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The GEORGE FOX UNIVERSITY Crescent

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PROFESSOR RINE AWARDED WOMEN'S STUDIES PRIZE



Professor Abigail Rine was awarded for her book, "Irigaray, Incarnation and Contemporary Women's Fiction."

Photo by Kelly Toms | Crescent Staff

By Amanda Brooke
Crescent Staff

Dr. Abigail Rine was recently awarded the 2014 Feminist and Women's Studies Association Prize for her book, "Irigaray, Incarnation and Contemporary Women's Fiction."

In her book, she analyzes the prevalence of the theology of incarnation in the novels of several prominent contemporary women writers.

Rine's book was nominated by her publisher, Bloomsbury Press. Another publisher, Palgrave Macmillan, sponsors the award by giving the winner £500 (\$800).

"I'm a big gender nerd, theology nerd, and literature nerd,

so it was combining those three loves," she said about her inspiration for the book. "When I was reading works of fiction coming out by women I was surprised by how many of them were really interested in religion and Biblical stories, and that that wasn't really being written about on the academic side."

Regarding the impact of receiving the award on her career, she said, "It's really affirming for someone like me who's a young scholar to get some recognition for the first book. So it's motivating for me personally to think, 'Ok, what am I gonna [sic] write the next book on?'"

She said that she always has ideas for what to write her next book on. What is hard for her is the fact that she writes both

fiction and academic work. She did say that she has two ideas she is focused on right now.

"I'm working on an academic article right now on anagnorisis in the David narrative so part of me is like, 'Man that'd be kind of fun to expand into book-length, more like Biblical literary criticism on the motifs of anagnorisis in the Old Testament,'" she said. "I worked a lot with French feminist philosopher Luce Irigaray in this book and I noticed a lot of Catholic ideas in her philosophy about gender. So I also like the idea of Catholicism in Luce Irigaray's work."

She is planning on continuing to write consistently and steadily, but will also be balancing her writing with her work and family responsibilities.

AMNESTY INTERNATIONAL WRITES FOR RIGHTS

By McKenzie Schaffer
Crescent Staff

Twenty-two years ago, Human Rights Day, celebrated annually on Dec. 10, was established by the General Assembly of the United Nations.

This year, Amnesty International is supporting and encouraging the nations to take a simple part in a large scale event referred to as Write for Rights.

"This is GFU's first year with an Amnesty International club, so however many letters we send this year will be record breaking! Our goal is to send 50 letters," said Megan Westby, junior and vice president for Write for Rights at George Fox University.

A Write for Rights group has been meeting in order to put together several letters for the movement. The most recent meeting took place at Center Street House on Dec. 3, where contributions of letters were written for the featured causes from Amnesty International.

Write for Rights takes first place in the national campaigns for human rights. Amnesty International became involved with this campaign 12 years ago. The idea grew to world-wide participation, allowing anyone

"IT ALERTS THOSE WITH INFLUENCE THAT THE DECISIONS THEY ARE MAKING ARE NOT ACCEPTABLE"

today to take part in the advancement of human rights in corrupt countries.

Amnesty International gathers together a priority list of what they decide to be the ten top individual cases around the world. Letters include anything from social media, hand written notes, group appeals to governments, or text messages.

SEE RIGHTS PAGE 8

BIOLOGY PROFESSOR CONDUCTS RESEARCH THANKS TO NASA GRANT



Professor Don Powers examines a hummingbird during his research.

Photo courtesy of Don Powers

By Josiah Thurston
Crescent Staff

Although George Fox University emphasizes teaching over research, many professors also conduct significant projects, such as Professor of Biology Don Powers who recently won a research grant from NASA.

His work, conducted in conjunction with three other experts from institutions around the country, examines the effects of climate change in various manners.

Powers's portion of the project studies the physiological effects of temperature change on hummingbirds and, in particular, the "amount of energy these birds have to spend over the course of

a day."

Powers, along with his undergraduate lab assistants, have presented findings at various conferences and meetings. Most prominently, at the national meeting of the Society for Integrative and Comparative Biology (SICB), the Powers Research Lab was well represented and received.

Powers Research Lab's website describes the event. "All the students did really well at the meeting. One poster judge who judged Becca [Schroeder]'s poster went out of his way to tell us how exceptionally well Becca did presenting her data. This is not surprising," he said. Powers sees a strong ability in his students to perform.

SEE RESEARCH PAGE 8

AUSTIN FAMILY DONATES HOME TO GFU



The Austin home will become a spiritual retreat center.

Photo courtesy of George Fox University

By Ashlie Hernandez

George Fox University received the donation of Ken Austin's home and property as a spiritual retreat center.

Over the years, Ken Austin

and his wife, Joan, have been an active name around the GFU community. The Austin family has funded an Oregon Symphony in Bauman Auditorium for the Newberg community since 1987. Also, in 2002, they gave 23 acres of land for what

is now known as the Austin Sports Complex, home to the soccer and lacrosse teams.

Now, the family is donating their home that is, according to the Newberg Graphic, estimated to be valued at \$1.5 million, as of the fall of 2013.

The home will be slightly renovated, and will be called the Hy Vista Retreat Center.

According to the Newberg Graphic, President Robin Baker shared that his decision to "pursue the idea of a Christian retreat center" came from the school's commitment to spiritual growth.

The news of the donation has circulated around the Newberg community. The Austin family has contributed greatly to the growth of GFU in different ways.

EQUESTRIAN HURDLES OBSTACLES

By Julia Howell
Crescent Staff

Hurdles, jumps, verticals, spreads, and double and triple combinations—Tessa Hingston is familiar with all of these obstacles, but she's not a track star. She's an equestrian.

Tessa competes in a class of English equestrian riding show events called show jumping. The sport exists worldwide, governed by International Federation for Equestrian Sports, and is also an Olympic sport.

In the U.S., show jumping competitions are governed by the United States Equestrian Federation (USEF), and are some of the most popular equestrian events, next to thoroughbred horse racing.

The USEF compares show jumping to pole vaulting, high jump and hurdles. As a competitor, Hingston routinely rides over a course filled with obstacles, working to clear each one in the allotted time.

Ever since she was seven years old, Tessa has felt a passion for horse riding.

"I had this love for horses," said Hingston, "and I kept begging my parents for horseback riding lessons."

Her parents gave in, and she learned the basics. As she improved, she chose to pursue English riding, and show jumping specifically.

Although she's from Seattle, Hingston boards her horse in Portland so she can ride two times a week during school. Even with a full load of classes, she is able to make the time.

"It's not that bad," said Hingston. "[I find time] mostly during the summer."

Hingston participates in summer competitions, which can take anywhere from two to four weeks.

Her horse, which she has owned for three years, is a Trakehner, which she described as a cross between a thoroughbred, Arabian and a warmblood.

"I got my first pony when I was 13, and we competed in Kentucky, and we competed all over the west coast, too," she said. "But then I was ready to jump higher than my horse could."

At a horse show, her trainer found the Trakehner and knew he would be perfect for Hingston. She tried him out and was drawn to his personality and intelligence.

"I could feel he was a really good horse, but he took some

getting used to," she said, "because he's pretty strong headed, too. He's very intelligent and he knows what he can get away with."

Hingston loves riding, but it hasn't always been easy for her. Physical stature is important for equestrians—the ideal body type is tall and thin, and Hingston admits that she has had to learn how to compete with a shorter stature.

"It makes it easier if your legs are longer, but I've learned to compensate," she said.

She was also born with bilateral clubfeet, which meant the tissues connecting the muscles to the bone in her feet were shorter than usual. She had two surgeries to make her feet straighter and allow her to walk.

"My feet are pretty stiff," she said, "so I have to be careful."

Even though she has challenges sometimes—adjusting the stirrups for the balls of her feet and not doing all the walking competitors usually do before the competition—she keeps going. Show jumping competitions are not easy, but she loves it.

Like anything, "it just takes practice," she said. "Time, effort, and hard work."



Tessa Hingston and her Trakehner complete a jump.

Photo courtesy of Tessa Hingston

FENCING ARRIVES AT GFU

By Ashlie Hernandez
Crescent Staff

Chris West has introduced fencing to George Fox University.

West, who has been involved with fencing for about nine years, has established a fencing club at GFU. With the help of his father and a friend,

Alex Aban, the club is up and running.

"I compete mainly on a local level, around Salem and Beaverton, but I have also participated in a couple national competitions in Portland and Reno," West said. "Alex gave me the initial nudge to start the process and now is the club's treasurer. My dad has also

provided invaluable help and support, though at an unofficial level."

At the first meeting, only three fencers showed up, including West. At the meeting they learned more about the history and culture behind fencing. But the lack of attendees is not discouraging to West, who hopes to have a club of about 15 members.

West, just like many students on campus, has a passion he wants to share with the community around him. It just took the right kind of push to make it happen.

"I was looking for a way to get involved around campus and fencing is something that I enjoy," West said.

West held onto the idea of a fencing club for months before deciding to found it. "My dad and I had tossed the idea of a club around half-jokingly for a while, but when one of my friends, Alex Aban, proposed that he and I actually start one, I decided to give it a go," he said.



West, the formidable fencer.

Photo by Sam Hoard | The Crescent

DISC GOLF TAKES OFF

By Joshua Cayetano
Crescent Staff

The Disc Golf Club is one of the new clubs at George Fox University this year.

The club, headed by senior Jeremy Sigrist, was formed in September. It now boasts 25 members.

"This is a great way to meet new people, experience new courses, and interact with people from other schools," said Sigrist.

Disc golf incorporates the same scoring mechanism as golf, but instead of using clubs and balls, the goal is to throw a disc into a basket. Just like golf, the lowest score wins.

The Disc Golf Club at GFU is part of a larger association known as the Oregon Collegiate Disc Golf Association.

Every month, a different member of the association hosts a tournament.

GFU's Disc Golf Club attended their first competition on Oct. 26 in Bend, Ore.

Although the club didn't win the competition, both Sigrist and the rest of the members had good things to say about the experience.

Zachary Keimig, a member of the club, said, "For our first tournament as a team, it was fun. I didn't realize how much [of] a sense of community this collegiate association had."

Currently, Derek Penfield, a former professional disc golf player, is helping coach the club to prepare for their upcoming tournaments.

The Disc Golf Club is open to all students, but only ten to 15 students will be able to make the traveling team. The club might also host a tournament for GFU students to participate in at a later date.

The GFU Disc Golf Club will be hosting a tournament for the first time in Champoege on Sunday.

Students are encouraged to join the Disc Golf Club at any time regardless of their experience or lack thereof.

The
Crescent

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THREE ATHLETES HONORED

By Hailey Ostrom

Crescent Staff

Three George Fox University athletes recently received athletic honors for outstanding performance.

Junior strong safety Justin Leatherman was acknowledged at the national level, receiving the Defensive National Player of the Week award. Leatherman is the first player in GFU history to earn a spot on the D3football.com National Team of the Week.

"Being recognized is great, but it was a team effort," said Leatherman. "I owe it all to my teammates. I was just in the right place at the right time."

While the football team finished 1-8, Leatherman finished the season ranked 14th in the nation for passes deflected.

The men's and women's soccer teams were also recognized for their hard work this season.

Junior goalkeeper Ally Swanson finished the 2014 season with a spot on the second team All-Northwest Conference Women's Soccer team. She had the second highest save percentage in the conference.

"I am incredibly honored to have been chosen for second team All-Northwest Conference, but more so, I'm so thankful for my teammates and



Swanson (right) was a staunch force in the Bruins' goal all season.

coaches," said Swanson. "It is a blessing to be able to play the sport I love, with the people I love, for the One who loves us."

Swanson had seven games with double-digit saves, totaling 126 saves and three shutouts.

On the men's team, senior

forward Luke Hammer was awarded Honorable Mention in the 2014 All-Northwest Conference Team. Hammer led the Bruins in goals scored with seven on the season, starting 15 games.

"This season was important

for me because it was my last season ever playing on a competitive team at such a high level," said Hammer. "Going into each game I had the mindset that I was going to do my best because my time to play is running out. Aside from playing

hard for my teammates, I also work hard to make my family and friends proud."

Hammer recorded 23 goals in his four-year career with the Bruins and finished 10th all-time in goals scored.

Photo courtesy of George Fox University

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LIFE OF A NON-TRADITIONAL STUDENT

By Heather Harney
Crescent Staff

I meet Kenneth Hoover as he reaches the top of the stairs going to the first floor of the library. With a smile on his face, he asks, "We are going back down to the ARC for the interview, right?" I cannot help but chuckle and reply, "Yep."

Hoover often wears a baseball cap. The hat today is black, with the words "God's Army" stitched on the front right side. As we sit down at one of the round tables inside the Academic Resource Center, Hoover, an Army vet and a junior majoring in Social Work, begins to tell me how he heard about George Fox University.

"Before I got out of the military in 2011, I met a chaplain that worked with people with substance abuse issues," Hoover said. "I told him that something has been tugging at me to work with people since I come from a family who experienced alcohol issues."

Hoover continues to reveal to me how the chaplain encouraged him to look at GFU, which had a reputation of supporting students. Their beliefs also matched his, and they had a program that would aid him in his call to serve those battling with addiction.

Hoover started his journey to GFU by attending Olympic

Community College in Washington, where he met certain prerequisites before transferring to GFU.

Hoover's first week on campus was a good experience—mainly due to a meeting with Dr. Cliff Rosenbohm, who discussed what the big picture looked like with regard to the social work program.

"I left a school where there were a lot of people starting back over again. When I walked on campus here, I did not see a lot of people like me," Hoover said. "I did not see a lot of people looking like me, with gray hair and almost fifty years old. But I was pleasantly surprised at the atmosphere, the holding open of doors, the smiles, the hellos, and the maturity level of some of the students, especially in my classes."

As he continues to share his story with me, his servant's heart guides each response and lightens up the room. As a nontraditional student, Hoover would like to see "some kind of gathering in which maybe we could start a support group for each other, whether it would be outside of campus or something where we can relax together and talk together." Currently, GFU does not have anything specifically geared towards nontraditional students.

David Weber, a graphic art design major and nontraditional student, is already seated in the Bruin Den waiting for me.

Like Hoover, he also has an affinity for baseball caps. Weber served in the army for 16 years and was deployed in the first Gulf War, Iraqi Freedom, and Enduring Freedom. He hardly ever slouches and is very keen on keeping eye contact.

When I ask him how he heard about GFU, he sits a little straighter and tells me his wife is an alumnus.

"SOMETIMES AN INSTRUCTOR CAN TREAT ME LIKE A TWENTY-YEAR-OLD."

He recalls his first week of school as "scary!" Thankfully, Weber was placed in contact with people such as Rick Muthiah, associate director of Learning Support Services, who are at GFU to help students. He does not know other nontraditional students on campus very well.

I ask him if he thinks nontraditional students are accepted on campus and he quickly answers, "No." Weber shifts in the chair before continuing. "Sometimes it is the instructor. [For the younger students] it is the fact that I am as old as their parents. It gets weird for them to talk to me, so they don't. Sometimes an instructor can treat me like a

twenty-year-old."

As I probe further, I inquire if he can think of a way GFU might address the disconnect he sees with nontraditional students. Without missing a beat, Weber answers, "I think the instructors need to be aware [and] pay attention to the fact that [nontraditional students] have life experience...and adjust accordingly."

Dawn Killion, a junior in the nursing program and also an army veteran, believes that nontraditional students should not have to take LACI because most of them have "life experience," just as Weber said.

Killion sits down on the other side of a table and smiles; she almost said "no" to this interview. She first knew of GFU because she lives 20 minutes away.

Killion recalls her first week as "completely overwhelming!" She continues, "First of all coming back to school, being 40, and then being around students who were 18 or 20—it was intimidating in a weird way." Killion had several teachers who prayed in class, which affirmed for her that she was where God wanted her to be.

There are several nontraditional students in the nursing program, but Killion is not connected with all of them. She is nervous about the upcoming Juniors Abroad trip to Ecuador this May because she knows no one in the class, not to mention

anyone her age.

Killion does not let age hold her back from creating relationships on campus. However, she does not think she would participate in a gathering of nontraditional students because any free time she has is dedicated to spending with her husband, son, and daughter.

When I ask her if professors treat her differently because she is an older student, Killion replies, "Some of them are kind of weird, most of them have been good at talking to me on my level and just really treating me my age." Killion pauses for a moment. "But I have other teachers who don't quite know what to do with me, and that is frustrating. But overall, things have been pretty good."

Hoover, Weber, and Killion's views on being a nontraditional student reveal that there is a major gap with similar students on campus.

Most nontraditional students live off-campus—some with families. Balancing home and schoolwork does not always allow for an '80s Dance (of which all interviewees can say they attended in the actual '80s) or Glow-in-the-Dark Slip and Slide.

Nontraditional students usually do not read *The Crescent* or attend ASC functions.

However, they do feel nontraditional students have no collective voice.

THE WASSAIL PARTY: A TRADITION 38 YEARS IN THE MAKING



Students partake of the treats at last year's Wassail Party

Photo courtesy of Sue Richie | George Fox University

By Josiah Thurston
Crescent Staff

"It started with a sudden surge of pencil sharpening. Now it's one of the most popular Christmas events on the George Fox College campus," reads the 1978 press release

from the Office of College Relations regarding one of GFU's oldest and most popular traditions.

The Wassail Party is an annual Christmas celebration with coffee, cookies, crackers, cheese, and of course, wassail. It's put on by the Murdock Learning and Resource Center and is scheduled for December

8.

The very first Wassail Party (which was not even called that yet) was originally intended as a back-room party for library staff.

"It happens that the library has a pencil sharpener in the staff work room [where the snacks were placed]," continues the press release. One student,

entering to sharpen a pencil, was invited to "have a goody." Genette McNichols, the head librarian at the time, is quoted as saying, "Pretty soon students were sharpening pencils like mad, so we went along."

Thirty-eight years later, with a projected 200 dozen cookies (that's more than one per every undergraduate student), the library staff expects to keep the school well fed yet again.

Sue Richie, administrative assistant as well as overseer and coordinator of the Wassail Party this year, was quick to emphasize the role of the entire staff.

"The library works together; everyone has a role. I sort of facilitate the roles and make sure everyone knows what they're doing," she said.

Through the judicious use of sign-ups and organization, "about 90 percent of the cookies are homemade." As far as the actual wassail, a spiced hot cider, "last year we had thirty-eight gallons of wassail... and we ran out. Plus we serve coffee, so not everyone has wassail," Richie said.

The purpose of the party, as explained by Merrill Johnson, dean of libraries and unofficial campus expert on the wassail party, is to provide a "Christmas gift to the campus community." The party is for everyone, he explained: "students, faculty, administrators, all employees."

"It's a way to bring everybody together during a very stressful week," Richie said. Both staff members spoke of calls or conversations beginning early in the year in anticipation of the party.

The party has been a sort of anchor for Johnson amid the myriad of changes that have occurred since he began working at GFU in 1980.

"Sometimes there's good years and sometimes there's not-so-good years and it's been a constant, which is kind of nice... it's just a way to say 'merry Christmas,'" he said.

Richie added, "I always run into people that haven't come to Wassail and they have to come, just once, just to see it, to experience it. 'Cause those who walk in are just awed..." And so they are.

HOW TO DEAL WITH STRESS DURING FINALS WEEK

By Amanda Coulter
Crescent Staff

Christmas break is coming up and then we will be free for nearly a month. But before that comes the dreaded finals week: studying for those classes that you've been struggling with all semester, getting ready to present your projects, and overall just feeling really stressed.

People deal with stress in different ways. Junior Ally Swanson said she deals with stress during finals

by "hanging out with people and enjoying them before the break. Taking time for yourself, whatever it is--spending time to listen to music, taking a study break, getting sleep. Naps can be very therapeutic."

Elizabeth Anderson, the area coordinator for Pennington, Carey, Willcuts, and Beebe Halls and a 2008 George Fox graduate, said, "Go to the study and help sessions; that is a must. In the midst of busyness, take care of yourself. Eat healthy, be active, and get plenty of sleep. Meet with your professors during office hours. You probably will be overwhelmed, but finals are not the end of the world, no matter what you think. Do your best, work hard, and look forward to the glorious

four week break!"

Trevor Levanen, a junior, said, "I just like to work on something until I'm done with it. I like to just look at everything and figure out what is most important and needs to be done now and just go down the list. It also feels really good to have a list and be able to cross things off."

I personally like to always be a little ahead in my classes if possible, so that when it does

come down to the end, I'm prepared and not behind at all. It is definitely true that the more you procrastinate, the more

stressful it is in the end.

Some of these "techniques" are similar and some are completely different. People deal with stress in different ways. Some love to be organized and have a list; others get overwhelmed when they look at a list. What is important is to know what works for you as an individual. If you know something stresses you out, don't focus on that. Focusing on what you know will relieve your stress.

This semester, during finals, don't let yourself stress out too much. Remember to give yourself a break every now and then. And don't forget: it may be stressful, but the semester is nearly over!

"NAPS CAN BE VERY THERAPEUTIC"

4 WAYS TO MAKE CHRISTMAS BREAK WORTHWHILE (CAREER-WISE)

By Julia Howell
Crescent Staff

Christmas break is the perfect time to sit back, relax, and take a break from the stress of projects, term papers, and finals. But too often, students come back with a feeling of disappointment after only accomplishing four weeks of watching the latest TV show.

There are so many proactive options for which to use Christmas break, especially now that there is time to look at the big picture. It's a time to ask some important questions: where am I going after this semester? This year? After college?

Here are four ways to use your Christmas break to its full potential, especially when looking ahead to graduation:

1. Talk with your family

The holidays are often filled with gut-wrenching questions from well-meaning relatives, such as, "So what do you plan to do with that liberal arts degree?" Although this type of question often sends students running to hide under the couch cushions, it doesn't have to be a negative experience.

Deb Mumm-Hill, director of student success, encourages students to turn the tables on such questions, asking relatives about their own career

journey. It may also be an opportunity for networking with new family members.

"What a great opportunity we have ahead of us to practice the art of networking over the holidays with family and friends," said Mumm-Hill. "Our best network is through people who know and love us, and are happy to recommend us into their professional networks. Students would be surprised to learn what their aunt, uncle, or cousin's new fiancé might do in their field of work and who they are connected to."

2. Look for a summer internship

Internships are a great way to learn more about job possibilities and career interests, and many companies upload summer internship applications in December or January.

Laurel Jean, a project manager at Portland General Electric, knows the value of internships at her company. Many of the PGE engineering, finance, and business interns have been hired full time after completing an internship.

"It's like they say," said Jean, "it's not just what you know, but who you know."

Mumm-Hill recommends using Christmas break to connect with organizations for possible opportunities.

"Connecting with others and letting them know you are for hire for a summer internship

or job is key," she said.

3. Do an informational interview

An informational interview is simply meeting with someone in your career field to talk about what it's like to have their job: what skills you should build to get there and what it's like day-to-day. Professionals often love to connect with students who are interested in their field.

"We sometimes forget that adults want to pour into youth to support us in our endeavors," said Mumm-Hill. "The informational interview is a card Fox students should be playing over and over while they have the title status of a student."

4. LinkedIn profile

Setting up an online career profile like LinkedIn can help enormously when networking, and Christmas break is a good time to update your resume and upload it to a LinkedIn account.

"Current stats tell us 74% of jobs are found through networking," said Mumm-Hill. "So if you need some encouragement or coaching, take thirty minutes to stop by [the IDEA Center] and learn."

Christmas break is a great time to relax and take a break from classes, but every student can benefit from using this break to prepare him or herself for graduation and a future career.

JESSI RICH JOINS ENGLISH DEPARTMENT AS ADJUNCT PROFESSOR

By Melissa Harris
Crescent Staff

"The passion I learned for writing and literature was shaped from the great experience I received from the staff here at George Fox University," said Jessi Rich, the newest adjunct English professor at GFU. "So naturally it made sense to come back and teach."

The ideas behind Rich's reasons for teaching as part of the GFU English department are simple: she hopes to advise students and help them find a new outlook on reading and writing. As one of the newest faculty members in the department, Rich teaches several of the 100-level writing and literature classes at GFU. This is only her first semester, but she has already made an impact in her department.

Rich's hope for her first year is to reach students who may not have given the study of writing and English a second thought.

"My enjoyment comes from getting to work with kids that may not see a need for literature and writing and getting them excited about it. I want them to experience an emotional response to the text," Rich said.

Rich received her undergraduate degree from GFU and spent time abroad earning her Master's degree at St Andrews University in Scotland. She also gained experience by teaching Master's courses while in Scotland.

"I've even had the pleasure of seeing one of my students change their major to English Literature during this process," Rich said.

Rich has also thought of creative ways to supplement her income in addition to her new teaching position. As a way to make extra income, she works a few other jobs while teaching at GFU.

Rich works as a freelance copy editor, having done work for several different organizations such as Groupon and other well-known online companies. She is also currently serving as the Education Coordinator for Newberg's Chehalem Cultural Center, as well as working part time for a local physical therapy clinic.

"I work several different jobs to pay back my school loans and making it work to do what I need to," said Rich, as she is 28 years old and looking forward to the future of her career in writing and teaching literature.



NEED FOR REPRESENTATION OF VETERANS

By Leah Abraham
Crescent Staff

On Nov. 10, the day before Veterans Day, I sat in Abby's Pizza, listening to veterans share their experience on the battleground, the lessons they've learned, the different ways that they view the world, and their transition into an educational institution largely tailored to extroverted 20-somethings.

Heidi McLain and Hattie Piske, veteran students, had received a Community Life Fund to sponsor a pizza dinner for veterans, those who are currently in the Reserves, and their families. Twenty students, faculty, and some family members showed up to this event. According to McLain, there has never been a veteran's program at GFU before.

"It seems as if there are more veterans coming to the school. Then I learned that there wasn't much going on," McLain said.

I attended the event hoping to report on a soft news story. However, I was left with many unanswered questions.

Why haven't there been any specific programs dedicated to Veterans? Why did GFU remain silent and unresponsive on Veterans Day? What is this institution doing for Veterans to ease the transition from the battleground to a perky, hip college campus?

When I tried to research

"WHY HAVEN'T THERE BEEN ANY SPECIFIC PROGRAMS DEDICATED TO VETERANS?"

programs and resources that are currently available for veterans at GFU, I was bounced around between the Student Life office, the IDEA center, and Student Financial Services.

Having a different world lens, the veterans I met confessed that they often feel as if they don't fit in anywhere. They

are older students who have a very different view of the world. They are even hungry to share their stories and experiences to the community, however, haven't found an avenue to do so.

Piske shared, "We have advantages. We're older. We're wiser. We've been told what to do for a good portion of our adult lives. We are coming from a point of strength. We don't quite feel we are valued, but we feel like the awkward old people on campus."

Veterans need a program with resources such as specific financial aid (GI bills, scholarships, grants), medical support (especially therapy to help with post traumatic stress disorder, anxiety, depression, adjustment problems, etc.), mentorship opportunities, and a sense of community.

A program like this would be beneficial for GFU in the long run as it can attract other veterans to the school. It can also show GFU's solidarity to the men and women who risk their lives to make sure ours is protected.



Veterans Heidi McLain and Hattie Piske are concerned about the lack of resources for veteran students.

Photo by Leah Abraham | Crescent Staff

LETTER TO THE EDITOR

A letter in response to the "From the Desk of the Editors: Issue 2 and an Issue of Offense"

Hey friends,

I just wanted to say that I really appreciated what Levi Bowers wrote, and more so, I appreciated his honesty. I'm currently a senior undergraduate as well as the full-time Video Producer for Marketing Communications, and in being that weird student/administration hybrid, it's easy to lose perspective on the relationship - and often tension - held between the two.

In my current position, I have a view of both worlds. But let's face it, as much as some students might like to have stronger ties with administrators, and as a result, larger transparency in university affairs, there's so much turnover in the undergraduate class, and to develop actual relationships would take time.

On top of that, I think the Marketing Department is often viewed by students as the sleaze-ball personality of any institution. Hard to trust without reason, and as you said before, "they are trying to create a flawless image of GFU to draw in students and donors." Right?

For my own sense of peace, I'd just like to say that there's

a really great team of people over here in the Marketing Department. Amidst a number of hard and pretty unanswerable questions that we've been faced with over the past year, I've grown to respect my co-workers more and more. I think a lot of this newfound respect has come out of how often the question is asked, "How honest is this, really?" or "Is this just to gain more of a platform, or is it genuine?"

Any communications department, whether a marketing firm or a newspaper, will innately have the goal of gaining an audience. Not because that's the goal, but because it's a means to an end. You at The Crescent want to "be the voice of the students." I can't speak for the entire Marketing department, but personally I can say that I love GFU. My experience here has better equipped me to have a voice.

Because of this, any content I make for the university I can use as a means to edify what I love. And I guess my hope is that through doing my job well, other students will be drawn in and learn how to use their voice as well.

-Megan Clark

ASIAN AMERICANS: MINORITY WITHIN THE MINORITY

By Leah Abraham
Crescent Staff

To live in this country as an Asian American is to live like an in-between, seen as a foreigner, a gracious guest, but groomed to be an insider. We are also expected to have one leg in our cultural heritage, the ways of our ancestors, and another in the progressing, mostly white culture. Jumping back and forth between worlds is often confusing and exhausting.

As an Asian American, I'm not quite sure where I fit in at GFU. I am categorized as one of the 29.9 percent of "ethnic minorities" on campus (that does not include the 4.3 percent "international students").

The GFU undergraduate application gives way for 5 options of race: American Indian/Alaska Native, Asian, Black/African American, Native Hawaiian/Other Pacific Islander, and White.

However, by clicking "Asian," I'm not sure if I'm categorized with the international students. There are dangers in grouping Asian Americans with

international students from China. For starters, we have extremely different needs. Unlike the international students who experience culture shock, we do not need to acclimate to the culture; this is the soil we have grown up in. Many of our needs mirror those in the majority demographic.

"WHEN TALKING ABOUT 'DIVERSITY' AND 'RACE,' REMEMBER US. ASK FOR OUR STORIES"

If we aren't grouped with international students, we are often categorized with the general "ethnic minorities" population, which is vastly Latino and African American. This too poses a problem as our struggles differ greatly due to cultural and social differences. Many Asian Americans, therefore, integrate with various social and racial groups, hoping to find community somewhere.

This isn't just an institutional flaw either; individuals, me included, have not stepped up. A performance or two at World's Got Talent, or a booth at the Cultural Fair is not enough. Community, conversations, and specific resources are integral to help this demographic thrive.

However, with low numbers, a resource center isn't feasible. A club, perhaps, is the next best option. But the thing I wish for the most is conversation that includes us. When speaking about "diversity" and "race," remember us. Ask for our stories and unique experiences with those subject matters. Inquire about how we navigate our different cultures and what we've learned from it.

It isn't easy navigating through a culture where there isn't a safe space, community or outlet that is able to provide resources that are specific to a people group's needs. Being a minority within the minority demographic is difficult. We have largely remained invisible, fuming silently when people ask, "Where are you from?" and are unsatisfied with answers like "Beaverton." For us, the "Be Known" promise is lost somewhere in translation.

PERKS OF BEING AT GFU



Students experience community while sharing a meal at the Bon.

Photo by Kelly Toms | Crescent Staff

By Joshua Cayetano
Crescent Staff

Hello and welcome to *Reasons Why You Should Pick the School You Already Picked!*

This article features many of the statistics you already know, in addition to more than a few cherries on top.

For example, did you know that George Fox University has a 13.6:1 professor to student ratio with an average class size of 21 (including labs)? GFU can also boast about how 96% of its alumni, a year after graduation,

have either found a job or are in graduate school.

GFU is also at least \$9,000 cheaper a year than Linfield, Whitworth, Pacific University, and the University of Portland.

But let's get past the statistics. In fact, I'm sure we can all attest to the fact that it was not primarily the statistics that drew us to GFU.

What drew us was the atmosphere. The feeling of community is immediately apparent to any prospective student. I specifically remember Keisha Gordon's contagious, affable attitude rubbing off on me

the moment I stepped foot in Stevens for scholarship competition weekend.

I asked senior RA Matt Woertink what has made his time worthwhile at GFU. He immediately said, "the community."

The community of GFU includes, but is not necessarily limited to, the students. It extends to professors as well.

"I love the connections between the students and the professors. I mean, one of the professors helped me fix the brakes of my car and another offered his old Mustang to me," said Woertink.

George Fox University isn't one of those universities where the professors do not care about their students. There are plenty of schools that boast the same or better academic standards, but do not have the element of personalization.

College is where you form life-long friendships, connect with future business associates, and maybe even meet your future spouse. It is a time when you explore who you are and how you relate to other people.

College is relational. And GFU excels in the field of personal relations—and also in the

fields of business, nursing, and elementary education, just to name a few.

If you find yourself disagreeing with the perks of being at GFU, I suggest you step out of your comfort zone and create the relationships GFU was made to cultivate. Chat with your RA. Discuss your favorite scene from "Mr. and Mrs. Smith" with your English professor.

Forge relationships that will last a lifetime with the knowledge that you are in the perfect place for it.

LACK OF STUDENT INVOLVEMENT IN ASC

By Britta Walen
Crescent Staff

At the town hall meeting held by the Associated Student Community on Nov. 5, one of the items addressed was the lack of student feedback. George Fox University students do not seem very responsive toward student government.

ASC cannot make informed decisions to help and contribute to student life if the students do not tell ASC what they want. Sometimes there are just too many things to do with school, work, social life, family, spiritual life... the list of commitments is long and student governments

seems to be put at the bottom. Instead, we end up complaining quietly on our walks to class.

Instead of complaining, there are things students can do to get involved and be part of things on campus.

There are opportunities for students to interact with ASC. For example, ASC holds many events each month for students to attend. They also have Student Projects in which students can share their ideas to better the campus. Each area also has a representative who goes to ASC meetings, providing another way in which students can be involved. Additionally, each ASC member has an email address like every other student on campus. The

members of ASC are not unreachable.

"WANTING CHANGE ONLY GOES SO FAR UNLESS SOMEONE DOES SOMETHING ABOUT IT"

One student said, "I think that participation in ASC is very important. It is important to remember that while we do elect ASC members to represent us, they are still students like us, and they need help in order to be effective. In addition, I don't think it is a very

good representation of Christ's love when we stand around and complain about the work that they are doing rather than work with them to shape the culture of the school."

When we want things to change around campus, talking about them only goes so far. This is our school and if we want change, we have the ability to make it so. Instead of complaining or wondering when things will be different, we could make it happen right now.

Wanting change only goes so far unless someone does something about it. So if you find yourself complaining about something that your student government could do differently, try talking to them

about it. You only have to put in the time you are willing to, but if you want more out of your student government, you might have to be ready to put in a little more time. You may even find yourself interested in some of the events and projects they are a part of.

The student government is there to help the students. They cannot represent the students if there is little interaction and involvement with the rest of the student community. Next time you find yourself thinking "I should talk to someone about that" when you have a concern or question (or even compliment: they appreciate those too), try getting in contact with ASC and see what can be done.

ASC HEARS FROM STUDENTS

By Denny Muia
Crescent Staff

On Nov. 12, the Associated Student Community (ASC), held a town hall meeting to inform students about what ASC has been doing this semester, as well as to receive feedback from the student body.

"This year has been tough to get a full start, because there's Central, which gets elected but you also have to hire a bunch of people," said Mitzi Martinez, vice president of Campus Representatives. "There's a lot we want to get done. This is a way to introduce the team, to share the projects we've done, and the projects we're doing, and I think that happened."

On Nov. 12, the president of ASC, Jake Vanier, as well as every member of the central committee, (the vice presidents of the various branches within the student government) presented their plans for this academic year. This included a thorough run-down of the budget for the year, and an introduction of the vice presidents.

The town hall meeting was an effort to promote transparency with the student government.

ASC has received sharp criticism from the student body, mostly pertaining to the perceived lack of communication about student government matters.

"I think I chose to be part of ASC because in the past we haven't done as well with communication," said Martinez. "I oversee all the on campus areas, and one of the biggest challenges is having half the university off campus. I think we're working on finding the best way to communicate with everyone, and seeing how people want to connect with us."

"WE'RE WORKING ON FINDING THE BEST WAY TO COMMUNICATE WITH EVERYONE"

According to Stephanie St. Cyr, the ASC advisor, the student government's focus for this academic year is to build community within the student body and to make students' experiences at George Fox University (GFU) "even better."

ASC is responsible for several events that have

happened on campus this year, including the 80's dance, the silent dance, movie nights, the carnival, the lip sync competition, and many others.

ASC has several methods of communication with its students. The ASC website is updated regularly, the social media platforms post weekly, posters are put up in the Bruin Den, there are announcements in the Daily Bruin, window paint in the Student Union Building, Stall Street Journal fliers in the bathrooms, TV screen slides can be seen around campus, and there is a weekly email to all student leaders.

"I think, because there hasn't been communication in the history of ASC, the majority of students forget about ASC," said Martinez. "Even with events, it's kind of assumed that it's just part of the university."

According to Martinez, it's sometimes difficult for students to know what's going on in ASC, without actually being a part of the central committee. "I think we do our best to make sure students know what's going on," said Martinez. "A challenge to that is once you know what's going on, it's easy to get comfortable, and not share that information with students."

DIRECTOR OF HOUSING STEPS DOWN



Keith Schneider has worked at GFU since 2007.

Photo by Samuel Hoard | The Crescent

By Denny Muia
Crescent Staff

Keith Schneider, director of housing, is stepping down from his position at the end of the semester to pursue a business opportunity with a friend.

"This isn't a decision that was made lightly. GFU is very dear to my heart; I'm going to miss the relationships with my coworkers," said Schneider.

He began work at George Fox University in July 2007 as an Area Coordinator for the Coffin and Edward residence halls.

According to Schneider, he completed half of his undergraduate degree at GFU, then transferred to Oregon State University to complete a civil engineering degree.

When he moved in to the director of housing role at GFU, he replaced Tim Goodfellow, who is now the executive director of the IT department.

"There were lots of growing pains in terms of enrollment," said Schneider. "And also, institutionally with the growth, and trying to map out where GFU is headed, and addressing some of those growth challenges with

the housing side specifically."

From January to September, the director of housing prepares housing arrangements for the fall semester, beginning with current students, and then the incoming student body.

"Interwoven in there is helping, supportive role to ACs and RAs with students who are coming and going, coordinating the checkout process, and then facilitating summer [and] May term housing," said Schneider.

The director of housing also coordinates with student accounts, to make sure that students are billed correctly for their housing situations. In addition to this, she or he is also in communication with Admissions, working to evaluate the demand for housing, and putting together reports for the president's team.

"It has been such a privilege and honor to work with Keith and he will be greatly missed!" said Brad Lau, vice president of Student Life. "I've so appreciated the exceptional service that he provides to students as he manages a very complex and multi-faceted housing process. He genuinely cares about students and their experience."

215 TO GRADUATE AT WINTER COMMENCEMENT

By Elizabeth Cranston
Crescent Staff

George Fox University will hold its Mid-year Commencement on Saturday in the Miller Gymnasium at 11 a.m.

It will be easy for December graduates to remember their graduation time and date this year because the ceremony will be held at 11 a.m. on Saturday.

"There are 215 people slated to graduate in the December commencement. Eighty-six are adult degree completion, 60 are graduate students (masters and doctoral), and 69 are traditional undergraduates," said Andrea Byerley, associate registrar.

The 69 undergraduate students come from 26 different majors, with the highest numbers in Art and Design, Global Business, Management, and Interdisciplinary Studies.

"This commencement will be similar to last December's event and although it is a smaller event than Spring Commencement, we are looking forward to celebrating December graduates well," said Executive Assistant to the Provost, Janelle Freitag. "Whether the graduate is a traditional undergraduate, degree completion, master's or doctoral level graduate, we are excited to be honoring this accomplishment."

This year the speaker giving the commencement address will be Kris Kays, associate professor of Psychology.

"I'm immensely honored to be invited to speak at this December 2014 commencement," said Kays. "George Fox has been a significant part of my life through my time as an undergraduate, graduate and faculty member. The university plays a critical role in my own story. I love how our stories

shape and influence the stories of others and I look forward to sharing what I've learned from stories [in my commencement address]."

Kays is also excited to share this special day with her daughter, Erin, who is a graduating Studio Art major.

Graduation is a time to look back on academic accomplishments and celebrate reaching that next level in educational achievements.

"December graduates should look forward to their time to be honored in this traditional ceremony," said Freitag. "Even though we follow a similar format each year, when it is your turn to walk to 'Pomp and Circumstance' that tradition becomes personally meaningful."

The schedule can be found at commencement.georgefox.edu under the "Midyear Commencement" link.

RESEARCH CONTINUED FROM PAGE 1

He pushes for strong student involvement on the project as a way for students to gain invaluable experience, particularly for those headed to graduate programs.

"Students are asked to basically take ownership of entire projects," he said.

Senior Biology major Becca Schroeder is focused on torpor in hummingbirds. "Torpor is when hummingbirds

significantly lower their metabolic rate during the night to save energy. I have been trying to see if temperature plays a role in whether or not a hummingbird uses torpor."

Of her time working with Powers, she said, "Working with Don has given me a chance to see and experience firsthand what it is like to be a field and research scientist. I now have a true picture of this career track, not just something I saw on TV or read in a pamphlet, and I have

learned that I love it."

"The last thing I want to say is that working with Don Powers is absolutely amazing, both on a professional and a personal level... I am both thrilled and honored to get to work under him."

In his 26th year at GFU, Don Powers' legacy continues to grow through his nationally recognized research and the students who have the opportunity to learn under his careful guidance.

RIGHTS CONTINUED FROM PAGE 1

"The goal of Write for Rights is to increase political pressure on leaders and decision makers of a country violating its citizens' human rights. Millions of letters are sent to the leaders, often presidents, as well as the accused. This has a double-fold effect," Westby said.

"It alerts those with influence that the decisions they are making are not acceptable under international law and the world is aware, as well as provides encouragement and hope to those in prison," she said. "Imagine sitting in a cell for years under a false or wrongful charge, and then receiving an influx of letters from people you don't even know saying they care, they're listening, and they're helping."

This year, another ten campaigns have been chosen, three of which are taking place in the United States. One focuses on Chelsea Manning, supposedly involved in the WikiLeaks production. Another focuses on the compensation for the torture of Darrel Cannon and Anthony Holmes through the public authorities of Chicago. Thirdly, a movement to end gun violence

rings true through the story of a fifteen-year-old girl who was shot in the back when meeting with friends after school.

For U.S. issues, all letters will be directed to President Barack Obama. In the seven other cases, letters are directly sent to leaders such as prime ministers, different mayors and governors, kings, and presidents.

"I'm particularly invested in women's rights, so my natural inclination is to write in support of the women and girls of El Salvador. The government in El Salvador upholds all miscarriages as abortions, which is illegal under their law," Westby said. "Women having miscarriages as a result of health issues can, and are often, charged with 50 years in prison for aggravated homicide. I will be writing a letter on this violation of human rights to President Salvador Sánchez Cerén."

All other cases listed include the stories of the accused or wrongfully harmed individuals across the world.

To stay updated with recent events and meetings, students may join the Amnesty International-GFU page on Facebook or email Megan Westby for more information.