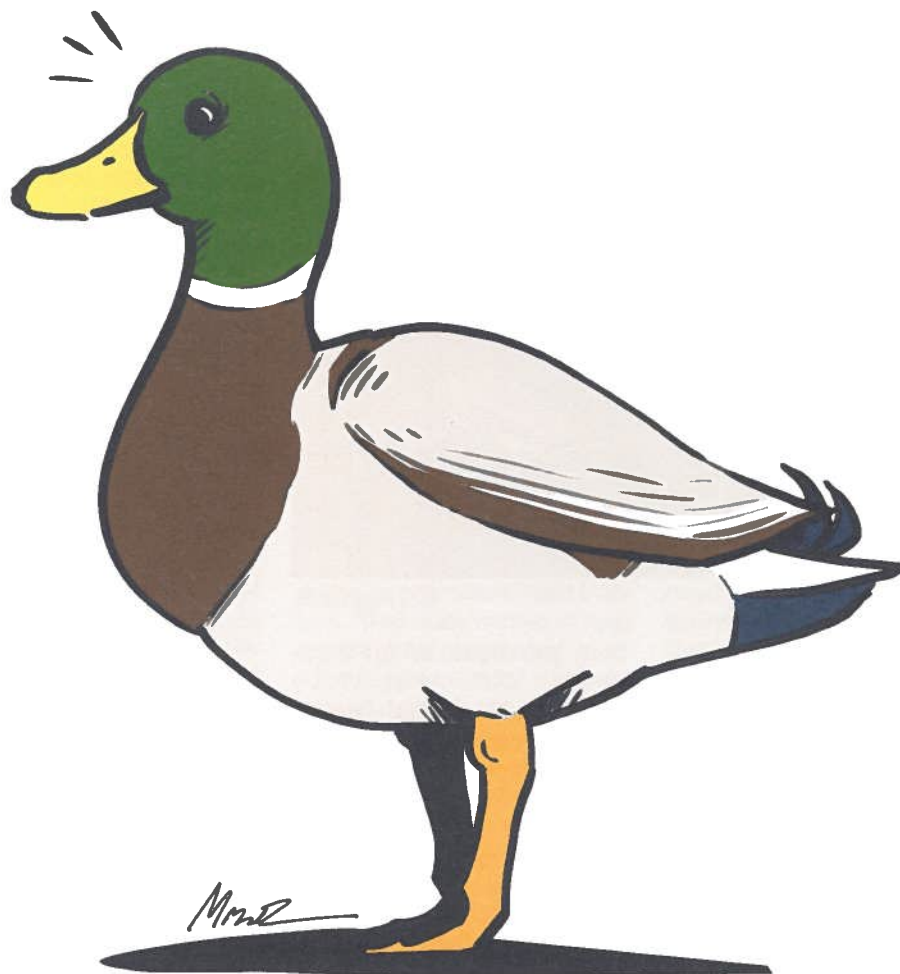


The Collegian

Willamette's Independent Student Newspaper since 1889

Your College, Your Paper, Your Stories



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The Collegian Land Acknowledgement



Art by Maizy Goerlitz

Kathleen Forrest Editor-in-Chief

For the past two semesters, The Collegian has been working on a story (turned series of stories) regarding Willamette's Land Acknowledgement. We've worked to better understand its history and its implications and implementations, as well as the broader scholarship on Land Acknowledgments, and the work that is left to be done. We are still dedicated to this story and doing our due diligence on it, but we also want to apply what we've learned to our

own practices as an institution. With what we've learned, we would like to put forth our own Land Acknowledgement, specific to The Collegian, which will be on our website, on our important documents, and read at any events or trainings we hold. We recognize that Land Acknowledgements alone are not a solution, but one step towards it, and we also aim to carry the intent of it in our work and our words.

Some of the initial language should be credited to the Anthropology department (now Global

Cultural Studies) and Professor Rebecca Dobkins' variation on the Land Acknowledgement. We are grateful for all the work done by Indigenous scholars on this subject, and for the information that is made freely available on it. We are grateful to everyone who has taken part in this process, and engaged in conversation with us, and we hope to keep conversing on it.

"Willamette University is located on the homelands of the Kalapuyan peoples, who in 1855 signed a treaty with the US Federal government that dispossessed them of their lands, following encroachment and harassment by American settlers. This treaty made binding legal promises of resources, including education, in perpetuity to the Willamette Valley Kalapuyans, who today are part of the Confederated Tribes of the Grande Ronde and the Confederated Tribes of Siletz Indians. These promises have largely not been honored. Willamette University can trace its history back to the Methodist mis-

sion schools that existed in this valley, this includes the 'Indian Manual Labor Training School' and other such institutions that once stood on this campus. These institutions were part of a campaign of colonialism, Christian evangelicalism, and cultural genocide perpetrated against the original peoples of this area, as well as being part of the greater history of colonialism in this country, this continent, and the world. We acknowledge that The Collegian, as a piece of this institution since 1889, has been a tool of colonialist, and otherwise problematic, rhetoric in the past. We acknowledge the space that we occupy on this land, as well as those who came before us, and the historical injustices and inaccuracies that we must strive to rectify in the future. We honor all past, present, and future Native and Indigenous students of Willamette and strive to give space for their voices and their stories."

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.



Cover art by Minna Zhou

Willamette combines Anthropology and language programs to create Global Cultural



Art by Minna Zhou

Chrissy Ewald
News Editor

Starting this past fall semester, Willamette's smaller language and cultural studies programs are now part of Global Cultural Studies (GCS), a new department that combines cultural anthropology with classes about culture from across the College of Arts and Sciences (CAS). Latin American Studies, French and Francophone Studies, Chinese Studies,

rolled in the CAS before Fall 2021 who have already declared or are using the course catalogue from the year they enrolled can finish an Anthropology major or minor as described, per university policy.

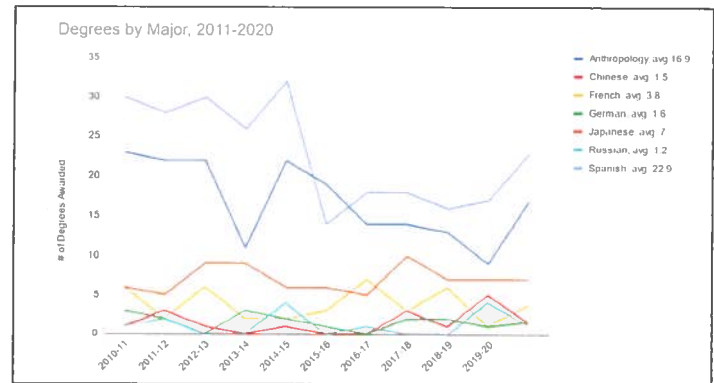
Spanish and Japanese both remain as university majors and departments: Spanish is a popular major, averaging 22.9 majors per year over the last ten years. Japanese, while less popular, with an average of 7 majors per year, is bolstered by Willamette's relationship with Tokyo International University of America (TIUA). Over the same time period, German averaged 1.6 majors per year, French and French and Francophone Studies 3.8, Russian 1.2, Chinese Studies 1.6, and Anthropology 17. Greek and Latin remain within the Classical Studies department. Students can major or minor in them by majoring or minoring in Classical Studies or Major in Classical Civilizations.

Students may wonder what Global Cultural Studies is, and how it differs from Anthropology. According to Wogan, it's pretty similar to Willamette's old An-

thropology program, which was focused on cultural anthropology, now broadened and more flexible. Wogan noted that for the past five or so years, many language courses were cross-listed as Anthropology classes. Those classes were successful, and popular with Anthropology students, so when talks about creating GCS began last year, Wogan and GCS co-Chair and Professor of Latin American Studies, Ana Montero, decided to formalize the then-current cross-departmental collabora-

tion into one department. "We looked at a track record of success and thought, you know, let's make this more official," Wogan said. Montero said that students have been telling her for years that they want their education and major to be more interdisciplinary. "I remember when I was teaching the Senior Experience, for instance, in Spanish, students kept asking me for more interdisciplinarity, for more collaboration, and for doing a senior experience enrollment, the CAS has about a 10:1 ratio, with small class sizes for several years in a row. Feingold said it will take some time for the shape of the faculty to adjust to the current size of the CAS. While other schools may respond to population changes by hiring adjunct faculty to temporarily fill positions, Feingold said Willamette remains dedicated to hiring faculty for permanent and full-time positions when possible.

Professors, including Monte-

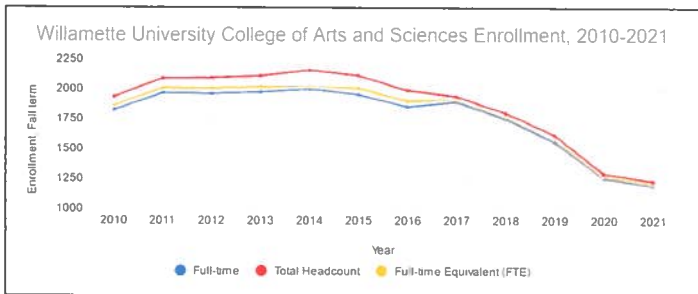


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ro and Wogan, led the push to create GCS in response to the desires of students and feedback from graduates. Wogan had heard from Anthropology graduates that many people outside academia either did not know what Anthropology was or that they confused it with Archaeology. Though there is overlap with Archaeology, Willamette's Anthropology program is based in cultural anthropology, otherwise known as living culture. Wogan hopes the new title is "more comprehensible" to prospective students, students at Willamette choosing their major, and to employers post-graduation. "Hopefully it's sort of self-explanatory," Wogan said, "and it opens more doors."

Wogan expressed excitement that so many students are interested in GCS. At the time of the November interviews, there were 11 GCS majors and 4 minors. Wogan said he expected 13 to 14 majors and 5 to 6 minors to surface



German, and Russian will all be offered as minors within the GCS department, or as individualized majors that students can design with the help of their faculty advisor. Anthropology is no longer available as either a major or minor for students who enrolled in Fall 2021 or after. In an interview from November 2021, GCS co-Chair and professor of Anthropology, Peter Wogan explained that Anthropology is being discontinued so faculty can put all their energy into GCS. Students who en-

rollment, the CAS has about a 10:1 ratio, with small class sizes for several years in a row. Feingold said it will take some time for the shape of the faculty to adjust to the current size of the CAS. While other schools may respond to population changes by hiring adjunct faculty to temporarily fill positions, Feingold said Willamette remains dedicated to hiring faculty for permanent and full-time positions when possible. Professors, including Monte-

Continues on page 4



Student groups address campus inaccessibility concerns

Noah Dantes
Contributing Writer

Interviewed leaders of Willamette student accessibility groups all stated that campus is inaccessible to disabled and [neurodivergent] students, and that the Office of Accessible Education Services (AES) is lacking in scope, support and care. Cited concerns include difficulty getting accommodations, general scarcity of open door buttons, handrails, elevators and other physical accessibility measures, and the “bad attitude” of AES staff.

Matthew Mahoney (24), co-founder and former president of the Neurodivergent Student Union (NDSU), said that AES staff view their job as “filling out paperwork” and don’t demonstrate enough care for students: “That really bothers me because I believe that if you work in higher education, you shouldn’t see it as purely a job, you should see it as a member of a community...if you’re just giving people accommodations, that’s not enough support.”

According to Mahoney, neurodivergent and disabled students don’t get the same level of support other marginalized groups get through the [Gender Resource and Advocacy Center] and [Student Center for Equity and Empowerment and Multicultural Affairs]. AES is responsible for determining and facilitating accommodations for all undergraduate and graduate students at the university. However, AES limits itself to considering accommodation requests, and does not do any education initiatives, advocacy, community-building or provide non-accommodation resources and support. Mahoney said that if the AES office doesn’t want to provide those services, a new department or center on campus needs to be formed: “You end up in a situation where the faculty don’t think they need to care about [accessibility] because AES is taking care of it, but then AES is not taking care of it either. It’s no man’s land—no one has taken responsibility for taking care of helping neurodivergent and disabled students in the classroom and outside the classroom.”

Both Mahoney and Charlotte

Holmes (22), treasurer of Disability Advocacy Club (DAC), said that it is difficult to get accommodations approved by AES. Sue Minder, the director of AES, said that her role “is not to automatically recommend that that accommodation be implemented” because it first has to be shown that the accommodation will provide the student with equal access or opportunity to the course or program. “My first and foremost goal is...to provide as equitable an experience as possible for students with disabilities and to make sure that they have an equal opportunity to succeed or fail,” Minder said.

All students interviewed said that campus is physically inaccessible to many disabled and neurodivergent students. Andrew Caruana (24), president of DAC, cited a general lack of handrails, shower benches, elevators and open door buttons, and the presence of high sidewalk lips. Maya Eshelman (23), a leader of Neurodivergent People of Color (NDPOC), said over email that Willamette’s halogen lamp lights and Goudy menu are barriers to those with sensory issues. The entrance to the AES office itself is inaccessible because it’s behind a heavy door that does not have an automatic door button.

Minder said that the American Disabilities Act (ADA) waives many buildings on campus from meeting its requirements due to architectural age, and that any modifications of older buildings must meet certain conditions. Minder ensures any student with a mobility-oriented disability gets accessible housing, but said that structural barriers will remain: “I am not saying that I agree with the way that the ADA was structured, but I am not the one who wrote the ADA,” she said. “I am totally blind. So I feel that I have a lot of lived experience as to what it is to go to college where there are structural barriers that are going to impact the students’ learning experience.”

Caruana said that because a large part of the disabled community is forced to live in a limited amount of accessible housing, unintentional equity disparities are created between buildings: “It’s detrimental to community building, because one, you’re not really

allowing the disabled community to get the full campus experience, and on the other hand, people on campus aren’t really being exposed to the disabled community.”

According to Minder, Willamette bases its accessibility decisions on the law and what other institutions do: “When we’re talking about physical access barriers and building codes, it’s really important to globalize the conversation and be aware that these problems are not unique to Willamette.” She added that cost effectiveness is an important factor when considering building modifications.

Holmes claimed that while making campus more accessible would be quite costly, the university is losing money in the long run because prospective disabled and neurodivergent students are choosing more accessible campuses. To her, it is a “bad look” for the university not to install small, “budget friendly” improvements, such as handrails. Caruana offered another take, saying that the limited amount of money that goes towards accessibility is “not necessarily out of a desire to cause anyone harm,” but due to lack of thought because “if you’re not disabled, it’s pretty easy not to think about.”

All four students interviewed said that the majority of faculty care about making their classrooms accessible. However, Mahoney said that faculty have often been too reliant on AES to provide accommodations: “We all have a responsibility to create accessibility in a classroom and outside the classroom,” he said. Last November, NDSU led a training attended by over 70 faculty members that resulted in a number of measurable improvements, including more accessible syllabi. Mahoney hopes one result of the training is that faculty will be less reliant on AES in the future.

The NDSU, DAC and NDPOC are the three main student groups on campus that provide space for neurodivergent and disabled students. Only DAC existed before 2020.

According to Mahoney, the NDSU was formed to provide community and “try to make up for what AES hasn’t been doing.”

Beyond education initiatives, the NDSU provides a community for neurodivergent students, engages in activism and runs a mentors and peer advocates program.

NDPOC was formed just this semester to create an intersectional space where members can be “wholly [themselves] without compromising other identities,” Eshelman said over email. “I fully support other accessibility groups here on campus, but as we are at a primarily white institution it can be hard to find validation within a primarily white space that does not understand how one’s neurodivergence intersects with one’s racial identity.”

Holmes said that DAC works with Willamette administrators to address accessibility concerns, provides education, and discusses disabilities of all types, unlike the NDSU which focuses more on neurodivergence. DAC made a presentation that was used to train RAs, and Caruana has had several conversations on accessibility with Housing that have been “very open and receptive.”

However, Caruana said the most important role of DAC is to provide “a space and sense of community for the disabled community to come and meet and share stories and experiences.”

Many students are members of both DAC and NDSU, and the two organizations promote each other’s events and often work together on initiatives. Last year, the two organizations held back-to-back meetings. All three organizations have the goal of continuing their current initiatives and growing membership. “Right now we have a lot of seniors that are going to be graduating, and we’ve been noticing that a lot less people have been getting involved,” Holmes said.

On the DAC, Caruana said: “It’s very much an open door policy, we just want to share our support with our communities, and let them know that they definitely have a voice that is worth hearing and that we want to hear at the club.”



Playing with Fire: Testing Tips for Identifying Masks on



The blue mask on the right is from the Service Center. The seams and straps and texture are also all visibly different from the KN95 featured on the left- for example, the blue mask straps appear to be glued on where the white ones are a part of the mask itself. Photo by Oakley Phoenix.

Amaya Latuszek Staff Writer

At the beginning of spring semester, Willamette announced that students could access free KN95 masks at the Service Center. Recently, the Students Organizing for Access to Resources (SOAR) Center announced they also have N95 masks available. With growing on-campus access to masks, students began to wonder if the masks from the Service Center were authentic KN95s, based on the masks lacking certain markings which would help determine authenticity and because the seams, straps, and textures all differed from confirmed authentic KN95 masks.

The masks available at the Service Center are HUHETA KN95s, an Amazon brand [found here]. A People magazine article

stated, “The [Huheta KN95 Face Masks] are one of the mask models approved by the [Food and Drug Administration] for emergency usage. (You can find them under the manufacturer Dongguan Sengtor Plastics Products Co. in the non-NIOSH approved respirators category),” and the Amazon page claims the masks are “included on FDA EUA list.” EUA stands for Emergency Use Authorization, which means HUHETA KN95 masks were temporarily allowed to be worn in healthcare settings even though they did not meet certain standards. This does not mean that the masks are FDA approved, as the FDA does not approve face masks. In order for a face mask to be qualified as a legitimate respirator, it has to be approved by The National Institute for Occupational Safety and Health (NIOSH). Under this EUA, certain

non-NIOSH approved masks and decontaminated disposable respirators were able to be worn in healthcare settings due to the low availability of approved respirators. On June 30, 2021 the FDA revoked the EUA for both non-NIOSH approved and decontaminated disposable respirators as NIOSH-approved masks became more widely available.

There is a lot of speculation surrounding the legitimacy of respirators such as KN95s, N95s, and surgical masks found online. As the world enters the third year of the COVID-19 pandemic, the need for legitimate respirators has grown exponentially as scientists find out more about the best ways to gain protection against the coronavirus and its highly contagious variants. Due to massive spikes in cases surrounding the Omicron variant, Willamette updated its vaccination policy on Dec. 30, 2021 to include a booster shot and urged students and staff to wear high-quality respirators in place of cloth masks. However, gaining access to these respirators has proved to be difficult, especially with so many counterfeit masks on the market.

There are numerous ways to tell if a mask is legitimate and effective. One way to tell a KN95's legitimacy is to look for a ‘GB2626-2019’ marking. This marking means the mask was created up to Chinese respirator standards. If a mask has ‘GB2626-2006’ on it, it was made to a previous set of standards; the end number ‘2019’ is the most up to date. If a student grabs a KN95 mask from the Service Center, they will find that the mask does not have ‘GB2626-2019’ printed on it; however, it is printed on

the box the masks come in. It is unknown if this marking is legitimate or not.

Three other at-home tests that can be performed to test the efficacy of masks are water, fire and layer tests. A mask will end up ruined by the end of these tests, so be sure to have a pack of them available to wear after the tester mask has been used. According to an article by [Healthcare Unlocked], an effective face mask will not let water seep through the seams or the siding as there should be a waterproof layer within the mask able to block water particles from entering or exiting the mask. Pour water into the mask and see if there is any leakage. This test was performed on the HUHETA KN95 masks, and water did start to leak through the seams almost immediately. The fire test will show if the mask is made with quality materials. There should be a layer of melt-blown polypropylene in the mask which helps filtration. When lit on fire, it should melt rather than catch on fire. The HUHETA masks claim to have this layer in the masks and when lit on fire, the mask did melt instead of catching on fire. The last test that can be done is cutting the mask open and counting the layers inside. Some of these layers are very thin, so be sure to pull apart the mask carefully to ensure that all the layers are accounted for. The HUHETA masks do indeed have five layers in it like Amazon claims they do. These tests do not fully confirm or deny the legitimacy of the HUHETA KN95 masks as only a government certifying agency has the equipment to verify the effectiveness of a mask or respirator.

Continued from page 2

in the coming weeks after the interview, based on the number of students who expressed interest. “We’ve had a bunch of new inquiries, and it’s just really exciting and encouraging to hear from students saying, ‘Oh yeah, you know, I was doing this course already, and I just didn’t know at the time it would be Global Cultural Studies,

and this is perfect. What a perfect major for me.”

Language classes tend to get more students when they’re cross-listed under other departments. It makes them more visible in the course catalogue and more appealing to students who have not yet taken that language. Montero added that the languages that are now a part of GCS have

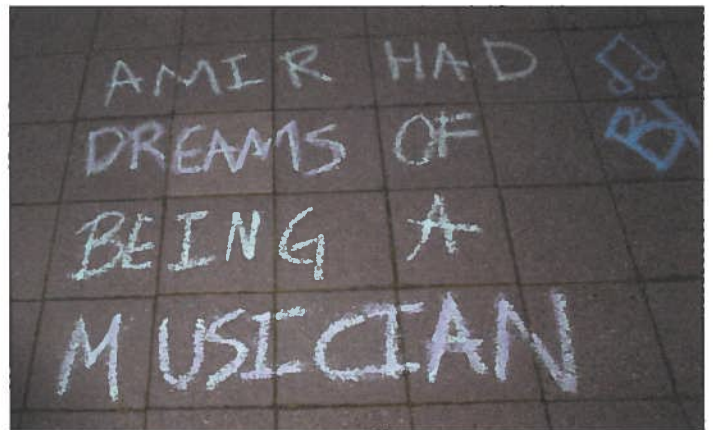
the same support they did before, plus the additional support provided by the GCS department, including a liaison. Both professors stated that they are excited about upcoming developments within the GCS department, which include collaborations with the Digital Learning Studio (DLS) and possible social media projects.

Though new to Willamette,

Global Cultural Studies programs already exist at other colleges and universities across the country, including Duke University, Suffolk University, University of California, Berkeley, and Linfield University in McMinnville, Oregon. Most GCS programs at other universities are humanities-based, and focus on global literature and other cultural products.



Candlelight vigil held in honor of Black lives lost over the past year



Melissa Baskin
Staff Photographer

A vigil was held on the evening of Feb. 6 at the Salem Capitol Mall to honor the life of Amir Locke and other Black Americans who were killed by police in the past year. An Instagram post by @cherrycitycollective posted a day prior to the event read "We hear there will be a vigil and demonstration for Amir Locke and the hundreds of others who have been murdered by cops and other fascists in the last 365 days. Signs, voices, candles and chalk. Our collective grief and burnout has numbed us. We must change this."

Locke, a 22-year-old Black man, was fatally shot by Minneapolis police in an early morning raid at an apartment complex as officers served a no-knock search warrant. According to ABC news, the Minneapolis judge who presided over Derek Chauvin's state murder trial was on duty when the warrant was signed that led to the fatal police shooting of Amir Locke last Wednesday. Saturday, Feb. 5 also marked the birthday of Trayvon Benjamin Martin who was a 17-year-old African-American boy from Miami Gardens, Florida, who was fatally shot by George Zimmerman.

Members of the Salem community, including Willamette students, gathered to write messages in chalk, share their grief and mourn together.

Willamette honors King's legacy with annual holiday celebrations

Eleanor Hu
Contributing Writer

Last week, Willamette University held its annual Martin Luther King Jr. celebrations, which consisted of a book group, a public lecture given by Dr. Nicholas Grier, and an exhibition at the Hallie Ford Museum of Art featuring work by Arvie Smith. MLK: Into the Streets, an annual service event, was also planned to honor Rev. Dr. Martin Luther King Jr.'s work as a humanitarian, but was unfortunately cancelled due to the Omicron variant outbreak.

To kick off the week's events, the Rev. Dr. Martin Luther King, Jr. Celebration Book Group held their final meeting in a series of conversations that have been happening over the course of this past academic year. The group invited students, faculty and staff from various on-campus departments to participate in a discussion centered around the book "College Belonging: How First Year and First-Generation Students Navigate Campus Life" by Lisa Nunn.

Gordy Toyama, director of the Office of Multicultural Affairs, explained that the book was chosen for the discussion with specific consideration to Dr. King's advocacy for many marginalized groups. The book covers first-generation students' experiences navigating college, as well as their need for specialized community and support.

According to Toyama, the goal of the group was to open up a conversation about how Willamette can better support first-generation students, and overall "to [get us] think[ing] about current issues in our area that MLK would have focused on if he were alive today, whether that's around issues of the LGBTQ community, the trans community, the houseless community, etc."



(On the left) "Best Man", Arvie Smith, 2016, currently on view at the Hallie Ford Museum of Art. (On the right) "Bojango Ascending the Stairs", Arvie Smith, 2013, currently on view at the Hallie Ford Museum of Art. Photo by Eleanor Hu.

This broad conversation about continuing King's work carried over from the book group to the subsequent public lecture, "We Need Rest!" given by Dr. Nicholas Grier, an associate professor at the Claremont School of Theology, a counselor at Willamette's Bishop Wellness Center and the founder and CEO of Coloring Mental Health Collective. The lecture was centered around some of the topics found in Grier's book, "Care for the Mental and Spiritual Health of Black Men: Hope to Keep Going," which was offered free to Willamette students, staff and faculty.

Grier opened the lecture with a piano piece and then went on to discuss various current issues that continually prevent Black people from being able to rest. He detailed how his experiences as both a Black man and a counselor have given him special insight into the continual unrest that Black people suffer from, and further emphasized the importance of listening to one another in order to dismantle this system of unrest.

To end the lecture, Grier shared an idea reminiscent of Dr. King's philosophy: "You see, everyone deserves a fair chance at life, but the truth is not everyone is given a fair chance at

life...However, when we dare to create a better future, when we dare to organize for a better future, when we dare to create... new pathways for everyone in the human village to flourish, we will have created a beautiful, soulful symphony of humanity."

Willamette's celebration week concluded with the opportunity to view an exhibition [of work] by the nationally-recognized African-American painter Arvie Smith at the Hallie Ford Museum of Art. The exhibition, "Scarecrow," contains paintings with a wide range of themes, including stereotypes regarding Black people, historically racist cartoon characters and depictions of other injustices that Black people have faced. Smith's figurative expressionist style, done largely in bright reds, yellows, oranges and browns, intentionally contrasts with the themes of the paintings, which aim to capture the horrors that Black people have suffered for centuries throughout the United States.

The introduction to the exhibition features a telling quote from Smith: "I speak unfettered of my perception of the Black experience. By critiquing atrocities and oppressions and creating images that format dialogue, I hope my work makes

repeating those atrocities and injustices less likely. These are the reasons I paint."

Viewers of the exhibition have the opportunity to look at over twenty of Smith's works, as well as read several plaques describing Smith's background, including descriptions of his work as a professor of painting at the Pacific Northwest College of Art. The exhibition also shows a [brief 2015 video interview] that Smith did with the Art Beat segment of Oregon Public Broadcasting.

"Scarecrow" is open to the public through March 26, in a move that encourages the audience to continue the conversation about advocacy and reform started during the celebration week. Indeed, Toyama said that those involved in organizing the Rev. Dr. Martin Luther King Jr. week events hope that, "we don't just do these [events] that are one off," but rather that all the discussions that began within the book group, lecture and exhibition will continue in the coming months, with members of the Willamette community considering the people and causes that Dr. King worked so hard to advocate for during his lifetime and what actions he might take against injustice today.

Oli Muñoz: New dean hopes to emphasize collective thinking, uplift student voices



Photo of Oli Muñoz. Courtesy of Willamette University.

Julia Trujillo Contributing Writer

This semester, the Willamette Division of Student Affairs welcomes Dr. Olivia “Oli” Muñoz, as the new dean of students for community care and inclusion, following Abbas Hill’s recent departure from the position in order to return to his home in Ohio. Muñoz was the former associate dean of students at the Pacific Northwest College of Art (PNCA); she brings expansive knowledge from her work in journalism, art and student affairs to campus. The Collegian spoke with Muñoz about her personal passions and professional background, which have informed how she’ll be approaching her new position.

Muñoz was born and raised north of Detroit, where she began to develop her passion for equity and inclusion advocacy after witnessing and participating in several celebrations of diversity within her own community. Muñoz’s parents are both from central Mexico, and she was a first-generation student of color when she earned her B.A. in Journalism and Art from

Central Michigan University. She went on to earn her Master of Fine Arts in Nonfiction Writing from California State University, Fresno and her doctorate in International and Multicultural Education from the University of San Francisco.

Muñoz spoke of feeling indebted to the educators from her youth whom she said helped shape her values. “My teachers were fairly diverse and I didn’t realize until later how much that would impact the way that I see the world. I had a variety of different teachers who brought their own lived experiences to the classroom, and we benefited from that,” she shared. Muñoz emphasized that they not only engaged in conversations about structural inequalities, as well as other struggles facing people of color, but also celebrated diversity as a community with joy and appreciation. “I think for a lot of folks that interest in diversity, equity, and inclusion might begin when something bad happens to them or their friend, or they get to college and learn about it. But for me, it was just a part of my community and...something that we talked about, specifically race and ethnicity. So my commitment comes [from] trying to be a good person, trying to make the world better, and trying to honor what I knew to be good growing up, which was my community,” said Muñoz, tearing up a little, clearly moved by her love for her upbringing.

When Muñoz began her position as the Associate Dean of Students at PNCA, she fell in love with the institution and its students, whom she described as being “immensely brilliant-like ridiculously so.” Additionally, the job married her passions for art and student support.

When she was eventually approached to become the new dean of community care and inclusion, she saw it as an opportunity to bring the spirit of PNCA with her to the Salem campus, and serve as Willamette’s ‘number one PNCA fan’. Staying in touch with the student population and its needs are at the heart of Muñoz’s aim to bring the student perspective into broader conversations where it may need amplification. “There are a lot of [administrators at Willamette] who really care about the student experience, but I think sometimes students don’t know that, and they don’t see that. So how can I make that visible? [By] trying to elevate that student voice into rooms where maybe there aren’t students present.”

An elevation of student voices at broader administrative tables is something that much of the student body has expressed a desire for throughout this school year’s series of emergent student concerns and unsatisfactory university responses. Prominent incidents include the controversial Holidays in Hudson bathroom reassignment, the subsequent town hall meeting where one administrator walked out, and most recently, their failure to distribute the incident review of the College Republican’s guest speaker despite previously committing to several release dates. Considering this pattern of a lack of attention, action or transparency in regards to matters relevant to students, Muñoz is joining the Willamette administration at a pivotal time and will hopefully bring changes to increase how student voices are heard and valued in important discussions.

Muñoz places a tremendous value on advocating for

marginalized students. One of the ways in which she practices this advocacy is by aiming to promote an overarching sense of strength and cultural wealth. Muñoz explained how instead of holding a mindset that says, “Poor first-generation students, they don’t know what they’re doing. Poor low-income students, they’re struggling,” she makes a point to recognize that, “at the same time, there are strengths and experiences that those students bring that other folks just don’t have. And so I like to have a strength mentality. Not in a way that erases the struggles because those are real...but that attitude or perception change is one of those areas [that can help embolden them].” Muñoz has first-hand experience with how these structural barriers actively prevent people from accessing or completing college.

Addressing these hurdles is precisely what she intends to do. “That’s where me and my fellow staff and administrators and faculty and student leaders can really examine what [it is] that’s creating these gaps in student success, what is it that’s making people feel like they don’t belong here? That’s a structural thing that we have to attack.”

To Muñoz, taking part in community care means intentionally thinking collectively. She hopes to move Willamette to a place in line with our motto, “not unto ourselves alone are we born: “If I had one goal, it would be to move students into thinking in a more connected way,” said Muñoz. “That I’m not just me. You’re me. We’re in this world together, and what I do will impact other people. By and large, we belong to each other.”

Guide to Using Sparks Post Quiet-Period Closure

Jett Starr
Contributing Writer

With the quiet period over and Sparks opening once again, students not familiar with the facility may be wondering how exactly to make use of it, especially with some of the new COVID-19 restrictions in place. This guide is here to help.

After swiping into the front entrance of Sparks Fitness Center, you will see a front desk to check into the gym right in front of you, the gym to the left and a bust immortalizing the beautiful bald head of Lestle Sparks, whom the building was named after, to your right. Through the lobby, you will see a ramp ascending to the right and into the doorway of Cone Gym where the basketball and volleyball teams play. Behind the brick wall protected by ol' Lestle is a classroom mostly used as a locker room for visiting teams. It was also used to test people who weren't symptomatic for Covid earlier this semester. Behind you and to your left as you stand in the doorway is the Prothero classroom, a glass walled classroom the University sometimes has away teams hang out in before a game.

If you are in Sparks for reasons other than to gaze into the metallic eyes of Lestle Sparks, then you will likely be most interested in the gym. Before entering the gym, you must swipe your ID card. If it is your first time using the gym, there will be a quick waiver for you to fill out. The waiver addresses mask use and general gym protocol. The waiver was introduced during the pandemic as a means to ensure everyone was accountable for participating in safe Covid practices. Next, the Fitness Center employee will hand you a bottle filled with disinfectant and a wipe rag. You are required



View of the Sparks athletic center. Photo by Minna Zhou.

to spray down all of your materials after using them. This is a policy that began with the pandemic, but it also helps give the gym a clean vibe that many gyms don't seem to emulate. The first thing you will see when walking into the gym is a storage room with another Fitness Center employee sitting at the desk. This room is where you can find a wide array of fitness equipment. Oliver Kushen ('23), facilities staff coordinator for Sparks said, "we have jump ropes, we have resistance bands, we have weight belts, we have, like, mini hurdles that people can borrow and check out. We have basketballs, soccer balls, I'm pretty sure we have footballs." There is a whole list of available equipment, all you need to do to receive anything is ask.

Once you've made it past the front, you can find a whole host of fitness machines that do lord knows what. There are also two multipurpose rooms that offer a way to do kinesthetic workouts without being surrounded by so many people. On the top floor, there is also a section of the gym that is almost unseen from this middle section of the gym. Part of the bike and cardio section is here. Kushen said that, "we have a lot of really nice bikes...a lot of the machines in the back of Sparks

I think get under utilized, a lot of them are pretty new too, we have some that we just got this year." The Sparks gym has a lower level too. This part of the gym is mostly free weights and squat racks and similar equipment. There is also a matted section for doing body weight exercises. On top of that, there is a rock climbing machine that rotates so that you can climb forever if desired.

Once you're done working out, you leave through the doors downstairs where you can put your dirty towel in a bin and your spray bottle on the table with the others. If working out was your only intention on your trip to Sparks, then you can leave the building out the doors to your left. If, however, you want to see what other trouble you can get up to in the Sparks basement, you can take a right. Down the hallway in the basement, there are two basketball courts, a training room for athletes with excellent physical therapists, and a pool. All students are allowed to use the basketball courts and pool - assuming it is during an hour of operation and there are no swim, basketball, or volleyball practices happening in their respective venues. The rest of the basement consists of locker rooms for our athletic teams. There is one general use locker room on this floor

as well, but it might take a bit of exploring to find. You can always ask a staff member for help navigating the building if necessary.

This sums up our athletic facility and leaves us only to discuss the one problem with using the gym. There are so many athletes in that building constantly, hoards of them. They regularly use the gym at the same time and crowd the gym in ways that can frequently intimidate and put pressure onto other students who may not be as comfortable in the space. This is a problem that Kushen has recognized and hopes to mitigate in the future: "We are about to start posting schedules for when teams will be using the space, so when a team lift is going to be, or when a team is practicing in Henkle...so if people do want to use the space when a team is not there, they will be able to start checking that at the front door." The goal of this initiative is, "to make the space more inviting to everyone on campus...I'd like long-term for everyone to feel comfortable enjoying the space."

Hopefully, this great Athletics resource will become more and more comfortable for all of us to use, and this guide on how to navigate the Sparks Fitness Center will help our campus out with that.

Opinion: Willamette is unprepared for the Big One

Kathleen Forrest
Editor-in-Chief

200 million years ago, a chain of volcanoes along the West Coast first started to form from the tectonic plates moving under one another. The Juan de Fuca plate has been subducting underneath the North American plate, and creating the Cascadia Subduction Zone (CSZ) for millions of years. This zone encompasses the bottom piece of Canada's western coast, all the way down to Northern California. Along the CSZ, there have been (as far as we know) 41 earthquakes, occurring roughly every 300 years. It has been over three centuries since the last Cascadia earthquake, but in this case the more time passes, the more vulnerable we become. A massive earthquake will happen in the Pacific Northwest, and elsewhere along the CSZ. It is just a matter of when and to what magnitude.

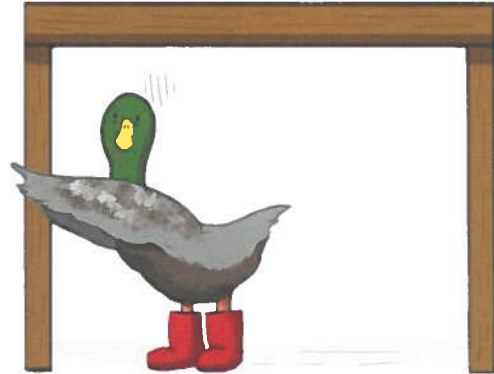
Like many in the Pacific Northwest, I grew up with a healthy fear of earthquakes, wildfires and the other natural hazards that come with this part of the world. But that fear did not translate into knowing what to do. The warning system we have for an earthquake will give us at maximum 80 seconds of notice, and we decide what we get out of those 80 seconds with our drills and preparedness.

One drill coming from the United States Geological Survey (USGS), and implemented by individual states is the Great ShakeOut. Willamette did not participate in this in 2021, and when asked about it, Director of Campus Safety Ross Stout downplayed it, "We have participated in the past, we didn't in 2021. It's an opportunity for people around the state to drill on the same day, there's nothing

special about it, it's kind of a marketing thing to get people to bring awareness. It's really an opportunity for everyone to practice their own work and not something where resources are provided for it." The problem with this reasoning is that there is something special about everyone drilling on the same day. It's also notable that there have been no alternate drills provided by the university to 'practice their own work' to make up for missing the Great ShakeOut. According to Stout, the last time Willamette did a proper earthquake drill was "probably 2019."

On Sept. 19, 1985, an earthquake hit Mexico City at 8.1 on the Richter scale. In the immediate aftermath 10,000 people died, and 30,000 were injured. In the immediate aftermath of this earthquake, people without any kind of disaster training stepped forward, referred to as 'emergent volunteers'. It is estimated that the emergent volunteers in Mexico City [saved 800 lives], but over 100 of them died in the process. It is inevitable that people will turn up to help their community following a disaster. And so, in keeping with preparedness as the most important piece of response, the City of Los Angeles developed the Community Emergency Response Team program.

Known as CERT, this program aims to find emergent volunteers before they find disasters, and give them the basic training to help others whilst also taking care of themselves. There are over 2,700 local programs across the country that have trained over 600,000 people. The Salem CERT program is overseen by Emergency Preparedness Manager Greg Walsh. "Since 2003 we've trained more than 2,000 people in the community, which sounds like a lot and



Art by Maizy Goerlitz

it's great that we've trained that many, but at the same time in a community of 170,000 that's still not enough," said Walsh. It's especially so in comparison to the fact that Willamette has roughly 1,500 undergraduate students at present. On the CERT website they acknowledge that, "A college or university often functions as a 'city within a city,' and often has its own emergency management capabilities." In fact, they have an entire guide for specifically starting a campus-based CERT.

According to Stout, "CERT classes were taught on campus for a number of years" but "about five years ago, budget cuts resulted in reducing the support the university was providing to host this program on campus." Stout said the cost of the program was roughly \$5,000 per year, coming from Campus Safety and emergency management budgets. He said that the university has chosen to direct students to the city program instead. On a campus-specific CERT program, Stout said, "A WU CERT team is seen by some to be elitist and isolationist, where participation in established Salem CERT teams is perceived as community building."

While the university shut down the program due to perceived lack of interest and lack of funds, that does

not disqualify it from being restarted. In a push to start again now, we have a great and terrible advantage: A student body that has experienced, and continues to experience, a mass casualty event. We have witnessed the body count that comes not just from these natural events, but from lack of preparedness on the part of governments and institutions. An earthquake does not discriminate anymore than a virus does in who it hurts, but the societal systems that respond do discriminate. Based on race, gender, sexuality and poverty, and as we strive for a more diverse student body we must recognize that it comes with disparate impacts on different students. A CERT need only be as isolationist and elitist as the university makes itself to be, and so we must strive to be better than that.

The state of other areas of Willamette preparedness are concerning. There are at most four and sometimes only one campus safety officer on duty at Willamette at any given time. Stout acknowledges the limitations of this saying that in a 'serious emergency,' "we're probably quickly gonna run out of resources, cause we're just a very small group." Walsh mentioned that if Willamette had problems they couldn't handle then the city would try to assist, but for Wil-

lamette city assistance seems to be the default.

"We don't have expertise on a very high level in a lot of areas of emergency response, but we are experts in knowing who to call and how to get them to the person," said Stout. "Campus Safety officers are trained in CPR and first aid, so we hope we can keep someone alive for 3-5 minutes until help arrives but our primary role is going to be to make sure that those emergency responders are able to access where they need to go."

Stout acknowledges the precarious position of WU for two types of mass casualty events. The first are localized events, like a fire, which can be reasonably addressed using city resources. The second is less so. "The one we worry about is the earthquake, when it's a regional situation, emergency services are immediately overwhelmed, and in the case of an earthquake don't even have the capacity to drive vehicles to deal with problems. That one is certainly... problematic. And will be devastating even under the best circumstances... Because that earthquake issue is so large, it's kind of beyond the scope of something you can prepare for. So instead we're going to look to preparing for more likely things: fires and floods and ice storms, and have a plan to deal with those things."

This leaves us in a vulnerable position. I am not arguing that we shouldn't prepare for those things, but any degree of earthquake preparedness would be better than nothing. As it is, previous university handling of things such as [ice storms] and [wildfires] has been criticized.

One of Willamette's greatest assets is Willamette Emergency Medical Services (WEMS), a group of student volunteers with Emergency Medical Responder training. According to Stout, WEMS responders "have a higher level

of training and medical license to treat people in a better way than Campus Safety officers can. So if we're unable to get Salem Fire to respond... then any WEMS members who are on campus would, even if they're not on duty, their instructions are, in that kind of a serious thing, they would report and begin looking for direction as to where to treat patients."

When asked whether or not this was an explicitly communicated instruction, Stout said, "Well... I guess it's an expectation, WEMS members are volunteers so they have no responsibility like an employee would... We're making the assumption that they would respond to a mass casualty incident."

When I asked Nathan Brown ('22), the President of WEMS, about university communication on this subject, his answer was direct, "The University has no plans to utilize WEMS in any sort of natural disaster or mass casualty incident."

And this is, seemingly, par for the course: "WEMS has been around for 25 years and the university has never had any plans or relationship to implement them in any natural response," said Brown. While WEMS does have some supplies, it is very limited and does not account for items being needed for multiple injured patients. They are aware that there is a university stockpile of items, but they don't have access to it nor do they know what all is there (which, according to Stout, is not enough for a major disaster).

On the expectation of WEMS volunteers to respond, Brown said that if they aren't on duty or on WEMS' exec board, they aren't expected to. When asked how many of them he thought would respond anyway, he said, "A very solid majority." When WEMS extended their coverage to weekdays, they [admitted] in

the interview with The Collegian that they would likely be 'stretched thin'. But they all agreed with the change. It's not hard to see why Brown is confident in the dedication of those volunteers.

The limitations WEMS faces, for simple emergencies and certainly for mass casualty events is a recurring theme: "Money. That's the root of all of our problems," said Brown. Funding for WEMS is allocated by the Associated Students of Willamette University, with the money coming from student fees. The funding system is based on rounds, with requests coming in based on predicted needs for each organization a couple weeks ahead of time. For WEMS, this creates problems:

"Having items only be able to come in every month or so is not normal for a medical provider, especially since we can't predict what kinds of patients we'll have and what kind of equipment we'll use. A good example is that we just staffed a rugby game over the weekend and we had to send a patient with two splints that we're not gonna get back. And there wasn't any way for us to predict that, so now we have to wait for the next funding round before we can get more splints."

WEMS has to work within a funding system that is fundamentally not conducive to their mission. They have been trying for the past few semesters to get WEMS funded via student fee, similar to how CAFES grants are funded. ASWU told them to ask the university, the university told them to ask ASWU, and they found themselves going back and forth between the two until they were told they couldn't because the university is trying to limit fees.

Proper funding seems appropriate given not just the role WEMS already plays at Willamette but how important they will be in the

case of an earthquake. While I would like to see a fully funded campus CERT program, I would like to see a fully funded WEMS more. It would also be in keeping with university concerns about preparing for lower level, more likely disasters. These student volunteers have a higher level of medical expertise and licensing than Campus Safety, have greater numbers of people, and it should follow that they would have more supplies.

I am optimistic about the abilities of students to organize themselves and their resources, as evidenced by WEMS and organizations such as Students Organizing Access to Resources (SOAR) center. I think we have an obligation to do more. If we are able to keep ourselves safe, we have an obligation to help our surrounding community. It is not isolationist or elitist to strive to be self-sufficient as individuals or as an institution, but quite the opposite. We cannot help others if we cannot help ourselves. It is heroic that the volunteers in Mexico City saved over 800 people, it is also an untenable and avoidable tragedy that 100 of them lost their lives. A campus CERT program would be infinitely more accessible to students and continue the lessons learned from that earthquake.

Brown and Stout's instinct is that WEMS' volunteers would respond and I believe that is correct. Willamette students will likely be emergent volunteers in the case of a mass casualty event. If they are not trained beforehand, many of them may die in the process of helping others. For a school whose motto is 'Not Unto Ourselves Alone Are We Born', it is directly in line with the values of this institution to support these programs and give them the necessary resources and attention, and it is in keeping with the spirit of the student body.

Comedy Night



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WRITER, & ACTOR:

JANAE BURRIS

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CAT CAVERN

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DANCE AT 8:00PM
SALEM CONVENTION CENTER

TICKETS



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