

CAMPUS

Last week, Student Senate approved two new bills to provide better lighting for campus paths and more device chargers for use in the Campus Center. Learn how these bills were passed and when the changes will be implemented.

P3

COMMUNITY

ACA will host their annual Study Abroad Fest virtually next week, with presenters from Adventist colleges all over the world. PUC's ACA representative, Dr. Sylvia Rasi Gregorutti, explains when and how to attend the event.

P6

SPORTS

The intramurals program is already making plans for the sports that will be offered in spring quarter. Program director Dr. Bob Paulson explains the benefits of being involved in intramural sports and how students can join.

P7

PUC Rock Wall Reopening Takes Students to New Heights



Mani Chavez-Duron



Alma Ramirez



Ezra Villanueva

By Kaylyn Jakubzak

After a two year hiatus, the PUC rock wall reopened in November. Now, on weeknight evenings, the wall is a flurry of activity. Upbeat music plays in the background, laughter fills the air and people line up to go for a climb.

The climbing wall is located inside the

gym near the cardio machines and is open Monday through Thursday from 6-9 p.m.

Alma Ramirez, a student worker at the rock wall, said climbing is “a great destressor and way to get in a different type of workout. It’s a fun environment and always a good time.”

“Climbing has made me ripped—my arm strength has improved,” joked fellow climbing wall worker Mani Chavez-Duron. She, Ramirez, Megan Carreon, Lilyana Driver and Ezra Villanueva are all certified to work at the wall. Their training included obtaining CPR certification and receiving

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FROM THE EDITOR

The ongoing invasion of Ukraine has weighed heavily on many of our minds this week. As the news unfolds from afar, it can be hard to process events from which we are so far removed. We feel obligated to care, but other than reposting links to donation websites, it seems all we can offer are “thoughts and prayers.”

I never thought about this expression much until recently. Prayers are pretty straightforward, but what about thoughts? When we say “I’m thinking of you,” how exactly do we mean it? Right now, my thoughts tend to take shape mainly as an amorphous blob filled with lots of sympathy, but mainly lots of questions.

I believe seeking to understand is one of the biggest expressions of kindness. But it can still be hard to know how to channel overwhelmed thoughts into a productive place to form a more educated perspective.

The solution, I think, lies in context—not just skimming news headlines, but spending concentrated time focusing on

one aspect and trying to understand what happened, why it matters and what can be done. Context offers a chance to move beyond the blob of wonderings and into a more grounded and complete picture.

Earlier this week I listened to a half-hour podcast in which a New York Times journalist interviewed citizens in Ukraine making the crucial decision of whether to leave the country or stay. Some were certain right away while many more were torn. For others, it was not a decision at all because they didn’t have the resources to flee. Listening to their stories helped me to understand the experiences of not just the powerful players, but the citizens affected.

When faced with big news and seemingly infinite coverage, it is of course important to consider quantifiable details like statistics and shifting maps. But it is equally important—if not more—to understand the people behind the story.

If we read only a short blurb without digging deeper, we miss the opportunity



to hear from those who are affected most. There are individuals behind each headline we see—individuals whose lives were and are important.

*Sincerely,
Lauren VandenHoven
Editor-in-Chief*

CAMPUS

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instruction on climbing safety.

The students were hired by Pastor Dave Carreon, who is in charge of the rock wall and also co-teaches the rock climbing elective—ESAC-164—offered in fall and spring quarters. In the class, students learn climbing terminology and related technical skills.

However, taking the class is not required in order to have a good experience at the rock wall, as each student worker is prepared to teach climbing skills. Shoes and equipment are provided, but students are also welcome to bring their own.

Both seasoned climbers and beginners are welcome. “There is a range of difficulty levels so everyone is sure to find a good climb,” Driver said. Two trained workers are present at all times to ensure all climbers have a fun—and safe—experience.

Climbers can expect lots of encouragement and a good full-body workout. “Whether we are manually holding the ropes or just watching you climb on the auto-belay, we try to make it a positive experience,” Driver remarked.

“Only healthy competition and positive attitudes are allowed,” Chavez-Duron added.

In addition to the main climbing wall, there is a bouldering cave for those who want to practice without getting as high off the ground. Bouldering is climbing without a rope, as in a small cave, as opposed to top rope climbing, when the climber is attached to a rope with a guided belayer at the foot of the climb.

“Whether we are manually holding the ropes or just watching you climb on the auto-belay, we try to make it a positive experience.”

Ramirez said that the most important part of climbing is to have fun. “Be confident in yourself,” she said. “Trust your feet and arms. Don’t give up after one day.”

Ramirez went on her first climb in November and fell in love with the adrenaline rush that came with completing a difficult route. She started showing up to the wall daily to practice, which eventually led her to be hired there.

Villanueva, who has been climbing for three years, is particularly fond of the PUC rock wall because it “is where [he] learned how to climb and fell in love with the discipline.” He also noted the inclusive nature of the sport, saying “The staff and I always try to put up new routes for all skill levels, and we welcome climbers to make their own as well.”

Since reopening, the rock wall has seen a great turnout. New and returning climbers seem to enjoy it being open again, and there are plans for improvement in the near future.

“We hope to get more funding to be able to update our equipment and get more holds for the wall,” Ramirez said.

In the meantime, the wall continues to provide a fun challenge and stress-free zone for students. ■

CAMPUS

Senators Approve More Device Chargers and Better Campus Lighting

By Madison Brogan

On Thursday, Feb. 24, Student Senate convened to propose and discuss bills intended to provide greater safety and convenience for students on campus.

The meeting began with the swearing in of a new student senator, Sean Pratt, as an at-large representative for the school. SA Executive Vice President Alexander Chuquimia led the brief ceremony, explaining the role of the Constitution of the Student Senate as it pertains to the induction of new members and the process for senate decisions.

Katherine Anaya of the kinesiology department and Cole Tanner, Senate Pro-tempore, began the bill propositions with a presentation on their amphitheater stair light bill. They explained that the bill is important because although the cobblestone staircase between the women's dorms and Stauffer Hall currently has lamps at the top by the sidewalk and at the bottom by the amphitheater seating, the amount of lighting these generate is insufficient for student safety at nighttime.

Facilities management estimated that the bill would cost \$2,500, an expense already approved by the Student Senate finance committee. That amount would cover the cost of rerouting and upgrading the old underground electrical wiring, which is more complicated and requires a larger sum than a simple installation effort.

Isaac Joo, senator at-large, and Nathan Hiss, senator for the biology department, introduced the second major bill of the meeting, which intended to expand the availability of device chargers in the Campus Center.

Currently, a limited number of USB chargers are offered which are incompatible with popular technology brands such as Apple products. This bill would greenlight the purchase of several multi-use chargers with lightning and USB features which would make them accessible for many types of devices, including Android and Apple phones and tablets as well as graphing calculators. In order to ensure the long-term accessibility of these adaptive chargers, Joo

and Hiss proposed that students would offer collateral in exchange for use of a charger.

Both bills were passed with a majority vote and will begin to be implemented in the coming months. The underground work for the amphitheater lighting is projected to take place in the summer. ■

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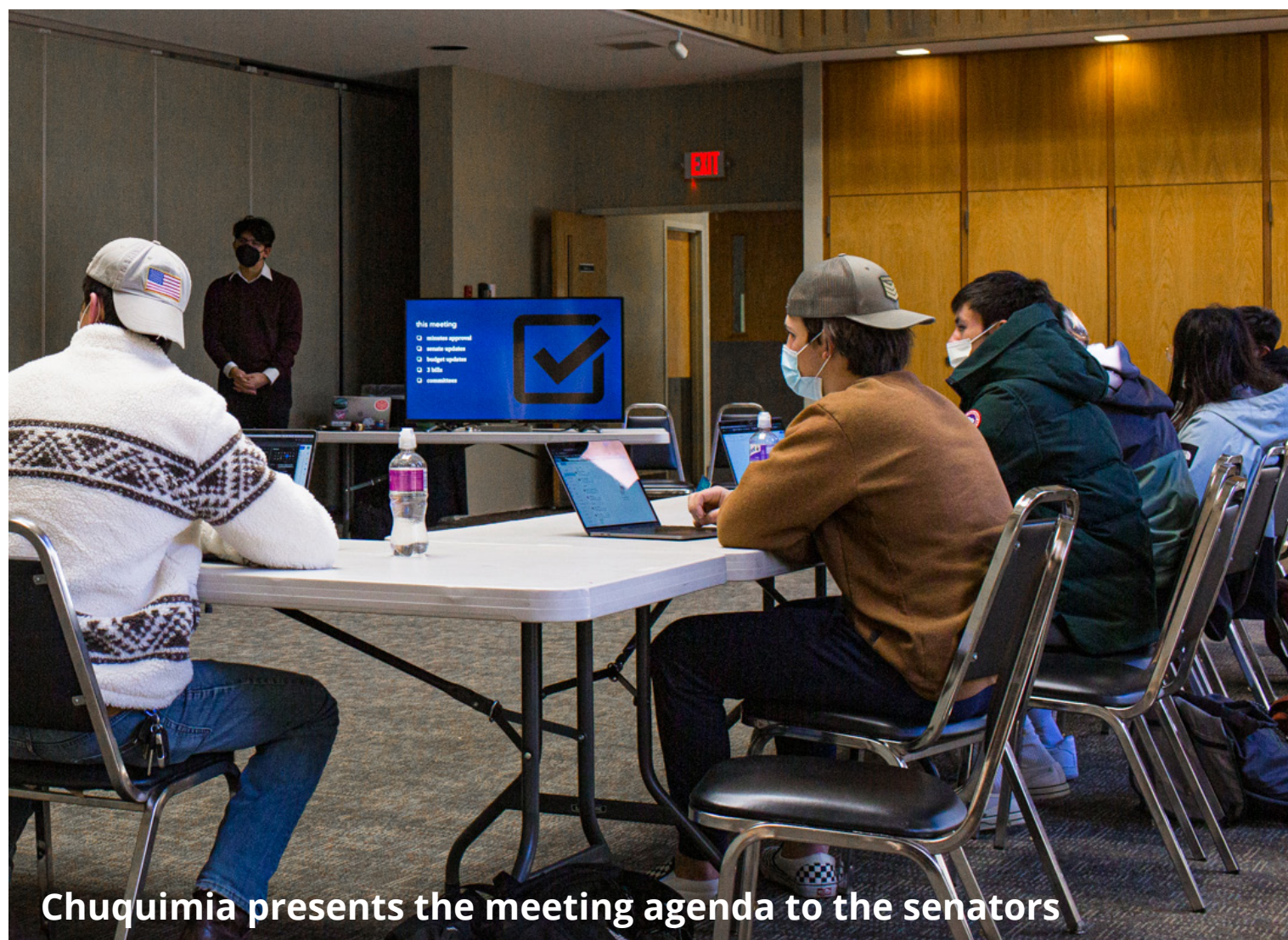
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EX CATHEDRA

Feeling Seen: Technology and Surveillance in Higher Education

By Catherine Tetz, Ph.D.

I've been thinking a lot about Gilles Deleuze lately. I hope you'll keep reading in spite of this.

In particular, I've been thinking about Deleuze because I decided to subject my students to his writing on societies of control for a class I'm teaching this quarter. In "Postscript on the Societies of Control," Deleuze describes a world where there is the illusion of freedom, but where control is so dispersed that it's inescapable. In Deleuze's hypothetical—this was written in the 90s—technology allows for control to be "continuous and without limit." Rather than there being enclosed spaces of work or school, for example, technology follows us everywhere and is constantly used to monitor and enforce proper behavior.

Rereading Deleuze in 2022 has stuck with me because it so accurately describes the last two years of my professional life. In the midst of the pandemic and wildfires, online learning has been invaluable to keeping our educational system afloat and ensuring students can continue to learn. But because of that technology, the lines between personal and professional have blurred —

not just in education, but for anyone who had to adapt to work remotely. And while I was able to teach from my on-campus office or an empty classroom, my students generally did not have that luxury.

"If students' options are to be filmed or to fail the course, not take the class, not get the degree, can we honestly say we've allowed them meaningful consent?"

I think it's worth taking a moment to consider the implications of such a technological shift, particularly in terms of privacy and surveillance. A whole slew of online educational tools are dedicated to keeping tabs on students, ensuring that students pay attention during class, don't cheat during exams and generally use their own technology within the appropriate expectations for any given assignment. Online tools have allowed us to reach our students in digital contexts, but features like Browser Lockdown also encourage professors to monitor students in increasingly invasive ways. Often, students can't meaningfully consent to this surveillance.

It's worth noting that Deleuze's writing on societies of control is in direct response to a more well-known theorist on surveillance—mainly, Michel Foucault and his work on societies of discipline. Foucault specifically mentions education and schools as sites of normalization in works like *Discipline and Punish*. When Foucault talks about schools, he's not referring to the way they help foster knowledge, curiosity, integrity or critical thinking. He wants to talk about the way they normalize and enforce. Technology offers an abundance of possibilities for higher education. It concerns me that one

of the primary tools that we immediately reached for was a tool that would help us monitor students, rather than tools to help with, say, communication or accessibility.

But I have other, more practical concerns about technology like Browser LockDown, mostly centering on questions of privacy and consent. As I said earlier, online learning fundamentally reconfigures space and rethinks what constitutes a student's personal life and what constitutes a classroom. What does it mean that we are requiring cameras in a student's home in order for them to participate in our classes? How are we certain that this data is stored confidentially and safely? What questions about privacy are we even asking before we make it a requirement that students allow us to video record them as they take our tests, often requiring them to document their larger surroundings beforehand? And do students even have the option to opt out of this system? If their options are to be filmed or to fail the course, not take the class, not get the degree, can we honestly say we've allowed them meaningful consent? And this doesn't even begin to address the problems that have plagued digital proctoring systems and other facial recognition AI regarding race and gender. These are—dare I say it—problematic programs at best, and we are requiring them in our classrooms, often at crucial moments of evaluation within our courses.

Of course, I'm aware that my concerns do not come with a simple solution and that these are not the only considerations for what technology we use in our classes. I'm also aware that my field, English literature and composition, is hardly a discipline that favors examinations as a means of evaluation. It's easy enough for me to write an essay exam—good luck cheating on a four page synthesis of masculinity in *Beowulf* and *Twelfth Night*—but that's not the case for every discipline and every pedagogy.

I'm certainly also guilty of using problematic technology in my own classroom.

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Dr. Catherine Tetz

CONVERSATION

Indigenous Relations with PUC— Past, Present and Future

By Aileen Kurts

Long before Pacific Union College resided on Howell Mountain, a community known as the Onasatis—or Wappo, as they were referred to by Spanish colonizers—used the valley as a seasonal village where they lived and worked.

Onasatis means “the outspoken people,” and this article will respect tribal identity by referring to them by their chosen name.

The Onasatis tribe was estimated to include 1,600 to 6,000 indigenous people who resided in the Napa Valley during the time of European colonization. However, after forced relocation and suffering perpetrated by the US government, by 1910, the census only counted 73 Onasatis people left.

The history between Christians and Indigenous people is filled with forced baptisms, children being sent to Christian schools for assimilation and the erasure of their culture in favor of a Westernized one. This has caused the Indigenous people to distrust White Christians.

The Seventh-day Adventist church has worked to improve relations through the Native Ministries department of the North American Division. Their mission is “to enhance, support and coordinate with the existing Native Ministries, both denominationally operated and supporting ministries, that exist throughout the NAD.”

One institution supported by the Native Ministries department is Holbrook Indian School (HIS), a Seventh-day Adventist school created in 1946 for Native American students to have a safe place to live and grow while learning about God.

Pedro Ojeda, principal of HIS, discussed how the school is different from Christian schools built to erase Indigenous culture.

“The purpose [of HIS] is to be a safe haven for all Native Americans, and show a different/new way of life that doesn’t have to be full of turmoil, abuse of any kind, despondency, all wrapped around our creator God,” he said.

Ojeda noted that the Native American children he works with often “don’t feel

very valuable. They feel disenfranchised, marginalized because of the reservations. They are forced to endure segregation because of the reservation system.” However, he explained that HIS encourages their students to be Native, not White, in contrast to older boarding schools which believed in trying to “kill the Indian, and save the man.”

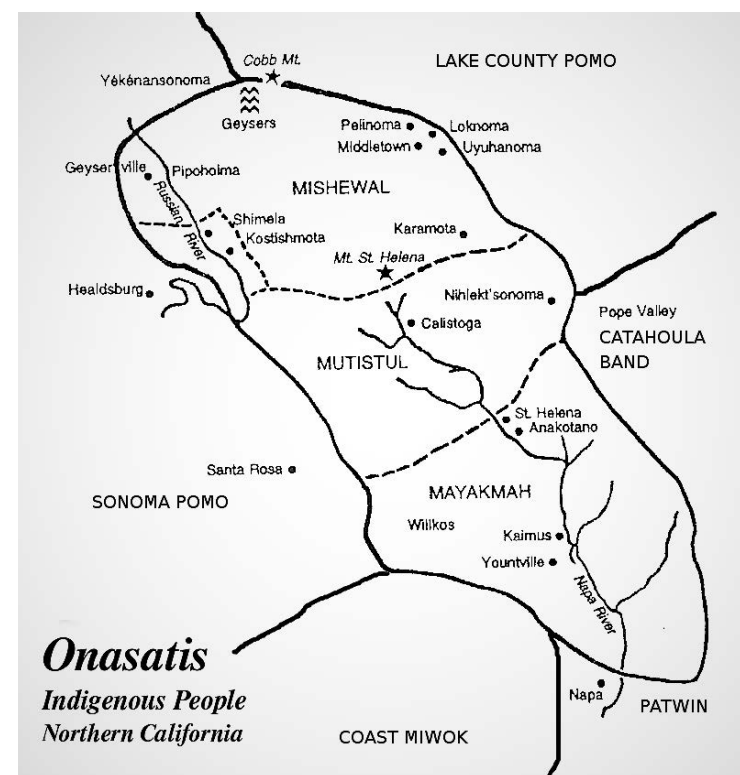
In November, high school students from HIS came to visit PUC for College Days. The visit provided an opportunity to reach out to the students to hear their perspective on how PUC can be more accommodating and accepting of Indigenous people.

The visitors brought up concerns regarding the lack of Indigenous faculty and staff at PUC. “These students have a hard time trusting white people,” said HIS Vice Principal Ulysses Campo. The students stated that having Native faculty at PUC was important to them. They noted that without a Native presence on campus, PUC felt isolating and uninteresting in comparison to the culture at HIS.

“It’s important for us to not just go to the books, but go to the people. Doing a land acknowledgement without a relationship is just checking off a box.”

According to theology professor Jim Wibberding, one way for PUC to become more accommodating for Indigenous students is to “start with the assumption that we all bring something to the table, rather than the assumption that all of my views and ways to express them are what you would need to accept for us to do life or religion together.”

He noted the importance of inclusivity, saying that “much of Native American culture and traditions are not necessarily in conflict with the core beliefs in Christianity.”



In addition to church efforts, Napa County works with Suscol Intertribal Council (SIC), a community organization founded in 1972 and reactivated in 1992 which “works to create healing between the Indigenous populations and current residents of this region. [They] also strive to create land-based projects to preserve Native American culture and human rights.”

Charlie Toledo, the leader of SIC, spoke of how Indigenous people were “invisibilized by the US government.” While Toledo was familiar with the Adventist church, she noted her wariness at its use of evangelism. “In my belief system I have room for you, but you don’t have room for me,” she said.

Chanda Nunes, lead pastor of PUC church, offered her thoughts on how the church can welcome Indigenous people without using evangelistic strategies which likely will not connect with them.

Nunes said that rather than “traditional” evangelism, the church has been using what she calls “creative evangelism” which meets the needs of the people. She feels it is important that “whoever steps foot into the church will be loved and celebrated.”

When PUC first implemented the Diversity, Equity and Inclusion (DEI) Council, members participated in a seminar on the topic of land acknowledgements,

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COMMUNITY

ACA Study Abroad Fest Set to Present International Opportunities

By Amanda Barnes

On Sunday, March 13 at 10 a.m. PST, Adventist Colleges Abroad (ACA) will host their annual Study Abroad Fest virtually.

This one-day online event allows both high school and college students to attend detailed information sessions about international Seventh-day Adventist education programs. Students may interact with the program directors and participate in a live Q&A session. The event will also include a video presentation on each program and will give students the opportunity to listen to ACA student alumni share stories of their experiences abroad.

ACA has announced an additional incentive to participate in the event. All students who register and attend the live event will be entered into a lottery drawing with a grand prize offering of round trip tickets to the study abroad location of the winner's choice.

A recording of the Study Abroad Fest will also be available for those who are unable to attend the live event.

World languages department chair Sylvia Rasi Gregorutti, who serves as the ACA representative for Pacific Union College, encouraged students to explore opportunities to take part in this study abroad opportunity.

"The best way to decide at what point to

participate in ACA for the academic year is to have conversations with your academic and pre-professional advisors," she said. "If you're undeclared, the best time is probably now. For humanities majors, the best time to enroll is usually in their sophomore year."

Gregorutti explained that the best quarter to go abroad is during fall. For STEM majors, the most convenient time to participate would be the quarter after graduation with ACA serving as a "cherry on top experience" following their undergraduate education.

ACA have broadened their offerings and restructured since the beginning of the COVID-19 pandemic to include a gap year program for high students.

Gregorutti offered a brief history of ACA's past recruiting efforts and how their methods have changed as a result of the pandemic. Prior to the pandemic, the organization would arrange on-campus visits for the directors of international SDA colleges such as in Italy and Germany. These representatives would travel to SDA institutions in the U.S. and offer detailed, firsthand information about the ACA programs at their campuses' programs. Travel restrictions have prevented these in-person visits, so instead ACA has developed the Study Abroad Fest which

Rasi Gregorutti describes as "the virtual equivalent of a campus visit, but [with] all of the programs." The programs that will be making an appearance during ACA Fest are Argentina, Austria, Brazil, France, Germany, Israel, Italy, Lebanon, and Spain.

The programs themselves have also had to adapt to COVID-19 restrictions and guidelines within each country of operation. However, most of the programs have returned to their pre-pandemic status with tours and activities being offered as normal.

Gregorutti explained that during the ACA Study Abroad Fest, there will be breakout sessions in addition to the general meetings in which students can meet with representatives of college campuses that interest them to get their program-specific questions answered and to get more detailed information about each program.

She emphasized the advantages of participating in the Study Abroad Fest, stating, "The more you know about the language, the culture, the campus, [and] the courses, the better time you have when you arrive, and the better this will work with your academic program here at PUC."

To find out more and register for the Study Abroad Fest, visit <https://acastudyabroad.convene.com/>. ■

EX CATHEDRA

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Shouldn't it upset me that I require Turnitin, a company that profits on students' intellectual property without ever compensating them for the work they contribute to the database? I believe that program is unethical, but I also haven't found a functional alternative for evaluating student work as original.

To be fair, we should remember that a lot of our classes went online under extreme circumstances. Students and teachers alike have been doing their best just to keep some semblance of familiarity in our classrooms. It's understandable that we reached for any tools

that would help us do that in an unfamiliar and ever-changing environment.

But the time for mere survival is, I hope, over. Presumably, PUC will continue to offer classes that are both hybrid and entirely online going forward, and even if we don't teach exclusively online classes, aspects of digital technology will inevitably inform our teaching. It's time to seriously consider the implications of that technology, not just the convenience or arguable necessity of it.

Perhaps the benefits of surveillance tools like Browser Lockdown and student webcams

outweigh the troubling implications I have outlined above. But we need to seriously consider these ramifications and what they say about our priorities as an institution of learning. We cannot uncritically accept that all technology is an advancement.

Our values and pedagogy are fundamentally shaped by the tools we choose to use in our classrooms. At the very least, new tools require serious reflection and a full understanding of what we ask when we ask students to click that Canvas button allowing us into their homes and personal lives. ■

SPORTS

Intramurals Program Offers Students Community Through Sports

By Marina Maher

The intramurals program has been a big part of PUC student life since the 1950s, and in the time since then, around half of the student population has participated in the program.

Before the pandemic, the PUC intramurals program was named #1 among all the college intramurals programs in the U.S. Dr. Bob Paulson, director of the intramurals program since 1998, aims to bring students back into the program as pandemic restrictions ease.

The challenge of picking the program back up is that most of the current student population is unaware of what the intramurals program was prior to the pandemic. Paulson explained that the goal for the program is “to

get students active and make friends while putting balance in their schedules.”

“It is also our job to create a space where students can have a good time and fulfill gifts in the area of sports in a Christ-like manner,” he added.

Paulson explained that intramurals are an educational process and an inviting place where students can devote one night a week to get involved, make friends and find a community. He also mentioned that while playing sports, students represent their creator as they “fulfill all the mental, spiritual and physical needs of life.”

“My biggest excitement is seeing someone who wasn’t excited in sports, and was given the tools to be able to be excited and it makes their time at PUC more enjoyable,” Paulson said. “It’s been our commitment to fulfill students’ needs to be active and most importantly, to be healthy.”

This quarter, intramurals programs offered included co-ed pickleball, badminton and volleyball in a pandemic-friendly manner with the indoor mask mandate in place.

For spring quarter, several new sports will be offered. As Paulson noted, “If you want to get active, there is a whole lot of stuff you can do.”

Sports planned for spring quarter include co-ed slow-pitch softball on Mondays and Wednesdays at 5:15 p.m., men’s and women’s flag football on Tuesdays at 5:15 p.m. and co-ed ultimate frisbee on Thursdays at 5:15.

If the indoor mask mandate is lifted in spring, they may also offer men’s and women’s basketball on Mondays and



Badminton intramurals

Wednesdays at 8 p.m. and co-ed volleyball on Tuesday nights.

Paulson said that next quarter he will post sign ups for their chosen sport and team on RecRadio.org, the intramurals Facebook page. If students do not know what team they’d like to join, Paulson said he is happy to serve as the “intramural matchmaker.” Games will begin the first week of spring quarter.

Students who participate in intramurals are given a championship t-shirt with a saying. This year, Paulson chose “communication, support, and respect make champions” as the intramurals motto, and the shirt will be designed by his daughter, graphic design major Joy Paulson.

Paulson chose this motto because he believes that “when you work together, whether in a team or out in the real world, good things happen.” ■



A badminton game this week

CONVERSATION

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which are formal statements recognizing and respecting the original territories of Indigenous peoples.

World languages department chair Sylvia Rasi Gregorutti leads the Indigenous task force to create a land acknowledgement for PUC. She noted that while researching to

put together the acknowledgement, “It’s important for us to not just go to the books, but go to the people.”

“Doing a land acknowledgement without a relationship is just checking off a box,” she said. Therefore, it is important to listen first in order to show Indigenous people the

respect they are due.

If you want to learn more about the history of Indigenous people in the PUC area, the DEI Council is hosting an event with SIC leader Charlie Toledo on March 4 at 2 p.m. on Zoom. Visit <https://bit.ly/Indigenous-Voices-Presentation> to attend the meeting. ■

SOCIAL



FIND THE ANSWER, WIN FREE COFFEE!

The first person to find the answer and message us on Instagram @pucchronicle will win a free drink at the Grind! This week's question is:
Which tech company profits on students' intellectual property without compensation for their contributions to the database?

UPCOMING EVENTS

- | | |
|-------------------|--|
| Friday, Mar. 4 | Vespers (Missions) — PUC Church, 8 p.m. |
| Sunday, Mar. 6 | Laser Tag — PUC Gym, 7 p.m. |
| Thursday, Mar. 10 | Senate Meeting — 10 a.m. |
| Friday, Mar. 11 | Vespers (Biology & Chemistry) — PUC Church, 8 p.m. |

NOW HIRING

Bon Appetit is hiring students to fill kitchen positions at the Dining Commons where they will serve meals and do light food preparation work. All necessary equipment and experience provided on the job. Interested students should email catering@puc.edu.

The Nursing and Health Sciences department needs a front office student assistant. Freshmen or sophomores are preferred, and students cannot be enrolled in the nursing or pre-nursing programs. Work hours are flexible around students' academic schedule. Interviews are by appointment, and interested students should submit their application and resume to Nursing Department Manager and Contract Administrator Ruth Zemansky at erzemansky@puc.edu.

The Visual Arts department is looking for a student social media manager for their Instagram account. This position requires someone able to take good photos and work collaboratively with visual arts faculty to plan and execute regular social media updates. Interested students should email art@puc.edu.

For more information visit <https://puc.joinhandshake.com/stu>. or scan the QR code below.

