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MOLLY GRAY

Junior Wyatt Connor's skis face out toward Mount Superior on Nov. 9 as the Salt Lake Valley sprawls below. Like Grizzly Gulch, an area in Little Cottonwood Canyon subject to Alta Ski Area's potential lift service expansion, Superior is an iconic destination for backcountry skiing and snowboarding enthusiasts. Expansion is one of a few business options Alta has to accommodate a growing population in the valley, however, groups like Save Our Canyons feel the expansion could set a threatening precedent for various undeveloped areas in the Central Wasatch.

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WESTMINSTER'S VETERANS CENTER A 'HOME AWAY FROM HOME'

AUTUMN PATTERSON
STAFF REPORTER

Westminster College opened its first center for Veterans and Military Services, located in Walker Hall, a little over three years ago in September of 2015.

Since its opening the center has provided an array of services to active military students, veteran students and Reserve Officer Training Corps (ROTC) students at Westminster.

"The establishment of the center and director position was made possible by generous lead gifts from alumna, trustee and U.S. Marine Corps veteran Kim T. Adamson and the R. Harold Burton Foundation," according to the college's website.

The Veterans Center offers a spacious area filled with a flat-screen TV, sofas, chairs, and tables. Many of the veterans enjoy the free coffee while being able to utilize many different types of student services or to chat with other veterans.

The center also hosts the Westminster Military Association (WMA) which is a recognized ASW

club on campus. The club meets on a monthly basis and is open to not only veteran students but all students, faculty, staff and alumni, according to the WMA's webpage.

Veteran and aviation management student Guillermo Gonzalez said he could not imagine being at Westminster without the Veterans Center.

"I absolutely love it," Gonzalez said. "I live quite far away and this is absolutely a home away from home for me. If I am not in class I am usually here."

Many students said they experienced a sense of camaraderie at the Veterans Center.

"This center is a really good place for Veterans and military folk to come and vent between different classroom atmospheres," said Westminster alumni Luke Childers. "I would have had a harder time if the veterans center wasn't here."

Sylvia O'Hara, an army veteran and full-time director of the Veterans Center, estimated that the center is currently serving roughly 150 students.

One misconception about the Veterans Center is that it is only for

students with military affiliations, according to O'Hara.

"It is an open invitation," O'Hara said. "I would love to have students who do not have military affiliations to come into the center to talk to students, to talk to me and ask questions. You are never going to learn unless you start a conversation."

In celebration of Veterans Day on Nov. 11, the Veterans Center held an event the following Monday, Nov. 12 from 11 a.m.-1 p.m. The Westminster Community was encouraged come to the center to pick up a wearable, yellow ribbon to show support on campus and to help tie fleece blankets that were donated to the VA Hospital, along with several other activities.

O'Hara said her advice to students celebrating Veterans Day is to listen to a veteran tell you about their life.

"If you really want an impact, if you really care and you don't want it to be a hollow empty thank you for your service, listen to somebody's story," O'Hara said. "Listen to it and be engaged with them."

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MARINA MCTEE

Members of Westminster College's Reserve Officers' Training Corps (ROTC) carry the United States and Utah State flags during the inauguration of President Dobkin on Sept. 29. Westminster opened its first Veterans Center in September of 2015 to service active military students, veteran students and ROTC students at Westminster.



HANNAH PAINTER

Eric Mellmer (right), senior track and cross country athlete, runs a cross-country race in late September 2018. Mellmer and other track and cross country athletes said they want Westminster College to upgrade the on-campus track and field facilities so they no longer have to train off campus.

TRACK, CROSS COUNTRY ATHLETES TRAIN AT HIGH SCHOOL, DESIRE UPGRADED FACILITIES

SEBASTIAN DURANTE
BUSINESS & MARKETING MANAGER

While Westminster College has taken steps to improve its track and field training facility, athletes are still forced to train off campus.

Westminster cross country team and track and field team still train at Highland High School as the college's current facilities do not provide distance runners and throwers with the necessary space, according to student athletes.

With the installation of the new turf, Westminster added a three-lane, 100-meter strip of track. Prior to this, the only track the college had was an indoor oval on the second floor of the Dolores Dore Eccles Health, Wellness and Athletic Center (HWAC).

Athletes said that while this section is useful for select events, it still leaves other team members without an on-campus full track.

"We love the three lanes, but I mean they go a hundred meters from the concrete end to the concrete end," said Blake Katona, a junior finance major. "It's like one quarter of a track, which is like really nice for doing warm-ups and doing hurdle things for the hurdles, but that's about the only people it helped."

Katona is a thrower on the track team and said that while the turf at the college allows short distance runners to train, his discipline forces him to train at Highland's facility.

Throwers are not the only athletes who are limited by the college's current facility. Eric Mellmer, a senior English major and track athlete, said that long distance runners require more space to train.

"The 100 meter strip doesn't really benefit the distance team in their training," Mellmer said. "The only thing that we really do on that strip is when we go out on the field to warm up for our mileage."

Mellmer also said that the team is fortunate to be able to use Highland's facility, but it would be worthwhile for the college to eventually install a full track on campus. He said, however, that space may be a problem.

"There is an issue as to where it would go," Mellmer said. "Could we do a whole track around Dumke or would we have to maybe put a track above the Jewett parking lot? But I definitely think that going forward it is something that we should consider."

Allison Wright is a junior criminology and psychology major and a sprinter on the Westminster track

team. Wright said that the college's lack of track facility sets the team behind others in the area.

"I think it sets us apart and sets us behind every other team, every other track team, but also other teams at Westminster as well," Wright said. "We have to work with what we have, and so we're kinda just rejected by the school. Like a lot of people at this school don't even know that we have a track team because we don't even have a track."

Wright also said that having to train at a high school hinders the experience of being a college athlete.

"A lot of the times they think we are part of the high-school when we should be these prestigious collegiate athletes, but we're stuck on basically a high school level," Wright said.

Wright said that not having a full facility has an impact on perspective athletes who tour the college. She said the lack of an on-campus facility can be a deterrent.

"I talk to a bunch of recruits when they come on campus and stuff and a big reason I see a lot of recruits not coming to Westminster is because we don't have that facility," Wright said. "They ask, 'Okay, are we going to go see the track next?' and I say, well we have the indoor track."

Wright said that there would be many benefits to a full-sized track and training facility on campus.

"We would get more recruits, more money for the school," Wright said. "We are still very small, we still barely make the numbers to be able to go to meets and stuff, so I feel like we would have a great program if we had the facilities."

Shay Wyatt, the director of athletics at Westminster College, said that the college is working to improve the track program.

"We are where we want to be roster wise," Wyatt said. "Now we are working to improve the quality of the track program."

Wyatt said that while the track lanes that were added to Dumke Field do not accommodate everyone on the team, they have been highly beneficial to the program, and have helped to reduce the time athletes train off campus.

Wyatt also said that the physical size of Westminster's campus plays a role in its lack of facilities.

"I would say that the college footprint [plays a role]," Wyatt said. "We don't have the space to put in a full-sized track."



MARINA MCTEE

Members of the Westminister College faculty gather and proceed from Giovale Library to Richer Commons for the Inauguration of President Dobkin on Sept. 29. Regalia is annually worn by faculty at convocation and graduation to honor the rites and rituals of academia.

WESTMINSTER FACULTY UNRAVEL REGALIA TRADITIONS, MISOGYNY, HISTORY

MAKAYLA KIRK
STAFF REPORTER

Associate Professor of mathematics Sean Raleigh pulls out his academic regalia — the robes, hoods, and caps faculty wear at graduation and commencement — from his office closet to get ready for the inauguration of President Dobkin. He smells it to make sure there isn't a lingering odor since it has never been sent to the dry cleaners. Ever. He puts the dark blue robe and octangular tam or cap on and thinks back to when he purchased it.

Raleigh bought his regalia while attending graduate school at the University of California San Diego.

"Faculty members were like, 'Oh you got to get regalia. You are gonna get an academia job and go to graduation every year, like you need to order this,'" Raleigh said.

When Raleigh came to Westminister College and attended his first convocation as a professor, he was told, "You don't need your own regalia, we just rent it."

But everytime convocation or graduation roll around Raleigh "wears the heck out," of his \$600 regalia.

Raleigh said the regalia isn't hard

to wear except for folding the hood, the colored part on the back of the robe. He said he typically asks for help from faculty members who know how to fold it. The only thing that makes it annoying to wear is the heat and large amount of time spent in the robe, said Raleigh.

"Commencement is really long," Raleigh said.

Faculty and students sit, usually in the heat, for about three hours listening to different speakers, according to Raleigh.

"The regalia is big enough and wide enough that I can usually take a fairly thin book and stuff it down the back of my pants and without it being detected," Raleigh said.

Raleigh said he puts on the gown and proceeds to commencement without anyone knowing.

"Then when it is super long and tedious I just pull [the book] out. That's my regalia secret," Raleigh said.

History of Regalia in Academia

Students and faculty would wear regalia as a sign of rank, class and education levels, according to Mary Jane Chase, professor of history.

"Earliest universities were established almost as graduate schools,"

Chase said. "The earliest universities were school of law, school of theology, school of medicine and the students in these universities had special privileges. Part of this is because of the church nature of education at that time and the way schools were founded."

Since the Middle Ages, regalia has changed colors but the basics are still the same, according to Chase.

"Gowns were designed to tell you which group of people belong to what rule and also within the university to show the hierarchy of who is who in the university," Chase said.

Originally everyone had black gowns but now universities have school colors, according to Chase. Chase herself owns light blue regalia which she received when she earned her degree Columbia University.

Lance Newman, dean of the School of Arts and Sciences, owns dark brown regalia with a four cornered tam, which he received when he earned his doctorate degree at Brown University.

"Academic robes were originally monk outfits in monasteries in Northern Europe, they were designed to keep you warm on a cold winter's day," Newman said.

Regalia is something that academic institutions have kept throughout the centuries to carry on tradition, according to Newman.

"Universities are really ancient institutions," Newman said. "I think it is pretty cool that we have managed to carry not only some of the clothes we wear, but the ideas we managed to carry forward through hundreds and even thousands of years. There's not many institutions in society that can make that kind of claim."

Legacy of Misogyny Represented in Regalia

In the Middle Ages, women were not admitted to universities in Europe, according to Mary Jane Chase, professor of history.

"The most educated women of that day, however, did wear a kind of robe," Chase said. "Most educated women in the Middle Ages would have been nuns and abesses and they wore outfits that identify them specially in their vows to the church."

The fact that women have not always been welcome in academia is made clear by how regalia is designed for men, according to Kara Barnette, associate professor of philosophy.

Barnette owns dark green regalia, which she received when she earned her PhD, at the University of Oregon. When a student earns a PhD there is a ceremony called “hooding” where a person with a PhD “hoods” the new PhD recipient. The hood part of the regalia is meant to attach to a button up shirt.

“If you are a woman you quickly discover the regalia is made for men,” Barnette said. “There is this loop for the hood to go around a button on a dress shirt to keep it from choking you, and women have to wear formal attire, so a dress, so there is nothing to hold that loop.”

The loop is just one thing that Barnette said reminds her that regalia was not made for her.

“When I put it on I am like ‘ohhh, this is a job I wasn’t originally designed to have back in the Middle Ages’ and you look ridiculous carrying a purse with it,” Barnette said.

Chase disagreed with Barnette and said being choked by the hood of your robe was common in the Middle Ages and now some people put a button on the gown to hang the hood.

Why Regalia Differs Person to Person

Differing colors, designs and caps make regalia unique to each person.

Most universities have their own colors for robes to distinguish their graduates, according to Kara Barnette, associate professor of philosophy.

For instance, University of Oregon is dark green, according to the university’s regalia webpage. Harvard’s is crimson. University of California San Diego’s is dark blue.

According to American Council on Education (ACE), robe sleeves are pointed for bachelor’s degree, oblong for master’s degree and bell-shaped for doctorate’s degree.

The hood of the robe signifies the university conferring the degree to the recipient, according to ACE. The hood is the piece on the back part of the regalia that hangs down and the length of the hood depends on the degree level.

Regalia also includes caps. There are different types of caps such as mortarboard, the general style for college graduates, or tam, the general style for faculty, according to ACE.

Orn Bodvarsson, dean of the Gore School of Business, attended Simon Fraser University in Burnaby, British Columbia for his PhD. Canadian universities tend to have different traditions regarding regalia than their United States counterparts, according to Bodvarsson.

Bodvarsson’s regalia is red with a

beefeater cap, a cap that signifies a doctorate degree that is plush fabric with a stiff brim. This cap is relatively typical for graduation ceremonies at universities in the United Kingdom and former British colonies, said Bodvarsson.

Westminster and Regalia

Every year Westminster College faculty gather together in regalia for commencement and graduation, two ceremonies that mark achievement in a college student’s life. This year a special ceremony was added to the list — the inauguration of President Dobkin.

Many faculty members rent regalia through the school’s rental company, Herff Jones, according to Karnell McConnell-Black, interim vice president and dean of students.

Westminster has a login system where the Dean of Students Office puts in all relevant information for each individual faculty member including height, degree and the schools they attended, according to McConnell-Black.

McConnell-Black owns a book with colors from the different universities, colors of disciplines and descriptions of the gowns for renting purposes.

“Faculty don’t pay for [rental regalia],” McConnell-Black said. “The

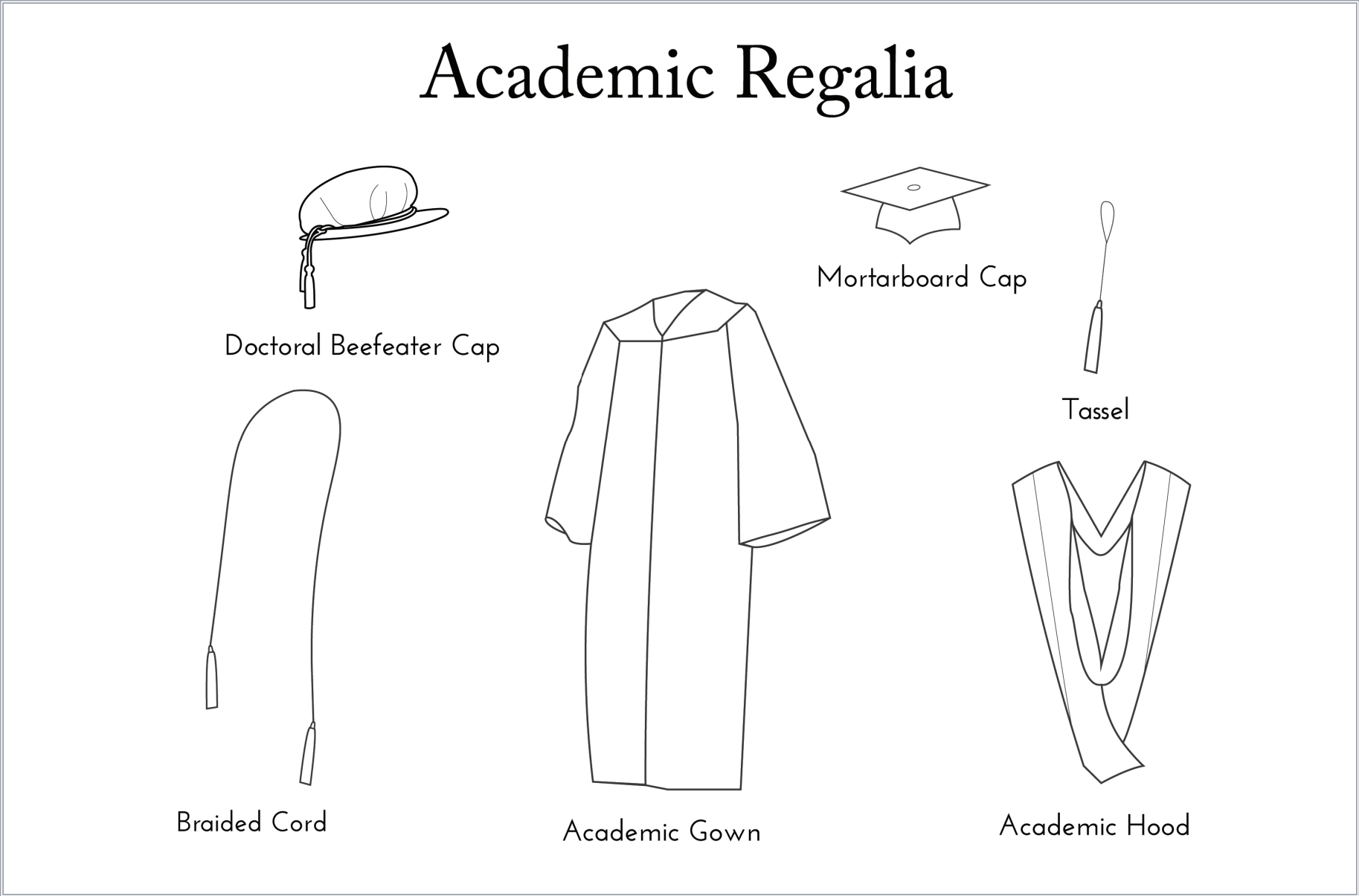
college pays for it. And that’s the same for the students, we pay for it.”

Many colleges around the U.S., as well as other countries, honor this centuries-long tradition of professors wearing academic regalia. But why is this tradition something that is still performed in the 21st century by colleges all around the world?

“We are steeped in tradition and I think the academic setting is one that likes to carry on sort of pompous traditions,” said Sean Raleigh, associate professor of mathematics. “It sort of seems to lend a sense of legitimacy to the whole proceedings like this is a recognition that you’ve gone through this torturous however many years of graduate work to get the PhD and this is sort of a recognition that you are ‘special.’”

At a time when people think going to college is just about getting a job, Associate Professor of philosophy Kara Barnette said regalia is a symbol of the larger purpose of education.

“Holding on to these traditions of, the idea of academia or colleges or learning being this sacred vocation, something that you do that is a big marker of your life, something that you do because it’s got this huge role, is something I think that the regalia is a really concrete symbol of,” Barnette said.



An infographic showing different components of academic regalia worn by faculty at Westminster College. Regalia is individualized with differing colors, designs and caps representing different universities, degrees, fields of study and nationalities.

GABRIELLE BARKER



SICILEE WILLIAMS

Senior goalkeeper Max Medley practices goal kicking on the new turf before practice on Sept. 7. Many transfer student athletes said they struggled receiving credit for classes taken at other schools, despite efforts from Westminster College to accept transfer credits.

TRANSFER STUDENT ATHLETES STRUGGLE RECEIVING CREDITS FOR PAST COURSES

SICILEE WILLIAMS
STAFF REPORTER

Olivia Ellis, a junior public health major, transferred to Westminster College from Salt Lake Community College to play for the women's basketball team in 2017.

She said she planned to play in the 2017-2018 season starting in October. Westminster, however, did not accept all of her credits, forcing her to become a redshirt, a college athlete who is withdrawn from college sporting events during one year in order to extend the period of playing eligibility.

In other words, since some of her credits did not transfer, it made Ellis ineligible to play basketball because of National Collegiate Athletic Association (NCAA) rules.

Ellis isn't the only student to have this experience. Many transfer student athletes said they struggle receiving credit for classes taken at other schools, despite efforts from Westminster to accept transfer credits.

Requirements of Transfer Students

From 2016-2018 — including fall, spring and summer for a total of nine

semesters — Westminster had 682 transfer students enroll in classes, although the exact number of transfer student athletes is unknown, according to the admissions office.

Whether transfer credit fulfills specific requirements in a major or minor is determined by an advisor in the program of study, according to Westminster's website. The website also says that a student who receives elective transfer credit for a course may not necessarily be able to apply that course to the major or minor.

According to Westminster's 2017-2018 common data set, the lowest grade earned for any course that may be transferred is a C-. The maximum number of credits or courses that may be transferred from a two-year institution is 72 and for a four-year institution 88.

The requirements all transfer students need to apply for admission to Westminster include college transcript(s) and an essay or personal statement, according to the common data set. The college also recommends transfer students include a statement of good standing from prior institutions and attend an interview. Westminster does not require transfer students to provide standardized test scores.

Why Athletes Transfer to Westminster

Many student athletes said they transferred to Westminster because of the academ-

ics and the ability to play their sport.

Reid Arne, a sophomore double major in finance and global politics, said he came to Westminster for two reasons: the intimate educational environment and to continue playing soccer.

Arne transferred to Westminster from Brigham Young University (BYU) with about 105 credits. He said he felt like his learning experience at BYU was more oriented towards exams and achieving high grades, and he wanted to feel that he was growing as a person instead.

Arne also received a scholarship to Westminster to play on the men's soccer team.

Arne's teammate, Alec Marshall, a senior sociology major who transferred from Cal State Fullerton, said he had a similar reason for attending Westminster.

He said he was drawn to Westminster because of the academics, his desire to attain a college degree and the ability play for the men's soccer team.

Negative Student Experience

Some Westminster student athletes said that credit transfer problems had a negative effect on their overall transfer.

Ellis, a junior public health major, transferred to Westminster with 45 credits and received credit for all but one course.

"The school told me that they would not accept the class, Medical

“ I DO THINK WESTMINSTER CAN DO A BETTER JOB ACCEPTING CREDITS, ESPECIALLY FOR TRANSFER STUDENTS. ”

SARAH REIBER
BUSINESS MANAGEMENT MAJOR

Terminology, because they did not offer it as a course,” Ellis said.

Ellis said because she did not receive credit for the class, it left her with eight countable credit hours instead of the NCAA-required 12 countable credit hours and therefore ineligible to play her first season at Westminster.

Sarah Reiber, a junior business management major, said she had a similar problem with her transfer credits.

Reiber transferred to Westminster in 2018 from Peninsula College in Port Angeles, Washington. She said she came to Westminster with 90 credits and an associate’s degree, but not all of her credits transferred because Westminster did not offer the equivalent classes.

“I do think Westminster can do a better job accepting credits especially for transfer students,” Reiber said.

Positive Student Experience

Even though some student athletes said they had a difficult time managing their transfer credits, others said they had a more positive experience.

Marshall, a senior sociology major, said he earned approximately 80 credits prior to Westminster.

“All of my credits transferred, but not all counted for my major,” Marshall said. “I ended up having to retake several classes similar to those I had participated in at Fullerton.”

Although Marshall said it was not ideal to retake similar classes, he said he was able to take advantage of the situation so that he could play another year of soccer.

According to NCAA transfer terms, Division II athletes are giv-

en four seasons of competition. Athletes have a 10-semester clock which means student athletes have the first 10 semesters as a full-time or part-time student to complete four seasons of competition.

“This actually worked out for me because I used the extra semester it took to make up those classes to utilize the last year of my eligibility,” Marshall said.

Because advisors of a major or minor can decide whether transfer credits fulfill certain requirements, Marshall said he was also able to substitute a similar class from Fullerton with the help of his advisor.

“Fortunately my head of department was flexible and allowed me to substitute one class of his for a credit earned from Fullerton,” Marshall said.

Although some student athletes said they had credit transfer problems, sophomore double major Arne said that Westminster faculty ease the process.

“I’ve actually been really impressed with the way in which Westminster helped me in my transferring process,” Arne said. “Faculty was very proactive in contacting me and encouraging me to come onto campus and get everything sorted before school started.”

*Sicilee Williams is a member of the Westminster College Women’s Basketball team.



SICILEE WILLIAMS

Alec Marshall, a senior sociology major who transferred from Cal State Fullerton, with his teammate Gavin Flitton after a home game in fall 2018. Marshall said working with his major advisor to manage his transfer credits made his transition to Westminster College easier.

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REILLY CRONYN

Reilly Cronyn, senior English major, got a line drawing of a woman tattooed on the inside of her arm in the spring of 2018. She said that tattoo is a visible and permanent reminder that it is okay to be emotional and vulnerable.

TATTOO TALKS: STUDENTS SHARE WHY THEY GET THEIR TATTOOS

ABI BREUR
STAFF REPORTER

"I have a wishbone behind my ear which is for good luck," said Jessica Garvin, a junior elementary education major. "I have awful luck with life in general and I have a lot of health problems. Also, my parents would always give my sister and I the wishbone to break, so it has a nice memory attached to it."

Garvin said she got her first tattoo a few months after she turned 18, and now has a total of five tattoos; one behind her ear, on her ankle, on the inside of her arm, on her shoulder and on her shoulder blade. She said that she gets tattoos to express herself in an artistic way and to remember positive memories.

"There is a semicolon on my ankle with a heart as the dot, it's for mental health awareness which is a big part of my life," Garvin said. "A semicolon represents a lot of things including a pause instead of a stop. I have dealt with suicide in many ways with family members and friends."

Not all of her tattoos have to have deep personal meaning said Garvin. Her most recent tattoo is called the "Bermuda carnation triangle" and said she fell in love with the beautiful design because of the lines and the detail of the flower.

Some students said they get tattoos to remind them of their travels. Caz Woodall, a sophomore physics major, has a compass tattoo to commemorate traveling abroad for his senior year of high school.

"I got my tattoo to represent my travels around the world," Woodall said. "And to always remind me to keep discovering new things."

Woodall said he came up with the design himself and is waiting for inspiration for his future tattoos.

Senior English major Reilly Cronyn said she started getting her tattoos as a roadmap to the story of her life.

"Everything I put on my body is there for more than just aesthetic reasons," Cronyn said. "I've been through a lot already in my life, and all of [the tattoos] represent

who I am and who I want to be in some way or another."

Cronyn has eight tattoos, one on her hip, one on her ribs and six on her arms. She said the first tattoo that she got is on her ribs and reads, "still i rise."

"This tattoo serves as the main reminder to me that I can go through tough shit, but I'm still here," Cronyn said. "I survived. I lived."

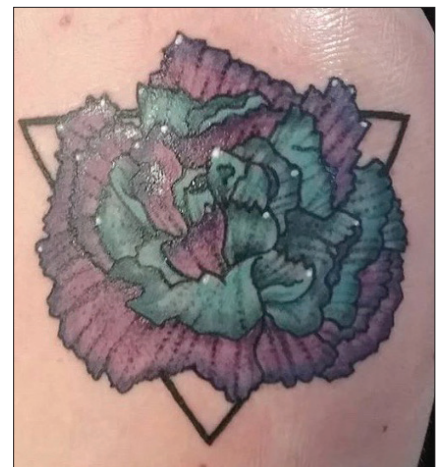
She said another one of her favorite tattoos is a line drawing of a woman with lavender and leaves, paired with the phrase "to be soft is to be powerful." The quote is from one of Cronyn's favorite poems and it is written in her childhood best friend's handwriting. According to Cronyn, it is a visible and permanent reminder that being emotional and vulnerable is okay.

Cronyn also has two Picasso tattoos, one on each of her forearms.

She said her father was an art major in college so she grew up around all different types of art, and these tattoos are a tribute to

her dad and the beautiful relationship they have.

"It's rad to know I'm walking around with literal art on my body," said Cronyn.



JESSICA GARVIN

Jessica Garvin, junior elementary education major, got this tattoo titled "Bermuda Carnation Triangle" on the inside of her left arm in the spring of 2018. Garvin said she got the tattoo because it is pretty and signifies that she is delicate but strong.