

THE MAST

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While usually packed with students, there was no one enjoying the sunny weather in Red Square on March 11, 2020. *Photo by Sheridan Moore.*



From left: Sports Editor Isaiah Shim, Editor-in-Chief Hannah Montgomery, Opinion Editor Kiyomi Kishaba, and News Editor Brennan LaBrie in Times Square. *Photo by Brennan LaBrie.*

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THE MAST

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To contact, email mast@plu.edu.

Letter from the editor: Conceptualizing the consequences of COVID-19

Hannah Montgomery
Editor-in-Chief

It is very difficult to follow updates due to the many unknowns related to the global pandemic of COVID-19. It seems like every day new information is gleaned and what we used to understand is no longer accurate.

I would like to keep the Pacific Lutheran Community informed of local and statewide news concerning the consequences of COVID-19.

Washington Governor Jay Inslee signed a statewide emergency proclamation on March 17, which is supported by the City of Tacoma. This proclamation directs state agencies to use all resources necessary to prepare for and respond to the outbreak. It also instructs restaurants, bars and entertainment and recreational facilities to temporarily close.

“Restaurants will be allowed to provide take-out and delivery services but no in-person dining will be permitted,” Gov. Inslee said. “The ban will not apply to grocery stores and pharmacies. Other retail outlets will have reduced occupancy.”

Community safety is a top priority for the City of Tacoma. Through coordination with the Tacoma-Pierce County Health Department, the City recommends that residents aged 60 and older, with other health conditions, or those enduring pregnancy stay at home.

“I encourage those who are healthy and are not from vulnerable populations to find ways to support our community during this time, by engaging in volunteering at food banks and non-profits and investing their dollars in our local business community,” said Tacoma Mayor Victoria Woodards.

The economic consequences of the COVID-19 outbreak continue to impact working families both state and nationwide. To combat this, the House of Representatives voted to pass the Families First Coronavirus Response Act on March 14. Congressman Adam Smith (D-WA) believes the Act is a strong start to delivering relief to American families.

“We must not forget our most important job: protecting the health and safety of the American people,” he said. “They need and deserve free coronavirus testing, paid sick leave, enhanced unemployment benefits, expanded food assistance programs, and additional funding for states, local jurisdictions, and health systems responding to the outbreak.”

The bill provides free COVID-19 tests to all individuals regardless of their insurance status. Federal funds are also increased to support Medicaid and other health systems responding to the crisis.

“It is imperative that we support those who experience financial burdens during this health crisis. The bill establishes two weeks of paid sick leave and up to three months of paid family and medical leave,” Congressman Smith said. “It also strengthens food assistance programs to help keep food on the table for children, families, and seniors.”



Gov. Jay Inslee signs legislation in response to the COVID-19 outbreak. The signing was held with few in attendance and streamed live for the public to view and for press to ask questions via teleconference. *Photo courtesy the Office of the Governor.*

In Washington state, Gov. Inslee signed multiple bills into law on March 17 to aid in the state's response to the COVID-19 outbreak:

Washington state's response to COVID-19 (Bill HB 2965)

- Provides \$200 million to state agencies as well as both local and tribal governments responding to COVID-19.
- As the virus spreads throughout the state, the law provides more hospital capacity to counter increased cases.
- Permits the use of \$25 million from the Budget Stabilization Account to aid businesses with the impacts of unemployment.
- Expands virus testing at the University of Washington.
- Enforces social distancing efforts for homeless Washingtonians.
- Healthcare provider credentialing (Bill HB 1552)**
- Increase surge capacity in the state's healthcare workforce.
- Reduces credentialing delays for healthcare workers so they may respond to the outbreak faster.

- Ensures any treatment given during the credential process is reimbursed to healthcare businesses.
- School employees benefits board coverage (Bill SB 6189)**
- Mitigates the effects of school closures for hourly school employees.
- Hourly employees maintain healthcare eligibility provided by the School Employees Benefits Board.
- Shared leave program requirements (HB 2739)**
- Employees forced to isolate or quarantine due to infection or exposure to COVID-19 may use shared leave.
- Long-term care facilities (Proclamation by the Governor 20-06)**
- Bans all visitors to these facilities, excludes visitors to patients in end-of-life care, visits by attorneys, judges, advocates, or persons who represent a patient, vendors, and volunteers.
- Anyone who enters these facilities must meet all other health guidance previously set out by the state.

COVID-19 Coverage

All is quiet on campus as PLU becomes a ghost town

Brennan LaBrie

News Editor

On a recent Monday afternoon, the sun was out and a handful of students lay basking in it across campus, lounging in hammocks, some reading in the fields, others eating at the tables in Red Square. The hallways and classrooms of the buildings, like the world outside them, were quiet and empty. The library had a few students scattered throughout, the motion sensor lights dark in some corners of the building. At the Old Main Market, the line at the register was short. When the clock struck at 1:30 p.m. and later at 3:30 p.m., the end of PLU's major afternoon block periods, the campus did not stir.

It felt like an especially sleepy Saturday afternoon, a time when many students lounge in their rooms or leave campus. However, signage across campus reminded passersby why PLU sat this empty on a regular week-day.

Currently, signs on all formerly public buildings announce only people carrying Lute ID cards may enter the building. Those who do enter are greeted with a hand sanitizer station. The shelves and cases of Lute Cafe in Hauge Administration Center and Kelley Cafe in Morken Center for Learning are barren, the lights turned off.

Campus looks much like the week before, when PLU administration announced in an email that classes would transition to "distance learning," or online classes, until at least April 27 following a directive from Gov. Jay Inslee. This extended the duration of distance learning from March 30, the initial end date given by the Office of the President one week earlier in an email that took many by surprise.

With the spread of COVID-19, PLU, like most colleges across the country, decided to take precautions against any possible spread into the PLU campus community.

Students began leaving early for Spring Break after the first announcement, many planning to return after it ended. Then the second announcement came. By the end of the week, most extracurricular commitments keeping students tied to campus were canceled or postponed.

All events held by the School of Arts and Communication, including all plays, music performances and Late Knight, were postponed, then canceled. All NCAA athletics were canceled, as were intramurals and club sports, who had numerous tournaments left and postseason aspirations themselves. The Cave was closed through the end of March. All student shifts at Lute Cafe and Kelley Cafe were canceled with their temporary closure. All student workers whose jobs revolved around campus events like Information Technologies and catering were left with very few, if any, shifts. Even Names Fitness Center closed down.

With each email from the Office of the President came new, (outstanding) news, each announcement keeping students, staff and faculty on their toes.

In a March 16 email, PLU President Allan Belton expressed the administration's struggle to keep up with the constantly changing guidelines and announcements delivered to them by the county and state governments. Among other things, these announcements banned gatherings of 250 or more people, and then 50, in order to halt the spread of COVID-19. In addition came directives for all higher education institutions to cease face-to-face classes for six weeks starting March 13.

"For both faculty and students, the situation facing us all seems to change minute by minute," Belton said.

The campus is likely to continue to empty now that distance learning is extended through the end of the current semester. More students leave every day, some packing their belongings and heading home for good.

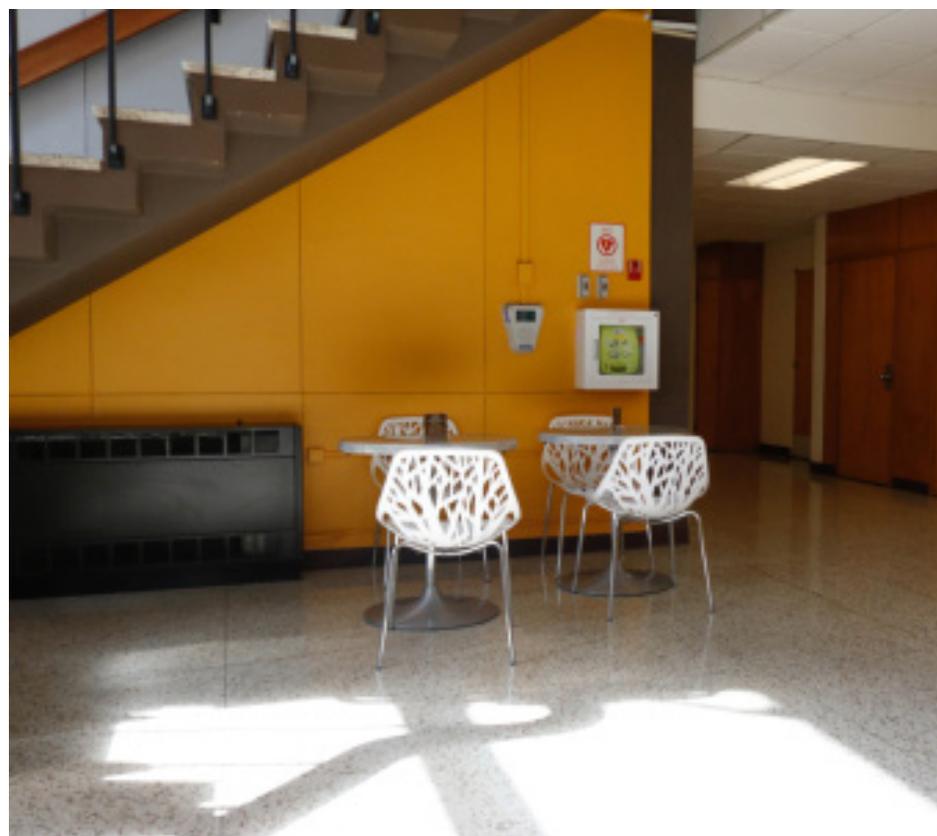
Walking through the silent campus, one can overhear students discussing their plans to return home soon. Many students have been called home by their parents, who worry about the spread of COVID-19 in Pierce County and the risks related to a university setting. Out of state parents worry about a domestic travel ban preventing their child from leaving Washington, which is the epicenter of the virus in the U.S. and currently has over 1000 cases as of March 17, second only to New York. In addition, the Center for Disease Control recommends people practice social distancing and stay at home if possible, making returning home make even more sense for students.

Sophomore Thomas Piwonka said he returned home early to spend some time with his dog, who he missed dearly.

First-year Fulton Bryant-Anderson is considering going home early as well.

"Campus is dying and some of my best friends are gone," said Bryant-Anderson, adding that he'd "rather eat my mom's cooking" than stay on an empty campus and eat alone in his dorm room.

"I've been in more meetings in the last week than I've been in my whole life."
 - Erin McGinnis, Associate Vice President for Hospitality & Retail Services and Dining & Culinary Services



The Lute Cafe in the Hauge Administration Building has sat empty since March 9, shortly after PLU announced that it would move to online "distance learning" on March 7. Kelley Cafe in the the Morken Center for Learning and Technology on lower campus closed temporarily the same day. The Old Main Market remains open for now. *Photo by Sheridan Moore.*

COVID-19 Coverage

PLU suspends all study away programs; students sent home

Brennan LaBrie

News Editor

Pacific Lutheran University students studying on campus are not the only ones returning home this week; they are being joined by over 100 of their peers currently studying away, both internationally and domestically. As of March 17, PLU suspended student participation in all semester-long and short-term study away programs. Those students have been instructed to purchase tickets back to the U.S., with PLU footing the bill for cancellation and change fees and any price increases.

PLU's decision follows the recent designation of Europe as a level three risk, which warns people to avoid all non-essential travel, by the Center for Disease Control and the U.S. Department of State. The entire world has been designated as a level two by the CDC (alerting all travelers to practice enhanced precautions). PLU does not allow travel of its students to countries designated as level three, and so all students in China, South Korea and Europe were called home. In light of the world designation of level two, as well as the spread of the virus across the world and increasing quarantine and travel ban measures instituted by governments globally, all other study away programs followed.

Students are encouraged to return to their permanent home and enter CDC self-quarantine protocols if recommended. PLU's partner universities abroad have gone online like PLU, and students will finish their semesters through those programs and receive credit for their classes.

Marissa Aulgur was studying away for the year in Aix-En-Provence at the Institute for American Universities, where she was in the French Honors Program. IAU had moved completely online before PLU called her back.

"It's definitely bittersweet to be back home under these circumstances, but I know it's the best option for the health of me and others," she said. "All nonessential businesses are shut down in France, including restaurants, gyms, cafés, bars and movie theaters so

it was like living in a ghost town."

Major study away organizations, like the School for International Training (SIT) Study Abroad and Council on International Education Exchange (CIEE), with whom PLU has partnered on study away programs, are currently arranging ways to send back all American students.

The Wang Center began monitoring the global spread of COVID-19 in January through points of reference such as the CDC, World Health Organization, and the U.S. State Department Travel Advisories, among other sources, according to Wang Center Executive Director Tamara R. Williams.

As the virus spread, the center updated students abroad periodically, eventually strongly recommending against travel outside of their host country to avoid contracting or spreading the virus, and banning any travel into the level three European continent. They informed students that if the illness were to spread to their respective regions and pose a risk to the students, faculty or staff, that they'd take action, and encouraged the students to "engage in proactive practices that are recognized as preventing the spread of viruses."

The emails acknowledged that some students who came from countries with COVID-19 cases might have to undergo quarantine in their host country or upon return.

They also reminded students that they could withdraw from their program at any time if they felt the need to.

Williams said that the Wang Center is currently working with its partner program staff on the ground to get students home and offer guidance on travel and health guidelines once they return.

"Together we are working to make their return as smooth as possible given these unprecedented circumstances," she wrote.

Additional reporting done by Gurjot Kang

Mast editorial staff travels to virus hotbed in New York City

Hannah Montgomery

Editor-in-Chief

Involvement in student media offers many professional opportunities for students. This year, the Mast editorial staff traveled to New York City for a convention, where attendance was low and many speakers cancelled due to preventative measures regarding the COVID-19 virus.

The College Media Association's Spring National College Media Convention (CMANYC) is held annually in NYC for college media students and advisors from across the nation. Under "normal" circumstances, the convention hosts 1200 attendees and 250 sessions with media professionals. This year, less than 500 attendees were present as multiple universities did not allow students to travel.

Anna Izenman, advisor of Mast TV, has led the trip for the past three years. She had a very different experience this year.

"There was some concern initially about whether the trip should be allowed to go forward, and we did have to make some last-minute adjustments to our reservations as some students chose to withdraw from the trip," Izenman said.

Students have used this opportunity to explore the city in the past, however many events were canceled in order to prevent large groups of people grouping together.

"In previous years students have frequently visited museums and Broadway performances, and been in the audience for late-night talk shows," Izenman said. "This year all of those opportunities were canceled within 24 hours of our arrival."

Brennan LaBrie, News Editor of the Mast, attended the convention in 2018 but felt that this year some presentations were shocking.

"It was wild going to the keynote speaker session and seeing this gigantic ballroom mostly empty when in years past it has been mostly packed. It was interesting having

the first keynote speaker being a last second backup who had to video call in," said LaBrie.

The CMANYC leaders responded to New York Gov. Andrew Cuomo's decision to ban gatherings of more than 500 people due to COVID-19 on March 12. All Saturday sessions were moved to Friday and the last keynote speaker was changed to Beth Karas, a former lawyer and crime reporter, who shared she postponed a meeting with the FBI to speak to attendees.

Izenman initially contacted the School of Arts and Communication about changing travel plans.

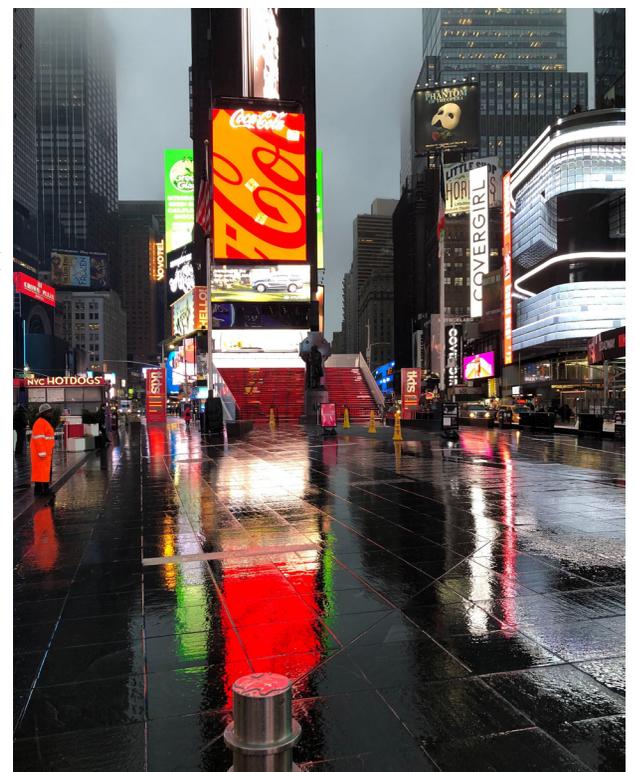
"Out of an abundance of caution, and concern over being prevented from returning, I called the SOAC office and spoke with (Assistant Dean of SOAC) Helen Hickman. She had a brief meeting with Dean (Cameron) Bennett and it was decided that while we did not need to return immediately, sooner was definitely better," Izenman said.

Kiyomi Kishaba, Opinion Editor for the Mast, was looking forward to seeing Broadway shows in the evenings. Due to Gov. Cuomo's decision, all performances were canceled. She understood why PLU wished for students to return to Washington as soon as possible.

"I think it was disappointing but the best decision that could be made at the time. However, I wasn't too upset because there weren't any shows to see in New York anyways," said Kishaba.

Although many sessions were canceled and the convention cut short, Izenman believes it was productive for students to attend.

"Despite the various speaker cancellations, this year's CMA conference was still a fantastic experience for students who attended," Izenman said. "The access provided to industry professionals and the opportunity to have discussions and ask questions is invaluable and vital to the growth and strength of our student media outlets on campus."



Top: A nearly empty Times Square. Photo by Anna Izenman

Bottom: Few students attend the last keynote. Photo by Hannah Montgomery



COVID-19 Coverage

AUC sees major changes in recent days

Brennan LaBrie and Gurjot Kang

News Editor and Reporter

Perhaps no building on campus has seen more changes during the last few days than the Anderson University Center. On March 16, Gov. Inslee ordered that all restaurants cease sit-down service and offer take-out service only. This not only applies to campus restaurants like the Commons and OMM, but their adjoining spaces, including all of the AUC.

This reporter found this out the hard way after being asked to leave the AUC with his tostada on the 16th. Because of this rule, the extensive sitting area at the Commons remains nearly empty all week, and it was common for a few days to see people leave the all-you-can-eat meals with up to six boxes of food.

On March 17, all-you-can-eat meals were canceled. Employees sit by the main entrance to the dining hall to spray peoples' hands with sanitizer fluid, a policy implemented after hand sanitizer stations went largely unused. Signs sit at the south entrance to the dining hall, asking students to use the main north entrance. Sometimes an employee guards the entrance as well. The salad, fruit, cereal and bagel bars have moved into the "Chef's Table" room, where a worker serves what you desire to avoid cross-contaminating tongs and other utensils.

The dining hall itself remains eerily empty as no students may eat in the AUC. Prior to Gov. Inslee's March 16 order, the Commons was actively implementing changes every day to maintain safety, from wrapping apples in plastic to rotating tongs at the salad bar every two hours, according to Erin McGinnis, Associate Vice President for Hospitality and Retail Services Dining and Culinary Services.

"We were trying to control and mitigate damage," McGinnis said. She and her team meet every day at 1:30 p.m. to discuss the everchanging information they receive and "how best to translate new regulations for PLU and implement safe practices and services."

"I've been in more meetings in the last week than I've been in my whole life," she said.

The loss of student workers who returned home hasn't made this process easier, but McGinnis said that other student workers taking on more hours has made it manageable.

"We've been able to balance it; it's a day by day juggle," she said.

In consideration of students who are unable to go home or need to rely on campus housing and meals for the rest of the semester, residence halls and dining services will remain open for the entirety of the school year to provide support. Additionally, according to the Office of the President, there will be "an equitable plan to refund a portion of the costs of room and board to students' accounts."

This news comes as a relief to many anxious students. Just last week, a Change.org petition was started by PLU student Connor Musser to "Refund PLU Students for Residential and Dining Plans" and gained support from around 915 people.



Top: Hand sanitizing stations like this have popped up all over campus.

Bottom: A sign directing people to the hand sanitizing station at the Common's main entrance sits in front of an empty dining area. Photos by Sheridan Moore.



Hospital clinicals continue for nursing students despite risks

Kiyomi Kishaba

Opinion Editor

PLU classes have moved to distance-learning, sports are canceled for the season, but nursing students continue to log clinical hours in hospitals with confirmed COVID-19 cases.

Becca Shahon, a third-year student in the nursing program, is doing her clinicals at the Good Samaritan Hospital in Puyallup. At the hospital, Shahon works in the Coronary Care Unit (CCU) where she assesses and diagnoses patients, and then creates goals for the patients as they begin the recovery process. The work is hands-on, requiring Shahon to administer medications, give IV fluids and injections, and listen to the heart and lung.

On March 9, Dean of Nursing Barbara Habermann sent out an email to the nursing program informing students of the decision to continue clinicals as normal. Unfortunately, some clinical sites, such as the Seattle Children's hospital, cancelled their clinicals due to limited supplies for COVID-19 patients and the hope to limit exposure to the illness.

In her clinical, Shahon had a patient tested for COVID-19, but thankfully the test came back negative. However, she has the potential to work with patients who unknowingly have the virus.

"There's a chance that I could be exposed just from being in the hospital," Shahon said.

With the possibility of being exposed to the virus, Shahon is not worried about herself, but about passing it on to her older patients and others at PLU. Since clinical hours are strict and the program is worried about students receiving enough experience, Shahon doesn't think PLU will cancel nursing clinicals altogether.

"They're encouraging us to take every precaution to keep others safe and not go to the clinic if we're sick or feel uncomfortable caring for an elderly person and don't want to bring it home," Shahon said.

She believes students at clinicals are more likely to be exposed to COVID-19 at their hospitals than at school. And if the exposed student continues attending clinicals, they will spread the virus to a more susceptible population of older patients, as opposed to the largely young and healthy PLU student population.

"The whole clinical thing seems counterintuitive," Shahon said. "Like 'oh you can't go to class, but you can go to the hospital.' If anything, I thought they wouldn't cancel class but would cancel clinical."

Shahon and her peers will continue frequenting hospitals in the midst of the COVID-19 pandemic, with hand-washing as their strongest protection.

COVID-19 Coverage

Coronavirus myths busted: advice from the PLU Health Center

Gurjot Kang

Reporter

Over the past week, I've seen plenty of instances of misinformation about the Coronavirus spread online and in person. Just a quick scan through any social media feed will reveal numerous occurrences of COVID-19 myths—and I get it, people are getting overwhelmed and bombarded by a lot of information right now.

With multiple news media outlets providing 24 hour news coverage on the global pandemic, it's sometimes hard for students to distinguish what information to take in and what to throw away.

So, to help provide clarity to confused and worried Lutes about resources and ways to stay healthy and safe during this time, I reached out to Elizabeth Hopper, Clinical Director of PLU Counseling, Health and Wellness Services, MN, ARNP, to answer a few questions.

Kang: What are some tips and techniques students can follow if they are staying at PLU, or going back home, to stay healthy and safe from the virus?

Hopper: Wherever you find yourself, here or home, please continue to use preventive hygiene practices, as we have described in multiple communications to you. There is a new directive to limit gatherings to 50 people or less, much less is better if possible, and try to keep your meal time groups to five or less, as you continue to practice physical distancing of six feet. If you are traveling by air or train to return home, use sanitizing wipes (alcohol based) to cleanse tray tables, armrests and seat belt buckles. Around campus, generously use the hand sanitizing stations that are around the AUC and in other campus buildings, as you enter and exit, especially after touching doorknobs and handles. Open windows for fresh air and circulation on your rooms, especially when the sun is shining.

Kang: What are some common misconceptions you've seen about the Coronavirus that students should know are not true?

Hopper: 'I'm young and healthy and I won't get sick.' Young healthy adults are at slightly reduced risk but the risk you carry is that you may pass the virus, without having symptoms, to family members or friends who would be at increased risk of severe illness with COVID-19.

'I had a flu shot, so I won't get sick.' Most health experts now realize that the annual flu shot doesn't protect, even in a small way, from COVID-19. It will reduce your chances of serious flu illness, so if you haven't had a flu shot yet, I recommend one.

'Standard wet wipes are strong enough to clean surfaces.' Sanitizing wipes must be alcohol based. Most have labels describing what bacteria and viruses they kill, so read labels.

Kang: What resources on campus can students access if they are not feeling well or sick? Is there testing available, or will there be in the future?

Hopper: The Health Center will remain open and staffed by the nurse practitioners

and medical assistants, Mon-Fri, 8 a.m.-5 p.m., so if you are not feeling well, please call for an appointment.

Enroll in Lutes TeleHealth (link to this is on the CHWS webpage) and that will provide you with virtual advice and assessment. There is an after-hours Nurse Consulting Line also at 253-792-6410.

The Health Center has not been given the necessary supplies to perform COVID-19 testing. These tests are being distributed to larger area clinics and medical facilities. If you have symptoms of fever, cough, shortness of breath, we will refer you to one of the new area testing clinics. These have been opened by the CHI Franciscan Medical Services and locations and more information can be found at <https://www.chifranciscan.org/patients-and-visitors/covid-19.html>

Kang: Are there any other online or in-person resources/updates students can utilize during this time?

Hopper: The PLU COVID-19 webpage is full of online resources and information as well as a message board where you can ask questions about the virus or other concerns, FAQs and information related specifically to the PLU community.

The Tacoma Pierce County Health Department and the Washington State Department of Health, as well as the CDC and WHO websites can provide resources and education.

Kang: For students struggling with anxiety and depression, social distancing and online learning can be quite difficult. What recommendations and resources are available at this time to aid those students?

Hopper: The PLU Counseling Center is open for in-person visits, as well as virtual care. Their hours are the same as the Health Center, M-F, 8 a.m.-5 p.m.

Lute Tele-Health has a long list of therapists that you can connect with virtually. Look for mindfulness apps, and exercise routines online to help manage stress.

Kang: Anything else you'd like to add?

Hopper: During this stressful and uncertain time on campus, and for your families and friends, maintaining social contact is strongly encouraged. Texting, chatting, Instagram, Facebook, FaceTime, and Skype are some of the ways to maintain emotional connection while following the recommendations for physical distancing. Two to three people meeting for a walk around campus, sharing a picnic style meal or joining a virtual book group can be ways to stay physically and mentally active, when it might otherwise be tempting to withdraw from those around you. Consider informal volunteering: noticing an elder struggling to get groceries into their house or car, asking a busy mom in the store if you can fetch some of the items on her list for her, even being considerate about not overstocking your apartment or home with toilet paper or bottled water.

Student employees consider their options

Gurjot Kang

Reporter

The recent decision to cancel in-person classes and activities for the rest of the semester has sparked some confusion for student employees on campus.

As of now, students employees have been told that if they choose to leave PLU during this period, their jobs will still remain upon coming back to campus for in-person learning.

In an effort to help student employees maintain their weekly work hours as much as possible, students have been provided with a new option to request an "alternative work assignment program" from their supervisor.

Gracie Anderson '21, who works as the Civic Engagement Director of ASPLU, has begun considering how this will impact her job, which heavily depends on personal student engagement. It's been difficult figuring out how to substitute the impact student government has from in-person meetings.

Anderson, like other student employees, has struggled to figure out how to fill in gaps in her regular work hours. It's been difficult for Anderson to realize that important events for the semester she spent hours planning for will no longer take place. One such event included inviting Bobby Seale, co-founder of the Black Panther Party, to speak at PLU on April 1.

"We were expecting 300 people but we had to cancel it, and now I'm trying to figure out where to put those hours, you know."

However, Anderson remains positive that the event could be rescheduled to the fall or spring and appreciates the steps PLU is taking to protect the health and safety of students during the COVID-19 outbreak.

"There's been conversations happening between students, staff and faculty on how to best handle this and I really appreciate that," Anderson said. "So that gives me a lot of hope—that communication is happening."

COVID-19 Coverage

A “steep learning curve:” PLU faculty adjusts to distance learning for the rest of the semester

Brennan LaBrie
News Editor

The transition to online learning after Pacific Lutheran University’s spring break was first announced on March 7 and sent professors across PLU’s departments rushing to translate their courses for the following weeks onto an online format.

But before many instructors could figure out their gameplan, a March 15 email from PLU administration announced the continuation of distance learning until April 27 sent them back to the drawing board, as many of their prior plans involved postponing assignments and labs until April and catching up on lost time.

Then an announcement on March 16 stated PLU will continue distance learning through the end of the semester and forced faculty to begin completely reinventing their classes as full-time online classes for the next two months.

“We’re having to scramble,” said English professor Rona Kaufman. “The learning curve is steep.”

Fellow English professor Scott Rogers said that creating online courses involves a great amount of planning beforehand, with the bulk of the work for a professor taking place before the class begins. It is very difficult for professors to design and teach a class simultaneously, he said, especially when they only have a couple of days, and they can only plan ahead a week or two and not a whole semester.

“It’s extremely time consuming,” he said. “I’m spending more time on my classwork than I was before we left the classroom.”

Rogers looks forward to using spring break to spend time carefully designing the remainder of his courses. He added that while some faculty, such as himself, have experience teaching online classes and were prepared for this transition, the situation is still very stressful for all instructors. Each professor’s experience adapting their classes can be starkly different based on their preference, expertise and disciplinary norms.

“For example, while I can easily imagine my writing and discussion based course reimaged for distance education, I can’t even imagine how difficult it must be to move a lab-based course online,” he said.

“It’s extremely time consuming. I’m spending more time on my classwork than I was before we left the classroom.”

- English Professor Scott Rogers on distance learning

In a letter to faculty, Chair of the Communication Department Amy Young noted there are faculty members who are unfamiliar with the university’s course management software that’s been used since she arrived 12 years ago.

English professor Rona Kaufman, like many other PLU professors, has been using Zoom video conferencing soft-

ware to hold class during its normal meeting time.

“It was so wonderful to see everyone interact, and have people’s personalities come through the screen,” she said. “But it was exhausting. I think we could do that another week—but not another month. And more importantly – I don’t know if it’s what the students need right now. That’s ultimately what I keep going back to: what do my students need? What are they able to do? And what is most important to learn in this course?”

For Kaufman, even more difficult than teaching via Zoom has been “trying to maintain a sense of community while the community scatters, both geographically and psychologically.”

“Students are responding to the pandemic radically different ways, as are faculty and staff, and it’s hard to know how to meet everyone’s needs,” she said. “Some students are moving to different time zones. Some are working more hours. Some are taking care of families. I think we all crave normalcy and would love to go about our regular schedule and work as much as possible. But these aren’t normal times.”

Chair of the Economics Department Karen Travis empathizes with students who are dealing with a “barrage of emails” while determining whether or not to return home, while also perhaps caring for siblings, dealing with weak internet connections and losing work hours.

“I don’t know that faculty are aware enough of these challenges,” she said.

STEM classes and distance learning

PLU science professors have had perhaps the biggest difficulty in transitioning their classes online, many of which revolve around lab work. These professors attempt, as Geoscience and Environmental Studies professor Claire Todd put it, “bring the field and the lab” to their students.

“Rieke faculty are choosing a wide variety of approaches to share lab experiences with students, and for at least some of us it’s a work in progress,” Todd said.

Fortunately for Todd, her class had just finished gathering data over a two-week field lab that can now be analyzed remotely. However, for the rest of the semester she will likely have to join most of her peers in the Division of Natural Sciences in doing the labs herself and sharing the data for the students to analyze. Much of her spring break will be dedicated to developing online content, she said.

Physics professor Bret Underwood is busy adapting his Experimental Methods in Physics class, which had recently moved into a section of the course involving hand-on experience with equipment that he says “you just really need to touch in order to understand.”

In order to achieve his broad course objectives, he has to get creative. For one lab involving basic circuits, Underwood put together a “care package” of transportable equipment that students could take home and work on by themselves, in order to “keep the course limping along.”

“This took a large amount of effort to figure out how to modify, and it’s not yet clear if this mode of learning will

be successful or not, oftentimes it’s just nice to have your classmates next to you to help out. Now that Pres. Belton has extended online learning for the rest of the semester, I really don’t know what I’m going to do,” Underwood said. “I feel bad that the students are losing this opportunity, but there’s not much I can do on my end.”

One bright note is that Underwood’s students’ lab books are on Microsoft OneNote and synced to the Cloud, allowing students to access their notes remotely and for Underwood to grade them.

“You really need that face to face interaction, because that’s what we’re paying for ultimately.”
- Bill Le ‘20

Bill Le ‘20, a Chemistry and French double major, said that distance learning is difficult for him in his higher level chemistry classes due to the challenging topics taught.

“There’s a lot of meaning that is missed when you listen to a video instead of a live lecture,” he said. In addition, many of the concepts are “tricky and very niche,” and answers can’t be easily found online.

“You really need that face to face interaction, because that’s what we’re paying for ultimately,” he said.

Le is concerned about exams, as professors have resorted to assigning him “a weird mix of quizzes and homework assignments” to compensate for any cheating that may be done on take-home tests. He is most concerned about students who may not have access to wifi or scanners where they live. While this process has been difficult, Le appreciates the speed in which his professors have gotten back to his questions via email.

Looking on the bright side

Many professors note the positive aspects of this process. Travis credits PLU administration’s treatment of professors during this time.

“With one day of closing, we had a workshop available, laptops for faculty, ability to sign up for one-on-one help. Many faculty are stressed because they are not adjusting their expectations for how much content to accomplish,” he said.

Todd highlighted the collaboration between the science faculty staff as they develop new approaches to their classes while sharing their thoughts on best practice with each other.

Rogers pointed out an advantage to distance learning: The flexibility it offers students regarding when they do their coursework.

“This is particularly valuable in a crisis when our attention needs to be on families and our own well-being,” he said.

Students sound off on distance learning

Jenna Muller '21:

"Distance learning is boring, and it's not the greatest for actually facilitating real learning, but it's the best option right now to keep immunocompromised and disabled students safe."

Tori Oshiro '22:

"At first I liked distance learning, given I didn't actually have to go to class. But now after doing it for a couple weeks it's been tough. It feels like my spring break has started and it's hard to stay motivated, and get work done."

"I have decided to go home, but because I was coming from where corona is at its worst, my friends and family here at home are worried for me. I haven't been able to hang out with my friends, go out, and do things I would normally be able to do because others and myself are worried about infecting others. Also because I came back with a cold."

Ethan Trieu '21:

"Distance learning is stupid and we should just cancel the semester."

Emily Larson, '21:

"The introverted, commuter student part of me thinks it's great; I get to save money on gas and learn from home. Times are crazy - adults are being taught to wash their hands and not cough on people. I guess I prefer distance learning over having classes end.

As much as students like to complain, it's likely rough on professors who have to shift their entire class to an online format. As awkward as it is hanging out with your prof of Google Hangout, I appreciate their effort. Then again, I'm in a position where I can be sarcastic and benefit from distance learning, knowing that I will (probably) be OK. I'm sure students who are facing challenges in housing, healthcare, and access to technology don't feel the same way."

Maya Lovre '23:

"I think that this whole situation sucks but the school is doing the best they can to stay ahead of the curve and keep us safe."

Michael Angelo Castillo, '21:

"If we do distance learning for a whole semester, then why can't we get more online classes at PLU?"

Mike Smith '21:

"I'm just tryna party."

Nicolas Celebrado '22:

"The atmosphere on campus definitely has changed a bit. Especially at dinner, the Commons is just empty and there's not a lot of people here. I miss seeing everyone, and to see a lot more life on campus with events going on. Whenever I run into classmates, we mainly just talk about how we're holding up with this boredom and different lifestyle. Not a lot of us are used to online classes, and especially for people with lab intensive schedules, we don't have a chance to get that experience. Lectures have been ok so far, but I'm definitely learning that I learn a lot better in the classroom than remotely. It's a lot harder to get distracted when you're sitting physically in class. As for my family, I'm blessed to be living in the same state as them, so it's not like I have to be worried about the possibility of being stranded here. But it's still scary to think that back home is even closer to the epicenter."

Alex Shannon '21:

"I hate being home because I miss my friends."

Jared Toschi '21:

"I've resorted to just sitting around doing nothing. It's the most mundane existence ever."

Jeff Lozensky '20:

"As a senior, the school closures and event cancellations are quite frustrating and inconvenient. Being a senior I have many classes that require group projects and while it isn't impossible to collaborate on them remotely, it makes the entire process way more challenging in the long run. As an athlete I feel for all the other athletes who were unable to finish their season. Especially the seniors. Sports are a huge part of a student athlete's life and to have that taken away hurts significantly. And finally as a person I feel like these changes are causing a lot of panic and unnecessary behavior such as hoarding. If everyone just did their part and remained calm I think it would be a lot better for the community."

Tabitha Messineo '22:

"My whole track season was canceled!!!! This is bologna!!!!"

Indigenous scholars create poster project

Raven Lirio

Copy Editor

Along the walls of Pacific Lutheran University's bulletin boards, you can see the faces of various indigenous students, faculty and staff in every corner. These are PLU's Indigenous Scholars.

Founded by seniors Elle Sina Soerensen and Mathilde Magga for their interconnections class, the project sought to show how Indigenous people are present on campus and a part of the campus community.

"Many of us have experienced meeting people who claim that they have never met Native people before," Soerensen and Magga said in an email interview. "We wanted to create a project that could show our campus community that we are here."

The two students spoke at the Saami Day lecture in the Scandinavian Cultural Center about their experiences being native Saami people and their identities on campus.

"We decided that we wanted to invite students, faculty and alumni who identify as Native to come and take a photo and share something with us, either what being Indigenous means to them or maybe what they see as Indigenous scholars," said Soerensen and Magga.

A photoshoot was set up in the Neeb Center where people could come in to participate. Their quotes and photos were used to create individual posters to go up around campus.

When questioned about their project name, both Soerensen and Magga explained the difficulty of the task.

"The title Indigenous Scholars was mentioned, but many of us backed away from the term scholar, as none of us had seen ourselves as scholars before. We had to spend a long time unpacking this, talking about why that is," Soerensen and Magga said. "In the end, we all agreed that we need to start trusting ourselves and our Indigenous knowledge more. We are Indigenous scholars."

A compilation of all posters can be seen at the bottom of the AUC next to the Clubhouse and across from the Diversity Center.

"It is important that students and faculty are aware of minorities on this campus and some of the struggles we face," said Soerensen and Magga. "Most of our Indigenous lutes are not always recognized as Indigenous, and if they are they often become exoticized. Thus, this can create a sense of loneliness and detachment."

For both Soerensen and Magga, this project meant creating a better community for everyone and informing people why Indigenous stories matter.

"Caring for our Indigenous PLU community and getting the opportunity to study and pursue issues like these is probably the most important aspect of our PLU experience," they said. "We are beyond grateful to attend a school that has room for challenging spaces and structures in our institutions that we believe need to change."

Soerensen and Magga wanted to thank all of the people who worked to make the project possible and for the people who shared their stories.

"We are incredibly grateful for all our participants and their bravery in showing up and standing up for themselves and their communities," they said. "The stories told are beautiful and we hope that the PLU community will read them and enjoy them as much as we enjoyed putting it all together!"

ASPLU postpones elections until April

Chloe Wilhelm

Online Editor

ASPLU elections have been postponed to April due to an increase in COVID-19 preventative measures on campus.

Executive elections were originally set to open on Wednesday, March 11. However, students attempting to vote that morning were met with technical difficulties and missing ballots. Later that afternoon, ASPLU announced the decision to postpone on Twitter.

"Due to the rise in COVID-19 preventative measures increasing on campus and advising from

Student Life, ASPLU will be postponing the Executive Elections until further notice," ASPLU said. "We will update students on the change in timeline, and students should expect an email from Student Life."

More information was provided later in the day through an email sent by Student Life.

"The health and safety of students is our primary concern and we understand the importance of having a proactive response to COVID-19, instead of a reactive response," the email said. "The current ballot has been removed and students will

have an opportunity to vote in the Preliminary Elections after Spring Break."

"We believe that this is the best decision that supports the wellbeing of students and the integrity of the ASPLU elections," Student Life said.

The new ASPLU election timeline is as follows:

ASPLU Preliminary Elections 2020:

Campaigning ends April 8, 2020, 11:59 p.m.

Voting open April 9, 9 a.m.

Voting closes April 10, 5 p.m.

Results posted April 10, 8 p.m.

ASPLU General Elections 2020:

Campaigning begins April 11, 2020, 12 a.m.

Final Debate - April 13, 6 p.m.

Campaigning ends April 15, 11:59 p.m.

Voting open April 16, 9 a.m.

Voting closes April 17, 5 p.m.

OPINION

Stubble in paradise

John Evanishyn
Guest Writer

The only unsettling part thus far in my study abroad in Costa Rica is the absence of conflict. As an American, riddled with anger over environmental injustices and governmental corruption, I feel a bit conflict-starved here.

Costa Rica is like some near perfect person who scares you with how little you can find to dislike about them.

Upon a class trip to the Costa Rican island of Chira, I was certain I had found some dirt on the country. On the island we stayed in cabins owned by two ladies, Lili and Dora, Las Damas, as they called themselves. In a lecture, Lili gave us an oral history of the island. Chira was traditionally a machismo (male-dominated) society. The men fished and left all other tasks up to the women. As the women cleaned their homes, cooked, and raised and educated the children, the men fished with no regard for the possibility of fishing too much.

“Costa Rica is like some near perfect person who scares you with how little you can find to dislike about them.”

At this point in Lili’s story, I was certain I had proof Costa Rica wasn’t the perfect country it appeared to be. But the story went on.

Ten of the island’s women, unhappy with their society’s structure, formed a women’s association. They did this only after the men had nearly emptied the bay of all its fish, leading to mass job loss, and resortment to alcoholism and some cases of domestic abuse.

The ten women who were unafraid to stand against the machismo society decided it wasn’t worth their effort to change the minds of men. Instead, they focused on themselves. Their first order of business: build a boat. With government funding and technical support, the women built their own boat to use in getting to the mainland for better women’s health care.

Second order of business: form a fire brigade. Fires were a common occurrence on Chira. In fact, fires were as common as the number of islanders who chose to burn trash on windy days. Any time a fire sparked, the men would let it burn the island’s pastures and forest. The men, as self-proclaimed fishermen, refused to be firemen. So in response, the island was gifted with firewomen.

Next on the agenda: self-actualization. Dora and Lili both had dreams of running a restaurant and lodging facility. By hand, the women’s association built the cabins we stayed in and the kitchen we sat in as Lili told her story.

In their drive to break from the oppressing society, the women’s association changed minds. Now, in 2020, men see themselves as more than just fishermen. Some are painters, others are tour guides, or bakers. Many of the island’s men are now working to protect and restore the fish populations of the bay, and Lili is the island’s representative in government.

Certainly somewhere in this country there are conflicts and injustices, but most that I’ve learned about while being here show that Costa Ricans are willing to change for the



John poses for a photo in the grass during his study away experience. *Photo courtesy John Evanishyn.*

The “new” college experience

Caitlin Klutz
Opinion Writer

When the phrase “college students,” is spoken, the thought of commuter and “untraditional”, transfer, parent, or even a combination of all three, students rarely come to mind. The college experience is changing with the numbers to prove it.

Every year, students of all kinds flock to the open campus of Pacific Lutheran University for many reasons, students find the programs that fit their wants, they like the style of campus, friendly faces, or they prefer smaller classes. The traditional way for any prospective college student seems to join the fall after high school graduation, live on campus, then proceed to go through a four-year bachelor’s program in the career of their choice.

However, over the years this path to education has changed, not only for PLU but other colleges around the country. At PLU, students have the chance to live off-campus, or at home for the duration of their education.

Of the school’s student population, I am a part of the 55% commuting students. I reside in Fredrickson, Wa, making a 15-minute drive to campus. On a good day, I’ll only have to drive to campus and back home once.

Tristan Alamo ’21, a business marketing major, lives in Sumner, Wa, and takes a 20-25-minute drive to campus every day.

“Being a commuter student differs for me, having to wake up a little earlier, making sure I have everything I need to take for campus that day, and sitting through traffic and dealing with parking,” Alamo said.

He also works part-time in Sumner, averaging 20-25 hours a week. Getting on and off-campus, attempting to be present at school events, and trying to tackle life outside of classes can be difficult.

Coming and going from campus is a difficult part of being a commuter student, however, the lack of connections that commuter students have with other students can also be tough.

“It’s true that there is an experience that you get while living on or very close to campus, but that doesn’t make me any less of a true PLU student.”

Sarah Krogstad ’21, a music education major, shared some of her own commute-student struggles.

“The students are nice, yet I feel like I’m not a part of the student body completely because I’m not on campus 24/7,” Krogstad said.

With working, driving time, and distance itself, there is an absence in the connection that a lot of commuter students have with on-campus students.

There are some people with pre-existing notions that the only way to get a college degree is to enroll in the fall after high school and live on campus, soaking in the atmosphere of other students around each other. I’ve had family come up to me, non-intentionally throwing down my own college experience with phrases like, “Oh, it’s a shame that you’re not getting the real college experience.”

It’s true that there is an experience that you get while living on or very close to campus, but that doesn’t make me any less of a true PLU student. The “college experience” is changing, it’s different for everyone. It’s our job as commuters to make connections with other commuters, changing the college experience.



Photo by Sheridan Moore

Study Away in Norway cut short due to global travel bans

Juliana Andrew
Guest Writer

A week ago, I was conflicted on the severity of the COVID-19 outbreak and pushed it to the back of my mind while my boyfriend and I traveled to Greece. It should be noted that I always travel with Clorox wipes and extra hand sanitizer, so these extra precautions did not seem out of the ordinary for me. Jared and I got back from Greece on March 8 after a really wonderful trip.

There were a few people wearing masks and several cautionary signs regarding COVID-19, but just about everything else was normal. Two or three days after we returned to Oslo, the Norwegian government issued a statement requiring anyone who entered Scandinavia after February 27 to self-quarantine (effective retroactively). So, Jared and I went on a big grocery run, bought lots of food and toilet paper, and prepared to bunker down in my tiny circular apartment for 14 days.

At this point, I had received a few emails from PLU regarding COVID-19 developments; all very reassuring, stating that PLU and the Wang Center were keeping a close eye on the situation and would update us if and when necessary. They even gave the option to return to the US early. The next morning, however, I received an email from PLU requiring all students studying in Europe to return to the United States, not optional unless we signed a waiver. Jared and I were faced with a predicament: finish our quarantine and try to leave 14 days later, potentially risking stricter travel restrictions into the US at that time, or break quarantine and risk potentially being turned away at the Oslo Airport, leaving us stranded with nowhere to stay not to mention exposing others if we did have the virus.

Another option was to ride it out in Norway, a country with free healthcare. Who knows, maybe everything would have returned to normal after just a few weeks. After a day of discussing options with each other and our families and calling every resource either of us could think of, we decided to book tickets home two weeks out and hope for the best.

The day after we booked our tickets, Norway announced it was closing its borders. I have since received word that Norway is allowing tourists to return home, but at the time, even airport workers told us that the Oslo Airport would be closing completely.

Regardless, in less than 24 hours, we packed, cleaned as much as we could, gave our leftover food to some friends who came early in the morning to say goodbye, and were on our way to the Oslo Airport. Unfortunately, someone from the apartment housing staff will have to clean what we couldn't. I'm hoping that given the extenuating, and rather extreme, circumstances, they will find it

in them to forgive me, preferably without fee.

I have to say, wandering the streets, taking public transit, and entering public buildings while I was supposed to be in quarantine made me feel a little like a jail-breaking inmate. The whole experience was nerve-racking. We didn't know if the airport would let us check in, could they see our travel history when they swiped our passports? It didn't help that the bag-check lady had to swipe



Photo by Juliana Andrew

said passports four times, resulting in an unpleasant beeping noise each time. I'll never know what the noise meant, but we were able to check in, and once we made it through security, we each noticeably relaxed.

The relaxation was short-lived, however, as we weren't sure if our flight would be canceled until we were seated and on the runway. There were definitely more people wearing masks and airports actually had announcements regarding COVID-19 precautions that came over the intercoms.

People are on edge, and I can't say I'm too much better. I'm definitely bummed about leaving Norway before I've spent even half the time I was supposed to living there. I'll miss having my own apartment, however tiny it may have been, decorated the way I liked, with the freedom to cook whatever I wanted, whenever I wanted, and the view of a beautiful waterfall right under my window. Oslo transportation is so easy to navigate and makes me feel like a better global citizen because I'm not driving.

On a similar note, the Norwegians really know how to recycle! Just by being there, I felt like I was lessening my own carbon footprint. Not to mention, Jared and I had some really incredible trips planned. I realize, however, that with the rapidly-changing nature of this pandemic and governments' responses to it, everyone feels more at ease when there are fewer unknown variables (i.e. being home rather than in a relatively unfamiliar city). We also read online that Norway is now fining 20,000 NOK, roughly \$2000, for breaking quarantine!

We were handed a symptom form while boarding our flight from Iceland to Seattle. When we landed in Seattle, we were asked to wait on the plane while we filled out an extra form, emergency contact paperwork. Immediately after deplaning, we were met by CDC officials armed with thermometers. We handed our previously completed symptom forms to the officials, who took our temperature, recorded it, and sent us on our way. I did see a few people who must not have passed the temperature screening being questioned on the side. After the CDC screening, we went through customs as usual.

Our flight to Anchorage was the fullest out of the three flights we took, the first time we had a third person in our row. I had a hard time falling asleep that night, which is odd because 18 hours of travel and horrible jet-lag should have been enough to knock me out. I woke up the next morning missing my teeny tiny, circular apartment, the waterfall, the bridge with changing colored lights, the covered market on the other side, and realized my difficulty sleeping could have been due to the fact that I'd grown accustomed to the noise of the water crashing outside my window. It's very quiet here.

The decision to leave Norway was not an easy one. Given the uniqueness of the situation, PLU did the best they could. There's no way to know whether or not coming home was the "right" decision. If, a month from now or more, coming home seems like an overreaction, I just need to remember that means our efforts paid off. As much as I loved my time in Norway and wish I could have stayed, I don't know how much I would have enjoyed it under strict quarantine and I'm glad I have happy, healthy memories of Oslo to hold on to.

Spooked Lutes: Haunted Harstad part two

Emily Groseclose
Reporter

Ever had relationship problems? After these stories, you'll be glad that your problems don't involve jealous ghosts.

Once again, I consulted Twitter for some hauntings on the PLU campus. Last month, we focused on Harstad... Well, this month focuses on Harstad as well, but this time with romance.

Tess Olsson's lover has had multiple spooky moments, but I think this one takes the cake:

"My partner had Christmas lights hanging in her room, the kind with the big bulbs. She plugged them in to the wall light above her bed to turn them on and unplugged them to turn them off. There's only one side that is plugged into anything, the other side is just taped up on the wall. She texts me one day saying "check your Snapchat." I

open the app and see a video of her Christmas lights flashing, the way lights do when they're about to go out, except they're not going out. And then the video pans down slightly and zooms in to one end of the cord. And it's unplugged. The Christmas lights are unplugged and somehow flashing and *on*"

Kaliak Griffith, who plans to attend PLU next year had a strange encounter while waiting for their partner to return for movie night:

"Okay so I don't attend PLU but my partner does. One night, we're chilling in the lounge of Harstad's 4th floor. We were getting ready to watch a movie, and they went to get a blanket. I'm chilling on one of the couches. Then I look over to one of the arms chairs, and there's like, a blurry sort of figure that looked crouched over behind the chair. It was looking at me pretty intently, and all I could seem to do was stare back at it. Then my partner came back into the room, and I looked over for a second and looked back, and it was gone."



Photo from flickr.com

Academic attendance policies unfair to student with disabilities and undiagnosed health conditions

Lucy Trenary
Copy Editor

As an English major, I have had similar attendance policies in most of my classes: I get two or three excused absences, and then every class I miss after that results in the loss of an entire letter grade. These policies assume that the absentee is being lazy or careless, when in reality they could be facing health issues.

One of the most universal experiences among college students is receiving the syllabus on the first day of class, and anxiously turning to the paragraph on attendance policies. Some professors have strict attendance guidelines, stating that grades will be docked if the student misses even one class. Some are more moderate, where students have a few days' leeway before points are deducted. And some are lenient, choosing not to grade students on attendance at all.

Every professor has a valid purpose for their policies—lab classes, discussion-based classes, and language classes would be difficult without students there to participate, for

instance. However, some attendance policies, specifically the strict ones, can be able-ist and harm some students more than help them.

It can be difficult for students with undiagnosed health issues, chronic conditions, and/or disabilities to make it to class every day. There is the option of utilizing the Office of Accessibility; however, many conditions do not qualify for aid. While students can speak to the professor on their own time, it seems unfair to force a student to disclose their health conditions to every professor they have during their time in college.

“Such strict policies can motivate students to participate, but they can be anxiety-inducing for students as well.”

Through the Office of Accessibility, qualifying students with disabilities can receive aid such as extended time on tests, the ability to record lectures, adjustable tables, and many more accommodations. This is an incredible resource for many students; however, it does not apply to students with undiagnosed health conditions or disabilities. These factors can be unpredictable, sometimes leaving students in situations where they must choose between their physical/mental health, or a grade.

I had the opportunity to sit down with two students at PLU, a theatre major and an art major. Kylie Steves '21 and Celeste Jessop '21 both concurred that attendance policies should be enforced, but they should not be so strict. Referring to classes that have severe policies, they suggested that instead of docking an entire letter grade per absence, it would be more reasonable to deduct a smaller percentage to provide leeway for health emergencies.

Another English major, Daylyn Carrigan '22, responded to a poll regarding students' opinions on attendance policies. She agreed with Kylie and Celeste that they “can be helpful, but also unfair to students...with undiagnosed health conditions.”

Such strict policies can motivate students to participate, but they can be anxiety-inducing for students as well. There is a need for at least some regulation of attendance—students must be held accountable and attend class in order to be successful. However, the rigidity of some of the current attendance policies at PLU can put students in uncomfortable positions. Mental and physical health of the students should be taken into consideration when these policies are being created.



Photo from wikipedia.com

Residential Life announces renovation of Kriedler and changes to themed wings in Ordal and Stuen

Emily Groseclose
Reporter

Nobody really likes change, and PLU students have gotten plenty of that lately. Along with the shift to distance-learning this semester, PLU decided to shut down and revamp Kriedler for the 2020-21 school year and shift residence hall assignments and themes.

In an email sent out to those who applied to Kriedler, Stuen, and Ordal, Residential Life explained that Kriedler will be closed for the 2020-21 school year and residents that applied to Kriedler will now be living in Stuen. The Diversity, Justice, and Sustainability (DJS) community of Stuen will now be living on the 2nd and 3rd floors of Ordal, and the returning students that would like to live in an unthemed wing will do so in the two remaining unthemed wings of Ordal.

Now, I've heard a lot of students' opinions on this change, and here's what I have to say: it's going to be fine.

The change comes amid what Residential Life called a “downturn in enrollment,” meaning that there were so few new students coming in next year that they were able to shift an entire residence hall out of the picture. So, even if the residence halls in use will be full, they won't be any more crowded than they are now. Besides Hong, maybe. That place is empty.

And if the themes are your top priority, that will be fine as well. There's still opportunity to live in an unthemed residence hall in Ordal or Pfleuger. Besides, I personally lived in Hinderlie my first and second years, and the community that a theme brings together is quite enjoyable.

I understand the need to live in a place where you feel most comfortable, and, for many, their top choice was Kriedler. However, Stuen was just renovated a few years ago, so their rooms are quite nice!

Even though the rooms are a bit smaller, there will still only be one bed in the room, adding space to what could have been a cramped situation. I mean, come on, people. Two people live in those rooms at one time. You can live there by yourself. And if you can't for reasons pertaining to a disability or other illness, PLU will gladly accommo-



The main lounge in Kriedler hall. Photo by PLU Residential Life.

date you and find a way to give you the accessibility that you need.

Besides, when we come out of the 2020-21 school year, Kriedler will be brand spanking new! I mean, have you seen it lately? It needs it. So really, I think this will be quite beneficial in the long run and I don't see any need to worry about it. Good luck selecting rooms, though. Whew. Live long and prosper.

2020 Wang Center Symposium confronts the issue of polarization

Gurjot Kang
Reporter

Every other year, the Wang Center invites numerous professional and academic speakers to take a closer look at a specific global issue impacting communities around the world through unique and diverse standpoints. The central issue for this year's symposium was one that many students and faculty at Pacific Lutheran University are no stranger to, especially given the current tense U.S. political climate between opposing parties and ideologies. The theme for this 9th Biennial Wang Center Symposium was "Disarming Polarization: Navigating Conflict and Difference."

Students and staff popped into the various lectures scheduled throughout March 5 and March 6.

The key-note speakers each took varied approaches to addressing polarization. Lecture topics featured discussions on bridging religious divides, reproductive rights for womxn of color, immigration, mobilization, democracy, and the constructs of identity.

For student Bayley Gochanour '21, double majoring in Global Studies and Hispanic Studies, this year's Wang Center Symposium brought an exciting opportunity to connect lessons from guest speakers, outside of the PLU community, to her work in the classroom.

Over the course of two days, Gochanour opted to attend three different events, including the final program, with philosopher and cultural theorist Dr. Kwame Anthony Appiah, on "The Uses and Abuses of Identity." Gochanour, who wandered into the lecture for class credit, found herself departing the scene with reflective thoughts on the significance of bridging conversations around identity and combating tribalism, even at PLU.

She was inspired by Appiah's discussion on the generalizations humans tend to make about each other, prior to even meeting.

In his lecture, Appiah discussed the need to reform and revolutionize our ideas about identity, resulting from generalizations. He also emphasized the importance of changing the way we teach children about identity.

At PLU and college campuses across the nation scenarios of polarization between students arise all the time in and outside of the classroom. Gochanour recognized that identity can play a huge part in these conversations, especially around privilege.

"If I don't hear the other side—perspectives, opinions and values that are different than my own—I'm never going to be able to gain a perspective to help me rethink certain issues," Gochanour said.

For PLU, the clashes between students from lower and upper campus can often come across as a form of tribalism.

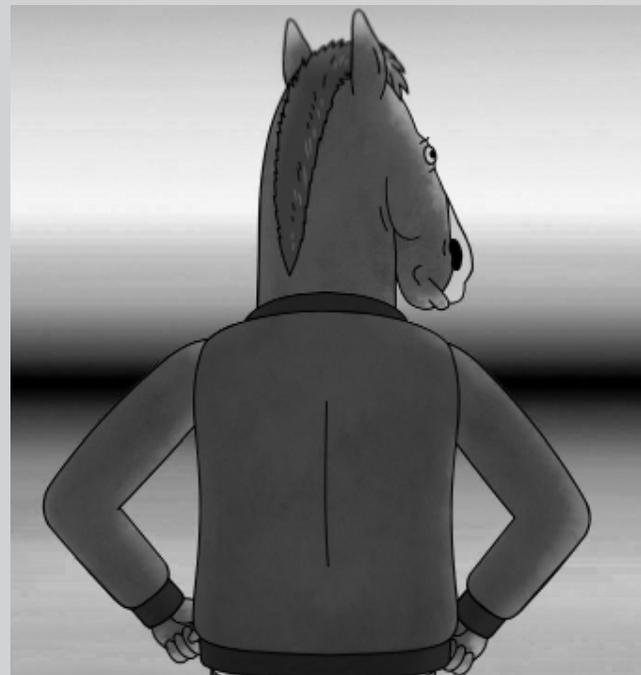
On one of her first visits to PLU, Gochanour saw this sense of tribalism in action when various students gave her their different takes on where she should apply to live on campus. These opinions, which she viewed as immature, almost influenced Gochanour to not attend PLU.

"As far as combating [tribalism], we talked a lot about that in the athletic committees I'm on," Gochanour said. "I think conversation and understanding goes a long way."

This is the mission of the Wang Center Symposium: to encourage the PLU and surrounding community to participate in a larger dialogue on difficult topics and understand viewpoints different from their own.

"It honestly makes me so happy to see students here," Gochanour said. "There is so much to be gained from hearing a perspective from someone that is not living in Tacoma. I think bringing in guest speakers is super beneficial in so many ways."

The symposium is part of a continuous effort by the Wang Center to introduce global perspectives to the approximately 50 percent of PLU students who often don't get the opportunity to study abroad during their time at the university.



Graphic by Netflix

BoJack Horseman Wrap-Up & Review

Kendan Bendt
Copy Editor

on him and his past wrongdoings.

The beginning of the year marked the end of one of the greatest modern TV shows.

A Netflix Original, *BoJack Horseman* is an animated series which follows the life of the titular character, an anthropomorphized horse and former celebrity and on-again/off-again actor. Anthropomorphization of characters is a frequent technique in an otherwise serious show.

BoJack Horseman investigates the nuances of trauma, mental illness, and substance abuse. This is important, as the show does not shy away from covering these difficult topics and makes them the focus of its attention.

*Stupid Piece of Sh*t* from Season 4 is the most effective and nuanced portrayal of self-hatred and depression I have ever seen in television. It is mostly stream-of-consciousness, with a sketch-like inner world creating BoJack's inner thoughts as he berates himself for being, well, a stupid piece of sh*t.

Season 6 covers the actions of the titular character finally catching up to him. As he attempts to right his wrongs and make up for his actions towards the people around him, a pair of investigative reporters seek to land a scoop

As with the rest of the show, Season 6 captures the nuances of both mental illness and addiction with a main character whose arc demonstrates the effects of both. BoJack's constant battles with substance abuse form the bulk of his story, as the penultimate episode, *The View From Halfway Down*, beautifully exhibits how his addictions affect both him and those around him over the course of his life in a dream-like sequence where he comes to terms with the impact he's had on others.

Season 6 ends on a hopeful note. While BoJack has alienated several people close to him over the course of the show, it ends, as he talks to his friend Diane Nguyen (a character who often plays foil to his mental health issues with her own) on a roof about the future, and the tone maintains a hint of positivity.

As with the rest of the show, what seems to be a depressing and tragic dive into the human (or in this case, horse) psyche in the end gives the viewer hope for the future. No matter how many mistakes BoJack makes, he is still alive, and he still has time to live in a better way and improve himself.



Photo by Gurjot Kang

PLU satirical newsletter Seven@7 leaves lasting impact on campus

Raven Lirio
Copy Editor

Most mornings students prefer to drink coffee, but sophomores Brice Wilbanks and Nathaniel Lackey start sharp at 7 a.m. with a daily dose of fresh tea—that is to say the daily gossip.

“Seven@7 was a satirical e-newsletter that included seven cards of information including featured campus news, campus events and the lunch and dinner menu,” said Lackey. “Most of our content for our featured cards came from our very own Tealine which allowed for our readers to send in anonymous “tea” about different information that they heard on and around campus.”

The two students lead a team of seven people that gathered news and wrote for the well subscribed newsletter. Founded by Wilbanks and Lackey, the other members were Savannah Pratt, Kristin Moniz, Sabrina Pietron, Nolan James, and Trey Robak.

“Seven@7’s main goal was to promote campus news and information in a digestible, satirical and engaging way,” said Lackey. “Through our lighthearted content, we wanted to create a space to raise awareness for all campus clubs,

organizations and programs.”

The newsletter went out every morning at 7 a.m., hence the name Seven@7. It was customized each day with a different fake, satirical position for all the writers involved, including a custom title for individual subscribers at the bottom of each letter. The bite-sized leads led many students to crave reading their short and witty bylines.

“We reached 533 total subscribers with 35 unsubs,” said Wilbanks.

Wilbanks was often seen in the Commons trying to get students to sign up for the subscription. It was completely open to students, but also faculty, staff and alumni to read the happenings on campus.

On March 13, Seven@7 sent out their last email for the semester as campus shutdowns lead most students heading home with the shift to online courses.

“Keep reading. Keep sending us your feedback. We need you, and for that we are eternally grateful to have you as a member on our team,” Seven@7 signed in their last email.

While Seven@7 ended bittersweetly right at the height of its growth, the team were proud of all their accomplishments in the short time span it lasted. They were able to launch an Instagram page (@thesevennews) and were in the process of launching a Twitter, Facebook, Tinder and Tik Tok all with the same handle with their own landing page to store all their content.

When asked about the possibility of returning after the break, Seven@7 left the answer open.

“We will see,” said Lackey. “We always take things day-by-day at Seven@7.”



Graphic by Seven@7

I am very okay with this

Peyton Noreen
Reporter

Netflix’s *I Am Not Okay With This* marvelously combines all of the bingeable, engaging, and relatable elements of a great series.

While it may seem like another series filling the demand for a supernatural teen dramedy, Netflix made a momentous choice with the characters: giving us a gay female lead and a best friend who unapologetically defies traditional masculinity.

No episode feels slow or dragging, something refreshing in a show.

The show follows a teenage girl, Syd, as she struggles with the death of her father, her emerging sexuality, and newfound telekinetic powers. When Syd’s best friend Dina starts dating a popular football player, she feels bothered in a way that doesn’t seem normal. When Dina ditches her for a pep rally, Syd be-

comes friends with weird-kid Stanley, a casual pot dealer with an impeccable sense of style and offbeat taste in music.

As the story progresses, Syd’s powers grow stronger, paralleling her escalating insecurities and emotions. Everything builds to an explosive ending at the homecoming dance, leaving the show on a cliffhanger and ready to embrace a second season.

Episode one opens with a shot of Syd running from police, absolutely drenched in blood, and followed by a voiceover of her saying, “Dear Diary, go f**k yourself... just kidding.”

From the first shot, *I Am Not Okay With This* sets a very self-aware, irreverent tone — something that stays consistent throughout.

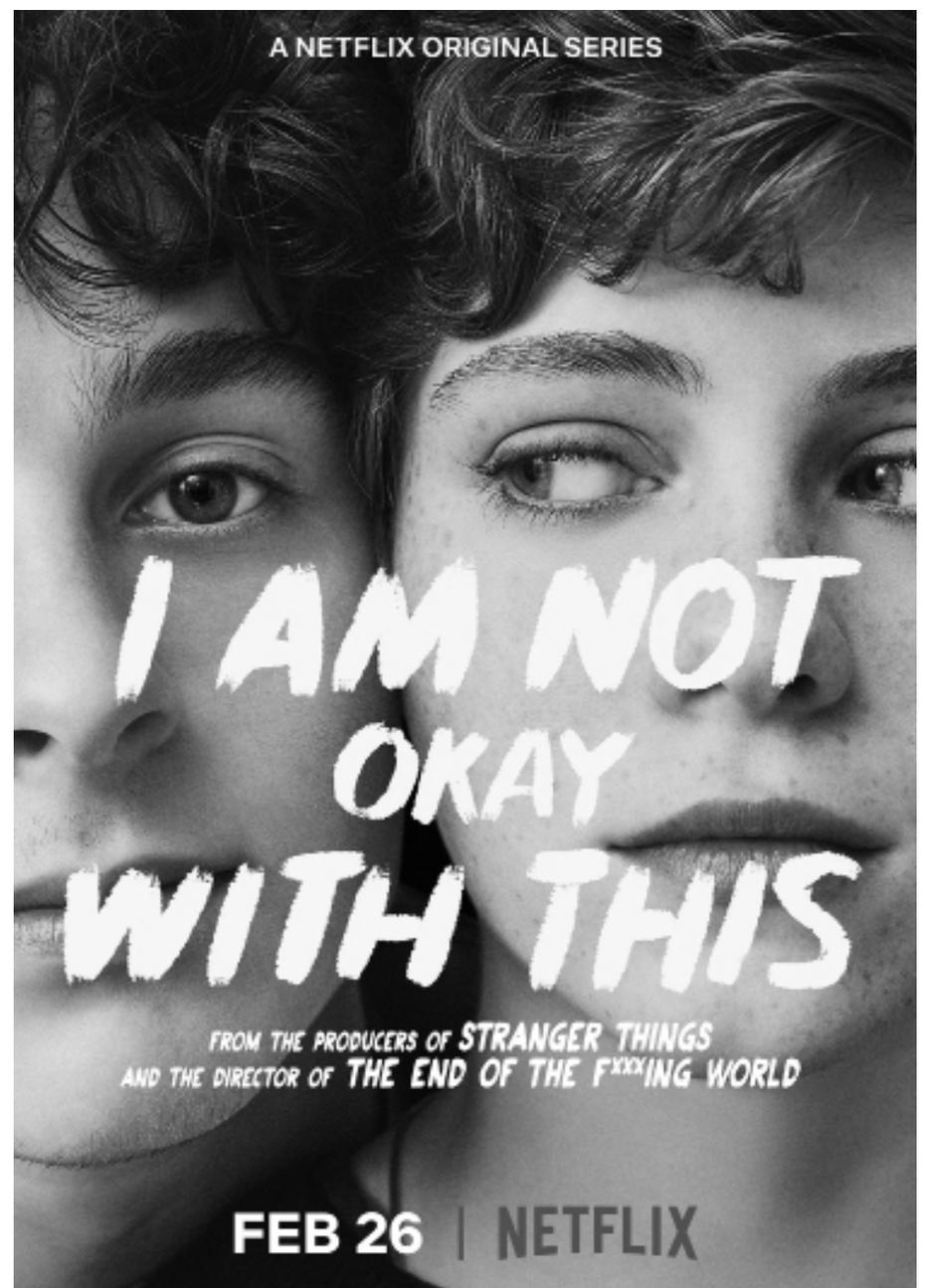
The directing style of *I Am Not Okay With This* was very on-brand for teen Netflix shows these days. It’s that dully tinted, medium shot jumping to the next with a slightly obscure 80’s chorus accompanying it. The strength of this directing style, while it may not be the most interesting to look at, is that it lends

itself to fantastic pacing. No episode feels slow or dragging, something refreshing in a show.

Did I mention the perfectly crafted soundtrack? I will definitely be grooving on this for weeks. In tandem with great song selections, the show created its own fictional indie band. Bloodwitch is responsible for nearly half of the music in the show, and yes, they are on Spotify.

The acting was adequate but I was in no way blown away by it. Lines were often delivered awkwardly, and actors seemed vacant at times. However, this didn’t seem to take away from the show at all. This world embraces teen clumsiness in a way that feels so familiar to all of us.

An irreverent tone combined with snappy editing, a well chosen soundtrack, and lovable characters makes *I Am Not Okay With This* quite a charming watch that I would 100% recommend. So if you’re looking for something to watch alone in your room between your online classes, this could be the show for you.



Graphic by Netflix

SPORTS

Athletes struggle to find outlets for exercise both on and off campus due to fitness center closures

Kiyomi Kishaba
Opinion Editor

One week ago, the Names gym bustled with athletes and students grinding to 80's music blasting over the speakers. On Saturday, March 14th, the gym was silent.

After the initial move to distance learning two weeks prior, the Names gym remained open for teams and general use. Throughout that week, gym workers took safety precautions to maintain a sanitary exercise environment. Junior Nicole Waldron, who worked at the front desk, said they put out spray bottles and rags to encourage gym-goers to clean equipment after use. Janitorial staff also began deep cleaning the space twice a day.

However, once the Northwest Conference made the decision to cancel athletics on March 13th, the gym followed suit and closed its doors out of concern of spreading COVID-19. For athletes, this means not only no more competitions, but no access to strength training.

Seth Koivisto, a member of the men's swim team, lifted in Names gym five days a week prior to its closure. He recognizes the danger of germs spreading in the gym, and understands why the decision to close the space was made. However, he now has to find alternate ways to stay in shape for next year's swim season.

"It's going to be difficult for sure," said Koivisto. "My housemate and I did a body-weight push-up workout today, but there's no way we're gonna be able to lift normally. We just have to make do with what we can, and then get back into it when things reopen."

As athletes struggle to find other outlets for exercise, Names gym workers mourn the loss of their income source. Waldron and her coworkers realize the importance of keeping the virus from spreading, but like some other student workers on campus, they no longer have a way to make money.

With COVID-19 continuing to wreak havoc around the world, many people are suffering the same loss as PLU's student workers. As we Lutes start heading home for spring break, let's do what we can to support and help our communities.



Photos by Isaiah Shim



Virus outbreak causes domino effect for national & college sports

Isaiah Shim
Sports Editor

Chesapeake Energy Arena in Oklahoma City, Oklahoma buzzed with excitement as the game between the Oklahoma City Thunder and Utah Jazz was about to tip-off. Excitement and anticipation soon turned into confusion as the game had not been started yet and the officials were in intense discussion with both head coaches at mid court. Even the broadcast announcers were confused as to what was taking so long. Soon, the coaches dispersed and both teams started to head towards their locker rooms, and fans started to head for the exits.

On March 11, the game between the Jazz and Thunder was postponed after news broke that one of the Jazz players had been quarantined and tested for COVID-19.

This was the first domino to fall.

Less than an hour after the game was postponed, it became public knowledge that Utah Jazz center Rudy Gobert tested positive for COVID-19. Four minutes later, NBA Commissioner Adam Silver declared that the NBA will be suspended indefinitely. Commissioner Silver later announced that the NBA would only be suspended for 30 days. In an interview with TNT's "Inside the NBA" Silver said, "Even if we're out for six weeks, we could still restart the season."

"The notion of at least 30 days is just to try to give people some guidance. This literally changes hour by hour, as far as what we know," he said.

Although the NBA will reevaluate their status eventually, this was a monumental decision that rocked the sports world, setting off a chain reaction of events that has never been seen before.

Shortly after news about the NBA broke, college basketball started to follow suit. Many conferences, both men's and women's, decided to cancel their conference tournaments. The significance of these cancellations was that the winner of a conference tournament received an automatic bid in the National Collegiate Athletic Association (NCAA) tournament, more commonly known as March Madness.

Speaking of March Madness, shortly after conferences shut down their tournaments, the NCAA entertained the idea of having empty arenas, and only allowing players, coaches and family to attend the games. However, the NCAA later made the decision to cancel March Madness entirely, ending the winter sports season.

In an official statement released on March 12, the NCAA revealed that along with winter sports ending early, spring sports would be affected as well.

"Today, NCAA President Mark Emmert and the Board of Governors canceled the Division I men's and women's 2020 basketball tournaments, as well as all remaining winter and spring NCAA championships."

So how does this affect PLU? These decisions made by the NCAA apply to all levels of collegiate sports, not just Division I. Division II and Division III sports are affected by these rulings as well and will have to shut down their spring sport seasons.

Head coach of the Track and Field team Adam Frye was shocked by the decision.

"I didn't expect that to happen so quickly. However, as the situation continued to develop and I learned and read more, I understood their desire to take decisive action."

With so many athletes on one team, 66 to be exact, Coach Frye was adamant in telling his athletes to keep things in perspective.

"My message to the team was that it is ok to feel sad, upset, frustrated or disappointed. Having the season cancelled is unprecedented and unexpected."

He also wanted them to know that the situation goes beyond sports.



"This crisis is bigger than athletics and we have to prioritize the health of our community. We also need to recognize the impact this will have on our economy and for everyone's ability to make ends meet, especially those who are most vulnerable."

For athletes in any sport, this leaves a huge void in terms of fulfillment of their mind and fulfillment of their daily routines.

One of these athletes is sophomore track and field athlete Tabitha Messino, who is finding it hard to adjust.

"When I found out the whole season was canceled, I went from four hours of training a day to bingeing Love Is Blind on Netflix. Currently looking for a job, dreading running on my own and trying to remember where I put my laptop charger so I can read all of these emails."

This sudden change is one that no one saw coming, and the timing quite frankly could not have been worse for spring sport athletes.

"Every spring athlete works their butt off for six plus months only to have their season stripped away from them," said sophomore baseball player Jordan Haworth.

"All we can do now is try to stay positive and make the best of it all," he said.

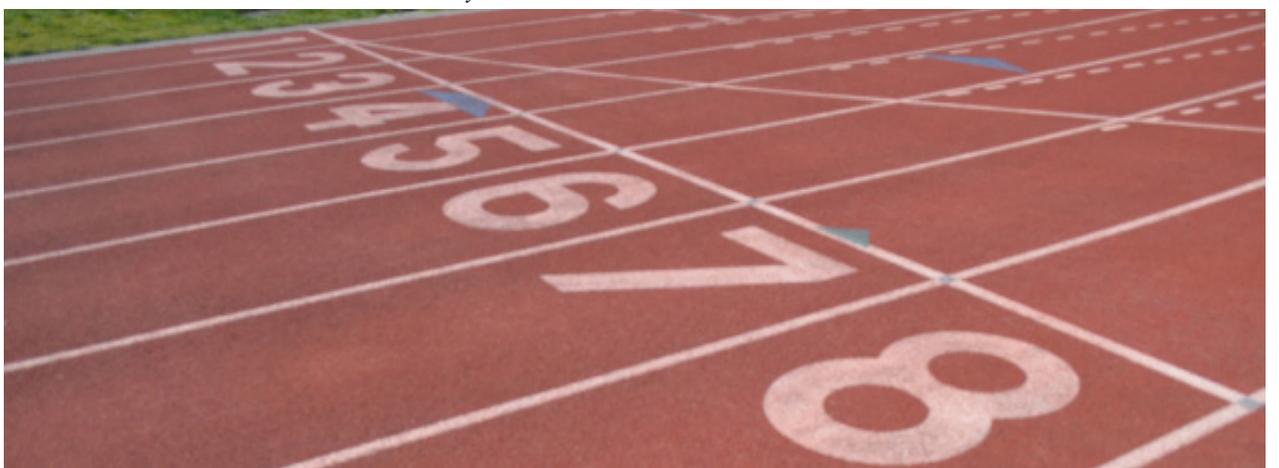
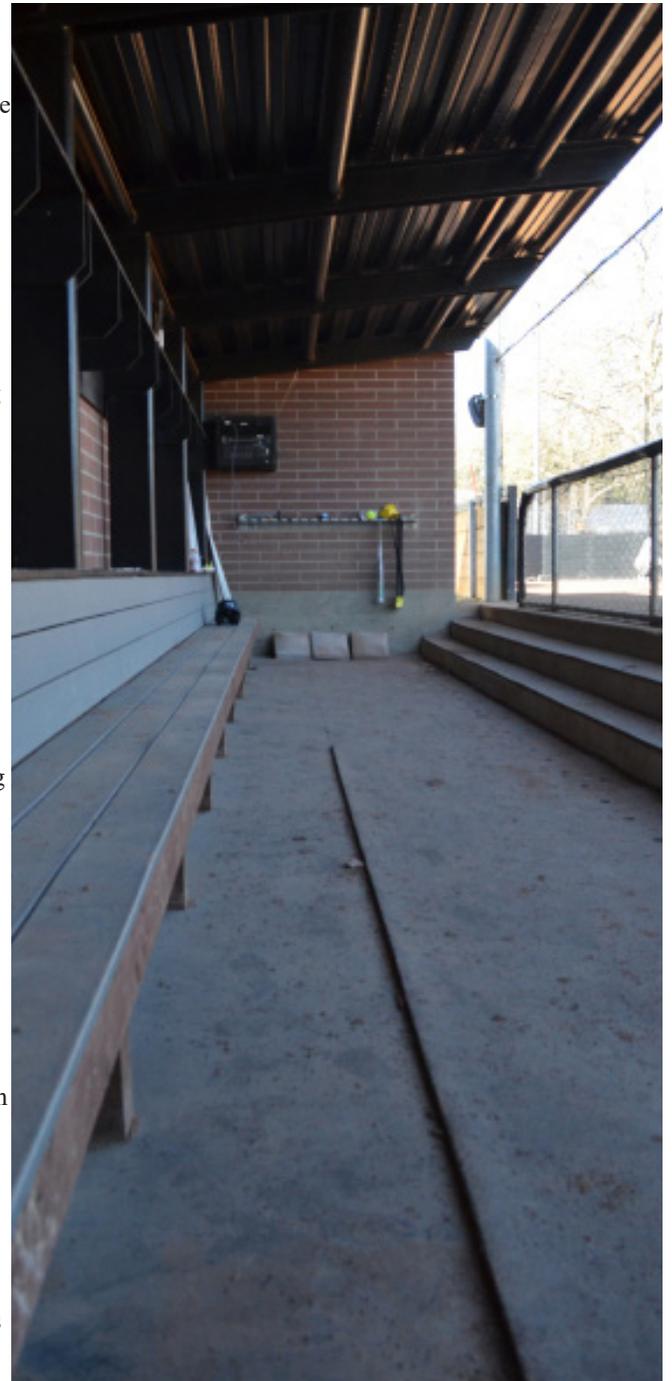
Unfortunately, for winter sport athletes, there is nothing that can be done to change this ruling. For spring sport athletes though, they were given a more favorable ruling by the NCAA.

"The Division III Administrative Committee waived all requirements for sports sponsorship for the spring season. It also granted an additional season/semester of eligibility for student-athletes participating in spring sports."

Even though their eligibility is being given back to them, that does not change the fact that these athletes have nothing to do now, as team workouts have also been suspended.

It's a very strange time in the world of sports, both here at PLU and abroad. With no real certainty as to what will happen next, it's hard to stay positive. Sports are something that brings people together and all we can do is hope that we get to come together again. If you're really jonesing for some sports, there's always highlights on YouTube.

Photos by Isaiah Shim.



Rowers push their bodies to the max, springing across the finish line on American Lake

Kiyomi Kishaba
Opinion Editor

I frantically wiped the droplets accumulating on the lens of my camera as the launch boat teetered on the water. Fingers numb, I peered through the damp device to see the boat of eight Lutes in the ready position on the starting line. At the call of, “attention, row!” I bolted out of my seat to capture the boat shooting away across the water.

The rainy day marked the first and last regatta of the Lutes’ spring rowing season, an invite hosted by PLU on American Lake. After a month of preseason training, both the men’s and women’s squads were ready to race.

During the spring season, regattas feature intense 2k races instead of the longer 5k and 6k courses raced during the fall season.

On American Lake, where the Lutes train on a regular basis, the 2k course begins so far from the dock the audience couldn’t see the starting line.

Since the spectators could only see about the second half of the race, anticipation built until the boats came into clear view. Although far away, the rowers could hear the sounds of cheers as they raced, and were greeted with cold but happy smiles when they reached the dock.

Despite being exhausted from racing, they carried the boat back uphill to the boathouse.

I wandered up to the boathouse with my camera, and snapped some photos of the men’s team who had just raced a 6:48 second 2k, only ten seconds off their personal record from last year.

Although not a DIII varsity sport like the women’s team, the men’s club team of nine athletes practices early and rigorously. With such a small squad, each individual has to put in their best effort to help the team reach their highest potential.

“There’s nothing more rewarding than everyone putting in their individual work, and bringing it together to see success like we just did,” said co-captain Cade Lilley.

The rowers train at 5:30 a.m. every morning, braving the biting cold out on the water. Before the cancellation of the NWC season, the women dedicated their mornings in hopes of winning their fifth consecutive championship, while the men’s team trained for the Rainier Cup at the end of April, where

they hoped to break 6:30 in their eight-boat 2k race.

“We work really hard, we get up early every morning, and we’re proud to be Lutes,” said coxswain Joel Robison.

As a coxswain, Robison sits at the end of the boat and is responsible for steering during the race. He also considers himself, “the ultimate hype man,” as the other part of his job is to keep track of the stroke rates and encourage his teammates to continue rowing fast throughout the race.

“I pretty much just yell, as you can hear from my voice,” Robison laughed hoarsely.

Before a race, the boats were lined up between two buoys by a coach on a launch boat. After eyeballing the boats in line and sending them off, another coach “chased” the race to keep track of the time of the fastest boat. From the launch boat, I could hear, “Lengthen! Power 10 here boys! Quick to the water!” as Robison’s voice echoed over the lake.

The coach then gave the winning time to timers on land, who kept track of how many seconds the other boats take after the first boat crosses the finish line, and then did some math to calculate each of the boats’ final times.

As in most racing sports, the level of physical exertion throughout a race is extremely high. Especially in short 2k races, athletes push their bodies to the max to sprint across the finish line.

“I really work harder for this than I do for O-Chem,” said sophomore rower Ethan Marshman.

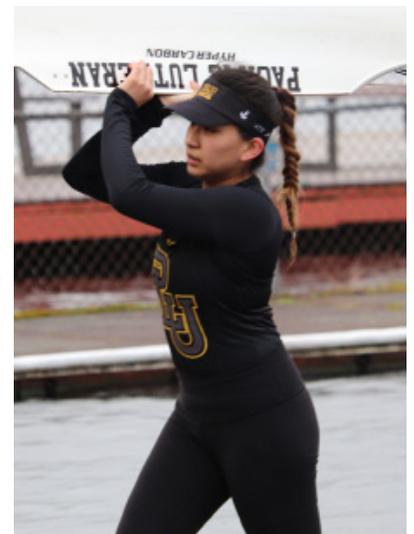
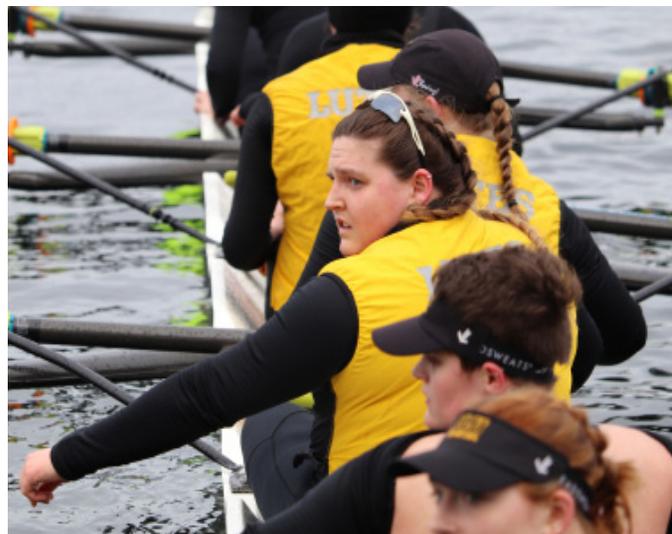
Senior Molly Ivey stuck with the sport because the team became her community on campus, and makes her feel connected to PLU. She raced in the varsity eight boat for the regatta, and cherished being in the water with her teammates.

“I love rowing because I love getting up and seeing the sunrise on the lake every morning,” Ivey said.

Despite the frigid temperatures during the races, the athletes performed above their expectations. As of March 13th, Northwest Conference athletics competitions were canceled. Now, the team can only dream of rowing against the backdrop of Mt. Rainer as the sun rises again soon.



The men’s team walks boat back up to the boathouse at the command of coxswain Joel Robison.



(Left) Hannah McCullough glances back to reach for the dock after the 2k race.



Coxswain Joel Robison preparing to call the team to get out of the boat. Photos by Kiyomi Kishaba.