanbase on what he called "Poetry Twitter."

Monson began the Hallie Ford event by reading from his newest collection of nonfiction essays, "I Will Take the Answer." The essay he read first was about why people like to listen to sad songs, despite not typically liking sad situations. He then talked about a game he created, which was inspired by that essay. He called it "March Sadness," and it's set up like a college basketball tournament where sad songs

are pitted against one another.

Monson used a tournament board and asked writers to pick sad songs and write essays on why they thought that particular song was most sad. People would vote on the twitter page @marchxness, and at the end, one song would be left standing. That song would then be the democratically chosen saddest song of the bunch.

Monson remarked that he "liked involving the community in his work," and that he has thus continued the process since the game's inauguration in 2016.

The upcoming tournament is "March Badness," a competition for the worst hit song of 1970-1989. The tournament board can be accessed online, and voting starts on March 1.

Next Monson donned a wizard hat and beard ensemble to read from his fictional book "The Gnome Stories." He explained that he had a full costume, but decided against wearing all of it.

The next day, Monson took questions in Deulen's class. When asked about his writing process, Monson said: "I always know what genre [a

particular book is] going to be with very few exceptions. A big part of my process is entertaining myself, like maybe there's a joke I can't get out of my head, and sometimes it's competitions with my friends, too. We'll have bets over who can write the best poem about a certain topic, and whoever wins gets a free round of beers."

Monson incorporates a lot of research into his nonfiction work. He said: "I really enjoy the process of doing research, probably to an excess. It can become kind of a crutch. The key is that I'm not just pleasing myself, I'm also saying something about it."

He went on to say that while assembling his research and thoughts, "I never think about what I'm writing at the start, because it's going to suck at first, and if you can't ignore how much it sucks, you're never going to progress. When you finish, then you can go back and say, 'Okay, half of this sucks, and half of it doesn't,' and then you can trim the 'suck' out of it from there."

Monson also said that he doesn't like to start out a story knowing

what its central theme or point of his work is going to be. He explained, "I come to the argument after I start writing. That process of discovery is important because that can help come up with the plot, and make the reader feel like the narrator is figuring things out with them. Otherwise a story can become, 'Here's my thesis, and my topic sentence,' like it's a high school five-paragraph essay, which can suck to read."

When asked if being a nonfiction writer changes how he interacts with the world, he said, "It does change it a little. I do take more notes now, more pictures, but that's the blessing and curse of being a writer. You're forced to pay more attention to the world."

agbryant@willamette.edu

Atkinson Lecture Series hosts prominent interfaith leader



COURTESY OF EBOO PATEL

Before visiting Willamette, Ebboo Patel addresses a crowd about prevalent interfaith issues.

DAWN-HUNTER STROBEL
LIFESTYLES EDITOR

Willamette welcomed Ebboo Patel to campus on Feb. 26 as part of this year's Atkinson Lecture Series. Patel is the founder of Interfaith Youth Core (IFYC), a nonprofit organization meant to facilitate interfaith cooperation. IFYC works primarily on college campuses and offers workshops and curriculum for engaging in interfaith conversations. Patel also served on Obama's inaugural Advisory Council on Faith-Based Neighborhood Partnerships.

While on campus, he held a small group discussion with students and then gave a lecture to the broader Willamette and Salem community in Hudson Hall, titled "Diversity is Not Just the Difference You Like." Both events expanded on what a di-

verse democracy looks like and how to approach the inevitable tensions diversity brings.

At the student discussion, 13 Willamette students with different faith backgrounds gathered with Patel. It is customary for Atkinson Lecturers to meet with a group of students during their time on campus, but Patel also works most frequently in workshop-style settings with IFYC, so the student discussion was formatted in the same way.

At the beginning of the session, Patel explained that he was studying sociology for his undergraduate degree at the University of Illinois when he became interested in issues of religious diversity. He would call his dad and lecture him on issues of international politics, but religion was never part of these conversations. Finally, his dad got

fed up and said he wouldn't have any more conversations until he included how religion played into it.

As a result, Patel realized "religious identity drives international affairs" and that most affairs within the country are also driven, in one way or another, by religious belief.

The United States is the first democratic nation where religious diversity was written into law, but Patel argued that "religiously diverse democracy is one of the most fragile things on the planet" because "values are in tension all the time."

The rest of the student session was spent unpacking what he called "tough cases," or real life situations in which values were in tension but there was no clear answer as to who was right. Patel said that talking about these tough cases are his favorite part of his job. He loves to

"bring questions I don't have an answer to to a group of students and talk about it."

During the discussion, Patel wanted to know how they would approach the problem, not how the problem was resolved. "Most of you will never be Supreme Court justices, you won't be in the position to make the decisions," he said. "Most of life is how you have the conversation."

At his lecture, he discussed many of the same issues from the student session. Some of the questions he asked were: "Who has the right to what definition of justice? What do you do with conflicting truths? If you are in a diverse space and everyone has the same definition of justice and safety, is it really diverse?"

He told the crowd about more "tough cases" he'd been exposed to in his life. One of them involved a friend of his who taught a religion class where he played the Adhan (the Islam call to prayer) at the beginning of class.

One of his students became visibly uncomfortable and left. The student came up to the professor after class and said he was an Iraq War vet and when he heard the call to prayer, it triggered his PTSD.

Another student who was Muslim came up to him after class and said she was offended by the boy leaving and didn't want to be in class with someone intolerant of her religious beliefs.

Patel didn't offer a solution but instead challenged the audience saying, "Both of these people have a right to their identities. If you were the professor, what would you do?"

He went on to note three key features that good leaders should have when approaching the concept of a diverse democracy.

The first of those three things is "some mental model of what it is to live in a diverse society." A good leader should have an understand-

ing of how much diversity, as well as how much unity, a democracy needs in order to thrive.

He criticized the United States' motto "e pluribus unum," 'out of many, one,' saying that the phrase has it wrong. "We don't want to be one, we want to be whole," Patel said. He argued that oneness implies homogeneity, which is not the aim of the U.S. The aim of the U.S. is to have a sense of wholeness.

He said the second feature of a good leader is "the skill and power to tell stories that help diverse people feel they are a part of an entity that is whole."

The third feature is to "create activities and spaces where it is easier for people to cooperate."

Patel posed Habitat for Humanity as an example of what it can look like to create space where people can cooperate. He explained that it began as something very different than what it currently is. The founder, Clarence Jordan, had evangelical and mainstream Christian friends who were unable to have theological discussions with one another, but agreed on their shared passion for service. Jordan initially created Habitat for Humanity as "a civic space where evangelicals and mainline Christians could cooperate."

He ended the night by giving some advice aimed specifically at college students. "College is a place where people engage in the sharing of half-formed thoughts all the time," he said. "The types of conversations that should happen on college campuses should be precisely about different definitions of justice."

dsstrobels@willamette.edu

Students relay highlights from Black Tie event



EXENE VANDENBERG

(Clockwise from top left) Food was provided at the event. Friends pose next to a moon cut-out. A group of first-year students poses at Black Tie's photo-booth.



EXENE VANDENBERG

CONTINUED from Page 1

The dancing was Ginny O'Keefe's ('23) favorite memory. "I completely ripped the underslip of my dress while I was dancing," said O'Keefe with a laugh, "but one of my favorite parts from the night is that the [American Studies Program] students really got the party started which was so much fun to see."

Will Reeves ('23) critiqued the DJ. "He played some good songs, but also some bad songs. The flow was a little weird at some points too. Towards the end, he left the floor guessing as to whether or not the dance was ending or not," said Reeves. Despite this, Reeves explained, "I do quite enjoy the song 'Footloose', and he did play that, so overall I would say it was a good time."

The most prevalent memory for Gwyn Fritz ('23) was the free food and drinks. Fritz placed particular emphasis on the marionberry lemonade. "You see, I consider myself a lemon connoisseur. Goudy lemons are just not up to par sometimes and I eat one about once a month and I'm disappointed every time. But they used some good good lemons in that lemonade. It was really sweet, but I couldn't stop drinking it," said Fritz.

Surya Lee ('22) had a similar experience, but with the chocolate tortes. These small cakes were comprised of a very thin cake layer, a layer of the creamy, truffle-textured filling, and a layer of cocoa powder on the top. "These were so delicious and creamy that I had three, but they were bite-sized, so

it made you feel better about eating a lot of them," explained Lee.

Though the event only lasted one night, its planning process spanned across many months for the Willamette Events Board. Aleks Matthews ('22), who headed the Black Tie committee, began planning in the beginning of fall semester and was later joined by Gretchen Jacobs ('23) who said, "I came in the second semester, which was only about a month before the event so it been difficult to catch up on what has already been planned and integrating everything else that needs to be done."

Even through this, Matthews and Jacobs worked through the difficulties that come with providing a whole school with an event.

"Seeing all the work that goes on behind the scenes gives us a much bigger appreciation for events that are put on by students because we want to make it an event that all different types of students will enjoy," said Matthews.

Jacobs agreed and went on to explain that Black Tie "brings students together, especially because it is rare to have an event that almost all students attend, so it allows for a collective experience for almost all of the student body."

onfrenkel@willamette.edu



EXENE VANDENBERG



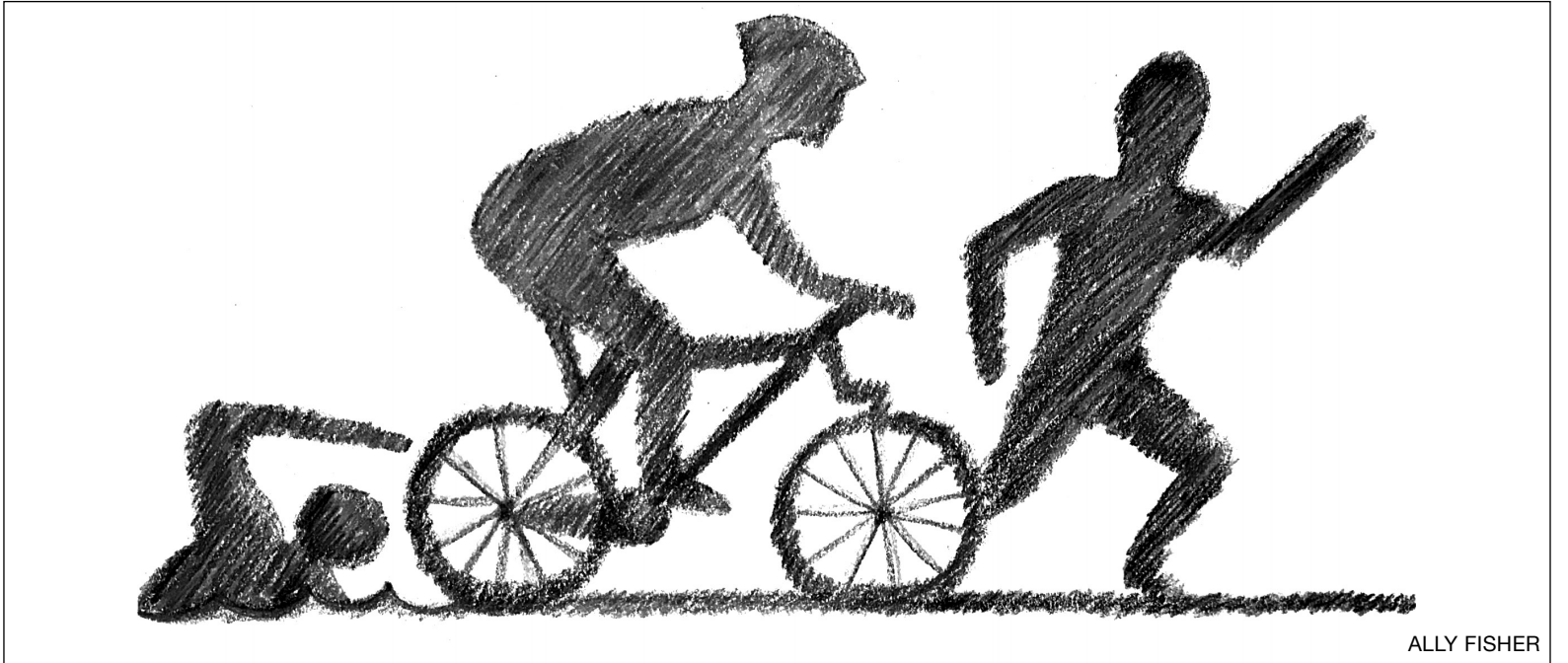
Athletic Director gives insight on hiring process for new coaches

BRITT SHUNN-MITCHELL
STAFF WRITER

Willamette announced in 2018 that it would create a women's varsity triathlon team for the fall 2021 season. As the Athletics Department creates new positions and hires new coaches, to accommodate for this change and others, Athletics Director Rob Passage gave insight into how these changes came about and how the department creates a culture that aligns with the rest of campus.

Passage explained that when looking for a new coach, "the biggest thing is internally to see if we have any assistant coaches ready for the option. Once we post a job we try to get it out for the world to see. I encourage our staff if they have worked with someone before that they reach out to them. We talk to our current players to see if they know someone who may be good we try to anyone and everyone."

There is a big emphasis on creating opportunities for those already in the department or for those who are part of the networks of those already in the department. This helps Athletics hire coaches who hold the same values as Willamette and will get along with current faculty and staff. Once candidates have been found, student-athletes form part of the hiring committee, so that coaches being hired will meet the needs of Willamette's athletes. With Willamette being a Division III school, academics always come before athletics; this is something that



ALLY FISHER

This graphic depicts a triathlete. As Willamette forms a triathlon team, Athletics seeks coaches who share the department's values.

student-athletes highlight when asked what they are looking for in a coach.

Passage said, "I think having staff that understand that the academic piece of being a student athlete at Willamette is vital in our vetting process."

Even though coaches don't have to submit GPAs and ACT scores along with admissions essays to see if they're a good fit to be a Bearcat, they do have to exhibit technical knowledge of their sports as well as have values that line up with Willamette's community values.

In addition to looking for

coaches that acknowledge and support how important the academic side of collegiate sports is, Passage said, "I'm looking for someone that understands you are not just a coach but that you are a member of the entire Willamette community and you will be asked to do other things within the department and the division to help the entire University. I think if folks come here and expect they are just going to coach a sport they will not be a great fit." This can include helping with other sports, attending events and creating opportunities for student athletes' overall growth.

Even with these standards in mind, the Athletics department knows that no one, new hires or coaches that have been at Willamette for years, is perfect. For this reason, the department provides trainings for coaches to continue learning how to be better community members at Willamette.

Passage said, "I think that is something that not only our department, but the division of Student Affairs, has been working on, making sure that all of our staff is aware of ways to be more inclusive with our language and our policies. It is a factor that we look at during the hiring process

but we also understand that there may be candidates. Education is a component of things we do not only for staff just arriving, but something that we need to continue to do for all of our staff."

bemitchell@willamette.edu

Tennis starts off strong

CONTINUED from Page 1

Senior Gene Perle-Jones has been on the tennis team for four years at Willamette. He plays in the number one doubles spot and either the number two or number three singles spots for each match. He gave some insight into what the off-season looks like for the team: "In the summer, guys work out and play tournaments when they can. They get sent workout plans. In the off-season during school, we have workouts where we grab a buddy, and you get a new buddy every week. We practice twice a week. and play tournaments together whenever we can."

As a captain of the team, Perle-Jones often has the team over to his house and cooks meals for them. He said that "The team tries to do as many things as they can together, whether they are going on hikes, having eating competitions or just hanging out together." As one of the smaller teams on campus, the team is able to develop strong relationships with one another. As the season

progresses, Perle-Jones has taken notice of the first-years on the team. "All the first-years are great. They bring so much energy to the team." He mentioned that Kropp's energy was especially high, and that "you never have to get him excited."

When asked what he was looking forward to the most in his senior season, he said, "I'm looking forward to everything. It's my last season and I want to enjoy every moment."

Perle-Jones also shared some insightful information about in-game action. "I wish everyone knew we don't grunt like they do on TV. That's as annoying to us as it is to you."

All of these experiences have translated well for the team, as they most recently beat Treasure Valley Community College in all singles and doubles matches, 9-0. The next home meet for the men's tennis team is Saturday, March 7 at 11 a.m. against Linfield College.

jdwillis@willamette.edu



COURTESY OF WU ATHLETICS

Colin Fisher (20') prepares to return a shot in a Feb. 15 match.

Track and field gears up for season's first meet

JAKE PROCINO
STAFF WRITER

This coming Saturday, March 7, marks the official start of the men's and women's track and field season with the Willamette Invitational.

The team practices every day except Sunday, with a combination of practicing technique on the track and weightlifting in the gym. While sprint training is usually split by gender, many facets of the practice are co-ed.

17th-year head coach Matt McGuirk and his staff provide direction for the team through the planning of workouts and practices. The staff gives out the workouts and, during

their time wisely to complete school work. Senior Brian Peck believes that the lack of free time actually makes him more responsible: "When your sport is [in season], it forces you to work when you have [free time]. But when you're in the off-season... you have all this time, so you think you have tons of time to get your work done, but then you never get it done."

Track and field compete in meets, where two or more schools meet at one location and participate in events. According to Peck, the most important meet of the year for the team is the Northwest Conference Championships (NWCC) at the end of April, where there is a lot of strat-

ter sprint. However, field event athletes like throwers (shot put, javelin, hammer, and discus) tend to do their events every meet.

Peck said that he is trying to limit his expectations for the season. "I want to think that I'm going to do well, but I don't want to have too many expectations because if I come in with super high expectations then early on in the season if I don't quite meet those, then I'm going to get bummed out and lose motivation."

A successful season for Peck does not necessarily mean hitting certain benchmarks. Peck would rather look back and say, "I tried my hardest." For Peck, this includes eating healthy, get-

"What I've learned in my years here, the way you compete the best and the way you have the best time is focus on having fun. That's why we're out there, to have fun."

— Brian Peck

practice, assists with the team's technique. Certain events need less technical help, such as most of the running events. Other events need a lot more coaching supervision to achieve a high level of execution. Events on the technical part of the spectrum include the high jump and triple jump.

Track and field's season is in the spring, though usually the team works out in the fall to prepare for the season. However, many of the track distance runners compete in the fall as members of the cross country squads.

Like most student-athletes, a loaded in-season schedule forces the track and field athletes to manage

egy deployed to score as many points as possible for the team. In the meets leading up to NWCC, the intent is different: "Track is individual until we get to conference, and there the entire mind-set changes. Throughout the entire season, you're just trying to [improve]."

The mindset of improvement is reflected in the execution of the meets. Each event usually only has one round, with each individual participating logging one attempt rather than having qualifying and final rounds. Leading up to the NWCC, track athletes will often run in a variety of different events. For example, a runner who usually runs 400-meter sprints may participate in a 200-me-

ting enough sleep and being as coachable as he can. Off the track, this means getting academic work done in a timely manner so that he is not stressed about it: "When stressed out, no one runs as fast." Lastly, Peck has learned to have a certain mindset to compete his best: "What I've learned in my years here, the way you compete the best and the way you have the best time is focus on having fun. That's why we're out there, to have fun."

The Willamette Opener meet will be held on Saturday, March 7 at McCullough Stadium, with events beginning at 9 a.m.

jprocino@willamette.edu

Opinion: Arts are an important part of Willamette student life

CONTINUED from Page 1

Willamette students voiced their commitment to the arts, giving various reasons for their involvement. Shelby Fenn (’21), a theatre major with an acting emphasis, said: “I chose theatre because it’s about storytelling and public speaking and community building. I believe that in general, theatre in an academic setting is as good as any other arts or humanities major when looking to life after college.” They explained that theatre is a social platform that can be used in many ways, such as to give voices to the marginalized. Performance arts can be used to present radical ideas or changing thoughts to a wide audience that may not interact with each other if not for a shared love of entertainment. Important issues can be put forward by the theatre under the overarching category of sharing creativity.

Lauren Alexander (’20), the director of Willamette’s a cappella group Up Top and a senior member of Chamber Choir, expressed a deep love for music, saying that she puts most of her non-academic energy into musical outlets. She said, “Music is so important to me for so many reasons. It’s stress relief, it’s connections to my family, it’s distinct memories. Lately, music has been super crucial to me as

a form of healing.” Tasha Elder (’21), a creative writing major, expressed similar sentiments as both Fenn and Alexander, speaking about how she finds the arts important as a

creativity as an inclusive, open space. Another student, Maia DiTolla (’21), an art history major, pointed out that the arts also teach people about history and culture. “I think

that we really haven’t changed as humans over thousands of years of existence, and I think it’s fun to see that progression.” The benefits of the arts have also been expanded upon by stud-

ers and a growth in involvement in volunteer work and the political sphere. Besides these more visible forms of improvement, students also practice problem-solving and creative thinking through art. Volunteer work, activism and innovative thinking are all heavily involved in Willamette’s classes, jobs and extra-curriculars through projects, grant opportunities, theses and more. The arts teach students how to relate to others and to think critically.

There is more to art than just putting words on paper or drawing a picture. It allows students to learn about the past, experience mental relief and connect to others through a shared passion among other things.

Recognizing these assets, Fenn said, “I appreciate how the arts can allow us to explore every facet of our beings. The arts should be valued for their ability to connect humans through shared and differing experiences.”

Willamette’s extensive range of creative outlets and commitment to sustaining them highlights the student body’s investment in the arts and the school’s understanding of art as a valuable aspect of a well-rounded learning experience.

ljpainter@willamette.edu

“I appreciate how the arts can allow us to explore every facet of our beings. The arts should be valued for their ability to connect humans through shared and differing experiences.”
—Shelby Fenn

form of expression and an outlet for processing emotions. She said that “the arts add a subjectivity of interpretation that brings together many different people,” recognizing the freedom of expression and

the study of art history is important because they’re material remains of the past and they help us understand the world and culture before ours. The study of art history, and history in general, reveals

ies done on schools. According to *Brookings* and *The Hill*, studies have found that test scores improve in those students involved in an arts-inclusive education, along with a rise in compassion for oth-

Opinion: Resources available during COVID-19 crisis

GRAY GAUTEREAUX
STAFF WRITER

In recent weeks, a new virus called COVID-19 has dominated news headlines and social media feeds across the world. The virus is part of a large family of respiratory viruses called coronaviruses. COVID-19 spreads through person-to-person contact and from infected surfaces and objects. Symptoms, which can develop between two and 14 days after exposure, include fever, coughing and shortness of breath. According to the Center for Disease Control (CDC), there is currently no vaccination for the disease. On Monday, Oregon’s third confirmed case was reported in Hillsboro by health officials, *The Oregonian* reported. While constant news alerts and confirmed cases of the virus not far from Salem can trigger individual and community anxiety, there are important resources available to the WU community for addressing mental and physical health needs during this outbreak.

Bishop Wellness Center is the hub for health and wellness resources on campus. Bishop’s director, Don Thomson, has already sent a number of campus-wide emails addressing COVID-19 in the context of the Willamette community. In his latest email to campus, sent on Feb. 29, Thomson outlined Willamette’s outbreak plan, which relies on the University’s relationships with Salem Hospital, Marion County Health Department and the Oregon Health Authority. Thomson also explained in his email that if an on-campus case were to occur, “We would coordinate efforts with our public health partners. We have also mobilized our campus response team that includes housing, academic deans from all four schools, Office of International Education, Bon Appetit, Human Resources and Facilities.”

There are also some jobs on campus dedicated to fighting the spread of disease. The WU Custodial department employs a number of students each semester to work as Flu Fighters, tasked with “wiping down touch points throughout campus with disinfectant wipes to prevent the spreading flu like germs,” as the job’s online application reads.

touching your face, staying home if you get sick, covering coughs and sneezes with a tissue, washing hands often with soap for at least 20 seconds and wearing facemasks if you are sick. If you are sick and develop symptoms, the CDC recommends leaving the house only to receive medical attention and calling in before making an appointment with your healthcare provider, so

civilization has long been grappling with viral epidemics, but in the last 10 years, modern globalized media has created a new culture surrounding public dialogue and engagement in societal responses to epidemics. News agencies and social media communities are able to reach people around the world and around the clock with updates and discourse on the spread of disease.

important coping mechanism, but as people discuss COVID-19 online, it can cause fear and anxiety, or trivialize the virus in a way that minimizes concern at a time when people should be compelled to keep their health and spread of germs in check.

In addition, fear and anxiety around pathogens of foreign origin can stigmatize Chinese and Asian American communities, especially as a result of the portrayal of these communities in news and social media outlets. According to the CDC, “stigma and discrimination can occur when people associate an infectious disease, such as COVID-19, with a population or nationality, even though not everyone in that population or from that region is specifically at risk for the disease.”

Ultimately, it is important to take whatever steps you need to feel safe, which includes everything from getting a flu shot to making a meme about it (given that the meme does not contribute to racialized antagonism seen in internet content most prominent in early cycles of the outbreak). It’s also important to remember that, in any time of sickness, community health depends on individuals within that community taking proper precautions. Viral epidemics are understandable sources of anxiety, but a community that works to promote wellness and stays educated on available resources and action plans will be prepared to manage and navigate the problem with minimal crisis or disruption. Willamette has many resources necessary to successfully navigate this epidemic, whether it reaches campus or not.

gagautereaux@willamette.edu



An infographic shows how to effectively wash your hands in order to prevent the spread of disease.

In times of community illness, self-managed wellness also plays an important role in keeping yourself and those around you safe. The CDC recommends a number of everyday preventative practices to be pursued, whether or not an outbreak is occurring in your area. These measures include avoiding contact with sick people, avoiding

they can best prepare to assess your illness. In addition to physical health, it is important to address mental and emotional health in a time when crisis can be amplified through mass media. The past decade has seen a number of global viral outbreaks, such as the swine flu of 2010 and the ebola epidemic of 2014. Human

At Willamette, living in a time and place where online engagement is a significant part of daily life for most people, constant alerts and reminders of contagion can generate significant anxiety as people worry and prepare for the worst. Younger generations have come to cope with anxiety and fear of crisis with online humor. Humor is an

THE COLLEGIAN IS HIRING:

COME WRITE FOR US!

Paid staff and contributing writers for all sections of the paper needed.

APPLICANTS OF ALL MAJORS AND EXPERIENCE ENCOURAGED TO APPLY THROUGH HANDSHAKE!

Contact Editor-in-Chief with any questions at collegian-editor-in-chief@willamette.edu





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 5th
8:00pm **Callbacks: Local Comedy Showcase (18+)**

Friday, Mar. 6th
7:30pm **Salem Famous Improv Comedy (All Ages)**
9:30pm **CCT Presents: Cory Michaelis (18+)**

Saturday, Mar. 7th
7:30pm **Salem Famous Improv Comedy (All Ages)**
9:30pm **CCT Presents: Cory Michaelis (18+)**

Tuesday, Mar. 10th
7:30pm **Improv Royale Live (All Ages)**

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

Horoscopes for the week of March 4-11


BILLY ULLMANN
CONTRIBUTOR
UPDATE ON MERCURY: On Mar. 4, Mercury will be moving into Aquarius for the second time this year. This is because it is still in retrograde, meaning that from Earth's point of view, the planet is moving backwards. However, Mercury goes direct, or leaves retrograde on Mar. 10. Once Mercury exits retrograde, things like communication, travel and expression should begin to feel less out of control.


 **Aries:** The moon moves into Cancer on Mar. 4, so take a moment to breathe and sit in stillness.

On Mar. 6, the moon goes into Leo, giving you perseverance to act on what you want. The moon enters Virgo on Mar. 8, with a full moon on Mar. 9; try to make a list and clean your space. The moon moves into sister sign Libra on Mar. 10, so let others bring light into your life.


 **Taurus:** The moon goes into Cancer on Mar. 4, pushing you to connect with your softer side. The moon enters Leo on Mar. 6, so walk and talk with sureness. On Mar. 8, the moon moves into Virgo, with a full moon the following day. It is okay to change your mind. The moon enters Libra on Mar. 10,

which asks you to find a happy medium with yourself and the people around you.


 **Gemini:** On Mar. 4, the moon enters Cancer, asking you to feel rather than analyze your feelings. The moon moves into Leo on Mar. 6, which highlights the part of you that loves sharing. The moon goes into Virgo on Mar. 8 and on Mar. 9, there is a full moon. The full moon in Virgo encourages you to focus on the bigger picture. The moon enters Libra on Mar. 10; make room in your life for the people you love


 **Cancer:** The moon enters your sign on Mar. 4, so feel free to have "me" time.


On Mar. 6, the moon moves into Leo, pushing you to be more expressive and open about your emotions. The moon moves into Virgo on Mar. 8, with a full moon on Mar. 9, making it a good time to let go of any negative beliefs you have about yourself. The moon moves into Libra on Mar. 10, inspiring you to seek balance.

 **Leo:** On Mar. 4, the moon moves into Cancer, so push yourself to be alone. The moon enters your sign on Mar. 6; you know who you are and what you are worth


so act like it. The moon goes into Virgo on Mar. 8, with a full moon the following day. The full moon is a good time to manifest what you want. The moon enters Libra on Mar. 9, letting you feel confidence through others.


 **Virgo:** The moon goes into Cancer on Mar. 4; there is no wrong in doing something just because it makes you feel better. On Mar. 6, the moon enters Leo, giving you faith in your capabilities. The moon enters your sign on Mar. 8 and is full the next day. The full moon in Virgo asks you to stop getting caught up in the details. The moon moves into Libra on Mar. 10, so let loose and have fun.

 **Libra:** The moon moves into Cancer on Mar. 4, asking you to make time for yourself to be alone. On Mar. 6, the moon moves into Leo, so have sureness in what you feel and say. The moon enters Virgo on Mar. 8, with a full moon the following day; resist the urge to critique yourself and others. The moon enters your sign on Mar. 10, giving you energy to reach out and go out.


 **Scorpio:** On Mar. 4, the moon goes into Cancer, so look

inward and see what you've held in, then let it out. The moon enters Leo on Mar. 6, which asks you to be open to letting people love you. The moon enters Virgo on Mar. 8, with a full moon the next day. Examine the expectations you have for yourself. On Mar. 10, the moon enters Libra, so find peace through your interactions with others.

 **Sagittarius:** The moon moves into Cancer on Mar. 4, so be kind to yourself and listen to any hurt that lives within. The moon enters Leo on Mar. 6, boosting your confidence. On Mar. 8, the moon goes into Virgo, with a full moon the following day. This full moon inspires you to let go of the little things that trip you up. The moon moves into Libra on Mar. 10, showing you the necessity of balancing your life.

 **Capricorn:** On Mar. 4, the moon enters sister sign Cancer, pushing you to take a break and feel what has been happening. The moon moves into Leo on Mar. 6, so be fearless and know that you are enough. The moon goes into Virgo on Mar. 8, with a full moon on Mar. 9. Clear out any thought processes that no longer serve you. Lean into others as the moon enters Libra on Mar. 10.

Aquarius: The moon enters Cancer on Mar. 4, so try to be more in tune with your emotions. The moon moves into sister sign Leo on Mar. 6, letting you feel more sure of yourself. The moon enters Virgo on Mar. 8, with a full moon the next day. Know that you can't fix everything, no matter how much you try. On Mar. 10, the moon enters Libra, giving you energy to look for harmony.

 **Pisces:** The moon moves into Cancer on Mar. 4, making it a good time to follow your intuition. On Mar. 6, the moon enters Leo, which asks you to be more confident, even if you are unsure of who you are at times. The moon goes into sister sign Virgo on Mar. 8, with a full moon on Mar. 9, pushing you to acknowledge how you deal with a lack of control. The moon moves into Libra on Mar. 10, so be open to socializing.

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

aeullmann@willamette.edu
Graphics: Blake Carlile