

The Whitworthian

THE VOICE OF WHITWORTH UNIVERSITY STUDENTS SINCE 1905

2 Whitworth's Eras

The Whitworthian

The Whitworthian has served as the main source of news and sports coverage for the Whitworth community since 1905. The Whitworthian is an organization composed entirely of students which produces The Whitworthian monthly newspaper and thewhitworthian.news.

OUR MISSION

The Whitworthian staff is dedicated to presenting accurate and relevant information in an innovative manner. Our goal is to be accountable while informing, entertaining and providing a forum for expressing the interests of the Whitworth community.

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Limit to 250 words.

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Back cover bottom left photo, then-incoming president Scott McQuilkin speaks during his inauguration as new Whitworth president, Friday, Oct. 14, 2022, in Spokane, Wash. | Caleb Flegel/The Whitworthian
Back cover bottom right photo, Scott McQuilkin, Sept. 2009 | The Whitworthian

Editors' Note

It is time for a change.

We have done a lot of reflecting in light of our current political climate and the ongoing tragedy of racial violence in this country – particularly directed toward the Black community.

We recognize that, in the past, we have chosen the path of comfort and convenience. We assigned, interviewed, wrote, edited and published according to our usual practices and our normal routines. This is unacceptable.

The idea that journalists cannot take a stand against injustice without undermining their objectivity is a lie that not only keeps us from doing what is right but from doing what our job requires of us, to elevate the voices of every person in this community, especially those who are so often pushed to the margins.

We condemn the idea that good journalism must assume an air of false neutrality in situations in which we have a moral imperative to pick a side. The press is on the side of the oppressed. We exist for them – to give them a voice, to give them a chance of being heard. As such, we have a responsibility to make it clear what this newsroom stands for.

We are committed to actively fighting the systems that oppress BIPOC, women, the LGBTQ+ community, indigenous people, people with disabilities and other marginalized groups. We are committed to including all people in our coverage, especially those that have historically been underrepresented by the work we have done.

We are committed to using diverse, equitable and inclusive practices in our work.

We are committed to honoring the input of those who tell us where we have fallen short and where we can do better. We know that accountability is the only way forward.

We are committed to using our work to make Whitworth a place where all people feel heard, seen, and valued.

This is the consensus of the editorial board.

A Tour of Whitworth's Eras

Taylor Swift's Eras Tour has commanded international attention. When she started her most recent tour with a focus on her past eras, it caused the Whitworthian editorial board to pause and reflect on the many eras Whitworth University has experienced and how everything has changed.

Taylor Swift is 33. Whitworth University is 133. With 100 years more experience, we have a lot more eras to cover ... Ready for it?

What are those eras? There are notable and obvious ones: Our beginning in Tacoma in 1890. Whitworth's first Spokane classes occurring in September of 1914. And we shouldn't forget the year 1989.

Fast forward, and we now recognize eras built around the institution's presidents: the era of Bill Robinson and the bejeweled reputation he left of unprecedented institutional success, the era of Beck Taylor who aimed both to keep up with Robinson's legacy and to build his own and now, Scott McQuilkin's era, weathering the final storms of COVID-19 and political turmoil.

The Whitworthian editorial board recognized the value of portraying some of the most important eras of Whitworth. In this edition, we have an article analyzing sports attendance to recognize the value that sports play in the fiber of our institution and our student life. While collegiate sports are a timeless and vital part of student life no

matter the year, our analysis of student sports attendance shows that the Whitworth community does not always appreciate the importance of sports.

We also examined student activism through the eras, recognizing the key role students may have played in institutional policy choices. This includes the recent advocacy for a hiring policy that offers explicit protection to those in the LGBTQ+ community. Other students may choose to start clubs or spread awareness about political issues through events, tabling or chalking. Call it what you want, but these methods of activism play a key role in helping students understand themselves and each other.

The Whitworth COVID-19 era is one we know all too well. The Whitworthian has looked at some of the key academic changes, both temporary and permanent, that have come out of the cruel summer(s) of the COVID-19 pandemic. COVID-19 has impacted education in almost every aspect. And while institutions may have wished to escape the changes in a getaway car, they were forced to adopt to a global pandemic with quarantine restrictions. And we may not be out of the woods just yet.

Of course, no analysis of Whitworth's eras would be complete without looking at the shared curriculum – the shared group of classes that every Whitworth student must

complete before graduating. While some students have had blood towards these classes, shared curriculum requirements often make up the substance that allows Whitworth to be a liberal arts institution – but these key courses are not static. With the knowledge that some of Whitworth's shared curriculum classes may be lost due to financial concerns, it causes us to wonder: how will the loss of these shared classes impact future generations? Only our wildest dreams will be able to find an answer to that question.

When the editorial board sat down and looked back on the many eras of Whitworth, we realized how important every step of Whitworth's history is. Journalism is the first draft of history, and we have dutifully kept the history of this school since The Whitworthian began in 1905. Don't blame us for covering everything we can, keeping current students informed and providing a record for future generations. The history of the Whitworth community is rich, and as it continues to grow, The Whitworthian will continue to cover it.

We, the editorial board, explored the history and read through the stories of Whitworth's past generations, uncovering the invisible strings tying us together. We learned what life here was like before and what has changed. Learning our past is what helped us choose the stories of this

edition. Everything you will read in this issue is chosen for you and for future generations of Whitworth students. We chose these topics because they cover multiple pockets of Whitworth and help uplift the voice of Whitworth students.

If you forgot that we existed and want to learn more, head over to the Whitworth Archives to check out the collection of old Whitworthian print editions dating back to the 1930s. While you are there, look at the Whitworth Archives collection titled "A College Year 1913–1914." This virtual library exhibit takes a collection of primary sources, organized by date, to give you a glimpse into a picture of what university life was like over one hundred years ago. This archive explores some origins and eras of common Whitworth traditions, such as the Mac Haunted House written in blank spaces.

Whether student, staff, faculty, alum or community member, Whitworth University has played a role in your era. Whitworth has become a place that creates meaningful stories, that makes an impact on its students' journeys. All you had to do was stay.

Just like Taylor Swift is paving new paths in the music industry, Whitworth University is both looking forward while also recognizing and celebrating its past and never going out of style..

This is the consensus of the editorial board.

Curriculum Changes Look to the Future: Whitworth Thinks Ahead

Hannah Rainford | Staff Writer

In light of newly implemented budget-planning measures, Whitworth University is revising shared curriculum requirements in favor of reducing general requirements and giving students more space to explore classes on their own. In the midst of this upcoming change, professors are still seeking to maintain the values of a liberal arts university.

Dr. Joshua Leim, director of Whitworth's Core 150 program acknowledged the planned changes, but emphasized the intent behind the process.

"[We're] aiming at a genuinely Christian liberal arts education, which is about educating students to live into a vocation in the truest sense of that word. [...] Living vocationally — at least in a Christian sense — means not only gaining appropriate skills, which are very important, but also becoming the kind of

person whose character reflects God's character revealed in Christ," said Leim.

Since its founding in 1890, Whitworth's mission statement has been to foster intellect alongside character, holding that these assets are not only inseparable but a combined force for good in the hands of its graduates. The Core program is a central piece of the shared curriculum and may see a redrafting

within the next few years. Leim addressed the possible change and focused on the program's current emphasis on understanding and welcoming students of all backgrounds. The new curriculum will still reflect this emphasis.

"The cool thing about Whitworth is that precisely because it has that explicit Christ-centeredness, it is capacious enough to include students from all backgrounds and convictions," said Leim. "[Whitworth] wants to be a community and to offer a curriculum that reflects that 'all-ness,' even when we don't exactly agree with each other about everything, even quite important things."

In light of technologically advancing shifts materializing throughout higher education, like those including AI and chatbot influence, the question surfaces of how the university will best equip its students to utilize such

developments. Dr. Jacob Rapp, associate professor of Spanish and director of shared curriculum development, said that the proposed changes are meant to address such advances as these.

"Each proposal does this in different ways; some favor maintaining the component descriptions of the shared curriculum while others imagine new courses and structures for

"Curriculum changes are changes in how students spend their time."



Senior Christy Spencer hangs out in the HUB, Feb. 2000, in Spokane, Wash. |

Lauren Luksic/The Whitworthian

general education," said Rapp. These proposals will be considered by Whitworth faculty and administration based on their perceived viability, sustainability and responsiveness through a financial lens, along with their application to both learning and teaching.

Behind the financial catalyst for upcoming shared curriculum changes lie proposals seeking to lower the number of required courses and credits, but not at the cost of the "education of mind and heart."

"Proposed changes to the general education program at this time are motivated by reduced budgets that will limit the number of

sections that the faculty can offer across the curriculum, both in the shared curriculum and in major programs," Rapp said. "Proposals for change address the reduced budget in different ways, but all are seeking flexibility in the near and long terms so that our excellent faculty can help students achieve their academic goals."

Little is yet known of the specifics for these possible implementations. Any coming into effect, though, will be out of a conglomerative agreement on their necessity and ability to bring positive change..

"In my view, and in the view of all the faculty I've spoken to about it, the challenges we're

trying to address with upcoming curricular changes are an opportunity for us to clarify, reinforce and make as efficient as possible our educational goals. In other words, our aim is the same: a curriculum that faithfully carries out the school's Christian liberal arts mission while trying to adapt to new challenges," said Leim.

Whitworth faculty are currently considering several proposals for change, and, "any decisions that we make regarding the curriculum will emerge through the shared governance system so that we can take the time to identify the problems that we are trying to solve and advocate for appropriate solutions," said Rapp.

Shared governance means that the faculty, sharing responsibility with the administration, works in a structure of committees and officers to ensure that any group vote best expresses the will of the faculty through careful research and deliberate conversation.

For students, the changes may likely equal lighter coursework, meaning greater ability to invest in required classes and delve deeper into their studies.

"Curriculum changes are changes in how students spend their time. The specific proposals for change would have different effects on current and future students. The faculty may also decide to not change the curriculum," said Rapp. "Regardless of the curricular outcome, there will be cost-saving measures

that will affect course planning and offerings going forward."

The last shared curriculum change was the creation of the SC-126 class and the introduction of the Faith, Reasoning, and Contemporary Issues requirement. "Growing or shrinking the curriculum requires the university to move resources accordingly, so as we pursue this

"There will be cost-saving measures that will affect course planning..."

curricular change, the faculty are trying to find ways to deliver the Christian liberal arts experience within our means," said Rapp, addressing the balance of the growing and shrinking requirements.

"The Christian liberal arts will always be at the center of Whitworth's mission, and it is a passion for every member of the community of Christian scholars and teachers who are attracted to faculty positions in this place. Any shift will need to maintain the essential tradition and hope that has guided teaching and learning at Whitworth for over 130 years," said Rapp.

Whitworth is not alone in facing possible changes as a liberal arts university. According to a 2020 Forbes article written by Michael T. Nietzel, former president of Missouri State University, excluding those schools with large endowments, small private colleges have fewer revenue sources than large schools, and thus, rely much more heavily on tuition and fees, both factors plummeting with decreased enrollment. Early implications of this phenomenon for

private colleges are seen in their undergraduate numbers declining 3.8% this semester, compared to public four-year institutions withstanding a barely noticeable decrease of 0.4% (Nietzel, 2020).

These effects are compounded by the overarching dilemma faced by small colleges as they attempt to cope with a disinterest in the humanities by incoming students, as majors within the STEM realm gain ground, especially in light of their ability to provide two-fold: monetarily and in terms of job-security (Nietzel, 2020). This could, in some cases, spur liberal arts colleges to retool the curriculum that has been its stand-alone advantage historically, as well as its senior faculty's province.

"The curricular changes we're

considering are not really a 'shift,' but, rather, an upholding of Whitworth's identity and mission while responding flexibly and adaptively to new challenges that just about all institutions of higher ed are facing," said Leim.

Whitworth will attempt to combat this reversal by enriching existing programs, and removing any no longer necessary while being conscientious of budgeting interests.

"A comparison of general education programs at Whitworth's peer schools, or even large public universities, will show that the liberal arts, in a Christian context or not, can be delivered to students through a variety of courses, methods, requirements and advising structures," said Rapp.



Dr. Rapp poses for a photo in front of Westminster Hall at Whitworth University, Thursday, Oct. 12, 2023, in Spokane, Wash | Madison Stoeckler/The Whitworthian

Whitworth's Changing Athletic Culture

Britney Botez | Staff Writer

Over the last decade, Whitworth has seen significant changes in overall attendance and student enthusiasm towards campus athletic events.

While attendance for certain sporting events at Whitworth, such as football, is currently on the rise, student enthusiasm and attendance overall seem to be declining.

"We would consistently make the top ten for attendance of basketball games out of all the Division III schools from 2002 through 2013," Assistant Director of Athletics for Sports Communications Steve Flegel said.

Whitworth also generated top attendance numbers among Division III schools for football games during this period.

Attendance at these games averaged hundreds of spectators more than rival schools. Annual attendance of men's soccer games also outranked opponent schools every year prior to 2016.

Football has seen a small shift in student participation over the years. A decade ago, Whitworth Football home games had over 11,000 total spectators for the 2013 season. The 2022 season reported around 10,000 spectators between their six games, averaging around 1,600 spectators per home game.

"Students used to be crazier about the games and would paint up even at basketball games, but now attendance is starting to draw more people from the community, including professors and

parents," said Whitworth's Head Football Coach Rod Sandberg. "I think student attendance, from what I've been told, is down, and I think that's a national trend in high schools [and] other colleges."

"During the early 2000s to 2014, students made it a priority to attend the games. But in the 2014-15 [academic] year, the student body began to socialize more outside of the games" said Flegel. As students' social activities turned elsewhere, attendance at sports games decreased.

Recent advances in technology could be a factor of falling attendance at physical games, since sports streaming platforms have made football widely available to students. "They can watch five football games on a Saturday in their dorm room, so there are just more options for students now," said Sandberg.

"The last seven years have been very stagnant in terms of attendance at Whitworth athletic events, across the board."

Basketball has also seen decreased attendance over the past decades. Whitworth's Head Men's Basketball Coach Damion Jablonski said, "I've been here for thirteen years, and I would say there has definitely been a bit of decline in enthusiasm, but I am aware that this has been a trend nationwide, not just here at Whitworth."

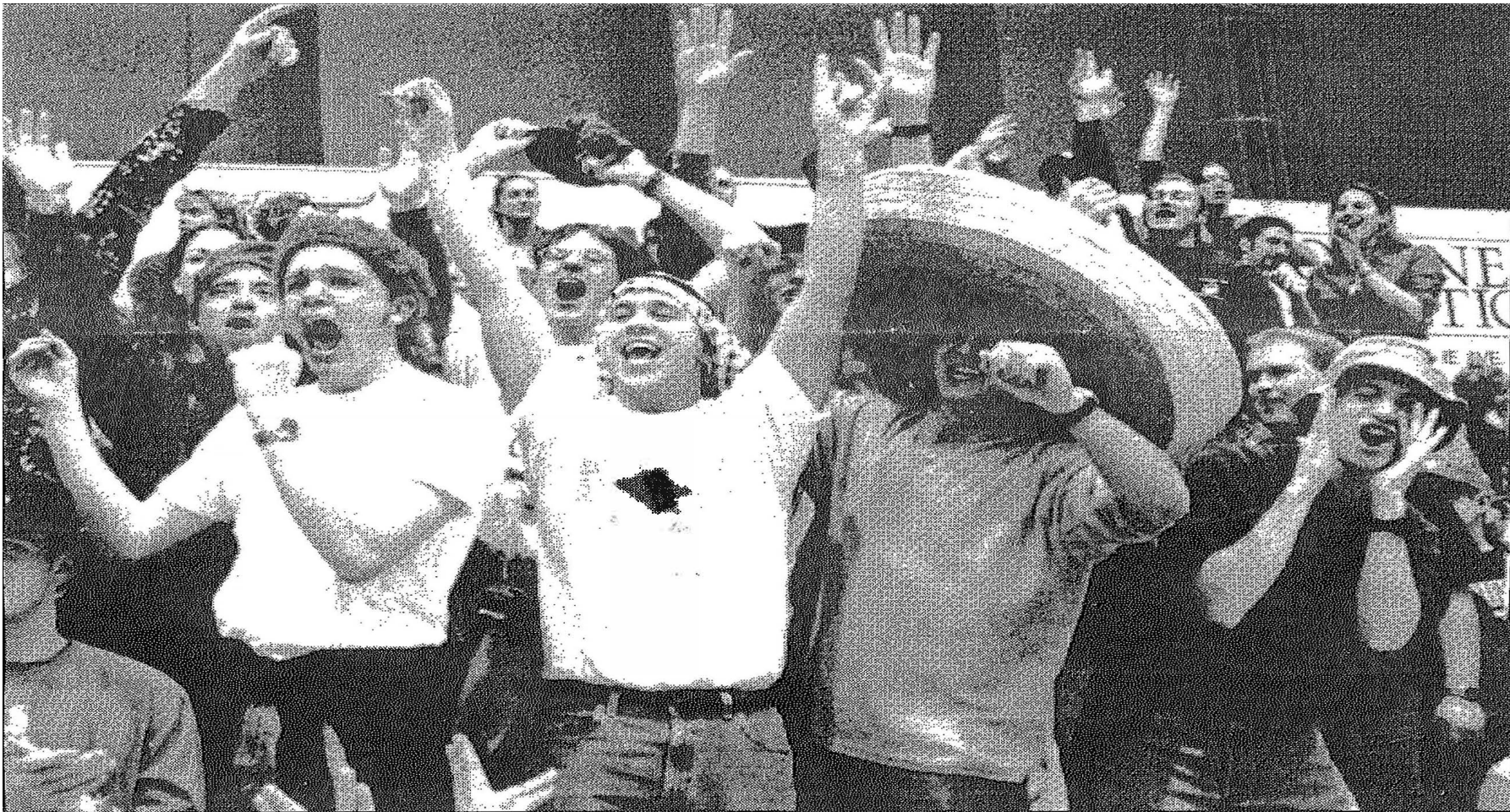
Indoor sports, such as men's basketball, have had attendance drop during the COVID-19 pandemic. Although basketball attendance is down compared to prior years, Jablonski is optimistic towards its recovery.

"With [COVID-19], our attendance has fallen, which schools saw across the nation," Jablonski said. "I do think that it was rejuvenated after [COVID-19]."

"We've got great attendance, even with the decline, and [during the 2022-2023 school year] we're in the top fifteen in



Students at Whitworth University show their support for the Women's Volleyball team at their season opener in the Whitworth Fieldhouse. Spokane Wash. Friday Sept. 15 2023. | Ben Gallaway/The Whitworthian



Students celebrate a Men's Basketball win, Feb. 1999, in Spokane, Wash. | Ben Parker/The Whitworthian

the country for home attendance among Division III basketball programs,” said Jablonksi.

Haley Elkin, Whitworth’s Cheer Squad’s head coach, has observed a shift in the sports culture at Whitworth over the years. “I first got to Whitworth in 2017, and I feel like the engagement was really great at games,” Elkin said. “Since then, I feel like it’s definitely changed.”

“I don’t feel that this situation is unique to Whitworth necessarily,” Elkin said. “With [COVID-19] and everything else, this is something that has happened

to a lot of different schools.”

The notion that student attendance at college games is declining nationwide is reflected in data.

The National Collegiate Athletic Association (NCAA) reported a sharp decline in attendance of Division I football games across the last decade, according to a February 14, 2022 CBS article.

At Whitworth, it seems that all college sporting events, including soccer, baseball and volleyball, have been reporting lower attendance numbers than they were during the 2000s and 2010s.

“The last seven years have been

very stagnant in terms of attendance at Whitworth athletic events, across the board,” said Flegel.

Whitworth athletic life has seen trends of peaks and low points over the years.

“Even in the 80s and 90s there was not as much attendance as in the 2000s and ‘10s,” Flegel said. “Even now we’re still seeing it go through that cycle again.”

Although student attendance may be down, alumni attendance appears to have increased.

“We just have so many more alums, because we graduate more every year, who come to the games,” said Sandberg.

Advances in streaming technology and the lingering effects

of the COVID-19 pandemic on the college sports world have caused a shift in athletic attendance and overall enthusiasm for the games. Athlete appreciation when people show up and watch them has not changed, however.

“I love playing in the Pine Bowl when we get great support, and we’re very thankful for how people get behind us,” Sandberg said.

“I’m just excited to see more people and events, and I think the more people we get, [the more it] will help our teams, too, and help us as cheerleaders in leading our crowds as they cheer our teams to success,” said Elkin.

“Students used to be crazier about the games...”

Student Activism: A Past and Present Phenomenon

Abbey Rodriguez | Staff Writer

Student activism has been a vital part of campus life since the founding of Whitworth University. It is a lived-out example of the university's mission of educating both the mind and the heart to equip students to serve humanity. Over the years, Whitworth students have addressed issues including civil rights, the Vietnam War, abortion, LGBTQ+ rights and general questions regarding what it means to be a Christian in the world today.

Whitworth's commitment to diversity explains that the school "is focused in its resolve to create and nurture environments for learning, working and living throughout the campus community where people of diverse backgrounds can effectively and

constructively engage each other." One of the challenges students face is finding a way to peacefully live with those they disagree with. As a result, many students turn to activism to educate themselves, other students and the broader community on the topics they feel are essential to living a good life.

"[I] chose to start a Turning Point chapter to create a community of like-minded students to feel like they have a place on campus to just be who they are and make relationships with students," said Mazie Castagnetta, president of the Turning Point USA (TPUSA) chapter on campus. Castagnetta felt that she and others were lacking a place to belong on campus because their ideas

were different from many others.

Other students have similar desires to foster belonging for those who feel out-casted. Charlie Minucciani, social media coordinator for Pride Club, expressed a similar feeling to Castagnetta. "Not only [is Pride Club] a safe space for queer people; it's a safe space for anyone who wants to get their opinion out there," said Minucciani, "[Pride Club Leadership] know that it

can be difficult, considering.

[Whitworth] is a religiously affiliated school and that can push away LGBT people. We want everyone to know that even if you're not religiously affiliated, or if you are, you still have a place on campus where you're going to be loved and accepted."

While Pride Club and TPUSA have different ideologies, they have a shared goal of creating a space where people can feel, know and belong. Each club was created to help everyone find their place at Whitworth. Most activism on Whitworth's campus is primarily focused on creating a space for every individual to feel seen, while other groups focus on educating students and raising awareness about issues that matter to them.

The goal of Whitworth's Environmental Action Coalition (EAC) is "to educate students, promote sustainable living on campus, and encourage students to get involved in activism in the greater Spokane community," said Abby Dallabetta, president of the

"Many Students [upon their arrival to Whitworth] are already convinced of certain problems that need attention"



Signal Safe Space chalk, Thursday, Apr. 13, 2023, in Spokane, Wash. | Caleb Flegel/The Whitworthian

EAC. “In all of our events that have food, we make it vegan or vegetarian. And so, students can be like, ‘Wow, this

is like actually really good and nutritious, and it doesn’t have any meat.”

The EAC believes that small movements like this are an important part of education. “[Activism] is something that furthers a way of living life that we see is more ideal,” said Dylan Richardson, secretary for the EAC. He explains that activism does not have to be large-scale events all the time and that simple actions go a long way.

Chloe Paparazzo, the president of Whitworth’s Students for Life, has a similar goal of education in mind.

“Activism [to me] means you want a change. Not just a change in laws, but a change in the minds and hearts of people,” said Paparazzo. Students for Life, like other activist groups, is focused on informing people about topics to raise awareness and bring about change.

Whitworth’s mission is to educate the minds and hearts of its students, and faculty is a vital part of this process. Understanding faculty’s role in student education helps to explain why students have a desire to make change at Whitworth and around the world.

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“Activism [to me] means you want a change. Not just a change in laws, but a change in the minds and hearts of people.”

convinced of certain problems that need attention,” said emeriti professor of history Dale Soden.

Students come to Whitworth with issues in mind that they want to change, and Whitworth is a place where they learn to think critically and decide how to respond to difficult problems in the ways they think best.

The professors job “[is] to make [students] more critical thinkers, more self-understanding and more nuanced in terms of why things are as they as they are,” said Soden. “[Most] faculty generally lean in that direction.”

Soden believes that the faculty’s goal is not to persuade students to think one way or another, but to give them the skills to think critically and intentionally about topics that matter to them.

Soden says that this idea of students responding to problems they see in the world shifted in the 1970s away from strict rules to a more student-oriented community. Rather than forcing students to follow rules set by the institution, students were encouraged to create their own identity and learn to live in a community together. This is a “student development model of student life,” said

Soden. “The focus [of the institution] was more on the culture of student responsibility and decision making, as opposed to sort of strict ‘follow me, follow me.’”

Soden also explains that while faculty almost always have opinions on the material they teach, the goal is for faculty to foster an environment of growth

that encourages students to come to their own conclusions.

Student activism is one result of the conclusions students come to. They have taken what they learned and now strive to create spaces for other students to learn while simultaneously finding belonging.



Whitworth students Katja Rumi, Christina Erbel, & Stephen Motley march against an Aryan Nations convergence, Apr. 1989, in Hayden Lake, Idaho | Fred Cousins/
The Whitworthian

COVID-19 Educational Transformations

Reeshika Sharma | Staff Writer

COVID-19 has affected the academic landscape in various ways. It has brought numerous changes that have affected Whitworth's undergraduate students and faculties.

On March 17, 2020, a statewide emergency was declared by Washington Governor Jay Inslee due to COVID-19. Inslee issued an executive order closing all the

school districts and universities statewide. Significant changes happened to the way students learn, teachers instruct and schools operate. The pre-pandemic and post-pandemic educational changes have impacted Whitworth in a variety of ways.

One of the most immediate changes that students faced was

the transition of classes from in-person to online. These virtual lectures required adjustments in students' study habits, use of technology and more. Students also faced challenges with mental health, financial struggles and limited social interaction.

Dean of the College of Arts and Sciences Dr. John Pell said some of the academic changes made due to COVID-19 have impacted the campus positively. He said the adoption of online learning helped Whitworth embrace the sureness of education and led

to innovative teaching methods.

"Student learning was affected as a result of the pandemic, but that doesn't necessarily have to be a negative," Pell said.

Post-COVID-19, there are very few online academic offerings still being offered at Whitworth. However, "tools and techniques that faculty learned during the pandemic have been imposed in everyday experience," Pell said.

One example is the use of Zoom, which has allowed Whitworth to offer resources such as guest lectures and conferences.

"Student learning was affected as a result of the pandemic, but that doesn't necessarily have to be a negative."



Core class, Nov. 2, 2020, in Spokane, Wash. | Jake Yeager/The Whitworthian

Previously, distance was a barrier to these types of resources.

Now that COVID-19 is ending, campus is returning to its focus on in-person experiences. Pell said while COVID-19 restrictions made move-in days and other aspects of college life very different, these aspects might be returning to post-COVID-19 states.

“This year there was a different energy on campus [during move in]” Pell said.

Pell said during the pandemic there was limited social interaction, making it difficult for students to connect with peers

and staff. This year there “was more excitement to get enrolled in extracurricular activities and have the social aspect on campus; which stood out to me,” he said.

Dr. Joshua Leim, associate professor of theology and director of the Core 150 program, thinks that Whitworth students, faculty and staff adapted well to the challenges of COVID-19, but that online learning “was and always will be far less than ideal for a place like Whitworth, precisely because we thrive on a personal environment—that connecting with one another [and] being in the presence of one another [both] inside and outside of the classroom is a key ingredient to the kind of

education we’re offering and the community we’re trying to cultivate.”

Leim said there have been changes to the Core 150 program in the wake of the pandemic.

“We are trying to make the course more personalized and applicable to students in a post- [COVID-19] world.” Leim said. “We’re particularly interested in helping students create a deeper sense of community in the course and come away with a better

“Tools and techniques that faculty learned during the pandemic have been imposed in everyday experience.”

understanding of the relational challenges we as humans face in our current environment.”

Another change is that Core 150 has moved away from exams and now utilizes regular in-class quizzes to encourage student participation.

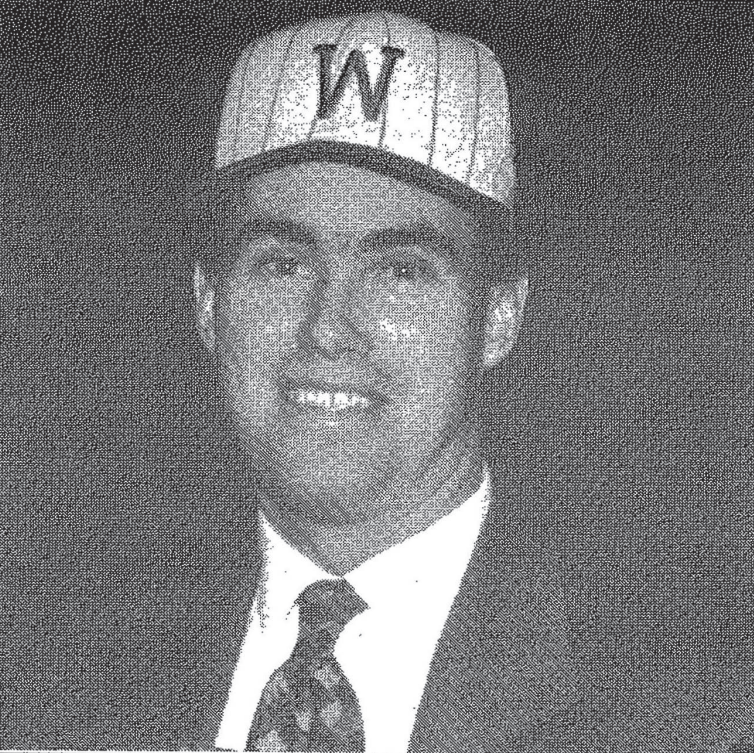
Academics have significance beyond Whitworth. For example, pre-COVID-19, the Law School Admissions Test (LSAT) used to be administered mainly as a

paper and pencil test in physical testing centers. Once COVID-19 started, the test was moved online and remotely proctored.

Similarly, the Graduate Record Examination (GRE), which is a standardized test that is a requirement for many graduate schools for admission purposes, was placed online and taken from home.



Schumacher Hall, Oct. 30, 2023, at Whitworth University in Spokane, Wash. | Caleb Flegel/The Whitworthian



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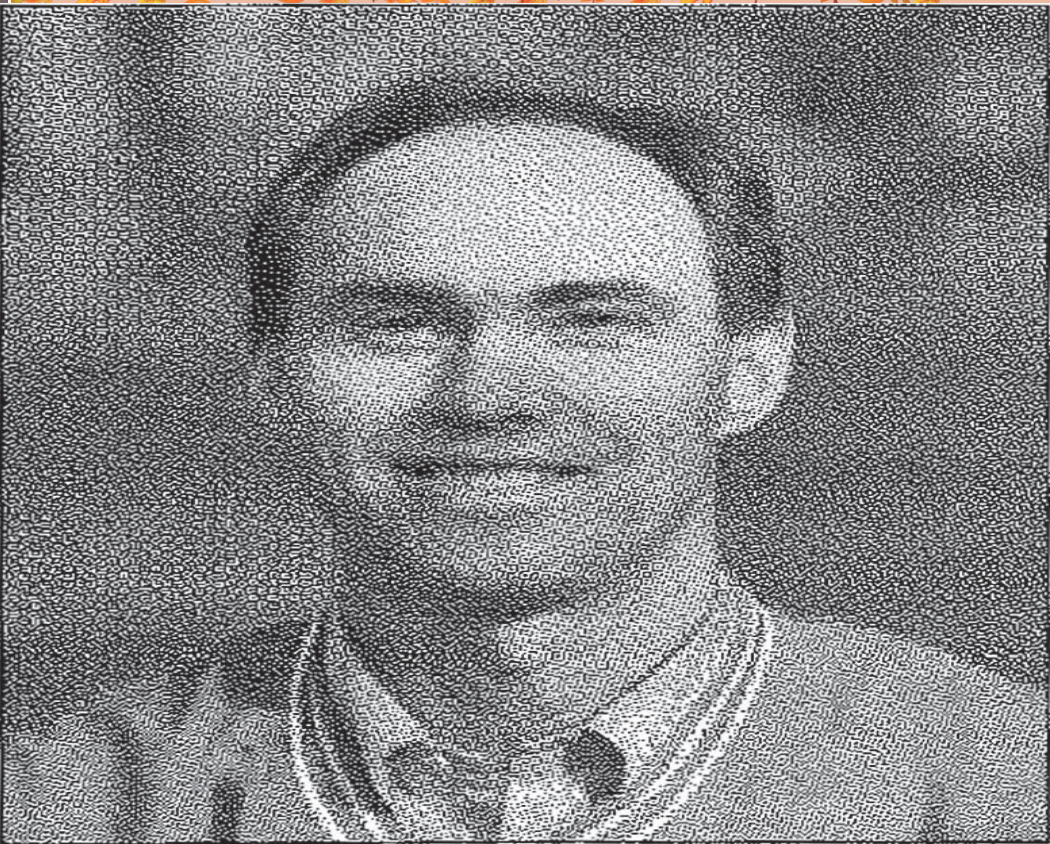
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