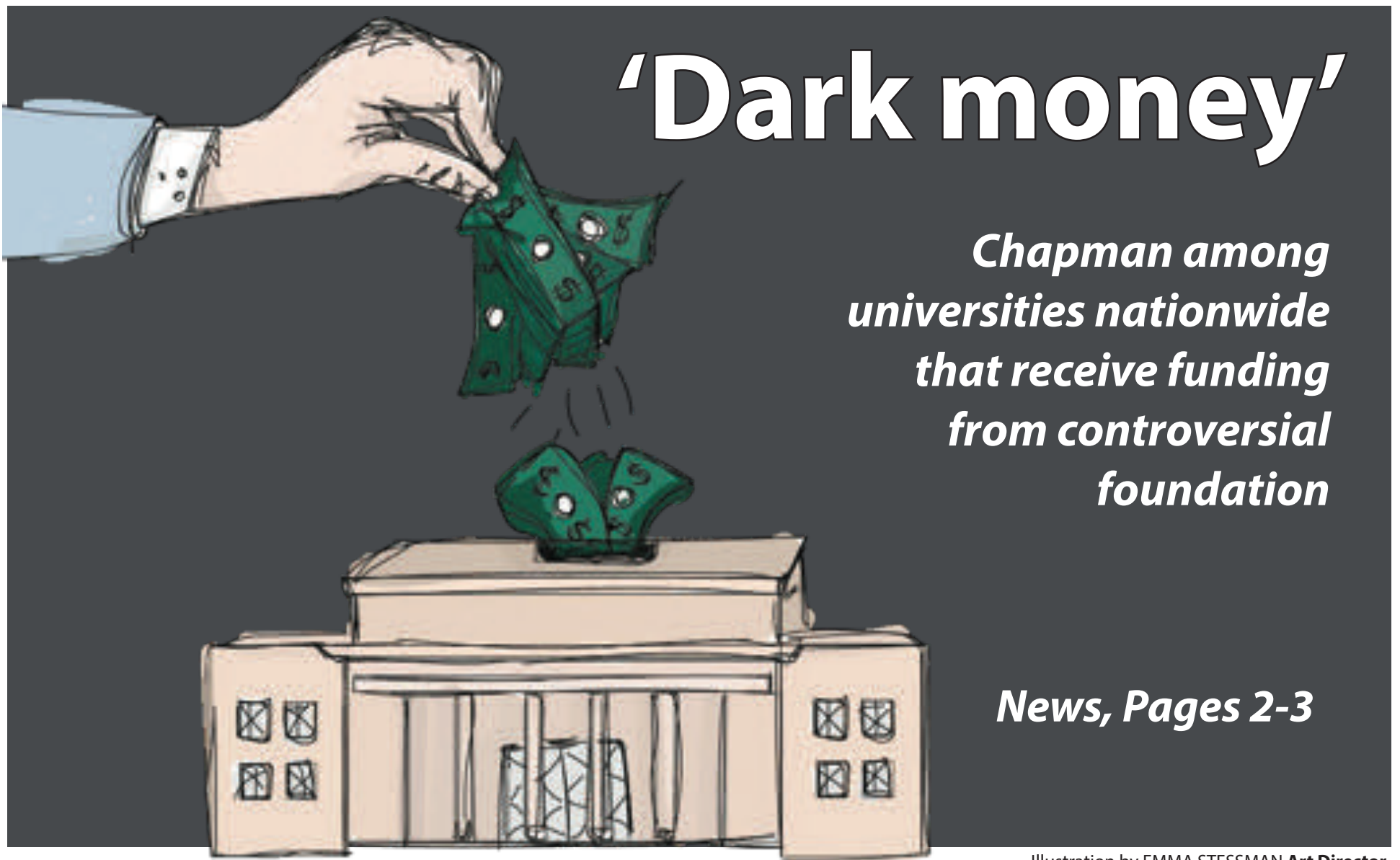


The Panther

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'Dark money'

Chapman among universities nationwide that receive funding from controversial foundation

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Illustration by EMMA STESSMAN Art Director

Concussions and the future of football



CATIE KOVELMAN Staff Photographer

Junior linebacker Matt Layton tackles a Claremont-Mudd-Scripps player in Chapman's 48-38 win Nov. 4.

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New student housing

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UnKoch our campus

The Panther Editorial Board believes it was unethical for Chapman to accept a \$5 million donation from the Charles Koch Foundation.

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Taking Koch money: Chapman accepts millions from

Jamie Altman | Editor-in-Chief
Rebecca Glaser | Managing Editor

Last December, Chapman received a \$5 million donation from the Charles Koch Foundation to help establish the Smith Institute for Political Economy and Philosophy, which aims to combine the studies of humanities and economics.

The Charles Koch Foundation is a philanthropic organization that has donated millions of dollars to colleges across the nation to create a “talent pipeline” of libertarian-minded students, according to findings by the Center for Public Integrity, a nonpartisan investigative news organization. Charles Koch and his brother, David Koch, are billionaires known to support conservative efforts and groups that deny climate change. The brothers were the subjects of a 2016 book called “Dark Money,” which revealed how they have pooled their wealth to influence academia and U.S. politics.

The \$5 million donation, which is part of the \$15.8 million that established the Smith Institute, adds to about \$177,000 that the foundation donated to Chapman between 2009 and 2015, according to tax records. The money has been used to fund professorships in departments across the school, mainly in economics and philosophy.

“(The foundation wants) to fund positions that will represent a conservative, right-wing, libertarian viewpoint, and that is exactly what the Koch brothers stand for,” said Nubar Hovsepian, the chair of the political science department at Chapman. “I have no problem with people who hold these ideals getting hired. I have a problem when money corrupts the university.”

Hovsepian, whose department has not yet been approached by the institute, said that he would rather step down as chair than accept professors funded by the Charles Koch Foundation.

George Mason University and Florida State University have received the highest total donations from the foundation’s contributions to higher education, according to tax documents up to 2015. In February, George Mason students filed a lawsuit against the university, claiming that the donations came with certain conditions and interfered with faculty hiring. At Florida State University, an independent investigation found that programs funded by the foundation pushed a curriculum that matched its ideologies.

Jerry Funt, an alumnus of Florida State University, co-founded “UnKoch My Campus,” a campaign that seeks to expose the “dark money” donated to universities. Funt said he felt like some of his professors were shaping his political ideology during his first semester at the school.

“I was almost sold on these ideals, even though they were completely different from what I had been taught in the past – until I found out about this funding,” Funt said. “That’s when

I started to look at my classes more critically. I realized that there were whole parts of economic theory that weren’t being covered or were being glossed over as wrong.”

When it comes to economics, libertarians generally believe that free-market approaches are the most effective, and that people should have the right to freely offer goods and services without government intervention, according to the Libertarian Party’s website.

University President Daniele Struppa said that the brothers aren’t the kind of conservatives that most people may have in mind, denying that the donations are “dark” and “unethical.”

“Unethical is when you take money and people don’t know that you are taking it. Unethical is when people tell you what to do and you pretend that’s not the case. Unethical is when there is money that is being exchanged under the table,” Struppa said. “Here, everything is completely on the table.”

But not all Chapman professors agree with Struppa.

In late October, a committee in the Argyros School of Business and Economics voted to hire two full tenured professors – the highest form of professorship – funded by these donations. While this is only a recommendation to Provost Glenn Pfeiffer, who will make the final decision by the end of this month, Dan Kovenock, a professor in the Economic Science Institute, resigned from his position as chair of that committee, concerned that there was not an open search for the candidates, and that there was a “lack of objectivity” coming from the university, he said.

The candidates recommended for hire are Michael Moses, a contributing editor at libertarian magazine Reason, and Katharine Gillespie, an English professor, who are married to each other. Representatives from the Smith Institute first presented Moses and Gillespie to the English department in September, which voted 15 to six against hiring them.

Before the faculty members voted, English professor Ian Barnard asked Moses during a research presentation in September about the ethical implications of the foundation’s donation. Moses answered the question, but when the video of the presentation circulated among English faculty members, Barnard’s question had been edited out.

“Such a question during a job seminar was rude,” Director of the Smith Institute Bart Wilson wrote to the English department in an email obtained by The Panther.

Later, the video was re-published on YouTube and included Barnard’s question at the end, but the initial censorship was enough for Barnard to vote “no.”

“I don’t want anything to do with this,” Barnard said. “The whole thing is doing a lot of damage to faculty governance at Chapman, that faculty aren’t having a say in this. It’s doing a lot of damage to free speech and

“
Unethical is when you take money and people don’t know that you are taking it ... Here, everything is completely on the table.

- President Daniele Struppa

critical discussion. If universities aren’t the place where we can have this discussion, then we’re doomed.”

English professor Lynda Hall voted against hiring these professors because she didn’t believe they would add anything new to the department, she said. It was an English faculty member who discovered that the funding had come from the Charles Koch Foundation, Hall said.

“There are always ethical issues if something is hidden,” Hall said. “The foundation’s goal was to change the perspective of liberal higher education, and change the thinking of young people, so they would vote in a way the Koch brothers wanted. That is stopping academic freedom. There is enough balance on campus to counteract this if it comes here, but it can be a cancer, in a sense – where it can filtrate other organs.”

In response to faculty concerns about the openness of the candidate search, Wilson wrote in an email to The Panther that many senior faculty members in the English department and the business school have been “stretch hires,” which he described as candidates with well-established records and reputations, similar to Moses and Gillespie.

In these cases, Wilson wrote, someone from the department brings the candidate to the university’s attention.

Wilson said that after the English department initially agreed to interview the candidates, he and English professor Jan Osborn received support from Wilkinson College Dean Patrick Fuery.

The donations to the Smith Institute have also been used to fund two professor positions in the philosophy department.

Michael Pace, the chair of that department, said he was not aware that part of the money had come from

the Charles Koch Foundation until the interview process had already begun last year. The department voted unanimously to hire one of the professors, Bas van der Vossen, who specializes in political philosophy and is a co-editor for the “Routledge Handbook of Libertarianism.”

“I’m a Democrat, so there was an initial ‘ick factor’ when I first thought about it,” Pace said, although he said that he became more comfortable with the idea after vetting the professors and ensuring they weren’t politically biased.

“You’re never going to accept money from a donor with which you agree about every issue, right?” Pace said.

Economics professor Vernon Smith, who was key in securing funding from the foundation, said the sociology department voted against hiring professors funded by the donations.

“We do have faculty that are nervous about the Koch money because we have certainly seen, as you look at things the Koch brothers have funded across the country, that there is a specific political agenda that they want to push,” said Ed Day, chair of the sociology department.

When deciding whether to hire these candidates, Pfeiffer said that where the money comes from “doesn’t matter,” and the school doesn’t consider an organization’s agenda.

“What I consider is the quality of the candidates,” Pfeiffer said. “I’ve never talked to the donors, in this case, the Charles Koch Foundation. I’ve never had any communication with them whatsoever. I’ve never met them ... I don’t think we want the politics of the candidates – it’s illegal to consider the politics of the candidates – influencing the hiring decision.”

Smith, a Nobel Prize recipient who grew up near the Koch family in Wichita, Kansas, describes his

Timeline of Charles Koch Foundations donations to Chapman

2009

\$25,000

2010

\$40,000

2011

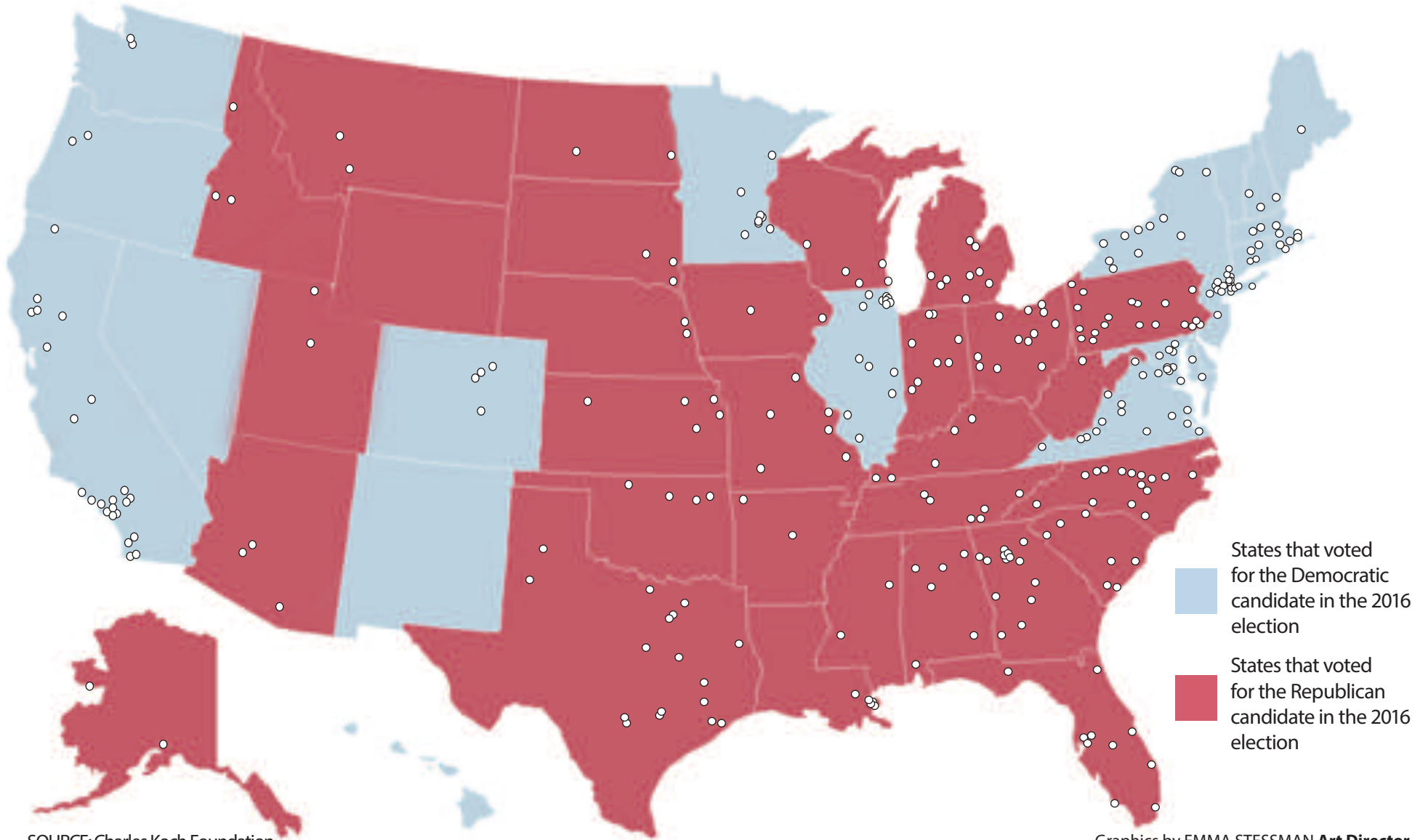
\$24,000

2012

\$18,000

foundation headed by conservative donor

Schools in the U.S. where the Charles Koch Foundation has donated money



SOURCE: Charles Koch Foundation

Graphics by EMMA STESSMAN Art Director

As of January, 319 colleges and universities across the country have received financial support from the Charles Koch Foundation. Chapman is one of the schools that has received a foundation grant, after the foundation donated \$5 million to help establish the Smith Institute for Political Economy and Philosophy last December.

relationship with the brothers as “acquaintances.” Smith first met David Koch, one of the brothers, at a fundraiser in the late 1970s.

When Osborn and Wilson hatched the idea that would eventually lead to the Smith Institute, the foundation was one of the donors on Vernon Smith’s mind, although the foundation was the last to add to the pool of \$15.8 million that ultimately funded the institute.

The idea for the Smith Institute was sparked by a popular “humanomics” freshman foundations course, which combines the studies of humanities and economics. The Smith Institute is named for Scottish economist Adam Smith, a proponent of laissez-faire economics, which is a philosophy that opposes government interference. The institute aims to challenge “the perceived tension between economics and the humanities,” according to the institute’s website.

When Vernon Smith sent the initial proposal to executives at the foundation, they liked the idea of humanomics so much, they pledged \$5 million,

“
I have a problem when money corrupts the university.
 - Nubar Hovsepian, chair of the political science department
 ”

he said. “It wasn’t like anything else (the foundation was) doing. It was completely different. And they just latched onto it,” Smith said. Pfeiffer said that the other donors

of the Smith Institute wanted to remain anonymous because they didn’t want to get “caught up and have people accusing them of things and being associated with this.”

However, Smith confirmed to The Panther that the Thomas W. Smith Foundation - which is dedicated to free markets and supports scholarly institutes on college campuses, according to The New York Times - was one of the three donors.

The schools that receive donations from the Charles Koch Foundation tend to vary in size and prestige, but it has donated the most by far – more than \$86 million – to George Mason University, a public school in Fairfax, Virginia. Struppa, Smith and Wilson have all held positions at the school.

“The way that Koch has historically given to universities with specific intent that violates academic freedom and faculty governance, I don’t think

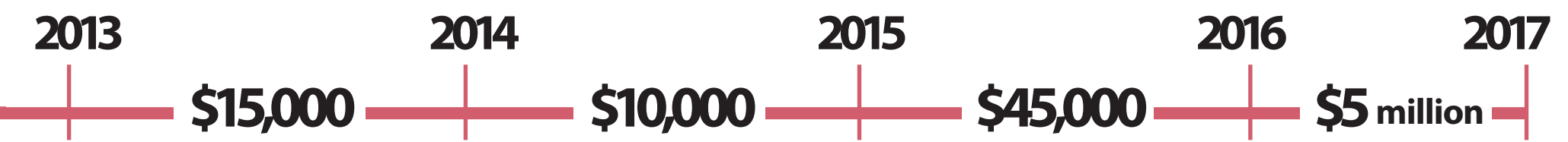
there’s a positive there,” said Sam Parsons, a George Mason University ‘16 alumna and co-founder of “Un-Koch My Campus.”

At Florida State University, Funt noticed that his classes emphasized only one economic theory, he said. One instructor consistently showed videos from a known libertarian economist. Other economic theories and viewpoints were completely left out of the curriculum.

“Charles Koch has said himself, people who represent the foundation have said themselves: The intent of this giving to universities is for the protection of a certain ideology. It’s not at the benefit of the universities. The universities are merely tools to be used to achieve the means to an end,” Funt said.

Smith said that he doesn’t understand why students wouldn’t be open to understanding the study of economics, something he sees as a “basic tool.”

“If their political view can’t stand the study of another point of view, then it’s not a political view. It’s an ideology,” Smith said. “In other words, you’re so committed to it, you don’t want to expose yourself to any other ideas. What are you afraid of?”



Chapman to purchase 399-unit apartment complex

Chapman Grand, located in Anaheim, will house up to 900 starting fall 2018

Jamie Altman | Editor-in-Chief
Rebecca Glaser | Managing Editor

The university is purchasing the Katella Grand apartment complex in Anaheim as its newest student residential building for \$150 million, Executive Vice President and Chief Operating Officer Harold Hewitt told The Panther Nov. 6.

The brand-new complex is part of the university's goal to house all undergrads on campus. Starting in fall 2019, all freshmen and sophomores will be required to live in on-campus housing, Hewitt said. When the university originally planned to expand in 2015, it included a goal of increasing the enrollment to 12,500 students, Hewitt said.

"The community rose up and pushed back hard against that number. Most of the discussion was 'You've got to house more students if you want to grow at all,'" Hewitt said.

Housing more students is one of the key elements of the university's new five-year strategic plan, Hewitt said.

"On the basis of all the other housing that we have to offer to students, (Chapman Grand) is a real upgrade — full apartments, great area," he said. "We think people will prefer to be there and that there will be demand for it."

Some current Katella Grand residents have concerns about the homeless population in the area surrounding the Anaheim complex, which is less than one mile from the homeless encampment at the Santa Ana River.

"I have noticed homeless people looking through the dumpsters when they were put outside for collection," said Daniel Osorio, a resident of Katella Grand. "They would leave a mess by throwing trash on the ground while sorting through it all."

Public Safety will conduct a "thorough security assessment" of Chapman Grand and will make appropriate plans to address any issues the department finds, Chief Randy Burba wrote in an email to The Panther.

"We evaluate a new location by looking at trends and safety measures," Burba wrote. "The measures are specific to that location and surrounding area."

Living at Chapman Grand will cost about the same as the Sandhu Residence Center, Hewitt said. A double room will cost \$11,504 for the nine-month academic year, while a single will cost \$13,210. The university bases the prices of off this academic year's on-campus housing rates for Sandhu. The current rates for Sandhu are about \$4,000 higher than the new Chapman Grand rates.

The Sandhu pricing includes the cost of room and board, but the Chapman Grand apartments will only include the cost of the room because they have full kitchens, Hewitt said.

Chapman will officially purchase the complex by Nov. 20, Hewitt said. The sale is in its final stages, so Hewitt does not expect there to be any problems, he said. There are no plans to renovate the building other than changing the signage.

The complex is a 10- to 20-minute drive from Chapman, or about 3.5 miles away, Hewitt said. Shuttles to campus will be provided, similar to the transportation to and from Panther Village. The shuttles will run 14 hours a day, every half hour, he said.

Hewitt said he recognizes the problems with transportation and parking at Panther Village and that he has



Photos by JACKIE COHEN Photo Editor

Chapman is purchasing a \$150 million apartment complex for upperclassman housing in Anaheim. The complex, which will be renamed Chapman Grand, has been open for two years, and has 399 units and a six-level parking lot.

been working with Burba to resolve it.

"It's terrible. It's really bad, and we know. And we want to fix it," Hewitt said.

The university plans to add 75 to 100 parking spaces in the property adjacent to Panther Village, Hewitt said, which Chapman purchased in 2016.

Chapman is borrowing \$150 million to buy the apartment complex, which adds to the \$195 million total debt that the university has accumulated since 2011, Hewitt said.

Hewitt said that Chapman will remain a low financial risk for potential investors, even with the new debt that this month's housing purchase will incur, according to documents from Moody's Investor Services provided to The Panther. The university was able to maintain its credit rating even after adding \$150 million to its debt, according to the documents.

"I'm impressed because I certainly did not expect to borrow an additional \$150 million and keep the same rating," Hewitt said. "That is a real reflection of how strong Chapman is."

Amenities at Chapman Grand include a fitness center, rock climbing wall, study rooms and an outdoor pool. Each apartment is equipped with a full kitchen — rather than a partial residence hall kitchen — and a washing machine and dryer, Hewitt said.

Sabrina Santoro, Kate Hoover, Maggie Mayer, Lou Vanhecke and Emma Reith contributed to this report.



The Chapman Grand complex has a fitness center and rock climbing wall.

CHAPMAN GRAND AMENITIES

FITNESS

The apartment complex features a two-story fitness center with a rock climbing wall and yoga and dance studio.



SWIMMING

There is a resort-style outdoor pool and spa area with cabanas, and five landscaped courtyards with seating areas and fireplaces.



KITCHEN

Each apartment includes a full kitchen, compared to the partial kitchens in Chapman's other residence halls.



CLUBHOUSE

There is a 9,200 square foot clubhouse with a fireplace, media lounge, barista bar and billiards table.



PARKING

There are 710 parking spaces, and Chapman shuttles will run between campus and the apartments every 30 minutes.



LAUNDRY

There are full-size washing machines and dryers in each apartment.



SOURCE: Katella Grand



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All underclassmen to live on campus by 2019

Kate Hoover | Assistant News Editor

All freshmen and sophomores will be required to live in on-campus housing starting fall 2019, Harold Hewitt, the university's executive vice president and chief operating officer, told *The Panther* Nov. 6.

The "controversial" residence requirement will be announced to students who are submitting applications to Chapman next fall, Hewitt said.

With the purchase of a brand-new apartment complex, Chapman Grand, the university will be able to house all freshmen and sophomores by next year, said President Daniele Struppa. Last year, about 100 students were unable to secure on-campus housing during the housing selection process in April, because more students applied to live on campus than there were available spaces.

Chapman Grand is expected to house about 900 students. When the residence hall at the historic Villa Park Orchards Association Packing House site is completed by fall 2019, Struppa said that the university will be able to house 60 percent of its undergraduate students.

Right now, 91 percent of freshmen and 30 percent of sophomores live in student housing, said Dean of Students Jerry Price.

Struppa said one of the reasons living on campus will now be mandatory for freshmen and sophomores is to improve the university's graduation and retention rates.

"Data seems to indicate that when students are living in residences on campus on university property, graduation and retention improves," Struppa said.

Studies conducted by Iowa State



Panther Archives

Starting fall 2019, Chapman will require all freshmen and sophomores to live in on-campus housing.

University and University of Central Florida confirm that students who live on campus are more likely to graduate than students who live off campus.

Students will also have easier access to campus safety resources when living in university-sanctioned housing, Struppa said.

"Students traditionally don't feel very comfortable calling the police," Struppa said. "If something were to happen and you're off campus, psychologically, it's a bigger barrier to call the police rather than to call Public Safety. You know that their job is not to control or to punish, but their

job is to help."

The on-campus residency requirement, along with the purchase of Chapman Grand for student housing, will help appease Orange residents' concerns about having college students living in off-campus neighborhoods, Struppa said.

"The city has been concerned about increasing the presence of our students in the city. I think that this will allow our students to have access to incredibly high-quality facilities and at the same time, not being in the position of creating conflicts with the residents," he said.

Freshman health sciences major Emily Ennis said that while she understands requiring freshmen to live on campus, sophomores should be able to live off campus.

"You should be able to go and explore and be more independent," Ennis said. "You're 19 or 20 years old. You don't need someone holding your hand."

Amy Treadwell, a '13 integrated educational studies alumna, told *The Panther* that she thinks making students live on campus for two years will deter students from the university and "change the whole college experience."

"I know when I was in college, financially, it was cheaper for me to live off campus," she said. "College is about growing into a young adult, and instead, (the school is) treating students like children by still telling them where to live and how much they have to pay. Remember, most college students are poor."

Commuter students may have the ability to opt out of this residence requirement.

"I think we are going to have some waivers for people who live at home and they commute here," Struppa said.

Price said that the university still needs to determine whether the requirement will also apply to transfer students.

"Most schools with a two-year living requirement will say, 'If you're transferring in with fewer than 60 credits, which is junior standing, then you have to live on campus.' We haven't gotten to that level of detail yet," Price said.

Chapman adding spaces to reduce parking problems

Maggie Mayer | Senior Writer

In less than a year, the parking and transportation issues that many students face could be eliminated.

By fall 2018, the university will have added about 75 to 100 parking spaces to Panther Village, and plans to adjust its shuttle services to better fit students' needs, said Executive Vice President and Chief Operating Officer Harold Hewitt.

Also by fall 2018, the Lastinger Parking Structure will expand by about 350 spaces when the Keck Center for Science and Engineering is completed, said Assistant Director of Parking and Transportation Sheryl Boyd.

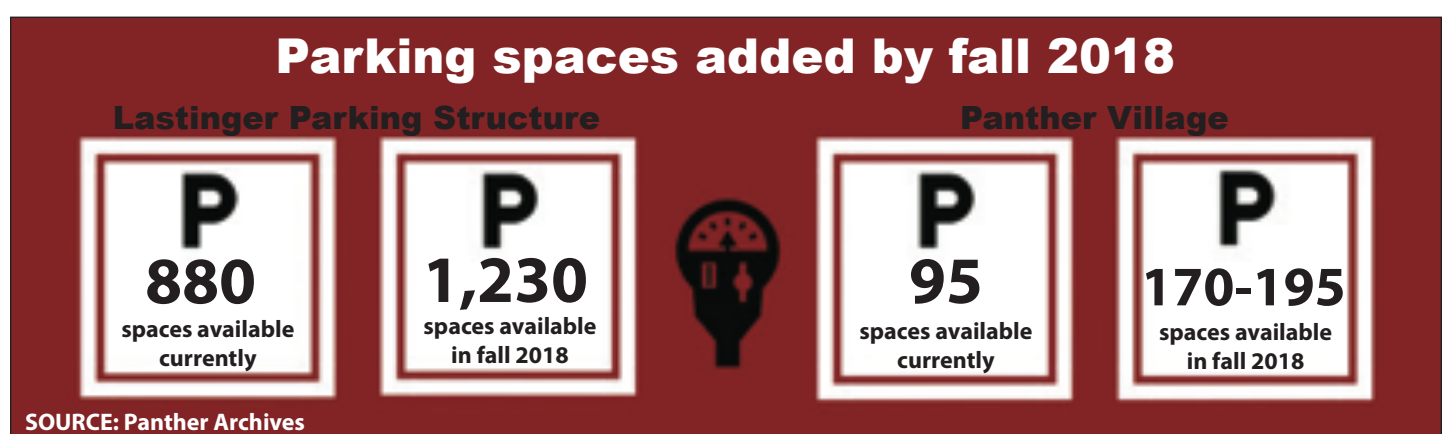
"We're expanding parking because we have all this land (at Panther Village), and eventually, we may choose to build something there – but for now we're making it better for the students that are living there," Hewitt said.

Parking will also be available to all students living in the newly purchased Chapman Grand apartments, which will open to students next fall. The building will have shuttles running, similar to Panther Village.

"(Chapman) Grand has a ton of parking. We don't believe it will be a problem, so hopefully the capacity of the shuttles will be adequate," he said.

The university will purchase more shuttles – in addition to the two already used for Panther Village residents – that will run to and from the school to Chapman Grand every 30 minutes, Hewitt said. The number of new shuttles has not been solidified, Boyd said.

"That is something we will address



Graphic by SABRINA SANTORO News Editor

The university has plans to add about 350 spaces to the Lastinger Parking Structure when construction for the Keck Center for Science and Engineering is completed, and between 75 to 100 spaces at Panther Village, said Assistant Director of Parking and Transportation Sheryl Boyd and Executive Vice President and Chief Operating Officer Harold Hewitt.

during contract negotiations for our transit service early next year," she wrote to in an email to *The Panther*.

Students who want to drive to school won't have any issues, Hewitt said. The students expected to live at the new apartments are already living off campus, and most of them drive and park in the Lastinger Parking Structure daily. Parking passes for students who live at Chapman Grand will include on-campus parking.

The situation is different at Panther Village, since it accommodates about one parking spot for each apartment. Panther Village residents who do have cars cannot use passes to park on main campus before 4 p.m., so unless they have a night class, they have to take the shuttle.

Hewitt said that in addition to adding more parking spaces to Panther Village, he has been working with Chief of Public Safety Randy Burba to

identify how the school can improve its shuttle service.

"We should poll students at Panther Village and (Chapman Grand). Once that group is identified, we can see if they feel there are times of day where more frequency is needed," Hewitt told *The Panther*.

Burba was not immediately available for comment.

Right now, the Panther Village shuttle service is scheduled to loop between the complex and campus every 20 minutes and has two shuttles running during the day. At night, only one shuttle runs, so it comes about every 40 minutes. The last shuttle of the day is scheduled to leave main campus at 11:55 p.m. on weekdays and 9:05 p.m. on weekends, according to a schedule on the university website.

Malia Galindo is a senior sociology major who is in her third year living at Panther Village. She said that although

the shuttles do a good job of being consistent, there are things about the night and weekend schedules that she wishes were different – like parts of Operation Saferide, a night ride service available to students.

"(Operation) Saferide won't drive you back to (Panther Village) if the shuttles are running," Galindo said "I think that is a problem because when it's late and you miss it, you could have to wait 40 minutes," she said.

Galindo also said that it isn't uncommon for students living in Panther Village to be late to class because of the shuttles.

"There's just a lot of general complaining about the shuttle. But I think that's also because people aren't used to taking (public transportation)," she said. "That's just the nature of having to work on a schedule that's not yours."

Political club presidents lead free speech forum

Lou Vanhecke | Staff Writer

On the eve of the one-year anniversary of President Donald Trump's election, about 50 students and faculty members attended a forum of student political club leaders who discussed free speech in the Trump era.

"In his own brilliant and disturbing way, depending on your perspective, Trump tapped into the anti-establishment," said political science professor Lori Cox Han, who organized the event, during the discussion in Arguros Forum Nov. 7. "Even a year after the election, many in the establishment are still missing the point as to why he won."

Han has been "appalled" by some college campuses that have banned specific speakers, and is proud of Chapman for facilitating controversial conversations, she said.

Representatives from four campus political clubs – Chapman Democrats, Chapman Republicans, Young Americans for Liberty, and Alternatives in Democracy – participated in what Dean of Students Jerry Price called a "complex" Q&A. Students talked about political socialization, the differences between free speech and hate speech and professors' roles in promoting a safe environment for freedom of ideas.

Chapman hosted the event as part of its efforts to encourage an academic approach to discussing issues, Price said.

Similar to the event that hosted controversial Title IX critic Laura Kipnis in October, Price hoped this would be an opportunity for civil discourse, and his expectations were met, he said.

"Universities have not done an ad-



IAN CRADDOCK Staff Photographer

From left to right: Political science professor Lori Cox Han and students Juan Bustillo, Tyler Ferrari, Stephen Ragsdale and Matthew Reminick were panelists at a Nov. 7 forum on free speech in the Trump era.

equated job in fostering academic and respectful debate when it comes to social issues," Price said. "I was satisfied by the discourse and was appreciative of the audience's participation."

History professor Alexander Bay asked the audience during the event if certain ideas deserve to have platforms.

"Should we engage a Holocaust denier? Should we host someone who denies climate change?" Bay said. "There is a line – it is not black and white – but there is a line. Do some topics just not deserve our engagement?"

Various responses met Bay's question, with President Daniele Struppa

saying that the only way we learn as a society is by talking to those whose opinions differ from our own.

"We will come out stronger as a community if we engage and debate with each other," Struppa said. "If I lost my openness to talk to those who think differently than myself, I might as well stay home."

Some representatives from campus political clubs told The Panther they appreciated the opportunity to voice opinions and concerns, and were impressed with the questions that the audience posed.

"I am technically labeled as the president of Alternatives in Democracy, but I have just as much power

as anyone else in the club," said Juan Bustillo, a junior screenwriting and political science major. "I was also happy to express my thoughts on free speech and how it can change the way we think about progress."

Free speech can incite progress and unity, Bustillo said, citing the thousands of people who came together to silence a group of Charlottesville-like protesters in Boston in August.

"The congregation of Nazis and the hate they were promoting was surrounded by people shouting over them," Bustillo said. "I think that is a perfect example of free speech being used to combat hateful speech."

Chapman Republicans ambassador Stephen Ragsdale said there is a complexity distinguishing the line between free speech and hate speech.

"Hate speech is entirely subjective," said Ragsdale, a sophomore news and documentary major. "What one person might think is hate speech, someone else may not. If you believe that hate speech shouldn't be protected, then you don't believe in free speech."

Chapman Democrats president Matthew Reminick talked about varying the methods of discussing free speech, presenting the idea of a forum where people can come together and discuss.

Tyler Ferrari, the president of Chapman's Young Americans for Liberty, spoke about free speech acting as protection from the state.

"If free speech is attacked by the state, the issues that we need to talk about will be pushed underground," Ferrari said. "Those harmful ideas can then manifest. If we challenge the public thought, we can make progress."

Students revisit controversial anti-Semitism bill

Emma Reith | Staff Writer

A student-proposed bill to condemn anti-Semitism, vetoed by student government President Mitchell Rosenberg in May, was reintroduced during a roundtable discussion Nov. 7.

The six students and two student government senators who attended decided to remove all content referring to the Palestinian-Israeli conflict from the original bill to concentrate it more toward on-campus discrimination in general.

Rosenberg told The Panther he expects that the bill will be officially re-drafted in the next few weeks.

The main concern some students had with the bill in May was that it took a political stance on the Palestinian-Israeli conflict, said Safi Nazzal, who is the president of the Students for Justice in Palestine club, during the discussion.

The bill concerned some students by using the U.S. Department of State's definition of anti-Semitism, which recognizes that anti-Semitism is related to Israel – although the bill stated that it didn't take a side on the Palestinian-Israeli conflict.

"Anytime a state is associated with the people, or the people are associated with the state, there is a problem," Nazzal told The Panther. "I don't think (the bill) should be related to the state (of Israel) and its government."

Rosenberg told The Panther in May that he vetoed the bill because it wasn't something the Chapman administration would adopt into its policies.

Before his veto Rosenberg said that the club that drafted the bill, Students Supporting Israel, announced that Chapman passed a "pro-Israel" resolution.

"We are not taking a political stance," Rosenberg said during the discussion. "There's several ways we're looking to define it, but we have to remember we're focusing on staying on campus at Chapman."

Rosenberg also told attendees that he was concerned the bill was brought before a newly elected senate in May at a 10 p.m. meeting – without being publicized to students beforehand.

"(The) senate didn't talk to anybody (about the bill), and students didn't give their verbal support," Rosenberg said. "I condemn campus anti-Semitism, but if we wanted (the bill) to be successful, we had to do our job."

Rosenberg also asked the group of students Nov. 7 why this resolution would be different than the university's current policies against violence and discrimination, and asked what other marginalized on-campus groups may think, questioning if there should be a resolution about every group on campus that may be subject to discrimination.

Taylor Onderko, the president of pro-Israel, pro-peace advocacy organization J Street U, responded to Rosenberg's questions, suggesting opening the resolution to other groups.

"I think if you ask the campus what groups are marginalized that would like to be included, that's out there for them to take advantage of," she said.

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Sharp guidelines, blurred lines

Students discuss their definition of consent

Natalie van Winden | Senior Writer

Every year, freshmen are welcomed to campus with a mandatory Healthy Panther workshop including discussion about Chapman's sexual misconduct policy and what consensual sex means and what it doesn't. Still, many students have a different idea of what consensual sex is, and how to play the game by the rules.

Recent policy changes led by Education Secretary Betsy DeVos, who rescinded Obama-era guidelines on campus sexual assault investigations in late September, has sparked conversation among students about sexual misconduct and what it means on a college campus.

Chapman's sexual misconduct policy is meant to protect both complainants and respondents, and includes the fact that consent cannot be given if someone is incapacitated, said Director of Student Conduct Colleen Wood. Chapman's student sexual misconduct policy states that if one person is under the influence at the level of incapacitation which is defined as a state where someone cannot make rational decisions consent cannot be given. Although the university tries to be as clear as possible, some Chapman students have their own idea of what consent means and when it cannot be given.

"Anything other than a clear 'yes' spelled out with every letter is a hard no, and would be nonconsensual," said junior screenwriting major Rafaela Bassili, who is also a member of Chapman Fems. "At this point, I hope we have all understood that intoxication means a person cannot clearly consent, and I think that trying to figure out a point where it would be OK or not to blur that line would only give assaulters the nuance they don't need."

Chapman's policy states that consent is an affirmative "yes" by all participants to engage in sexual activity.

"If my definition of consent is that I'm reciprocating the action, then I guess it's reasonable to assume consent has been given," said sophomore creative producing major Lynnzee Highland. "And it's reasonable if asking at every step is someone's preference. But it might be kind of annoying to be like 'is it OK' if they kiss you, 'is it OK' and then they touch you. I don't know if that would happen."

In some cases, consent is assumed because of a previous relationship, or even a previous conversation. Some people don't wait for a second, third or fourth "yes" as they round the bases if they already got permission to play the game.

Highland said that if someone is under the influence, the line of consent can be blurry.

"If I've had one or two drinks, I can give my consent, but if I'm really drunk, then no, absolutely not," she said.

The policy adds that a person must be able to understand the "who, what, when, where, why or how" of the sexual interaction.

"Theoretically, someone can be incapacitated and still be up and walking around," Wood said. "That's why the definition of incapacitation is so important."

There has been confusion among student bodies and in the media about the exact definition of incapacitation



Photo Illustration by JACKIE COHEN **Photo Editor**

While Chapman's sexual misconduct policy outlines what consent is, students have differing opinions about the definition of consent.

versus intoxication regarding consent violations, Wood said. Since Chapman does not depend on state funding, the university is not required to follow a set policy.

"It's a clear line," Bassili said. "No" simply means "no," independent of whether it was clearly said or was stopped from being said by other circumstances, such as intoxication," Bassili said. "It shouldn't fall on the woman to decide at what point of intoxication she wouldn't be able to give consent, but on her partner to understand that anything other than a 'yes' is simply a 'no.'"

Moving to an affirmative consent standard was a very important development in the understanding of what consent is, Yocum Gaffney said.

"That does serve to make brighter lines where there weren't before about what consent means," she said.

Conservative estimates of sexual assault prevalence suggest that 25 percent of American women have experienced sexual assault, including rape, according to the National Institute of Alcohol Abuse and Alcoholism. About half of sexual assault cases involved alcohol consumption by the perpetrator, victim or both.

Chapman's policy states that consent cannot be assumed, even if the individuals are in a relationship.

"It's not that we stop every step of the way, it's more like if he's kissing me and I'm kissing back. If it's at that level, if we are both showing interest, that we assume consent is given," said Highland, who has been in a relationship for more than a year. "There are certain points where he'll ask if it's OK and I'll say 'yes.' I don't know if that's normal, but I like it that way."

Highland added that it might be harder for someone to say "no" during a hookup, compared to someone in a long-term relationship.

Consent cannot be given if it is:

- inferred from silence
- obtained from a person who is asleep or otherwise mentally or physically incapacitated
- obtained from a person who is incapacitated by intoxicants such as alcohol, drugs or medication
- obtained by threat or force
- obtained through coercion

Source: Chapman Sexual Misconduct Policy

The consent policy isn't perfect, said Colette Grubman, a junior English major and member of Creating a Rape-free Environment for Students (C.A.R.E.S.). "Students should educate themselves on the policy because it's very important to know your resources and know your rights," Grubman said. "The main part of our (C.A.R.E.S) job is making sure that people know how to be an active bystander and how to know what consent is and how you have it."

Incapacitated definition:

A state where someone cannot make rational, reasonable decisions because they lack the capacity to give knowing consent.

Source: Chapman Sexual Misconduct Policy

Important contacts:

- Student Psychological Counseling Services: (714) 997-6778
- Dani Smith, Chapman University Sexual Assault/Rape Crisis Counselor: (714) 744-7080, dasmith@chapman.edu
- Chapman sexual assault information line: (714) 744-7000

#MeToo sparks change in male reactions

Lou Vanhecke | Staff Writer

The #MeToo campaign has made some male Chapman students more aware of the severity and frequency of sexual assault, and has inspired them to engage in conversation with fellow students, call others out on their actions and join assault awareness groups on campus.

“The #MeToo campaign and getting involved in the Walk Against Violence has made me realize how much exploitation there is against women,” said Tommy Radle, a freshman undeclared student.

Stories of sexual harassment and assault have gained traction since mid-October, when Hollywood film producer Harvey Weinstein was accused of abusing and harassing actresses and female film employees. People then took to social media and wrote “me too” if they had been sexually harassed or assaulted.

Radle believes that powerful people like Weinstein should be held accountable for their actions. Zach Salem, a sophomore communication studies major, said that reading about the allegations against Weinstein made him look at the issue of sexual harassment both externally and internally.

“Externally as in what I can do to be an ally, but internally as in evaluating my own actions,” Salem said.

The #MeToo campaign has given thousands of women the platform to share their experiences with sexual assault and it has also contributed to the national awareness of how prevalent sexual abuse is.

Because of this, it’s important for men to reflect on their behaviors and actions, Salem said.



Panther Archives

Some male Chapman students donned high heels to walk down Glassell Street in Orange during the Nov. 1 Walk Against Violence, an event that

“Getting involved with C.A.R.E.S (Creating a Rape-free Environment for Students) on campus, but also taking notice of the national #MeToo movement, are great opportunities for men to show that they understand how serious these issues are,” Salem said.

The #MeToo campaign sparked personal conversations with Salem’s female friends who had been sexually harassed, which helped him realize the magnitude of this issue, Salem said.

Rico Corral, a junior business administration major, has had four close friends who have been sexually harassed, he said. But the #MeToo

campaign helped him understand the vastness of sexual violence and harassment.

As a result, Corral advocates for survivors by talking to men about sexual harassment, because many believe the topic isn’t as serious, he said.

“I think it’s really important to realize that we need to have these conversations. All people need to expand their knowledge about this hideous problem,” he said.

Senior film production major Daniel Dickinson’s girlfriend was harassed and grabbed inappropriately in front of him last semester, he said. He par-

ticipated in the Walk Against Violence Nov. 1, an event to expand awareness and education about violence against women, and he also wants to attend Chapman C.A.R.E.S. meetings. He said that the #MeToo campaign has made him reevaluate his judgment for the future.

“I’ve kept it in mind to be more wary of these kinds of situations,” Dickinson said. “If I ever saw something like sexual harassment or assault at one of my parties or at a social gathering, I would have no problem calling that person out or intervening. One of the worst problems surrounding sexual

Alzheimer’s victims not forgotten

Jade Boren | Assistant Features Editor

One Chapman student’s family is helping aid research to cure a currently incurable disease by raising almost \$10,000. Paloma Williams can’t stand that her grandma can’t remember who she is.

“I have watched her go from a brilliant, intelligent, artistic person, into a helpless, scared child,” said Williams, a senior integrated educational studies major. “She is my only grandparent, so it was hard on me, as she really isn’t my grandma anymore.”

Hillard Kaplan, who joined Chapman’s Economic Science Institute in September, may be able to help. The National Institutes of Health and the National Institute on Aging recently awarded him a five-year \$3.7 million grant for Alzheimer’s research. It’s the largest federal grant in Chapman’s history, according to a Chapman blog post.

Whether it’s through research or coping methods, Chapman students have responded in different ways to news of their family members’ Alzheimer’s diagnosis. It is an irreversible brain disease, according to the National Institute on Aging, that the Alzheimer’s Association estimates 5.5 million Americans have in 2017.

After her grandmother was diagnosed with Alzheimer’s when Williams was 14, Williams and her family moved from London, England, to Palos Verdes, California, to take care of her.

Using books, internet research and medication, Williams and her family have tried to find ways to slow the deterioration of her grandmother’s brain.

They fell in love with art therapy, since Williams’s grandmother was an artist, and Williams’s mother hires an artist to visit Williams’s grandmother twice a week.

But still, Williams said, there is no cure.

For the past two months, Williams and her family have posted on every social media platform to ask for donations for the Walk to End Alzheimer’s on Nov. 5, hosted by the Alzheimer’s Association. Their team, the Delta Gamma Legacies, raised \$9,780 at the walk in Los Angeles. It was the family’s second walk, as Williams said she and her family walk and fundraise once a year.

Seventy-nine percent of the association’s annual expenses go to care, support, research, awareness and advocacy activities, according to the Alzheimer’s Association. Williams is particularly interested in stem cell research.

“I know that Alzheimer’s affects part of the brain, so through stem cells, there is a potential to replace those damaged cells,” Williams said.

Instead of looking solely at the brain, Kaplan also looks at arteries – the Tsimane tribe’s, in particular.

“If you understood the sequence of events of a bad lifestyle and how it changed chemical reactions in brains and compared to the healthy aging, then you might be able to see which drug interventions might switch off those bad processes,” Kaplan said. “What’s elusive right now is, what is that chain of processes that leads to Alzheimer’s, and what makes it worse?”

Williams is interested in healing Alz-



Courtesy of Paloma Williams

Paloma Williams, a senior integrated educational studies major whose grandmother has Alzheimer’s, has raised almost \$10,000 for treatment research.

heimer’s through a healthy lifestyle.

“I am a strong believer in healing through nutrition and naturally, rather than medically,” said Williams, who is vegan and eats a gluten-free diet. “I definitely believe that living a healthy lifestyle can bring many benefits throughout someone’s life.”

Junior business administration major Paul Vasquez lost his grandmother, Josephine Vasquez, to Alzheimer’s six years ago, but he could not recall any bad lifestyle choices his grandmother made.

“She was living a healthy lifestyle. She

would have a garden she would tend to,” Vasquez said.

Vasquez’s grandmother was unable to regain her memory. The efforts to help her, such as using pictures to recall relatives she’d forgotten, did more harm than good, he said. And Vasquez’s family didn’t look into how to turn the dial back on her failing memory.

“Her generation, they had no idea about internet or any of that, so there was really no way for her to do her own research,” Vasquez said.

One year later...

Some students still think about presidential election every day

Emiko Kaneoka | Staff Writer

One year ago, Argyros Forum was filled with more than 100 students for the Election Day Watch Party. When Donald Trump was elected president, students both celebrated and lamented his win. The next day, they gathered on campus to protest or support the incoming president.

A year later, Alexa Abadee still reflects on the 2016 presidential election daily. Whether Democratic or Republican, students agree that the parties are more divided than ever, and that they must engage in conversation to bring the country together.

"The past year has exposed the divisive nature of our country. It's become an 'us versus them situation,'" said Abadee, a senior integrated educational studies major and member of the Chapman Democrats club. "There's not one day that goes by when I don't feel sad about what happened."

Jake Ummel, a junior political science major and president of the Chapman Republicans, agrees that the country is "more divided than before" the election. He encourages opposing parties to engage in conversation when they disagree.

"I'm disappointed that some people on campus have reverted to the feeling that if you're not on their side, you're wrong. And it's on both sides," Ummel said. "Both Democrats and Republicans have crawled into our corners and feel that anyone who disagrees with us is against us, and that's not American."

While Matthew Reminick, a senior peace studies major and president of the Chapman Democrats, promotes

open political conversations among students on campus, he also fears that the Democratic Party will become complacent during Trump's presidency.

"Do your best to be informed about what you can do to encourage policies that you believe in, and do your best to engage with different political groups on campus to gain different perspectives," Reminick said.

Chris Castillo, a freshman business administration major, was not old enough to vote during the 2016 election. He said that his mother voted for Hillary Clinton because some of their family members live undocumented in the U.S., and feared deportation if Trump was elected. Despite Trump's history of verbal attacks against Mexicans living in the U.S., Castillo tries to understand the president and his supporters, he said.

"I didn't feel resentment toward Trump supporters," Castillo said. "I try to understand them and their personal ethics and values."

The night of the election, Abadee said she cried for the minority groups that she feared Trump would negatively impact, even though she didn't believe his presidency would directly affect her as a white female.

"I know someone that fits into every category that Trump has criticized or attacked," Abadee said. "I was really scared for them."

Stephen Ragsdale, a sophomore news and documentary major and Chapman Republicans ambassador, remembers the diverse reactions on campus the night Trump won. However, he believes that contrasting reactions were not caused by Trump,



Photo illustration by JACKIE COHEN **Photo Editor**
One year ago, students gathered in the Student Union for the Election Day Watch Party.

but by long standing political divides. "A lot of people have painted Trump as a big divider, and there's some truth to that, but I think Barack Obama was divisive too," Ragsdale said. "We weren't a big happy, unified country when Trump took office. The divisions were well in place."

Ragsdale said that he struggled with his decision to vote for Trump since he mostly agrees with Trump's cultural beliefs, but not his political beliefs. But Ragsdale appreciates the tone Trump has set as president so far, he said.

"It's nice to take a break from the politically correct culture from the

Obama era," Ragsdale said. "It's nice to have a president that seems to love his country."

Reminick said that he has less trust in the president, who is "controlling the tone of the dialogue in this country," but that he is relieved that many of Trump's attempts to pass controversial laws have failed.

"I still have a lot of trust in our government. The three branches (of government) have shown us that if a policy is unpopular, it won't get passed," Reminick said. "I just have a little less trust in who is controlling the launch codes and is in charge of the armed forces."

Some students lose trust in U.S. government

Leslie Song | Staff Writer

Scrolling through her Twitter feed, Jessica Tredota is bombarded with political movements and campaigns that oppose President Donald Trump's decisions. Although she didn't fully trust the government before Trump took office, she has even less faith in it now, Tredota said.

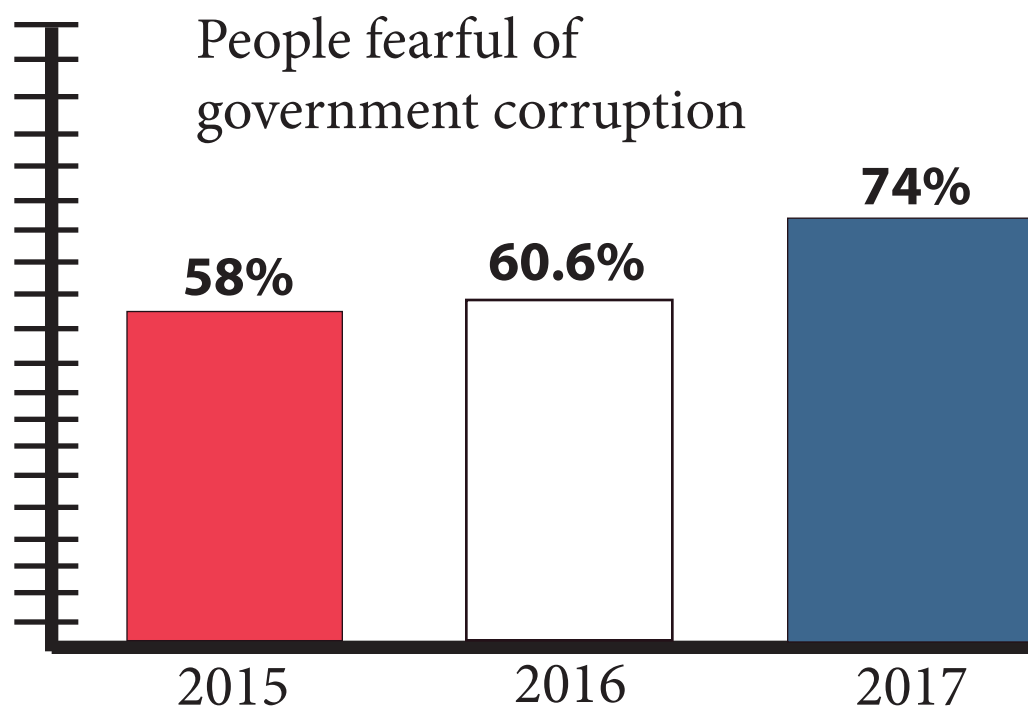
About seventy-four percent of Americans surveyed worry about the corruption of government officials, according to Chapman's annual study of American fears. On Oct. 30, special counsel Robert Mueller indicted three Trump advisers after he found evidence that they were coordinating with Russia and had made attempts to hinder his rival, Hillary Clinton, during the 2016 presidential election, according to The New York Times.

As a result, some Chapman students have lost trust in the government due to doubts about the administration.

"I can't trust the current government as much as before (the 2016 presidential election) because I don't think (Trump's) administration has everyone's best interest in mind. It's centered toward a specific group of people, like the elite, and a lot of different groups aren't being represented," the sophomore strategic and corporate communications major said.

Tina Ziobro, a freshman television writing and production major, feel similarly once Trump took office because of his character, she said.

"I don't trust Trump as a public



Source: Chapman University Survey of American Fears

Graphic by LORIG YAGHSEZIAN **Features Editor**

speaker or a representative for us because he is a little impulsive in what he says. I don't believe that Trump is as open-minded as I'd like, so there's a distrust in him to be open-minded," Ziobro said.

Due to Trump's strong partisanship, Ziobro believes this will result in less compromise within the government and fewer changes in public policies. As for how the public can regain that trust, Ziobro said that implementing different viewpoints from government officials could help add perspective.

Political science professor John Compton agrees that there is a relationship between distrust in govern-

ment and policy deadlock.

"When you see polls showing that the trust in government is at an all-time low, most people clearly don't trust the government, but a lot of that has to do with the feeling that government is gridlocked and unproductive. A lot of the time, people naturally assume it's because elected officials are corrupt," Compton said.

However, the Trump administration, or any person in government, is not to blame for this low percentage in government trust, he said.

"There was massive involvement by Russia trying to influence our election, but we don't know for sure the extent to which the Trump campaign was

aware of that. But even if they weren't aware of that, just the fact of a foreign power intervening plants doubts in people's minds and causes them to have less trust in the government," Compton said.

While Compton believes that most government officials and employees are trustworthy, he also acknowledges that they are generally more interested in getting elected or re-elected than in the country's well-being, he said.

"It becomes more about the effects of our political systems as a whole rather than the bad motivations of particular members of Congress or other office holders," Compton said.

Jack Meisel, a sophomore screenwriting and history major, has never trusted the government, he said. He supported neither Clinton nor Trump in the 2016 presidential election, and he can't trust the current administration either, he said.

"I didn't even feel like I trusted the Obama administration, much less Trump," Meisel said.

Meisel believes that the U.S. government has become more complex in order to make the majority of people stay confused and uneducated. The loss of trust is partly because the public doesn't want to understand politics, and partly because the government system can be complex, he said.

To deal with this, Meisel offers a solution.

"You should never trust the government (to begin with). There's always going to be stuff going on that is best kept from us because the government will be more efficient that way and they can solve problems without getting people involved," Meisel said.

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Rate My Professor gets five stars from me



Olivia Harden
Opinions Editor

It's that time of year again. Just when midterms are over and the thick of the semester lays off a bit, it's time to start registering for the next one.

With so many classes and professors

to choose from, it might be hard to know if you're making the right decision. And with classes still going on, there is not a lot of time to go hunting for information. Many students, including myself, use the website Rate My Professors to decide which professors to take classes with. Rate My Professors tends to get a bad rap from professors, but the site that professors love to hate is probably more accurate than they think.

Founded almost 20 years ago, Rate My Professors has more than 19 million reviews for 1.7 million professors. The reviews are short, succinct and to the point and often answer the real questions that students have. How much reading does this professor assign? Is this professor strict on attendance? Are they friendly and helpful? Rate My Professors provides a direct line from other students who have taken these classes in order to access this information.

Some professors dislike Rate My Professor because they don't believe the information is accurate, but a study conducted by the University of Maine found that Rate My Professors ratings have a significant correlation with the student evaluations when it came to questions about the overall quality of the course and the relative difficulty or ease of the course.

Any website designed to be a forum will have issues because people share their unfiltered opinions. And Rate My Professors does have plenty of unnecessary content - such as the chili pepper, which rates professors on hotness. With any system where you rate and give feedback, there are always going to be people who over exaggerate, or use the website as a way to get revenge. But most professors have multiple reviews over several years from multiple students, and the comments average out.

Overall, the benefits of having access to an abundance of information about potential professors outweigh this.

Once you become more established in your major, there's much less of a need to use Rate My Professors because you can talk to your peers directly who have taken the courses you're concerned about and get feedback. But for general education courses, or a cluster or minor that you haven't dove into yet, making a choice can be tough.

Rate My Professors could be dead wrong about a class you take. Maybe a professor that students completely trash on the site will be extremely helpful to you. This is bound to happen to someone. Students learn in different ways, and they need different levels of participation and attention.

But I'm not sure I would survive registration season without Rate My Professors. It helps me choose my classes quickly, and with much less hesitation than before, often leading to a more successful semester.

EDITORIAL



Illustrated by Meghan Noyes

UnKoch our campus

The Panther Editorial Board

In 2016, a book called "Dark Money" chronicled how Charles Koch, who runs a philanthropic organization that has donated millions to colleges across the nation, and his brother have used their immense wealth to influence U.S. politics, control academic institutions, and, as a 2016 New York Times review put it, "hijack American democracy."

Last December, Chapman accepted \$5 million of that "dark money" from the Charles Koch Foundation, adding to a pool of \$15.8 million that helped fund the Smith Institute for Political Economy and Philosophy, which attempts to combine the studies of humanities and economics.

The Panther Editorial Board believes that it is unethical to accept this money without being transparent about its donor's intents. Chapman's mission states that students should go on to lead "inquiring, ethical and productive lives as global citizens." Accepting money from the Charles Koch Foundation calls that statement into question.

A Charles Koch Foundation representative said that the organization donates to colleges across the nation to create a "talent pipeline" of libertarian-minded students, according to findings by the Center for Public Integrity, a nonpartisan investigative news organization. By accepting the foundation's money, Chapman chooses to ignore the political implications of the foundation's actions.

Education with a motive attached can be dangerous. Jerry Funt, an alumnus of Florida State University, which has received more than \$2.3 million from the foundation, told The Panther that he felt like some of his professors were shaping his political ideology during his first semester at the school. It's happened at other schools, and it can happen at Chapman.

Any professor can come in with their own political biases, but there is a lack of transparency in the way these professors were hired.

In September, the English department voted against hiring professors funded by the Smith Institute. In October, these same candidates were presented to the Argyros

School of Business and Economics, which voted to hire them. Depending on Provost Glenn Pfeiffer's final decision, these would be full, tenured professors - the highest level a professor can reach.

Typically, professors need to have taught at a university for at least a year to be eligible to apply for a tenured status, according to the Chapman website. Political views aside, while the candidates offered for hire by the Smith Institute may be qualified, offering them tenure immediately while many others have to go through a much lengthier process is unfair.

This process has made many professors uncomfortable - some told The Panther they were concerned that there was not a traditional search to find these candidates. On the day that a committee voted to give the professors tenure, Dan Kovenock, a professor in the Economic Science Institute, resigned from his position as chair of the committee.

A lack of transparency was evident when English professor Ian Barnard asked one of the candidates about the ethical implications of the Koch donations. When the video of the presentation circulated among English faculty members, Barnard's question had been edited out. "Such a question during a job seminar was rude," Director of the Smith Institute Bart Wilson wrote to the English department in an email obtained by The Panther.

But Barnard's question was not rude. In fact, it was valid. Chapman places a heavy emphasis on open dialogue and discussion, but when Barnard asked an uncomfortable question, it was censored. If the university truly believes there is nothing wrong with accepting these donations, then there should be nothing to hide.

By choosing to hire these professors, Chapman makes a clear decision to become a certain kind of university - and this comes with ethical implications. We believe the university should think critically about whether this is the type of school it wants to become.

After months of reporting, The Panther Editorial Board came to the conclusion that accepting this money is unethical and wrong. But we believe that readers should make their own decisions about these donations - so read the story, look at the facts and form your own opinion.

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Have a question, comment or idea? Contact us at thepanthernewspaper@gmail.com.

Glamorizing stress is so not ‘fetch’



Claire Treu, sophomore English and peace studies major

Stress is often like Regina George.

From the movie “Mean Girls,” the character of Regina George is the popular, attractive and controlling bully most of us know from high school. We hate her, and yet, we glamorize her.

In a similar way, stress in college has become Regina George. Romanticizing itself to resemble beauty

and success, stress hides its real motives of manipulation and defeat. Even worse, we fall for the act.

Glamorized stress is the false view of unhealthy habits – like minimal sleep, and a lack of exercise and free time – as normal aspects of life. This is embedded in a culture we live in that wrongly associates stress with a strong work ethic and long-term success.

Stress is normal for students, and it controls the way we live our social lives.

As college students, we are desperate for achievement, which makes us vulnerable to the belief that stress means success. Through this belief, unhealthy competition affects students, who inadvertently compete to be more stressed than those around them. People are willing to push past their physical limits to prove tireless work, and quality and happiness are forgotten as priorities.

An ignorance toward damaging social situations – like bragging to our peers about all-nighters or viewing our busy schedule as more valuable than those with free time – legitimizes stress as a valuable part of competition. We cannot allow ourselves to give stress the power to add value to life.

On social media, the hashtag #stressed has become all too common. Whether it be Snapchatting late study nights or posting sour Facebook updates about a terrible day, we normalize these unhealthy habits through the reinforcement of likes and comments. When we post these things on social media, we boast our “commitment” to working the hard and long hours that are “necessary” for success. In reality, we create more stress, and we damage our confidence.

“There are negative relationships between social media use and academic performance, as well as with academic self-efficacy beliefs. Academic self-efficacy beliefs mediate the negative relation-

ship between social media use and satisfaction with life,” according to experts of information systems, Martin Hassle and Mary Sukalich, in the Information Research: An International Electronic Journal. This is not to discredit the hard work and late nights that are customary for college students, but when we normalize this behavior online or in social situations, it becomes less about hard work and all about the recognition. We are tricked into an addictive competition with our peers for the most coffee cups consumed or least number of hours slept, because this is what we think it takes to be successful.

Lost in stress, our identities become not who we are, but instead what we have done. As students, we become disconnected from our hearts and compassion. Our creative inner selves are stripped away and replaced with false promises of success.

Students trade themselves and their health for grades and resumes because our social world has falsely convinced us that long-term success means trading joy for stress.

Treating our social lives like a Regina George “Burn Book” to talk about stress is toxic. Instead of glamorizing stress, we should focus on awareness of what it really is. Refusing to embrace stress as a normality in life leaves students the time and energy to positively create and learn through the resources at our fingertips. Isn’t that what college is all about?

Indigenous people deserve to be celebrated



Jessica McCool, junior sociology major

Indigenous People’s Heritage Month has finally made its debut at Chapman. However, I can’t ignore the fact that our cultures and identities have been oppressed for years, that people still celebrate “Columbus Day,” some wear headdresses as accessories and others still recognize Thanksgiving as a joyful gathering

between the pilgrims and American Indians. But I am thankful for the small stride that Chapman has made to celebrate indigenous cultures and amplify our voices on campus.

Coming to Chapman was hard for me because, growing up in the Chumash culture, I was always surrounded by family and a comfortable community. At Chapman, I lacked this sense of community, so I decided not to return after my first semester of my freshman year. Instead, I went home and continued working in the environmental department on my reservation in Santa Ynez, California. In that time, I learned different aspects of my culture,

language and skills, like installing solar panels and restoring traditional plant-gathering sites. I realized that self-education and keeping my culture alive was important for myself, my community and future generations.

I knew that I could transfer to another school where I would feel more comfortable, or I could return to Chapman to be a part of much-needed change on the campus. After that one semester off, I decided to come back. I heard that there was going to be a Cross-Cultural Center opening on campus and I knew that I had come back for a reason: to be involved in this project. Just the mere words “cross-cultural center” gave me a new hope for this campus and the type of community I was looking for.

Now, Chapman is celebrating Indigenous People’s Heritage Month and I have a much better sense of belonging. Talking about these issues is the first step toward solving them. It might seem patronizing that we are given just a month to be recognized and to celebrate our people’s resilience when the government should have been recognizing indigenous people from the beginning. But when a culture is so oppressed and tucked into society, small months of remembrance are our foot in the door. It is a time to cultivate dialogue and education.

My elders were reluctant to tell stories about growing up because their generation was removed from the reservation. They felt that, in order to have a better life and provide for their families, they would need to leave. Since then, during my childhood, our tribe, the Santa Ynez Band of Chu-

“***I knew that I could transfer to another school where I would feel more comfortable, or I could return to Chapman to be a part of much-needed change on the campus.***”

mash Indians, has made huge strides in development. We now have running water, electricity, a casino, our own tribal law enforcement and fire department, a health clinic, an education department offering after-school programs for our youth, a language program revitalizing the Samala language into our everyday lives and an environmental department — my personal favorite.

Some tribes are not as fortunate. At native youth conferences I attend, I hear stories about how children and adults were placed in separate cemeteries in their communities and that there are no programs to help members who become victims to drugs and alcohol. They’re losing their languages, they live in unhealthy communities and poor environmental conditions, and most of them do not thrive in higher education. I am not sharing this information to get sympathy for the Native American communities, but, in order to see a group in society as equal, we must recognize the struggles and oppression they have gone through and continue to face.

There’s more to gun control than your Facebook indicates



Olivia Ducharme, senior creative writing major

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'Dingers,' dementia and depression:

Jacob Hutchinson | Sports Editor

Football is in Sam Dapper's blood. His father was a first-team Pac-12 player at Stanford University, and introduced Dapper to the sport when he was a baby.

Dapper, 23, started playing contact football when he was 9 and continued for 12 years. In that time, he likely had six diagnosed concussions, he said.

Dapper suffered concussions as a child, in high school and during his time at Chapman, he said. Those concussions can contribute to an increased risk of developing chronic traumatic encephalopathy (CTE), a degenerative brain disease officially discovered in 2005. It has been diagnosed in many deceased NFL and some college football players, according to a study published in the Journal of the American Medical Association.

Many of these players struggled with mood swings, dementia and depression before they died. Some NFL players diagnosed with CTE committed suicide and had requested for their brains be examined.

Dapper, who said that his father's friends exhibited symptoms of CTE, was aware of the risks while playing football at Chapman, he said.

"It didn't matter, I was going to play football regardless," Dapper said. "Let's say I'm diagnosed with CTE, which, I'm sure, one day, I will be. Whatever happens down the line, it was worth it for what football gave back to me."

Dapper graduated from Chapman in May 2016 with a double major in accounting and business administration, he said. He now works for the Nasdaq composite in New York City.

"I got into Chapman with a 2.9 GPA," Dapper said. "I was an awful student. I didn't apply myself. I met the right guys in football and I ended up graduating magna cum laude because of the influence football had on my life."

The science of head trauma

A study published Sept. 19 by Boston University researchers found that subjects like Dapper, who started playing contact football at the age of 12 or younger, had increased rates of neurological issues in areas like behavioral regulation, apathy and executive functioning.

David Kruse, a sports medicine physician, Chris Koutures, a sports medicine specialist, and Chapman's head athletic trainer Pamela Gibbons designed Chapman's concussion protocol, which involves tests administered by Gibbons or someone on her staff.

During a concussion, the brain's nerves stretch on a cellular level, Gibbons said. This changes the ability of a brain to function how it should, Koutures said.

Those changes, when repeated over an extended period of time, can cause long-term damage like CTE, which can only be definitively diagnosed posthumously.

In 2014, the Department of Defense and NCAA put \$30 million towards the Concussion Assessment, Research and Education (CARE) study of concussions in student-athletes and service members, conducted at 30 different schools.

Patrick Holmberg, the assistant athletic director and the coordinator of the study at California Lutheran University, said that so far, football has demonstrated the highest concussion rate of any sport.

How concussions are unique

Kory Cablay's career as a Chapman football player lasted two weeks. After sustaining his eighth concussion during a summer practice, Cablay, a 16' Chapman alumnus applying to



Panther Archives

Junior tight end Ben Bruce hits the ground headfirst after being tackled following a reception Oct. 28.

medical schools, stopped playing to prevent further brain injuries, he said. "It's kind of wild," Cablay said. "I want to be a doctor, but my brain's a little jacked."

Cablay compared his eighth concussion to "being in a cloud."

"You know you're present," Cablay said. "I knew I was at practice, but it didn't feel like I was there. It felt like I was watching a movie."

Dapper's concussion at Chapman caused him to have blurry vision and become emotional. He said that Gibbons immediately saw that something was wrong.

"She pulled me right off the field and she was like, 'Are you OK?' Of course, she knew the answer," Dapper said. "I just started crying uncontrollably for no good reason."

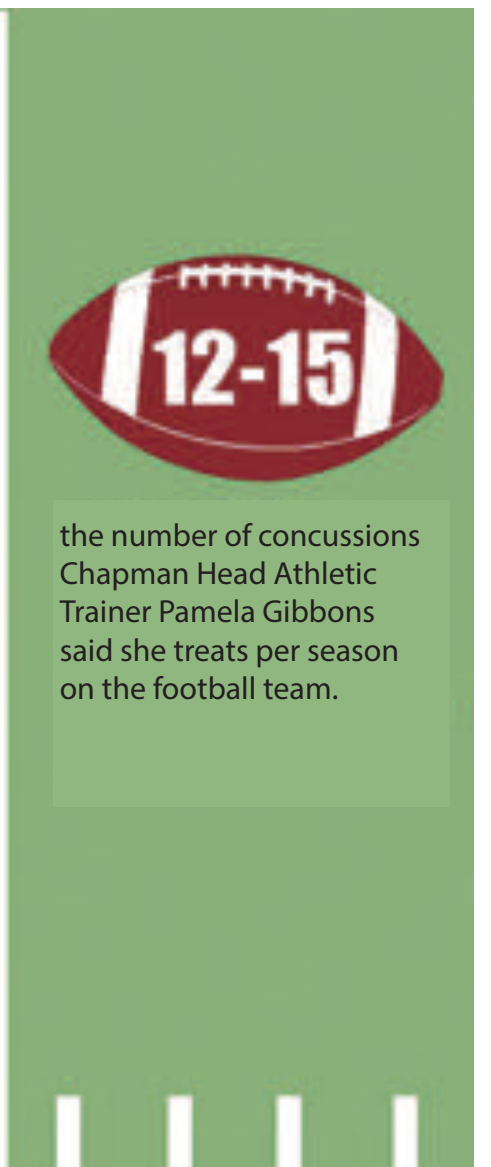
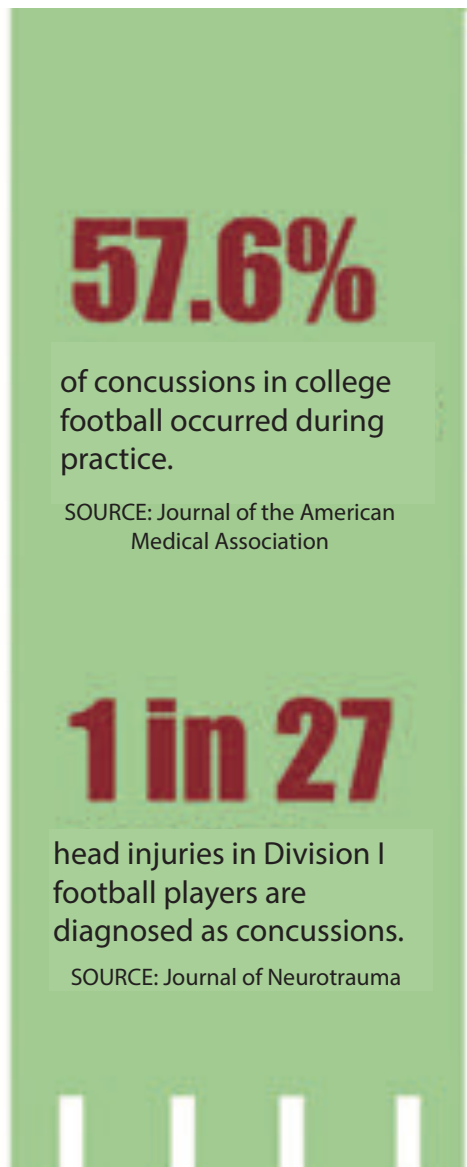
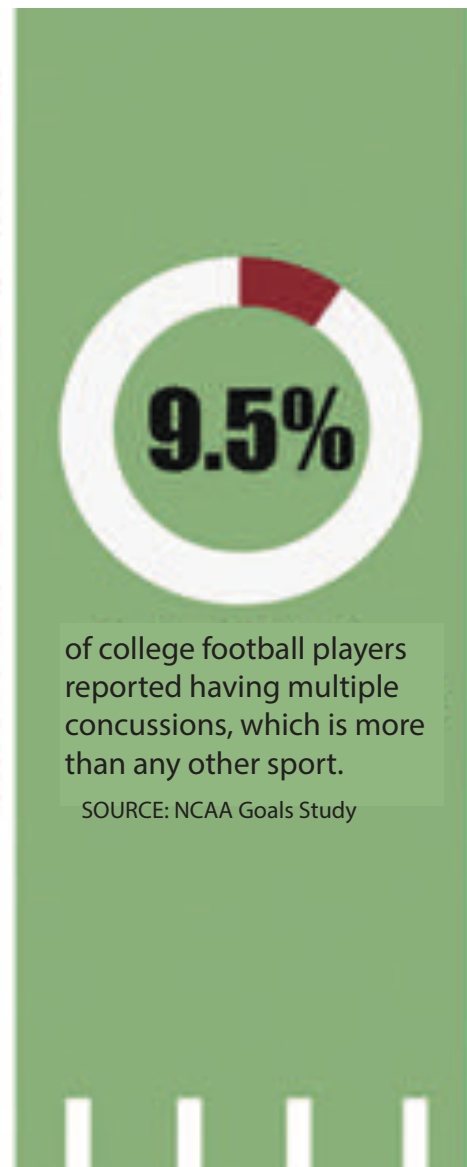
Problems start in high school

Cablay's worst concussion happened when he was returning a punt for Newport Harbor High School in Newport Beach, California. After catching the ball, Cablay was "lev-eled," knocking him unconscious and breaking his jaw.

"(The hit) broke my helmet, it bent my facemask and I bit through my mouth piece," Cablay said. "I was out of football for probably two months."

Koutures said the concussion recovery process is difficult to predict. It is likely that genetic predispositions to concussions affect susceptibility and severity, Holmberg said.

Senior defensive back Benjamin Briglio suffered a concussion during his high school championship game, but returned to the field and kept playing, he said.



concussions and the future of football

“We didn’t really have much of a concussion protocol,” Briglio said. “But our trainer knew something was up. I said I was fine and he was like, ‘Alright, whatever, it’s the championship.’”

Briglio’s return to the game could have been fatal, Koutures said. Returning to play while concussed can cause second-impact syndrome, which is a rare, but fatal syndrome and occurs when an initial concussion is compounded.

Briglio isn’t sure how many concussions he’s sustained, because the testing at the high school and youth football levels was nonexistent, he said.

“They didn’t really test you or do any type of protocol if you got hit in the head hard enough,” Briglio said. “The trainers either don’t tell you (that you shouldn’t be playing, or aren’t that attentive.”

The NFL perspective

Aaron Hernandez was among a number of other NFL players with CTE – like linebacker Junior Seau – to commit suicide, according to the New York Times. Hernandez, 27, was serving a life sentence in prison for murder when he hung himself in April this year.

He was found to have had the most severe CTE ever observed in someone his age, mirroring the brain of a 60-year-old person, according to The Washington Post. There is not yet a scientific consensus on exactly what CTE does to the brain.

Na’il Diggs, an NFL linebacker from 2000-2011, said Seau’s suicide was the impetus for him to retire.

“Once I started reading more into it about his behavior and his undiagnosed concussions and head trauma, that’s when it really kind of set in,” Diggs said. “I was 32 or 33 years old and I was like, ‘There’s way too much life to live to continue doing what I’m doing to myself.’”

NFL players knew very little about concussions when Diggs played, he said.

“It was a running joke,” Diggs said. “Nobody really understood the effects of it. When Seau committed suicide, that’s when the lights turned on for a lot of people. I think the tone changed drastically.”

Diggs was not officially diagnosed with a concussion during his career, he said.

“I’ve had god knows how many ‘little dingers’ where you’re woozy, you get up slow, or you’re seeing double or stars,” Diggs said. “I remember a few games where I have literally forgotten what team I played for.”

Along with chronic pain, Diggs has struggled with depression, memory loss and confusion – sometimes forgetting how to get home, he said.

“There is no way that I don’t have some level of (CTE),” Diggs said. “I can’t even go to the doctor. Go to the doctor for what? They can’t find it. So I’m stuck now with this progressive disease that I can literally do nothing about.”

The danger of Division I

Before the NFL, Diggs played Division I college football at Ohio State University. The school’s program was the country’s third most profitable during the 2015-2016 season, bringing in more than \$170 million, according to USA Today.

According to a 2014 study conducted by Harvard University and Boston University researchers, for every diagnosed concussion in Division I football, there were 26 other unreported head injuries.



Gaylen McGinn, in her first year of the graduate athletic trainer program, practices examining junior linebacker Dominic Ashley for signs of a concussion. CATIE KOVELMAN Staff Photographer

Diggs said Division III schools like Chapman are better at protecting their players, because their academic departments don’t count on football programs for revenue.

Ben Wadors, a ’17 Chapman alumnus, played four years at Chapman, but transferred to Division I Fresno State University for the fall semester of his junior year. He returned to Chapman that spring semester.

“It was always a dream growing up to play Division I football, so I thought I should try it out,” Wadors said. “You quickly realize once you’re there that the grass isn’t always greener on the other side. At Division I, it’s wins or losses to them.”



I remember a few a games where I have literally forgotten what team I played for.



- Ex-NFL linebacker Na’il Diggs

Why play Division III?

For the majority of Division III football players – unlike many Division I players – an NFL career is not likely. There are seven current NFL players from Division III programs, and Division III schools cannot offer athletic scholarships.

“You don’t play Division III football unless you love it,” Wadors said.

The experience of being a college football player – the camaraderie, balancing of school and practice, regimentation, experience with losing, working with a team – adds up to a practical set of skills that can apply in the workplace, said head coach Bob Owens.

After consulting Chapman football alumni, Wadors declined a job offer from Goldman Sachs to instead work in a more senior role at LifeLock as a strategy and business development analyst.

“I’m here at the office at 7 a.m. and on a good day, I leave at 5 p.m.,” Wadors said. “A lot of people aren’t prepared for that right away, but having a football background, I was not afraid to work or really feel that pressure.”

Every current or former Chapman player interviewed said they believed football would help or had helped them in the professional world.

“If you’re able to manage athletics full time, with a school schedule, that takes a lot of time management and prioritizing,” said Christy O’Shea, the mother of senior defensive lineman Adam O’Shea. “If you can do that, then that helps you move right into the workplace.”

Weighing the grey

Because CTE was discovered in 2005, the research surrounding it is in its infancy.

CARE researchers are currently unable to determine what the long-term effects of head trauma are, Holmberg said. Because of this, the decision to play football or not becomes value-based, Cablay said.

“Someone who is macho and loves to kind of be the meathead, they’re going to answer the question as in, ‘No, it’s not a big deal, it’s worth it,’” Cablay said. “But it’s always easy to make that comment when you’re not struggling with CTE. The onset of CTE won’t happen until you’re older, so none of us really know (what’s going to happen).”

The future of football

Since the 2011-12 school year, 41 states have seen a decline in

participation in 11-player high school football, according to the National Federation of State High School Associations.

Gibbons said injury prevention needs to start at the youth football level.

“If we really want to look to prevent injury, let’s look at coaching techniques, minimizing the amount of contact in practices,” Gibbons said. “Let’s look at our youth and high school sports and make sure that they’re being coached and taught correctly.”

Owens said he and his coaching staff put an emphasis on player safety by teaching players to tackle with their shoulders and avoid leading with their heads. Coaches teach quarterbacks to throw the ball in places that don’t leave receivers vulnerable to blind hits, and receivers are taught how to fall properly to avoid concussions, Owens said.

“In spite of how well you design things, (are injuries) going to happen?” Owens said. “Yes, that’s the nature of the game.”

“Everything in the sport is being re-examined, Owens said, from the type of turf used on fields to materials used in shoulder pads.

“I don’t know, at this point, how the game goes forward and maintains the integrity of the game,” Owens said. “It’s something that is being talked about daily and yearly in our circle of coaches and administrators at the NCAA level.”

Changes in helmets, like moving to softer shells or in-helmet sensors, are among the many remedies being discussed. According to ESPN, about \$60 million of the \$100 million the NFL has pledged to concussion research goes towards creating a “safer” helmet, though Gibbons and Koutures said no helmet can prevent concussions.

Diggs does not expect the safety of players to drastically improve any time soon.

“This is going to get worse before it gets any better,” Diggs said. “We’re going to continue to see people turning their cheek against all the stuff that’s happening and the money (in football) is going to continue to grow.”

Owens expects the sport to survive, but wonders how it will change.

“Will (football) continue to have the presence and impact and entertainment value that it has on our society now?” Owens said. “Or will it be Greek tragedy 40 years from now?”

Overcoming injury, picking his moment

Senior linebacker Lincoln Faletoi's interception secured SCIAC title

Kali Hoffman | Staff Writer

With 20 seconds to go in Chapman's Oct. 28 football game against California Lutheran University, senior linebacker Lincoln Faletoi made an interception that helped give Chapman a Southern California Intercollegiate Athletic Conference (SCIAC) championship.

Although the interception happened in the span of a few moments, it was a long time coming for Faletoi. Until the Cal Lutheran game, Faletoi, 23, had been sidelined with a herniated disk. Making the interception during his first game of the season – after almost a year of recovery – was unexpected, he said.

"It was surreal, really," Faletoi said. "I still watch the tape every once in a while and I can't believe it happened. I'd been out for so long, being the team's biggest cheerleader, then I get the opportunity to make the play, and now the team is my biggest cheerleader."

The night of the game, Faletoi didn't even think he would be on the field.

"I told my family to stay home," Faletoi said. "I said to them, 'You know, I can play, but I probably won't. I don't want the kids staying out late.'"

Despite not attending the game, Faletoi said his wife, Ana, 21, was watching the game from home with their two children, Kennedy, 2, and Reagan, 1. Faletoi said that besides his teammates, his family members are his biggest fans.

After being at school for about 13 hours between classes and football practice on any given day, Faletoi is greeted with cries of "Dad's home!" at the end of the day.

"It's hectic, but it's really rewarding at the same time," Faletoi said. "When I'm here, I'm a student and an athlete, and everyone treats me like that, but when I go home, I'm dad."

Being a full-time student-athlete, husband and a parent of two young children is not a typical undertaking for an undergraduate.

"He's been able to give the guys on the team a different perspective. He's doing everything they're doing, plus taking care of two kids," said offensive coordinator Casey Shine. "I just know he's not sleeping, but he does a great job of doing everything. Whenever the guys say they're having a rough day, I always tell them to look at Lincoln's perspective."

Although Faletoi may have more responsibilities than the average student, his family is always close by to support him, he said. The family is large and close-knit, like all Samoan families, Ava Faletoi, Lincoln's mother said. She credited Lincoln Faletoi's wife, Ana, for supporting him.

"(Lincoln) has made a lot of compromises along these (last) two years," said Ava Faletoi, who works for Chapman's Office of Admissions. "But the real hero in all this is his wife, Ana. She is the one who supported and pushed Lincoln to play the sport he loves while juggling everything."

Even when he was recovering from his injury, Faletoi's teammates said he did everything he could to stay involved with the team.

"He was still around the locker room and out on the field, and he even switched back to quarterback so he could still help out the team," said senior defensive end Derek Hart.

Faletoi, an integrated educational studies major, was originally a quarterback at Santa Ana College. He had his sights set on joining the military, but the birth of his first child convinced him to stay local. For a while, he thought about going straight into the job force, but he said his mom and Shine encouraged him to apply to Chapman instead.

"Teachers and coaches are the only reason why I decided to go to college," Faletoi said. "I never thought of myself as a schoolboy. Now, I feel like this is where I'm supposed to be, and I'm still playing football. It's made me who I am."

Faletoi said that he hopes to become a high school math teacher and football coach, so he can inspire others like him, he said.

"I want to be a math teacher because I know a lot of student athletes struggle with it," Faletoi said. "I always found math fun, and always loved geometry even though all my teammates hated it. They would always ask me for help with homework."

Faletoi's coaches believe his passion for helping others will help him succeed in his teaching career.

"Whatever he does, he's going to do it with fire, he's going to do it with emotion, and I know he's going to have a good impact on the life of young kids," said head coach Bob Owens.

Chapman will travel to the University of Mary Hardin-Baylor for the first round of the NCAA Division III Football Championship at 10 a.m. PST Nov. 18.

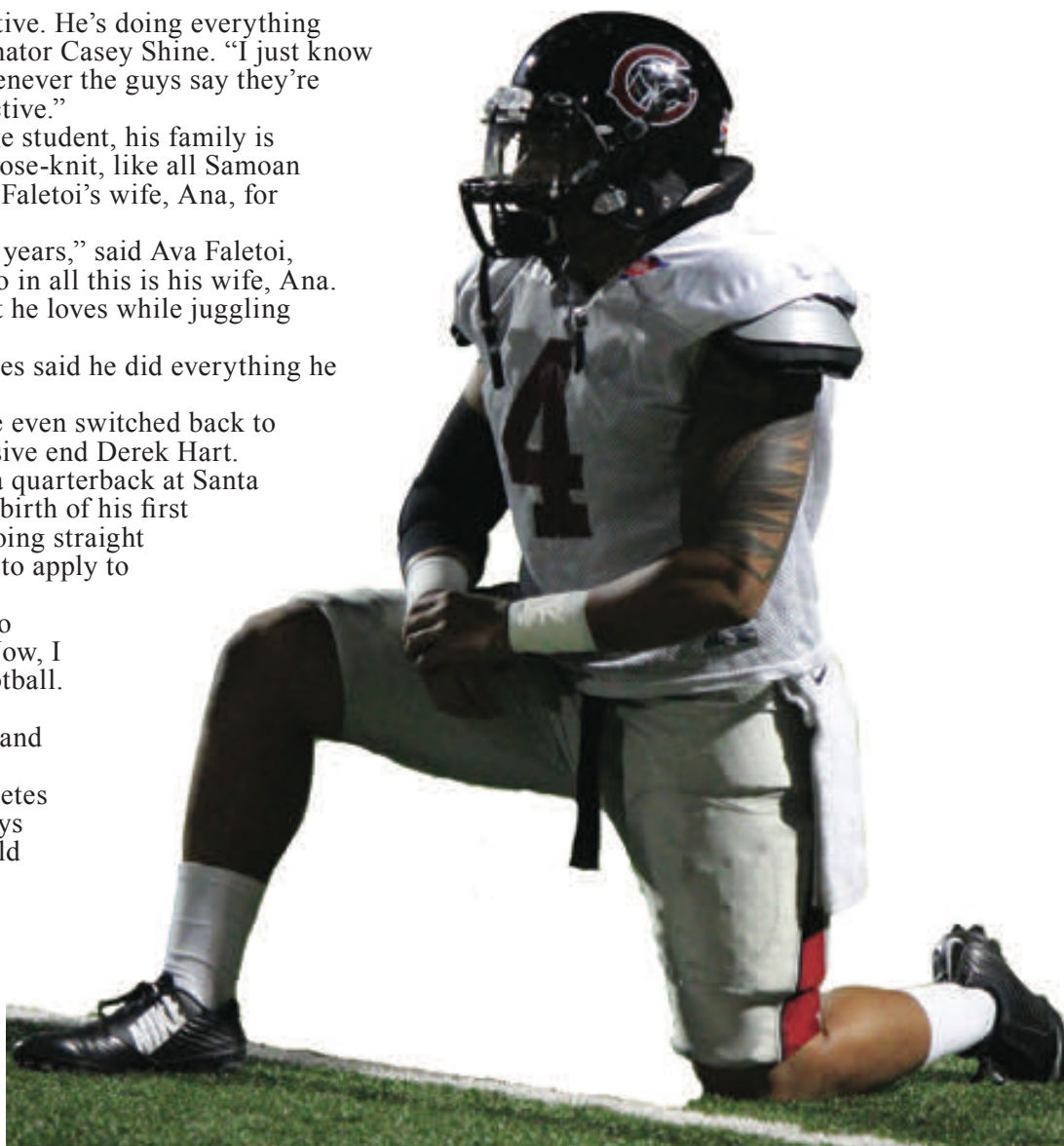


“

It was surreal. I can't believe it happened. I'd been out for so long.

- Senior linebacker Lincoln Faletoi

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Photos by CATIE KOVELMAN Staff Photographer

SCOREBOARD

Men's Water Polo

Chapman 18 Caltech 9
Pomona-Pitzer 8 **Chapman 4**

Men's Basketball

Chapman 86 San Diego Christian 80
*Scrimmage

Key: Bold = Chapman, winner listed first

UPCOMING GAMES

Football

Nov. 18 vs. Mary Hardin-Baylor 10 a.m.*

Men's Water Polo

Nov. 17 @ Whittier 7 p.m.*

Women's Basketball

Nov. 17 vs. Concordia-M'head 5 p.m.#

Nov. 18 vs. McMurry 5 p.m.#

Men's Basketball

Nov. 16 vs. La Sierra 7 p.m.

Key: Bold = in-conference game
*= Playoff game # = at Redlands