

THE ITHACAN

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Behind the Curtain

Theater department acknowledges problems with racial microaggressions

PHOTO ILLUSTRATION BY CONNOR LANGE

BY SOPHIA ADAMUCCI
ASSISTANT NEWS EDITOR

It was his first play at Ithaca College — “Intimate Apparel” — and senior Oghenero Gbaje, then a sophomore, auditioned for a character he knew well: a black man in New York City.

Offstage, students were saying he’d obviously get the part, but not because of his acting — because he was one of the only male students of color in the college’s acting program.

“It’s the issue that it sounds really positive, but it’s not,” Gbaje said. “By saying I’m only getting this role because of the way I look is taking away any acting ability that I have or any of the training that I’ve been doing.”

It’s an experience shared by other students of color in the Department of Theatre Arts, though the department has gotten more diverse since

Gbaje was a freshman. Senior Eunice Akinola was told the same thing when she auditioned for a play that had a black female lead character. Freshman Erin Lockett was told she was going to be cast in a show to increase its diversity. All experienced these microaggressions, which their fellow students perceived as compliments.

Multiple students in the Department of Theatre Arts said it lacks diversity and that they commonly experience racist microaggressions. Catherine Weidner, professor and chair of the Department of Theatre Arts, said in an email that overall, African, Latino, Asian and Native American students represent 26 percent of the Department of Theatre Arts. She said this number has increased over the past four years, but she did not provide the data for this increase.

However, many students have said

this issue at the college is indicative of a larger issue within the theater industry, as the majority of actors on Broadway and in Hollywood are white. A study conducted by the Asian American Performers Action Coalition found that 84.5 percent of actors in Broadway plays in 2014–15 were white. Only 11.8 percent of actors were black, 4.5 percent were Asian, and 3.5 percent were Hispanic. For Broadway musicals, 74 percent of actors were white, 17.7 percent of actors were black, 4.5 percent of actors were Asian, and 3.5 percent of actors were Hispanic.

Lockett, an acting major, said she felt people in the department were very welcoming at the beginning of the academic year but that as time went on, she started to experience and recognize microaggressions from fellow students.

“As the semesters went by, it just got less and less open, and people started saying things that weren’t OK, and I began to realize the underlying cause of that was because I was a woman of color,” Lockett said.

When she was a freshman, Akinola, an acting major, felt the department was lacking in diversity, she said. But she said it was not until after the racial protests during Fall 2015 that she realized how difficult it was to be a student of color in the department. After the protests, she said that she felt like a token when she was cast in shows, and that faculty members were casting her to fill a quota.

“It felt like Dillingham, as well as Ithaca College, was under a microscope as a whole, so I felt like I was being used as a token to be in a show, or not be in a show, to prove that we are diverse as a department,” she said.

Akinola said she has faced microaggressions from fellow students. She said that after a meeting held by the students of color in the department, a non-student of color told her the “room looked a little dark,” in reference to the meeting.

Weidner said in an email that the department addresses every microaggression that is reported, and workshops on addressing microaggressions have been held for students, staff and faculty. Students should report microaggressions to faculty or staff or through the bias related–incident process detailed on the Diversity and Inclusion at IC webpage on the college’s website, Weidner said.

“We will address every reported microaggression — if a student lets a faculty or staff member know what’s

See THEATER, Page 4

Survey shows Ithaca College has troubling environment

BY GRACE ELLETON
NEWS EDITOR

Ithaca College has released the results of its most recent campus-climate survey, titled Assessment of Climate for Learning, Living, and Working, which reveals that low-income students, first-generation college students and students of color struggle the most with the college’s environment.

Susan Rankin, principal of Rankin & Associates Consulting, the firm hired to conduct the campus-climate survey, conducted two public

sessions April 25, where the data was presented and discussed among faculty, students and staff who attended.

The Climate Study Working Group, formed in December 2015, conducted 19 focus group meetings with 139 students, faculty and staff, and used this data to formulate questions that were



RANKIN

sent to the community in Fall 2016. Forty-six percent of the community responded, totaling 3,823 responses.

Among students, 81 percent said they felt valued by college faculty, and 73 percent said they felt valued by staff. The survey also found that white students feel they have a better “perceived academic success” rate than students of color.

Junior Marieme Foote, president of the Student Governance Council, said she is excited the survey came out in a transparent way and

that the data are so detailed. Last semester, the SGC pushed to encourage members of the campus to take the survey because less than 50 percent of the community had taken the survey a week before it closed, according to the SGC’s open letter to the campus.

“I’m really happy that a lot of people took it, and the campus showed up and really shared their thoughts,” Foote said.

Among faculty, 49 percent of respondents

See CLIMATE, Page 4

SPECIAL SECTION

Class inequality in higher education

BEGINS ON PAGE A1

NATION & WORLD

Lawmakers say former Trump aide broke US law with Russia ties

President Donald Trump's former national security adviser, Michael Flynn, appeared to violate federal law when he failed to seek permission or inform the U.S. government about accepting tens of thousands of dollars from Russian organizations after a trip there in 2015, leaders of a House oversight committee said April 25.

The congressmen also raised new questions about fees Flynn received as part of \$530,000 in consulting work his company performed for a businessman tied to Turkey's government.

The bipartisan accusations that Flynn may have broken the law come as his foreign contacts are being examined by other congressional committees as part of investigations into Russian meddling in the 2016 election and potential ties between Trump associates and the Kremlin.

GOP to deny Mexico wall funding ahead of government shutdown

Congressional negotiators on April 25 inched toward a potential agreement on a spending bill that would deny President Donald Trump's request for immediate funding to construct a wall along the Mexico border. The emerging measure would increase the defense budget and eliminate the threat of a government shutdown.

Top Senate Democrat Chuck Schumer said Republican negotiators were following the lead of Trump, who signaled April 24 that he would not insist on \$1 billion worth of wall funding now as an addition to the \$1 trillion-plus spending bill. Trump told a gathering of conservative media reporters that he might be willing to wait until

September for the funding. An existing temporary funding bill expires at midnight April 28, and all sides anticipated that another stopgap measure would be required to buy time for the House and Senate to process the massive spending bill.

US woman to serve three years in Chinese prison for espionage

An American woman detained during a business trip to China and charged with spying was sentenced April 25 to 3 1/2 years in prison, raising the possibility that she may be allowed to return home soon.

Phan Phan-Gillis has faced an uncertain fate since March 2015, when she disappeared from her group traveling in southern China. She was later accused of espionage, which carries a possible death sentence. A United Nations panel has said her detention violated international norms, and the U.S. has long pressed China to resolve the case fairly.

The U.S. State Department confirmed that she had been sentenced April 25. While Phan-Gillis' trial was closed to the public, a representative from the American consulate in Guangzhou, China, was allowed to attend the public announcement.

Trump challenges anti-Semitism in Holocaust remembrance speech

Pledging to confront anti-Semitism in all its forms and to "never be silent," President Donald Trump on April 25 denounced as accomplices to "horrible evil" anyone who denies that 6 million Jews were killed during the Holocaust.

In a speech marking Holocaust Remembrance



Nepal marks anniversary of deadly quake

Nepalese students light candles April 25 to mark the second anniversary of a devastating earthquake in Kathmandu, Nepal. Two years ago, Nepal was ravaged by a massive 7.8 magnitude earthquake that killed nearly 9,000 people and left another 4 million homeless when their homes were destroyed.

NIRANJAN SHRESTHA/ASSOCIATED PRESS

Day, Trump also pledged that he will "always stand with the Jewish people."

Trump spoke at a U.S. Capitol ceremony hosted by the U.S. Holocaust Memorial Museum to mark the unveiling of a new collection of artifacts by those who survived the Holocaust.

White House briefs senators amid nuclear tensions in N. Korea

North Korea conducted live-fire artillery drills, and a U.S. guided-missile submarine arrived in South Korea on April 25, as the Trump administration prepared a White House briefing for senators

on the escalating nuclear threat.

Fears North Korea could mark the 85th anniversary of its military's founding with a nuclear test explosion or a ballistic missile launch proved unfounded.

In Washington, Trump administration officials briefed the U.S. Senate on April 26. A rapid tempo of North Korean weapons testing in the past year has pushed Kim Jong Un's authoritarian nation closer to developing a nuclear-tipped missile that could reach the U.S. mainland.

SOURCE: ASSOCIATED PRESS

MULTIMEDIA

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Sports One-on-One: Trevor Thompson

Senior Trevor Thompson, captain of the baseball team, talks about leading the team and his hopes for the rest of the season.

Ithaca marches for science

With protests across the country, Ithaca residents gathered on The Commons to support continued scientific research.

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Bill could limit tobacco purchases

ZOË FREER-HESSLER
STAFF WRITER

Tompkins County is considering raising the age to purchase tobacco from 18 to 21.

The Tompkins County Legislature held a public meeting April 18 to hear from locals about the bill and decided to hold a vote sometime in the following two weeks. The Tobacco 21 bill would not make it illegal for those under the age of 21 to consume or possess tobacco, only to purchase it. There is no grandfather clause written into the bill, meaning that the law would go into effect immediately for everyone if passed.

About 35 Tompkins County residents attended the meeting, either in support of or against the proposed bill, to speak to legislators and others in the room, providing opinions and facts they had prepared beforehand.

Community members brought several different perspectives to the table: One argument was that the age restriction would only increase the black market of cigarettes and lead to more unwanted behavior from rebellious underage teens. Another argument was that at 18, citizens are able to fight for their country, vote and go to jail, and therefore, should be able to purchase tobacco.

Ithaca resident Ellen Walsh said she did not know if making tobacco less accessible would be enough of a change.

"I don't think that a purchase age makes accessibility more difficult, but I think we should look in the direction of making it unacceptable to have tobacco on your person if you are younger than the age," Walsh said.

The proposed bill claims that raising the tobacco purchasing age to 21 would decrease initial tobacco use by 15 percent in 15-year-olds, 25 percent in those aged 15–17 and 15 percent in those aged 18–25. Freshman Kianna Stiffler said she believes underage people will still find ways to get cigarettes by convincing their older friends to purchase cigarettes.

"I think it'll be pointless," Stiffler said. "When I was like 14 or 15, kids from my school would have their older friends buy them cigarettes because they were too young



William Klepack, medical director of the Tompkins County Health Department, spoke to the County Legislature Chambers about health issues related to tobacco products.

SAM FULLER/THE ITHACAN

for them, so this law would only make that system continue."

Ted Schiele, coordinator of the Tobacco Free Tompkins project for the Tompkins County Health Department, said he thinks raising the purchasing age would help the community in two different ways. First, he said, doing so would make it more difficult for middle and high school students to obtain tobacco products because they would have to ask someone older to buy it for them. Schiele also said he believes it would change the social norm of 15- and 16-year-olds' smoking cigarettes, delay the experimentation of tobacco by two or three years and, hopefully, decrease the number of people who ever even try it.

"There is some research which suggests that some students begin smoking or other tobacco use when they get to college," Schiele said. "They are away from the oversight of their parents and looking for ways to fit into new social situations. Because this [bill] will make tobacco more difficult to get for 18- or 19-year-olds, one can imagine that it could deter new college students from initiating tobacco use."

Samantha Hillson, director of health

promotion for the Tompkins County Health Department, said she believes Tobacco 21 could help reduce the number of young people who decide to try tobacco.

"Young people do not always think about actions today having repercussions in the future," Hillson said. "Raising the minimum age makes public-health and ethical sense, and I hope the legislature votes in favor for these reasons."

Research has shown that use and exposure to tobacco is a leading cause of cancer, and worldwide, there are about 6 million smoking-related deaths each year. Ithaca resident Deborah Mendes said that since about 10 percent of the Tompkins County youth, aged 12–15, smoke, it is important for the county to take action.

"This increases the likelihood that these youth will use and abuse other drugs and substances in the future," Mendes said. "Tobacco 21 is one way that we can protect our youth today, as well as future generations."

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Member of faculty sues union

BY GRACE ELLETON
NEWS EDITOR

A faculty member is suing the Ithaca College contingent faculty union for not disclosing to its members that they do not have to become official members of the union as a condition of employment.

Kurt Lichtmann, lecturer in the Department of Health Promotion and Physical Education, has filed a suit with the National Labor Relations Board against the contingent faculty union for not properly notifying faculty within the union of their Beck rights, which grant employees the right to choose whether they want to be an official member of the union.



LICHTMANN

An employee's Beck rights pertain to whether or not an employee wants the money they pay for dues to go toward political activities the union may participate in. When a faculty member chooses to utilize their Beck rights and not be a member of the union, they are still required to pay a majority of their dues — except the small portion of dues that goes to the political ventures of the union.

Tom Schneller, lecturer in the Department of Music Theory, History and Composition, sent out an email April 21 to contingent faculty who are represented by the union saying they needed to fill out a membership application and that they had to join the union to be employed at the college. However, the email did not mention an employee's Beck rights, which is required by the NLRB when a union begins to collect dues from its members, said Barney Horowitz, resident officer for the NLRB Albany office.

Megan Graham, assistant professor in the Department of Writing, said it could be possible that the union made a mistake and did not disclose to faculty their Beck rights early enough in the membership process. However, she said the union recently sent out a separate membership mailer outlining the faculty's Beck rights.

Lichtmann said he initially filed the suit to ensure that other union members knew that they did not have to be official union members. He said he did not want to join the union because he felt the bargaining committee often used "vitriolic rhetoric" to pressure faculty to join its cause and support a strike, which was organized and planned to be held March 28 and 29, but was narrowly avoided by a contract agreement reached March 26.

"They violated our rights by telling us that we needed to join the union to keep our jobs," Lichtmann said. "That's very clear."

When a faculty member decides to become a "Beck objector"—a term Graham used to describe a faculty member who chooses to be a nonmember of the union — she said they are not allowed to run for union office, vote in union elections and cannot attend union meetings.

"I don't really think there's really much of a benefit to becoming a Beck objector because you don't save money, and you lose privileges like voting," Graham said.

Both Lichtmann and Graham said that by becoming a nonmember, faculty would save only a very small amount of money from the dues they have to pay.

The NLRB, Horowitz said, is currently investigating whether or not any wrongdoing occurred by the union. He said that if the NLRB determines the union did not disclose to faculty their Beck rights, the NLRB would ask the contingent faculty union to correct the mistake. If the union refused to disclose to faculty their Beck rights, Horowitz said, faculty could potentially file a suit to get their dues back from the union.

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Club sports reps pitch turf bill to SGC

BY RYAN KING
STAFF WRITER

In the penultimate meeting of the semester, Ithaca College's Student Governance Council passed a bill addressing field issues club sports face, reviewed its constitution and reaffirmed its Elections Act.

The Turf Yavits Field bill proposed creating an ad hoc committee that would meet in the fall semester to discuss the possibility of installing a turf field on Yavits Field, located next to the parking lot near the entrance to the Office of Public Safety and Emergency Management. Most club sports on campus use the field. The committee would be headed by the club sports senator — a position that was added by the constitutional changes made later in the meeting.

The bill was sponsored by sophomore Kirby Wilhelm, who is not on the SGC but participates in club rugby; Mike Moritz, Class of 2019 senator; and Mara Erb, Class of 2018 senator. Dozens of club sports team representatives attended the meeting to show support for the bill.

According to the bill, Yavits Field is unplayable from late fall to early spring because of how wet the fields get from the weather. This limits the amount of practice time most club sports get because varsity sports utilize Higgins Stadium, the only other turf field on campus.

Converting Yavits to a turf field

and adding lights would make it more available to the 13 club sports on campus that use fields, according to the bill. Erb said it would likely cost between \$1.3 and \$2 million to install but would not cause a big increase in tuition because the committee would explore alternative ways of funding it, including seeking donations from alumni.

To get support for the bill, Erb, Moritz and Wilhelm circulated a petition that garnered nearly 900 signatures from students.

The bill passed 15–0, with one abstention. Following the passage of the bill, the SGC made changes to, and voted on, a new constitution.

Every two years, the Organization Review Committee within the SGC evaluates the SGC constitution and votes on a revised version. Senate Chair Carlie McClinsey said the process will be beneficial for next year's SGC.

There is now a clearer system in place for filling executive board vacancies, in which a position can be temporarily filled before the senate body confirms a replacement. The senate chair is now a voting member of the executive board with the option to pass the gavel to another executive board member if they want to weigh in on an issue.

Another amendment requires the SGC president to meet with the college president and provost at least once per academic block.



Sophomore Kirby Wilhelm; Mike Moritz, Class of 2019 senator; and Mara Erb, Class of 2018 senator, present a bill to the SGC.

RYAN KING/THE ITHACAN

Lastly, the transparency director will now determine the constitutionality of SGC bills instead of the senate chair.

Sophomore Conor Friend was the only senator to oppose the new constitution, saying he felt it did not address some of the issues he wanted it to. He said he wished the senate chair had voting powers in the Senate instead of the executive board and that the Student Bill of Rights was separate from the SGC's constitution.

The new constitution passed 15–1, with one abstaining. The Elections Act, which dictates how elections are run, had no

major changes made to it. It passed unanimously, 17–0 with no one abstaining.

At the end of the meeting, Student Liaison Lima Hossain announced that the Alumni Board had selected freshman Guillemina Castro as the student liaison for next semester.

The last SGC meeting, which will be held May 1, will be a meeting for this year's SGC council to transition to next year's elected SGC council for the 2017–18 academic year.

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THEATER, from Page 1

happened, we get to work, meeting with parties involved to work through these incidents and help prevent them from happening through greater awareness, education, zero tolerance, and fostering a culture that holds us accountable,” Weidner said via email.

Freshman Kellik Dawson said there have been multiple meetings about racism in the department, but the meetings have been optional, so people who think they are not a part of the problem will not attend, although they are often complacent in perpetuating microaggressions.

“It’s mainly the people of color who are going to show up to the meetings, and we don’t have to be told as much about ourselves, compared to the actual racist people,” Dawson said.

Akinola said she thinks her race has prevented her from getting cast in multiple roles. She said that when she thinks about shows the department has put on recently, such as “Arcadia” and “The Cradle Will Rock,” she does not stereotypically imagine people of color playing the lead roles.

“I feel like my race is an obstacle at times when I go into rooms because I have to work 10 times harder to show that I am talented enough to play this role, regardless of my race, and it’s really hard,” she said.

Norman Johnson, associate professor in the Department of Theatre Arts, said the process for selecting shows is done by a committee including faculty from every program and a student representative, beginning a year before the season starts. The casting process for every show happens at the beginning of the academic year, so students audition for all shows at once. He said the department prac-

tices “color-conscious casting,” which means that unless a character’s race is specified by the playwright, any actor can play that role.

“In 27 years, I have never directed a show where I haven’t had a diverse cast,” Johnson said.

Dawson, also an acting major, said the department’s lack of faculty of color makes them feel as though they cannot find a mentor. There is only one professor of color in the acting program and another professor of color in the theater studies program, Johnson said.

“Not having someone who looks like us, who is working, is a little baffling and makes me want to take a step back,” Dawson said. “If I am not at least being taught by one black person, or I’m not seeing any black people in the hallways who are my teachers ... or hearing about people-of-color alumni, it is kind of hard to believe I am going to do something after school.”

Dawson said they feel that attending the college is emotionally taxing, and they consider transferring every day.

Weidner said the department faces setbacks when tackling issues of race. She said the department plans to continue learning through conversations and workshops and that she hopes to initiate a statement based on the college’s language to put into syllabi.

“We have setbacks and we make mistakes (I sure do), and we want to make more of an effort to find a shared vocabulary and ‘stay woke,’ to support equity and justice,” Weidner said via email.

Adding a statement regarding microaggressions and racial discrimination into department syllabi will not matter if students are not held accountable for their own actions, Akinola said.

“People started saying things that weren’t OK, and I began to realize the underlying cause of that was because I was a woman of color.”

— Erin Lockett



In the Department of Theatre Arts, students of color have said other students often make racially insensitive remarks. Diversity has increased over the past few years, but problems remain within the department.

FERNANDO FERRAZ/THE ITHACAN

The lack of inclusivity within theater has prompted junior Tuan Malinowski, a musical theater major, to make a documentary sharing students of colors’ experiences, he said. Malinowski said his experience in the department has taught him to accept himself and gain confidence. He said his documentary focuses on college students entering the theater community, where diversity and inclusion are starting to become a dominant idea.

He said he was inspired to make the documentary after seeing a poster for a production of “Miss Saigon,” a play with a majority of Asian-American characters, that a local high school in his hometown was producing. When he Googled photos from the production, there were many students in yellowface.

“I think our society has gotten to the point where hopefully blackface is a ... red flag, but I’ve noticed ... from my experience, yellowface gets brushed under the rug a little more,” Malinowski said.

Malinowski said he has interviewed over 35 students and a few faculty members in the department and has over two hours of footage. He said students he interviewed commonly spoke about not wanting to be cast in stereotyped roles and wanting casting directors to look past physical appearances.

As a director, senior Aaron Roberts said that when he is directing shows where race is a theme, he feels it is important to cast actors who are the races of the characters. If race is not a theme in a show, Roberts said, directors must be conscious of the messages they tell through casting so as to not perpetuate negative racial stereotypes.

“If you’re doing a show ... and all the maids are people of color and all the people who live in the house are white, that can be dangerous, and that can continue to put actors of color in boxes,” Roberts said.

Roberts also said that, as a director, the first step in casting considerations is addressing if an actor has the skill to

play the role and that what the actor looks like is considered after.

“We’re not giving parts to people of color because they are underrepresented,” he said. “No, we’re giving parts to actors who are incredibly skilled and have been overlooked because of implicit biases in our system.”

Akinola said she is hopeful that within the theater industry, the issues of microaggressions and casting based on color are moving to the forefront.

Gbaje said that there are more students of color in the department now than when he was a freshman. Gbaje said this increase of diversity has helped bring to light the issues in the department and foster conversation. But the work is far from done, he said.

“I don’t think the job is anywhere near done, but at least there is a start, and it’s not something that happens overnight, and I think that is something everyone needs to remind themselves,” Gbaje said.

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CLIMATE, from Page 1

had seriously considered leaving the college in the past year, and 51 percent of them said they wanted to leave the college for financial reasons. Also, 44 percent of faculty said they believed tenure and promotion standards are equally applied to all faculty, and only 6 percent of faculty at the college said they strongly agree that senior administrators took their opinions seriously.

Tom Swensen, professor and chair of the Department of Exercise and Sport Sciences and chair of the Faculty Council, said faculty at the college have previously experienced not being taken seriously during decision-making. He said that when faculty tried to address the issues that arose during the racial protests of Fall 2015, he remembers a senior administrator’s telling them that decision-making simply was not their job.

“The reality of it is, is that everything at the college is about the educational mission,” Swensen said. “Faculty would like to be listened to.”

Among staff, 57 percent said they had seriously considered leaving the college in the past year, which Rankin said is higher than the usual number when compared with other colleges her firm has surveyed. Rankin said some common themes that were identified through written responses from the staff include that they feel undervalued at the college, that the workload is too high and that there is poor supervision.

Rankin said staff members’ feeling undervalued is not an issue exclusive to the Ithaca College community, but rather an issue felt across most higher education institutions.

“Staff feel like they don’t belong here,” Rankin said. “When you read the comments, it’s because they feel like they’re invisible. They’re second-class citizens.”

Cheryl Christopher, Postal Services assistant, said she agreed with the findings of the survey and that she has personally felt undervalued as a staff member. She said collaboration with the administration and staff to solve these issues is the place to start.

“If we could all get together and communicate and have a plan that people are going to follow, I think it would be a lot better,” Christopher said.

The initial contract with Rankin & Associates to conduct the survey cost the college about \$70,000, said Roger Richardson, associate provost for diversity, inclusion and engagement.

Rankin concluded both sessions by encouraging the campus community to own the issues that the college is currently facing but also to recognize that finger-pointing is not the correct avenue to address problems.

“At Ithaca, based upon our results, you have a classist, racist, sexist, heterosexist ... environment,” Rankin said. “But in higher ed, I find in my 40 years of experience, we don’t call it that. ... This institutional climate, based upon our study results, show you have those climates. If you don’t start calling it racism and sexism and heterosexism, then you’re devaluing the experiences of those folks who are experiencing them, and that’s not OK.”

Richardson said he agreed with Rankin that the college has a lot of work to do to start addressing the issues found in the data. The next step, he said, is to start developing actionable items that can be implemented to address these issues.

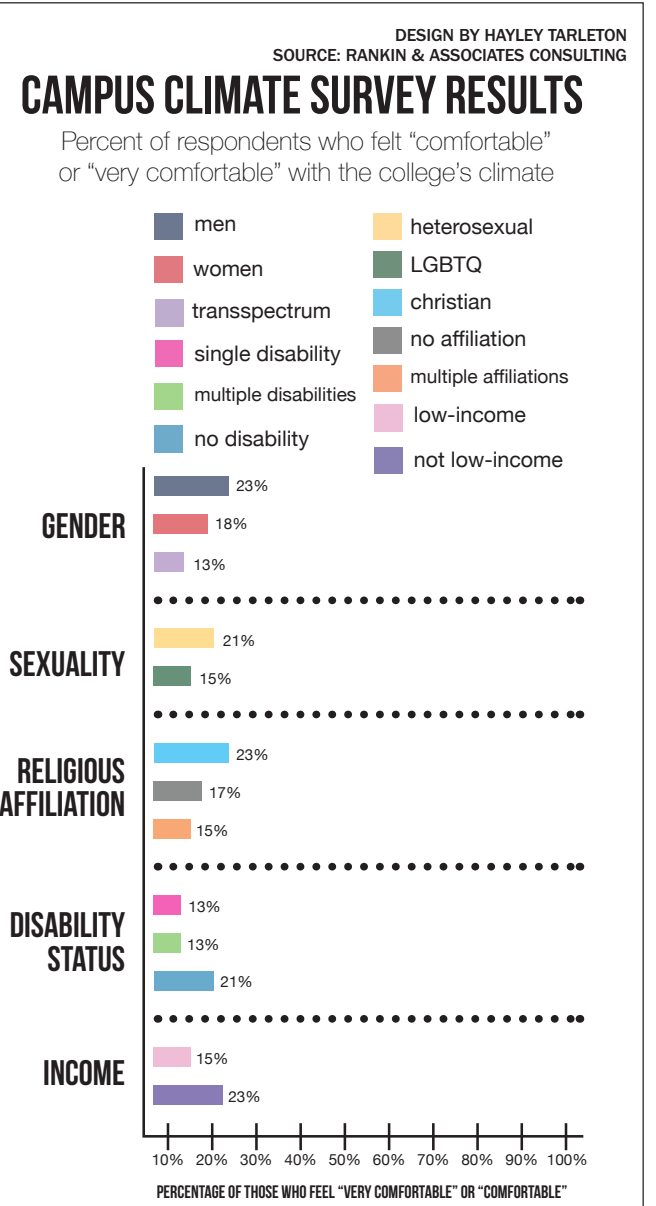
“Like most college campuses, this is a microcosm of society, and racism and sexism and classism — all the ‘isms’ in the world — exist within this community as well,” Richardson said. “And I think as a college community, within the course of the last two years, 15 months, we have been acknowledging, maybe not as deliberate as we need to, but we acknowledge that these ‘isms’ do exist and that we as a community are working toward promoting inclusive excellence.”

Assistant News Editor Sophia Adamucci contributed reporting.

“Staff feel like they don’t belong here.”

— Susan Rankin

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New career director values systemic approach

The Office of Career Services has appointed Daniel Pascoe Aguilar as the new executive director.

Pascoe Aguilar has accumulated over 30 years of experience in religious organizations, social service and higher education. Originally from Mexico, he came to the United States after receiving his Bachelor of Arts degree in industrial design from the Universidad Autónoma Metropolitana. After coming to the U.S., he received a Master of Divinity from Palmer Theological Seminary, a Master of Science in instructional design and a doctorate in instructional systems technology from Indiana University.



PASCOE AGUILAR

Through his educational experience, Pascoe Aguilar said he discovered his passion for preparing students to become ready to lead. He will begin his position June 26.

Staff Writer Sierra Guardiola spoke with Pascoe Aguilar about his experiences and transition to the college.

This interview has been edited for length and clarity.

Sierra Guardiola: How did you decide that being involved with career services was the right career path for you?

Daniel Pascoe Aguilar: I majored, back when I was in Mexico, in industrial design. It is a great field ... but it was a very business-oriented type of experience that made me realize that I wanted to work in a service-type of field. I went from my degree in Mexico in industrial design to seminary and did a bit of master's of divinity in Philadelphia. I eventually transitioned, and I

started to think, "Well, I need something that's a little bit more concrete to match my values and my interests," and I became the director of a crisis shelter for homeless families in San Francisco. I did that for five years, and I started to like the developmental aspect of my work ... in terms of helping people realize their potential and fight for it and work to grow and become someone better. Then I came across university environments where I could do that with students who were in college. ... For 15 years, that is what I have been doing.

SG: When you were attending school, did you utilize the career services center?

DPA: I graduated a long time ago, and I graduated from a public school in Mexico. There were not really career centers back then there. ... It was not something that I pursued because I wasn't aware of it, and it wasn't a sophisticated operation like the ones we have in the United States.

SG: Did that influence you to help students find a career when they were in college?

DPA: Definitely. My navigation led me to all these complicated questions that I needed to answer, and you need to answer them on your own if you don't have a career center available. Back then, to be honest, I did not know what I did not have. But looking retrospectively... I would have loved to have a career counselor and a career adviser with whom I could have spoken.

SG: What are some strengths that you bring with you to help students at the career center?

DPA: I have presented about a systemic approach to career services, which helps the operation, students and the whole community



Daniel Pascoe Aguilar will start his new position as executive director of the Office of Career Services on June 26. He said he wants to focus on encouraging experiential learning.

FERNANDO FERRAZ/THE ITHACAN

to see the big picture and the interconnections across different aspects of the work that we do. The career outcome of Ithaca College and higher education doesn't only matter to students and their parents and career services staff — it matters to everyone. We are working with a new generation that will determine what our future looks like. The many challenges that we are seeing right now...all those things that we haven't been able to solve, the solution is preparing our new generation and diversifying it and empowering that diversity to help us think outside the box.

SG: Are there any improvements that you hope to make once you join the career services center?

DPA: My plan is to go to Ithaca College and first start doing listening tours. I want to know what students need, what is missing, what are things that could make a difference. ... The work I have been doing at the University of Oregon for the last five years has been on developing a process through which students make sense out of their co-curricular experiences. Some things you learn in the classroom, but many others you learn outside of the classroom. Employers are looking for transferable skills that you can then apply to different kinds of environments.

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COLLEGE

Three governance councils write collaborative value statement

The Faculty Council, the Staff Council and the Student Governance Council have joined together to produce a tri-council value statement in light of ongoing campus and global tension. The Faculty Council passed a motion in January to craft a value statement that reflected its commitment to “human decency.”

It states, “In response to campus, national, and world events, we affirm that Ithaca College welcomes faculty, staff, and students from around the globe. As a learning community, we are inextricably bound to the world and recognize that international visitors enrich our campus, which is further enhanced when our own students and faculty study abroad.”

The statement also encourages scientific and critical inquiry, and ideas to be shared between scholars and through an open and respectful dialogue.

The statement also includes that the councils are committed to “nurturing a diverse and inclusive community. ... We embrace and learn from these differences, as they strengthen our local connections and facilitate our ability to share in the responsibilities of global citizenship.”

Sakai to undergo improvements to add features over the summer

Ithaca College’s Sakai site, a portal students and faculty use for course information, will be undergoing improvements this summer. Teaching and Learning with Technology, a unit of Digital Instruction and Informational Services, created a website, <http://www.ithaca.edu/diis/services/iss/Sakai/sakai11/>, to provide continuous updates to faculty about the timeline of the improvements, new features that were added, training on how to use the new features, support and development opportunities.

TLT is holding drop-in sessions for faculty to receive an overview of new features, to discuss the timeline and to answer any questions fac-

ulty have. The first sessions occur during finals week: 1 p.m. May 8 and 10 a.m. May 9. Additional information sessions will be announced and will be located at the Sakai Upgrade Site under Important Dates for Faculty.

Ithaca College dining hall chefs come in second in competition

Ithaca College dining hall chefs came in second place in a cooking competition hosted by Skidmore College. Chefs were challenged to test their skills by creating dishes using a basket of mystery ingredients and were awarded points. They received the silver medal, along with Cornell University, SUNY Geneseo, University at Buffalo, Swarthmore College, SUNY Cobleskill and SUNY Albany. Skidmore College won the gold medal, and the bronze medal was awarded to the University of Connecticut, Williams College and Tufts University.

CSCRE to hold lunch discussion on MLK Scholars’ presentations

The Center for the Study of Culture, Race and Ethnicity will be holding a luncheon discussion surrounding the Martin Luther King Scholars’ presentation about social activism.

The scholars will be presenting a critique of how westernized millennials engage in social activism. The aim of the presentation is to offer an alternative view that promotes active engagement and utilizes social media platforms in a more proactive way. The event will be held 12 p.m. in Clark Lounge, April 27. The discussion series is a part of an ongoing series of talks on topics of race and diversity, organized by the CSCRE.

Campus Life Award Recipients announced for 2016–17 year

The Campus Life Award is given each year to a select group of graduating seniors to recognize their outstanding contributions to the Ithaca College community through participation and involvement in campus life. To be nominated for this prestigious award, students must have been extensively in-

involved in a number of areas of campus life and have demonstrated significant leadership abilities and accomplishments. The Campus Life Award Committee has selected 10 recipients of the 2016–17 Campus Life Awards. Recipients include Timothy Conners, Natalie Grande, Julia Imbalzano, John Jacobson, Sara Kim, Ciara Lucas, Olivia Oppenheim, Catherine Proulx, Brandon Schneider and Griffin Schultz.

Four finalists to visit campus for DIIS vice president position

The search committee for the associate vice president for Digital Instruction and Informa-

tion Services and chief information officer has announce four finalists are being brought to campus. The first candidate will be on campus April 27, the second candidate will be on campus May 1, the third candidate will be on campus May 3, and the final candidate will be on campus May 4. Members of the campus community are invited to attend an open session with each candidate from 1:30 to 2:30 p.m. in Textor 103.

The topic for the session will be information security. Specific information about each candidate, as well as a reminder of the open session, will be shared on Intercom.



Israel organizations spray paint for a cause

Artists 4 Israel, an organization working to benefit Israeli communities through art, along with Stand With Us, a pro-Israel organization, and Student Alliance for Israel, helped produce a spray-painted mural at the Free Speech Rock on April 20. Freshman Jimena Luja showed her support by picking up a can and adding to the art.

FERNANDO FERRAZ/THE ITHACAN

Public Safety Incident Log

SELECTED ENTRIES FROM APRIL 3 TO APRIL 9

APRIL 3

SCC COLLEGE REGULATIONS

LOCATION: All Campus
SUMMARY: Officer reported vehicle with excessive citations. Officer judicially referred one person for violating parking rules and regulations. Parking Services Supervisor Carl Cohen.

CHANGE IN THE CASE STATUS

LOCATION: Grant Egbert Blvd.
SUMMARY: Officer reported damage to blue light phone in A-Lot was not caused criminally. Criminal mischief unfounded. Master Patrol Officer Bruce Holmstock.

APRIL 4

FIRE ALARM

LOCATION: Garden Apartments
SUMMARY: Simplex reported carbon monoxide activation. Activation caused by strong wind preventing exhaust from escaping. Master Patrol Officer Bob Jones.

APRIL 5

MEDICAL ASSIST

LOCATION: Hood Hall
SUMMARY: Complainant reported person sent text message about harming themselves. Person taken into custody under mental hygiene law and transported to hospital. Master Patrol Officer Bob Jones.

SUSPICIOUS PERSON

LOCATION: Circle Apartments
SUMMARY: Caller reported suspicious persons. Investigation pending. Patrol Officer Lance Clark.

APRIL 6

CHANGE IN CASE STATUS

LOCATION: Office of Public Safety
SUMMARY: Officer interviewed person about rape reported 04/05/2017 in Terraces. Officer judicially referred one person for rape. Master Patrol Officer Waylon DeGraw.

APRIL 7

CRIMINAL TRESPASS

LOCATION: Circle Apartments
SUMMARY: Caller reported unknown person entered residence and vomited. Investigation pending. Sergeant Ron Hart.

CHANGE IN CASE STATUS

LOCATION: Circle Apartments
SUMMARY: Officer interviewed person identified in criminal trespass complaint at circle apartment 190 this date. Officer judicially referred one person for responsibility of guest. Sergeant Ron Hart.

APRIL 8

THEFT OF SERVICES NO DEGREE

LOCATION: Z-Lot

SUMMARY: Caller reported person left cab without paying fare. Officer judicially referred one person for theft of services. Master Patrol Officer Chris Teribury.

MOTOR VEHICLE ACCIDENT

LOCATION: Circle Apartments
SUMMARY: Caller reported car/deer property damage motor vehicle accident. Patrol Officer Lance Clark.

APRIL 9

AGGRAVATED HARASSMENT

LOCATION: East Tower
SUMMARY: Caller reported unknown person made threatening telephone call. Investigation pending. Sergeant Don Lyke.

CRIMINAL MISCHIEF

LOCATION: J-Lot
SUMMARY: Caller reported unknown person damaged parking sign. Investigation pending. Patrol Officer Mayra Colon.

For the complete safety log, go to www.theithacan.org/news.

KEY

- SCC – Student conduct code
- V&T – Vehicle and Transportation
- AD – Assistant Director
- IFD – Ithaca Fire Department



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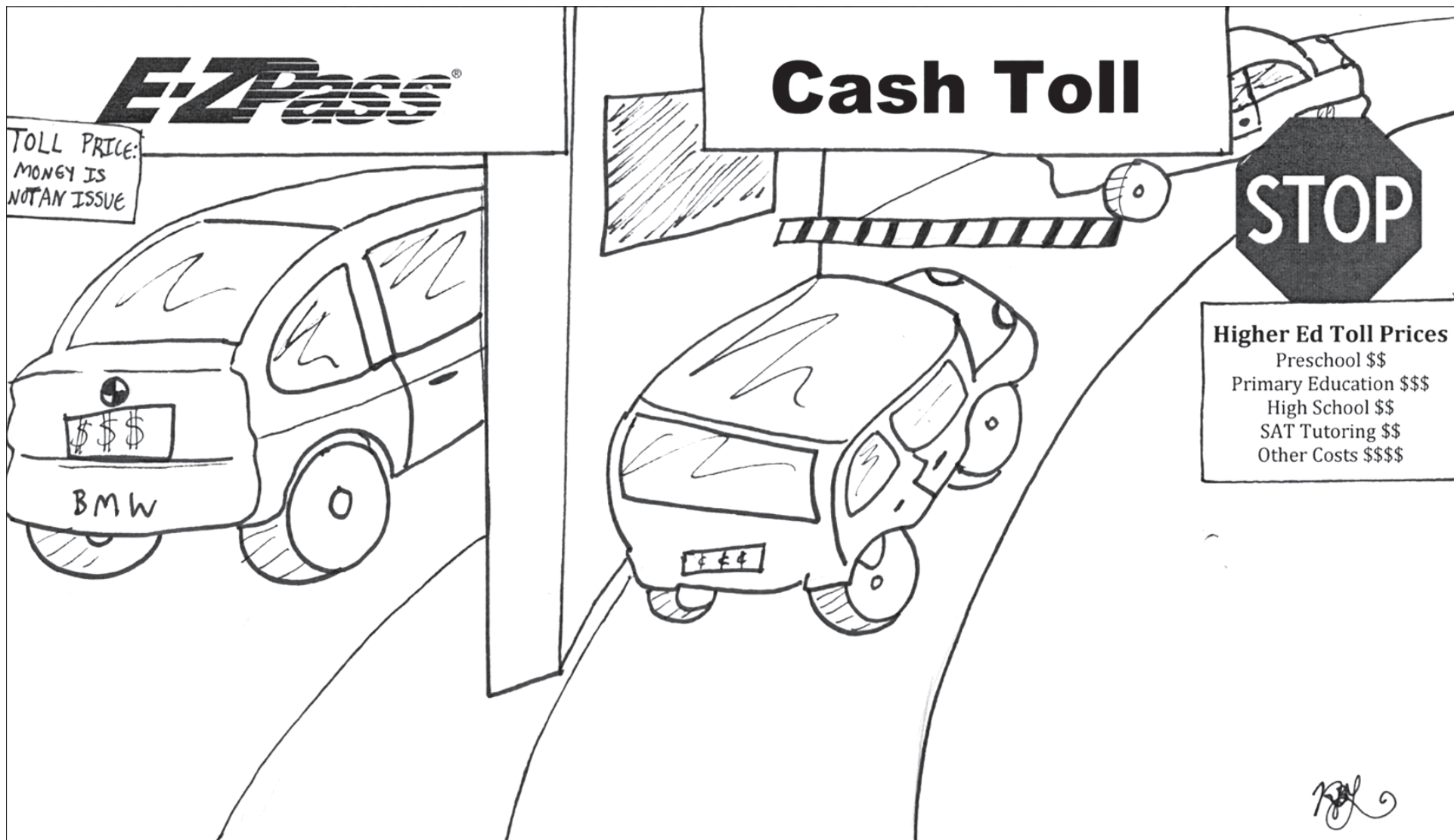
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EDITORIAL

Focus on class missing in higher education

Going to college is heralded as the gateway to a better life, to a well-paying job living in a nice house in a well-off, middle- to upper-class neighborhood. College is and always has been advertised as a ticket to improvement.

But the reality is far different. This week, *The Ithacan* explores the intersections between class and higher education and found that postsecondary learning and the benefits that accompany a college degree are disproportionately further out of reach for many low-income families. The problem is institutional, and the impact is staggering, creating an environment that advantages those who can afford the top price tags while lower-income families get left miles behind the finish line.

Skyrocketing tuition prices are not the only barriers preventing low-income families from accessing a degree. The very growth in prestige surrounding college has cultivated an economic industry dedicated to putting people on the path to college starting in primary school and continuing on through high school. College readiness programs developed to place children into the most prestigious colleges. SAT, ACT and Advanced Placement preparatory classes tutor teenagers to get high scores on standardized tests to make them more competitive in college

admissions. Yet these extra programs come with a heavy price tag, meaning they are available only to those families who can afford to shell out extra money to pay for their children's future success.

The competitiveness of college has also created a hierarchy in the high school system in which well-endowed high schools provide the resources necessary — AP classes, SAT tutoring, honors classes, college-prep courses — for its students to have better access to higher education. It creates an educational pipeline in which students who are in a position to attend good high schools — whether through having the financial means to attend expensive private schools or by virtue of living in districts that can support the development of high-quality public schools — can transition to college, thus shutting out students who attend economically disadvantaged public high schools and do not have access to these educational resources.

In reality, the road to college is marred with institutional obstacles, with roadblocks that are more likely to stall low-income families or drive them off the road completely.

Restricting the accessibility of college only perpetuates an insidious cycle of income inequality, making it ever more difficult for families to achieve the fabled dream of social and economic mobility. Students of color are

also disadvantaged by this system, as students of color are more likely to come from lower-class backgrounds. Not only do colleges become economically homogeneous, but racially homogeneous as well, reflecting a history of systemic discrimination that places people of color paces behind white people. The stark whiteness seen in government, the media and business industries did not come about by accident but instead was produced as a result of the economic and racial homogeneity of higher education.

It's a cycle that places the finish line of college further away from the starting point.

These problems do not stop once students get into college, either. Here at Ithaca College, for instance, it is well-known that the college is not equipped to adequately address the needs of students from marginalized backgrounds, whether in race, sexual identity or economic status. The results of this are reflected in the college's recent campus-climate survey, which shows that students of color, first-generation students, LGBTQ-identifying students and low-income students continue to face obstacles once they enter the gates of higher education. This environment at the college is a microcosm of higher education as a whole. It is indicative of a system that not only disadvantages marginalized students from the beginning but also

continues to be unwelcoming, even when these students do manage to enter college, making them feel like they did not belong in these institutions in the first place.

In the past few decades, colleges have become bastions of economic privilege in which middle- to upper-class families are the dominating face of higher education. Pretending otherwise, that higher education is accessible to all and does not privilege one economic class over another, displays willful ignorance toward an issue that impacts millions across the country.

This is the aspect of diversity that often gets shoved under the rug in higher education. While administrators are quick to tout racial diversity at their institutions, they are often mute when it comes to economic diversification. Most colleges do not even include economic status in their demographics reports. But one form of diversity should not come at the expense of another. Addressing this problem cannot come in the form of quick Band-Aid solutions — it is a systemic issue that can only be fixed through foundational solutions. It involves solutions on every level: local, state, federal, public and private. For as long as higher education continues to cost more than many families can handle, it can never become the true gateway to financial and economic success it was ideally meant to be.

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INTO
IDENTITY

MAHAD OLAD

Stop policing speech for POC

Protesters tried shutting down a talk by Heather Mac Donald at Claremont McKenna College in Claremont, California. In response to these protests, David Oxtoby, president of neighboring Pomona College, released a statement supporting the right of controversial figures like Mac Donald to speak on campus. His statement then triggered an open letter by a group of mostly minority students from the Claremont schools. They asked Oxtoby to take punitive action against a conservative student-run publication, *The Claremont Independent*.

This open letter is alarming and embarrassing in many ways. However, I'm most disturbed by the students' suggestion that marginalized identities need vigilant protection from conservative speakers like Mac Donald, whom they falsely brand as "white supremacist," "racist" and "fascist," among other epithets.

Students and even professors at Wellesley College in Massachusetts also mounted clumsy and anti-intellectual defenses of censorship under a similar pretense: Offensive speech inflicts "injury" and "harm" against students, particularly those of marginalized backgrounds, and should, therefore, be restricted and punished.

The perception that minority students are so incompetent at formulating rebuttals against speech that is offensive or intolerant — read: conservative — that they need to be "protected" from it is beyond backward. It is the ultimate form of patronization. I'm gay, black and an immigrant, and believe me, I am more than capable of speaking up in defense of my values — especially in the face of those who despise my existence.

College students' attempting to repress and punish speech that is offensive to minorities may seem like a recent phenomenon. But this type of wanton censoring, in fact, dates back to the 1980s and '90s, when speech codes — university policies restricting expression protected by the First Amendment — proliferated across colleges and universities. Most of these speech codes were adopted to safeguard historically disadvantaged students against racial intolerance and prejudice. Due to their unconstitutionality, speech codes did not survive legal challenges and, in some cases, harmed their intended beneficiaries. According to the American Civil Liberties Union, 20 black students were charged by whites with "offensive speech."

Diversity, inclusion and free speech have become prominent issues on campuses across the nation. Of course there needs to be productive dialogue among people of all ideological persuasions. However, censorship in the name of sensitivity merely betrays the academic mission of higher education.

INTO IDENTITY is a column about identity issues written by Mahad Olad. **OLAD** is a freshman politics major. Connect with him at molad@ithaca.edu.

GUEST COMMENTARY

Diversity credit should be revised

The students who wrote these commentaries are part of the course *Intergroup Dialogues*, taught by Derek Adams, assistant professor in the Department of English, and Sarah Grunberg, instructor in the Department of Sociology.

BY CAL GOODIN, ROSE MUNSEY-KANO, CLARE NOWALK, AND ZOË GREEN

Diversity is a headline, shadowy statistic, and source of contention at Ithaca College. This word is used simultaneously to attract prospective students and as an attempt to appease current students. Then there is the ICC: a beast that rears its head in campus news often, as well as being bandied about as a sarcastic joke by most. Being the intersection of these two heated topics, the diversity credit is just as controversial as you might assume, but conversations about its reformation are nebulous at best. In the following letter, we address issues with the current ICC diversity credit and outline our suggestions for its revitalization, which would increase the focus on dialogue between students about their personal identity intersections.

We do not believe that the diversity credit currently upholds the college's officially stated standards. We found that others felt the same, after conducting a survey of 58 students. The college states that students should be able to "discuss how these identities and relationships, in turn, shape perception of systemic power within social, economic, or historical contexts." But when asked: "How prepared do you think Ithaca College students are to have conversations about diversity in a setting outside of the classroom?", ranking

preparedness on a scale of 1-5 (1 being "not at all prepared" and 5 being "very prepared"), 77.8% of respondents marked either 3, 2, or 1, showing that they feel IC students barely meet the minimum of this objective.

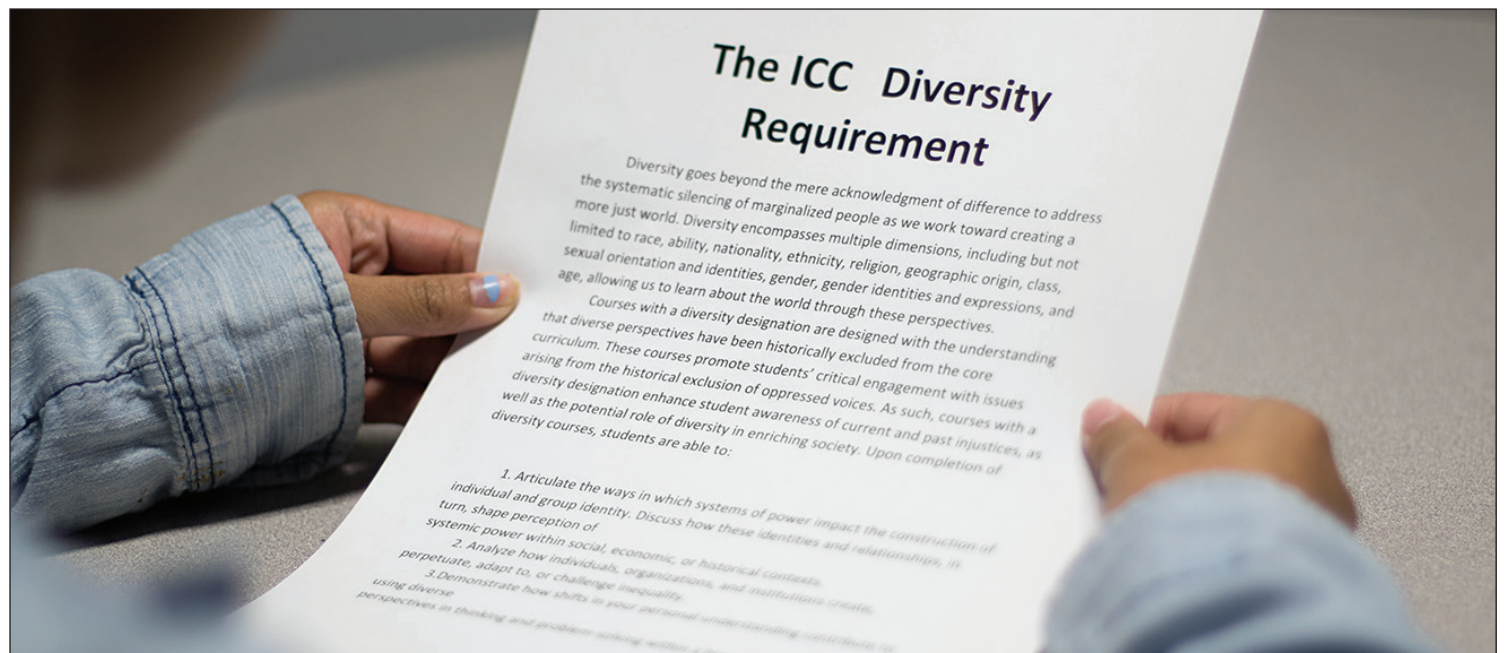
In order to combat this perceived inability to discuss diversity, we recommend that there be a focus placed on how to have a conversation about diversity. It is easy for students to believe that diversity only has to do with those who are marginalized. In order to combat this assumption, the credit needs to balance the examinations of oppression with those of privilege. Students need to evaluate every piece of their identity, not only the ways they are oppressed. Part of this introspective process is being able to voice biases, internalized oppressions, fears, feelings, and questions.

With the diversity credit as it stands, courses are held to incredibly vague standards, which, when implemented, may or may not cover the intellectual bases necessary for the credit. The diversity credit was added to the college, as a part of the ICC, as a tacked-on attribute. None of the classes that have the diversity attribute were specifically constructed to be diversity classes. Additionally, a course can cover only one form of oppression and still be considered a diversity course. This contradicts the very term diversity, which includes race, sexuality, gender, ability, age, ethnicity, religion, socioeconomic status, family structure, and more.

An intersectional study of these topics, through the lens of each students' life experiences, should be integral to a diversity credit course.

We propose the addition of a fourth, noon-hour session for these classes (styled like First-Year Seminars). Currently, every school at Ithaca College requires one three-credit diversity course. Many programs have a strict curriculum that already has little room for the ICC courses. This additional hour would allow the space for the incorporation of important materials specifically about diversity and the opportunity to engage in difficult dialogues without overwhelming the professor's desires for course-specific information, and without needing to add a full second diversity designated course to the ICC requirement. It would be devoted entirely to students grappling with questions of oppression and privilege, all through a personal and political lens, learning from one another's experiences and thoughts.

What we are proposing is not an erasure of the current system, but a development to benefit all students. Introspection and dialogue are a necessary part of forming an understanding of one's own identity. Our proposal for an additional fourth-credit hour would aid both professors and students in their ability to cover crucial topics and aid the administration and the ICC as a whole in bringing the credit closer to realizing their initial goals.



The Ithaca College diversity requirement makes up a portion of the Integrated Core Curriculum, an educational program meant to fulfill general education requirements. Several students have come forward with critiques of the college's implementation of the ICC's diversity requirement.

PHOTO ILLUSTRATION BY CONNOR LANGE

BY ELIOT WILLENBORG, ASHLY CASTILLO, MATTHEW BADALUCCO AND RIANNA LARKIN

Dear Ithaca College administration,

On the website for the Integrative Core Curriculum, diversity is defined as a concept that "encompasses multiple dimensions, including but not limited to the social and political constructions of race, culture, nationality, ethnicity, religion, ideas, beliefs, geographic origin, class, sexual orientation and identities, gender, gender identities and expressions, disability, and age." Diversity courses are designed to provide students with new perspectives of the world. Although well-intentioned, this line of thinking is far from perfect — in fact, we found multiple issues with the "diversity" perspective of the ICC.

The first problem is the college's use of the word diversity. "Diversity" is defined as such a vague term that it becomes virtually meaningless. The college uses the word "diversity" as a sort of social justice buzzword to qualify its apparent awareness of

social issues, despite having numerous problems involving its inclusion of students with marginalized identities. The diversity credit in the ICC is never explained to students as anything more than a requirement, and because of that, the importance of diversity is often lost.

By providing students with a different perspective "through the eyes of those different than themselves," Ithaca College believes that the diversity requirement prepares a student for the real world. It is unrealistic to believe that students will be completely surrounded by like-minded individuals who all share the same life experiences once they enter the workforce. By requiring students to learn about diversity, students are educated on experiences distinctly different from their own, and as a result, they are prepared for what life after graduation is likely to offer. However, it would be impossible for students to be completely prepared for such real world experiences with a single course. To list so many facets of diversity and yet only require one course is hypocritical, because it is unreasonable to assume that one could learn about the many

dimensions of diversity listed by the college in only one course.

We propose three changes to the diversity requirement to make it a more effective program within the ICC. Our goal for these changes is that students will leave Ithaca College with a strong understanding of the importance of diversity in their lives, instead of taking diversity courses solely because they are required to graduate. First, instead of requiring one course in diversity, students would be required to take four, one class at each level (100, 200, etc). Ideally, students would take one diversity class every academic year. By increasing the educational rigor within each course, students have the ability to engage with perspectives in diversity at varying levels of depth. Requiring more than an introductory course ensures that the student becomes actively engaged in the subject, instead of simply passing a class.

In addition to requiring multiple diversity courses, each course should offer an intersectional approach to whatever aspect of diversity is in focus. For example, a Women's and Gender Studies course would need to address issues of race, class,

religion, and other aspects of diversity to qualify as a diversity-designated course. This would allow students a broader understanding of the intersectionality of identities, which can be applied to all areas of their life.

Finally, out of these four classes, a student should take at least one that is directly relevant to their major. For example, a Park student might take a class on the representation of race and other underrepresented categories in media. This would help students not only understand the significance of diversity in their lives, but also its relevancy in their specific field of study.

The intent behind the ICC has some foundation, but its application is flawed. Without proper acknowledgment of the importance of diversity or critical discussion about its meaning, the ICC is not as effective as it could be with these changes. Students should be able to deal with people from many different backgrounds, but with the current implementation of the ICC diversity program, students will not come away with the intended understanding of the importance of diversity in their lives.



April 27, 2017

To All Ithaca College Students,

We would like to invite you to our traditional celebration for the last Friday of classes – IC Kicks Back. As always, this will be a fun and relaxing experience where you and your friends can create great memories. Besides the free food and a concert presented by the Bureau of Concerts you can expect a variety of entertaining activities courtesy of several IC student organizations. IC Kicks Back will be held on **Friday, May 5th from 2:00 p.m. to 6:00 p.m. in the Campus Center Quad. There will also be an IC Community Brunch on Saturday, May 6th from 10:00 a.m. to 1:00 p.m. in the Terrace Dining Hall.** Look for advertisements about these events. Don't miss out on these fabulous traditions!

We also wanted to remind all Ithaca College students to act responsibly and be safe during these last days of classes. In particular, for those students who live off-campus in the Ithaca community or attend gatherings off-campus, we ask for your cooperation in insuring that a respectful and civil atmosphere is maintained and that the rights of our neighbors are not violated. In addition, please be aware that the New York State Medical Amnesty Law protects people (those who witness an overdose, those who suffer one, and those who call 911 related to the overdose) from being charged or prosecuted. This law was designed to encourage individuals to call 911 for help in an alcohol or drug related emergency, and we sincerely hope that you will not hesitate to do so.

As in years past, the Ithaca Police Department and the Sheriff's Office will have a "zero tolerance" policy in effect and will be arresting those who violate the law. In order to avoid legal problems and fines for yourself or student residents of the South Hill neighborhood, we urge you not to participate in non-sanctioned events. Local law enforcement agencies plan to vigorously enforce all local laws, particularly all alcohol laws including those related to underage drinking and open containers on and around the last day of classes and finals week.

Representatives from the South Hill neighborhood, Ithaca College faculty, staff and administration, and the Student Government Council, encourage you to be safe and make good decisions.

Best wishes for a safe and productive end of the semester.

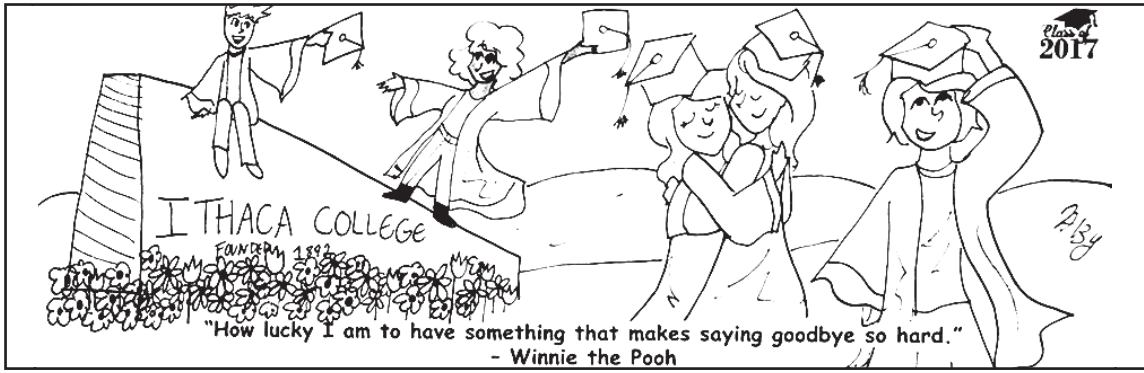
Sincerely,

Rory Rothman, Associate Provost - Student Life, Educational Affairs

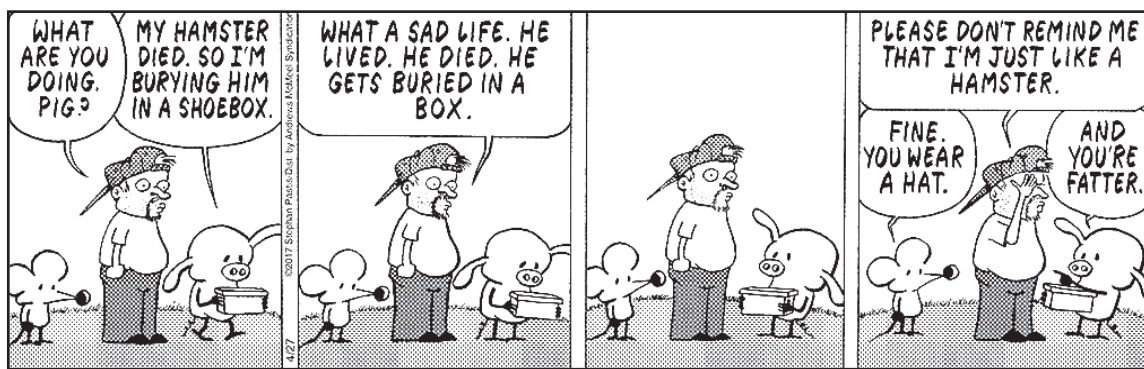
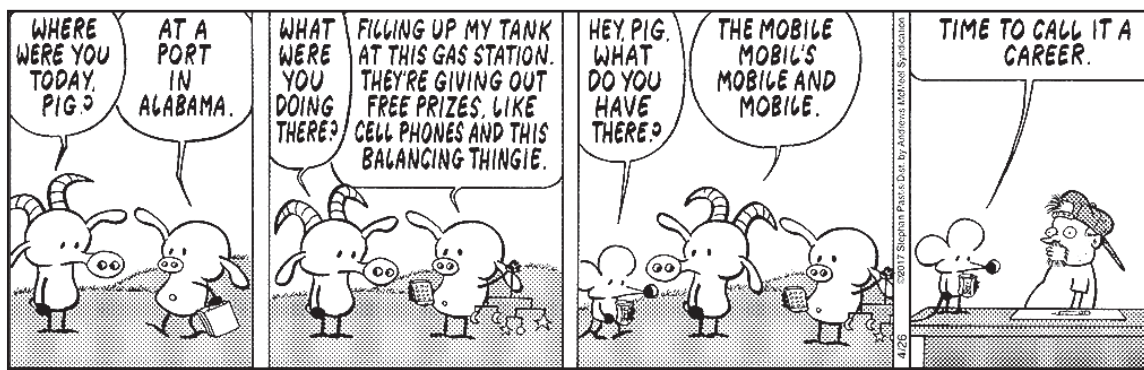
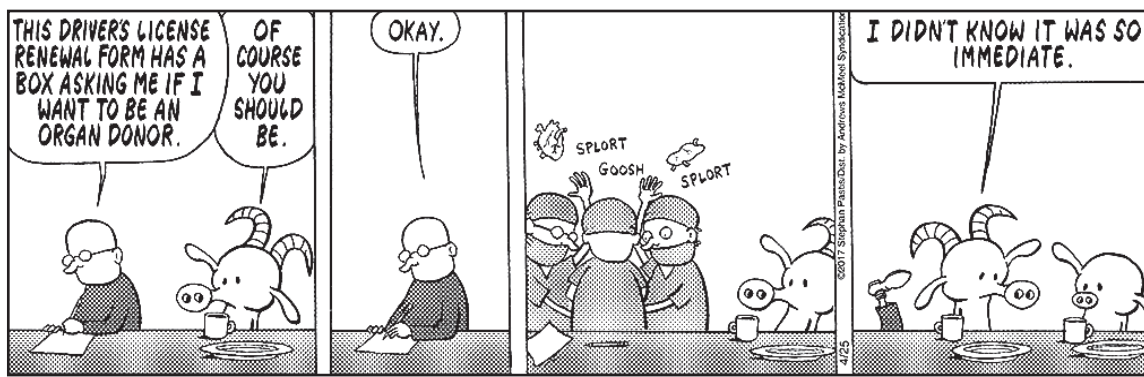
Marieme Foote, President, Student Government Council

Individuals with disabilities requiring accommodations should contact the Student Affairs and Campus Life Office at (607) 274-3374. We ask that requests for accommodations be made as soon as possible.

Moonshoes By Allison Latini '17



Pearls Before Swine® By Stephan Pastis



sudoku

easy

		8				3	2	
	7		8	2				
	9	6	5	7				
9			6					
		1		4			9	
	4						8	5
8	2							1
		5		8	9	6	3	
		9		3	7			

medium

				5	4	2	8	
	2				9			5
	9	7		6		8	5	
	8	3						
			9			7	6	1
		5	7					6
	6	4		3		5		9
		9					1	

answers to last issue's sudoku

medium

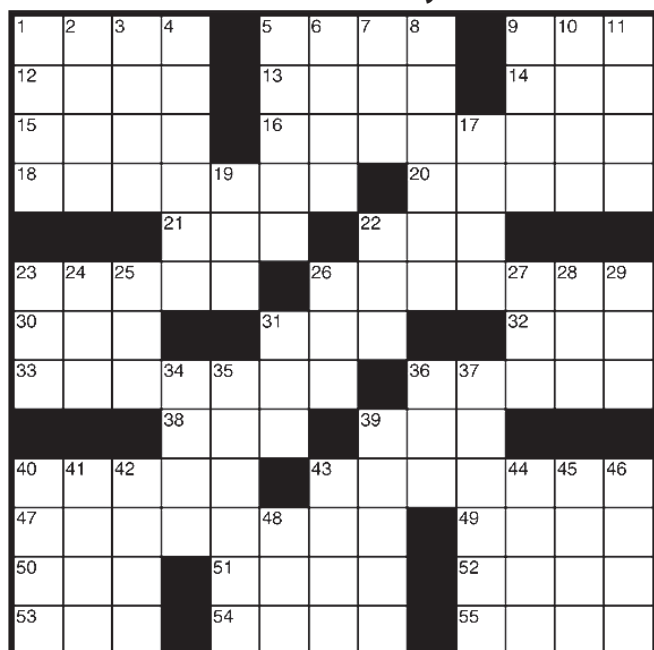
1	6	9	3	2	8	7	5	4
8	7	3	4	5	9	2	6	1
5	4	2	1	6	7	3	9	8
7	3	6	8	9	5	1	4	2
2	1	5	6	7	4	8	3	9
9	8	4	2	3	1	5	7	6
3	9	8	7	1	6	4	2	5
4	5	7	9	8	2	6	1	3
6	2	1	5	4	3	9	8	7

hard

4	9	3	1	5	8	2	7	6
8	2	1	9	7	6	4	3	5
6	7	5	4	2	3	8	1	9
7	1	9	2	3	5	6	8	4
2	5	6	7	8	4	1	9	3
3	4	8	6	1	9	7	5	2
1	3	7	5	6	2	9	4	8
9	8	2	3	4	1	5	6	7
5	6	4	8	9	7	3	2	1

crossword

By United Media



ACROSS

- 1 Ollie's partner
- 5 Soy protein
- 9 - Angeles
- 12 Disappointed cry (2 wds.)
- 13 Black, in verse
- 14 Museum contents
- 15 Skater's jump
- 16 Tour
- 18 Less than a shower
- 20 Fable author
- 21 - and Perrins (steak sauce)
- 22 Larry King's channel
- 23 UFO pilot
- 26 Rice fields
- 30 Came down with
- 31 Ticket info
- 32 Herriot, for one
- 33 Walloped
- 36 Vacillates (hyph.)
- 38 Turn sharply
- 39 Wiretap
- 40 Nature's coolant

- 43 Romantic songs
- 47 Shipmates, old-style
- 49 Pizazz
- 50 Boathouse implement
- 51 Quod - demonstrandum
- 52 Hindu royalty
- 53 Approves
- 54 Designate
- 55 Purse closer

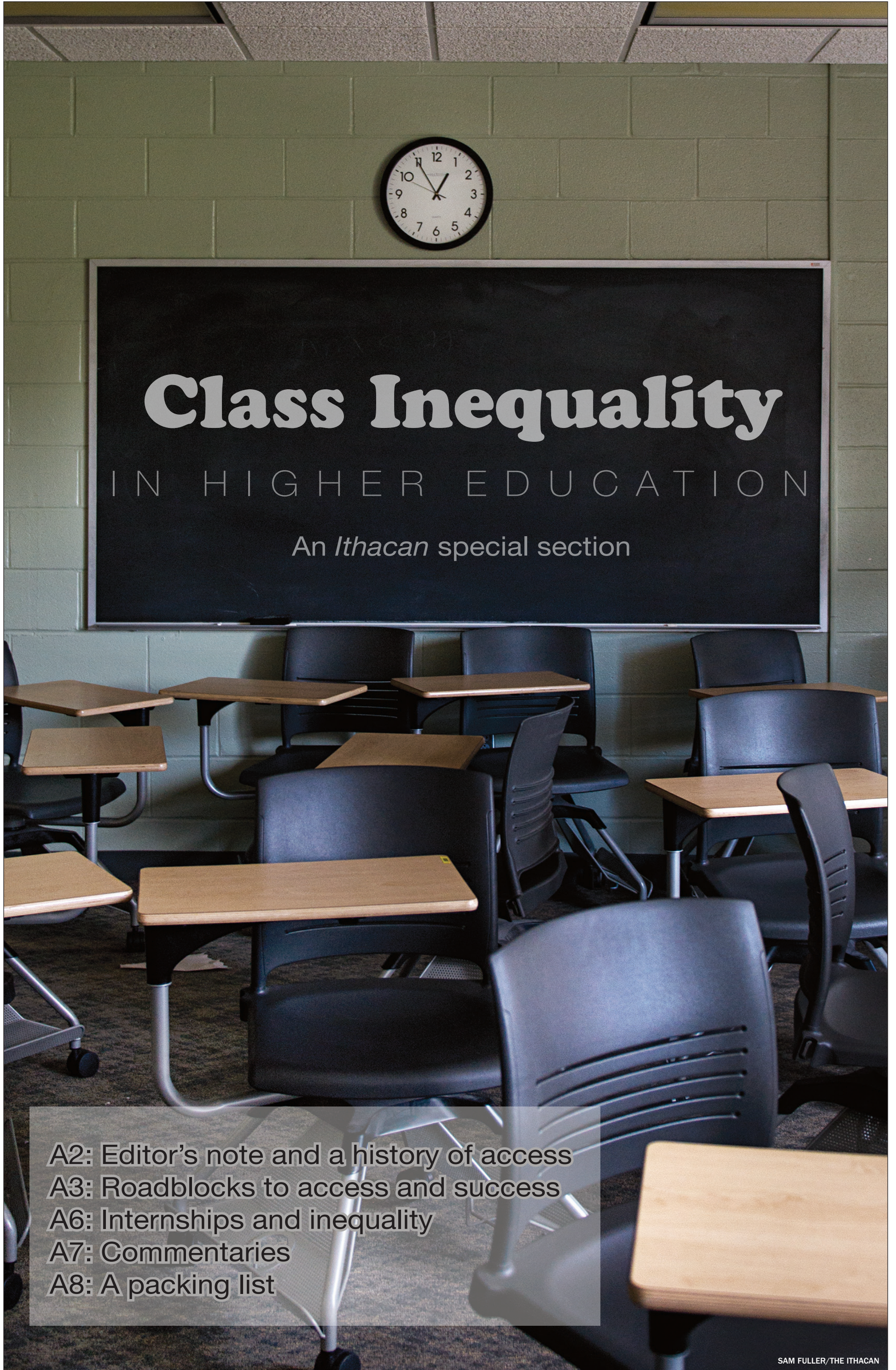
DOWN

- 1 Talked into
- 2 Wed. successor
- 3 Debate side
- 4 Hose part
- 5 Physicist Nikola -
- 6 NYC theater award
- 7 Pea soup
- 8 Let go of
- 9 Damsel
- 10 Black-and-white snack
- 11 Porch adjunct

- 17 Lean toward
- 19 Path to satori
- 22 Raven's call
- 23 Happy sighs
- 24 Take it on the -
- 25 Potato st.
- 26 Herd of whales
- 27 Wall climber
- 28 Fair-hiring letters
- 29 City rtes.
- 31 Rule, briefly
- 34 Autocrat of yore
- 35 Furry pet
- 36 "The King and I" King
- 37 Gawkers
- 39 Sew with long, loose stitches
- 40 Frighten a fly
- 41 Spineless
- 42 Headphones, slangily
- 43 Laser emission
- 44 Mr. Ladd of films
- 45 Elcar or Carvey
- 46 Prune
- 48 Nest egg item, for short

last issue's crossword answers

DIP		PLED		DRAB
EGO		EASE		IOTA
EON		POPPY		SEED
PRESS			TAM	
		HISS		PABLO
PATH		ATM		LOID
ODE		RAE		ROI
WARP		AIM		RENE
SMILE		ROOT		
		ALF		REACT
KNOCK		OFFS		MAY
FETE		NERO		ALP
CATS		TWIN		HMO



Class Inequality

IN HIGHER EDUCATION

An *Ithacan* special section

- A2: Editor's note and a history of access
- A3: Roadblocks to access and success
- A6: Internships and inequality
- A7: Commentaries
- A8: A packing list

EDITOR'S NOTE

The conversation on “diversity” in higher education — a term that has succumbed to overuse and deflation, in many ways — most often includes race and ethnicity, gender, and sexual orientation. Colleges openly report this data, though the intersection of these identities is not represented. What is also left out is class.

Preparation for college is a chief objective of many high schools — especially in the case of students who attend more expensive colleges.

The students who go to these high schools or come from middle-class backgrounds have had siblings run the course and parents who bug them about filling out the applications. Application fees are a minor nuisance one moans about but ultimately pays — enough times to feel good about their chances of having a reach school and a safety school to choose from.

For others, the process of getting to college is riddled with roadblocks and inflated costs

that systematically exclude them. Students from low-income backgrounds might not have the financial backing to pursue career-advancing activities and instead must work to support themselves, missing out on volunteer hours and extracurricular activities that are attractive on resumes. High schools they attend, based on where they were born, might not have the newest textbooks or SAT prep courses to prepare for college.

The ballooning costs of higher education that have outpaced government and public support have created a system that perpetuates inequality both in the institutions and, consequently, in society.

This section contains reporting that explores these issues throughout history and the present, and unveils how issues of class diversity are both highlighted and, at times, forgotten at Ithaca College.

Access to Higher Education: A HISTORY

The purpose of college — and whom it serves — has changed through the decades

BY KAYLA DWYER
EDITOR IN CHIEF



Students sit on the Academic Quad on April 8, 1970 — the year that marked the end of the “Tidal Wave” period of dramatic increases in college enrollment and demand.

C. HADLEY SMITH/ITHACA COLLEGE



The Class of 1969 walks toward the Hill Center for Commencement on May 17, 1969. Representation of low-income students among degree recipients has always been low.

C. HADLEY SMITH/ITHACA COLLEGE

The story of higher education in the United States is one of rapid rise and steady fall, with the only unchanging variable being the persistence of class inequality.

Even with the explosion in college attendance post-World War II — aided in part by the GI Bill of Rights, which granted veterans benefits that included tuition payments — access for low-income students has been consistently low while significant ground was gained in gender and ethnic diversity. Americans began to think of higher education as a public good in this period, and government funding followed suit. But the rapid expansion quickly outpaced fiscal support, and the public’s optimism toward opportunity waned. The shifting of the financial burden to families has systematically excluded those from the bottom quartile of income.

Sociologists theorize about why this might have happened. Sigal Alon in the *American Sociological Review* points to a mechanism called social closure, in which social groups seek to reap certain benefits or keep their privileges by controlling access to them, thereby excluding others. Some exclusionary methods include property barriers, such as rising tuition costs, and the “inflated use of academic qualifications” or standardized tests like the SAT.

Privileged groups can devote considerable resources to helping their children adapt to these requirements, investing in resources to improve test

scores and promote college attendance, resulting in a polarization of resources based on class, Alon writes. Though class has always been an inhibitor for some in terms of accessing higher education, it was not always a disadvantage.

In the early 1800s, going to college was not expensive, but it also was not for everyone. Employers rarely required college degrees, so families had to weigh the potential cost of lost opportunities — losing children who could be working the farm or taking over the business — to college. College was useful for the elite and the clergy, and these institutions mainly focused on the liberal arts.

Special interests and vocationalism began to crop up in colleges in the latter half of the 19th century. Professional schools for agriculture, medicine and law developed, as the 1862 Morrill Land Grant Act allowed states to use money from the sale of public lands to build state colleges for these fields. A high school degree began to lose value compared to a college degree, but attaining a college degree wasn’t yet the universal goal — high school graduation rates were still low.

After World War II and the passing of the GI Bill of Rights,

higher education became one of the fastest-growing industries in the country as well as a ticket to the middle class. From 1947 to 2001, the number of students enrolling in college increased sevenfold. The SUNY system was established in 1948. Between 1955 and 1990, the number of institutions nationwide doubled. In the period between 1955 and 1970 — known as the “Tidal Wave” because of swelling of enrollment and demand — spending per student increased by more than double the rate of the gross domestic product.

Many American families bought into this postwar expansionism. It was, by this time, well-established that a college degree meant higher status in society. The

country was moving away from an industrial economy to one focused on services like health care, education and business — services requiring professional degrees. In 1947, about 40 percent of jobs in the U.S. were in goods-producing work like manufacturing and agriculture. But in 2011, this number had declined to less than 15 percent.

But the boom in attendance necessitated more planning on colleges’ parts to accommodate so many students, leading to a more complex

“It’s always been vastly easier for students of affluent families to go to college.”

— Patricia Albjerg Graham

bureaucracy and a booming testing industry. The advent of college ranking systems in the 1980s heightened competition and selectivity. Higher education continued to grow costlier, outpacing the GDP and inflation, and applications continued to climb while state appropriations to schools dropped off. The Reagan administration cut a billion dollars from Pell Grants and other federal grants, shifting the cost burden from taxpayers to bank loans.

State and local governments covered 57 percent of public and private higher-education costs in 1977, but this dropped to 39 percent in 2012, according to the Pell Institute’s “Indicators of Higher Education Equity in the United States” report from 2016. Meanwhile, in those years, families have gone from covering 33 percent to 49 percent of the costs.

In this same period, the representation of the bottom 10 percent of the family income bracket among bachelor-degree recipients has hovered between 7 and 14 percent.

“It’s always been vastly easier for students of affluent families to go to college than for students of low-income families to go to college,” said Patricia Albjerg Graham, professor emerita of the history of American education at Harvard University.

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@KAYLA_DWYER17

Roadblocks to success

FOR LOW-INCOME STUDENTS

Students from low-income families face greater systemic barriers to college access

BY KAYLA DWYER
EDITOR IN CHIEF

Standing at the front entrance to the Campus Center at Ithaca College on move-in day, in August 2013, Mohamed Shaw was far from home. He could overhear other new students and their families talking about the private schools they attended or how accomplished their parents were, while he thought of the countless times he had walked through a metal detector to enter his Brooklyn public school. They spoke in ways he understood but didn't speak with his family or friends. And, most noticeably, he stood out among a sea of white.

What did I get myself into?
"You gon' be OK?" his mother asked.
"We gon' see, Ma."

Getting in

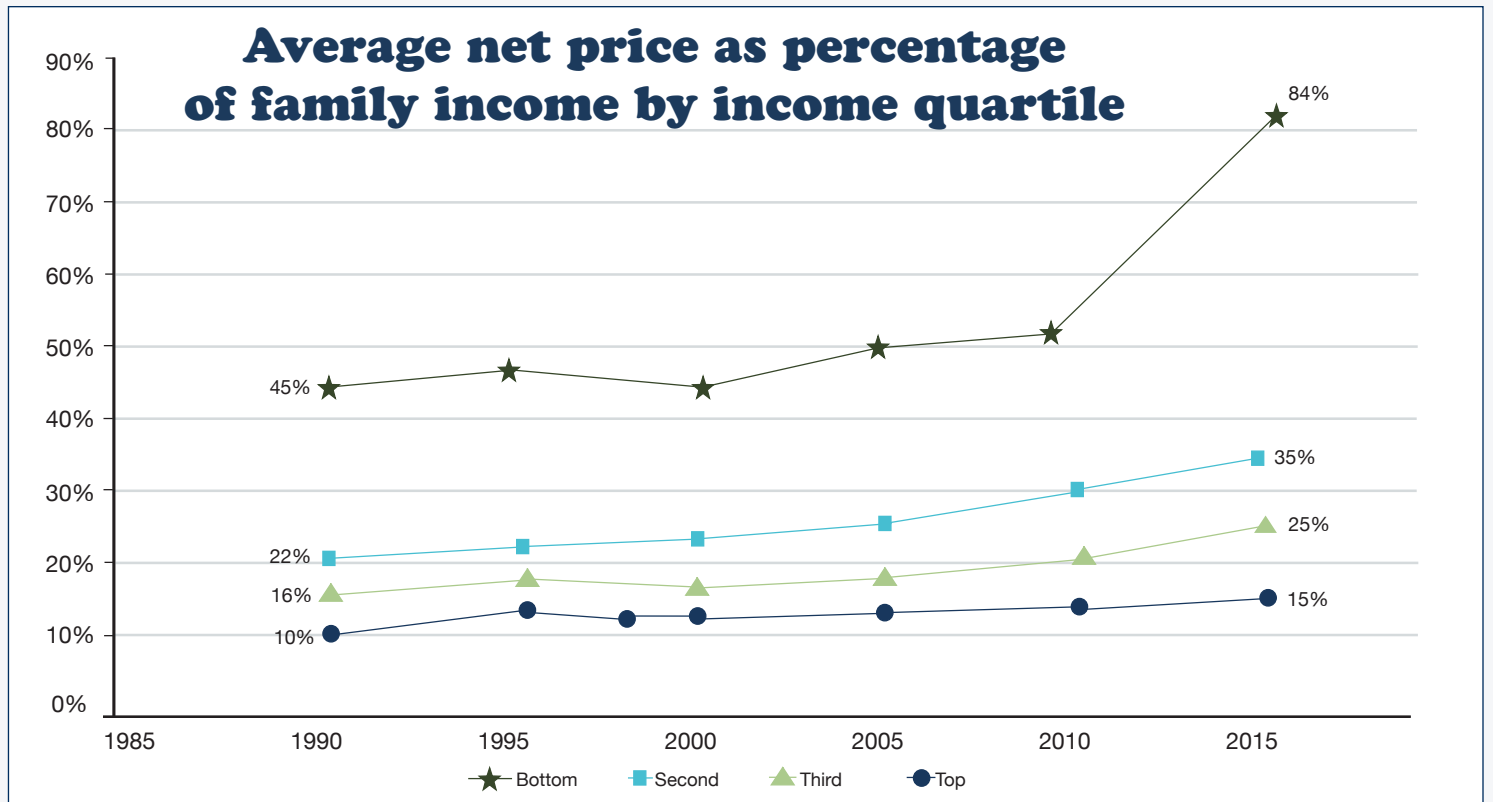
Shaw's high school had basic textbooks and a few sports, but after-school programs were cut. There's a gun shop across the street from the school, and there was some gang violence. Fast-food restaurants line the avenue. His father is a construction worker, his mother unemployed.

If it weren't for a certain teacher and an influential principal, he might not have considered a private institution like Ithaca College.

Colleges are faced with a conundrum: how to enroll an academically competitive class while meeting students' financial needs and balancing the institution's budget in a country with inflated costs of higher education with relatively little public support. A college's reputation is measured, often, by how many students it turns away.

Students from low-income backgrounds historically have had difficulties fitting into this equation, excluded first by the ballooning costs of college and then by cultural differences between them and their middle- or upper-class peers.

But even before tuition costs become a concern, it takes considerable time and money to apply to schools and to take standardized tests — both processes that affect



Nationwide, families in the bottom quartile — with salaries less than \$34,933 — pay the highest percentage of their income. The second quartile includes salaries \$34,933 to \$65,496; the third quartile spans \$65,496 to \$116,466; the top quartile earns \$116,466 and above.

DESIGN BY MARISA ELLIS
SOURCE: PELL INSTITUTE

chances of acceptance and receiving scholarships. A 2015 U.S. News & World Report survey found the average cost of a college application is just over \$40, but the most common fee charged among the colleges surveyed in 2015 was \$50. Some colleges waive this fee for students who apply online, should they have easy access to do so. The College Board suggests students apply to five to eight institutions. With the writing portions included, it costs \$57 to register for the SAT and \$58.50 to register for the ACT.

Dongbin Kim, associate professor in the Department of Educational Administration at Michigan State University, said the likelihood of a student's making the effort to undertake this process — and make tough decisions about diverting financial resources to it — is affected by the de facto tracking

system that pervades all levels of education in the United States. One has to be better prepared in elementary school to get into advanced math classes in middle school, and better prepared in middle school to be in the honors courses in high school, where attention and resources are most often diverted. Some families, she said, believe college is automatically out of reach since they look at how the news media focus on soaring costs, leading them perhaps not to focus as much on studying and preparing for that path.

In Europe, students are tracked at much younger ages into certain paths of higher education, determined by standardized tests during or before high school. Postsecondary education is free in many European countries, and there is a much tighter correlation between education credentials and occupation, as David

Karen said in the journal *Sociology of Education*.

But because of that tracking system, Kim said, there is a smaller number of students who are siphoned into the college path in Europe. The percentage of post-secondary enrollment in European countries — 64 percent in France, 65 percent in Germany — is significantly lower than that of the U.S., which is 87 percent, according to the World Bank. Finances are less of an issue for individuals — taxes are significantly higher in Europe, according to the Organization for Economic Cooperation and Development. But this system could exacerbate inequality in society, Kim said.

"Once you're in a track, you're stuck there," she said.

From the policy level, then, the system in the U.S. appears more open and equitable, but as Karen writes, the U.S. system's "client power" tends to give greater advantage to the already privileged.

The difference comes down to how the public treats higher education: whether it should be a public good, in which the benefit goes to everybody, or a private good, in which the benefit goes to only those who buy into it. Here, Kim said, in practice, the latter applies.

"In Europe, the general public still believe higher education is a public good," Kim said. "If higher education is a public good, the general public should pay a portion of it. In the U.S., we don't believe higher education is a public good."

Jamey Rorison, director of research and policy at the Institute for Higher Education Policy, said the IHEP believes it's a myth that low-income students are always less academically prepared or less likely to succeed in college, and that this assumption feeds into these students' disadvantage.

"We think it's really important — viewing this through an equity lens — we need students from

low-income families to be served by the best colleges and universities," he said. "If we continue to usher them into less selective institutions, that's going to potentially harm their chances."

Brooklyn-raised senior Omar Stoute, for example, helped found The First Generation Organization, a student club for first-generation students to gather and discuss their experiences. Shaw said he plans to go to law school and become a civil rights lawyer.

Shaw carried his experience in high school on his shoulders through his first two years of college.

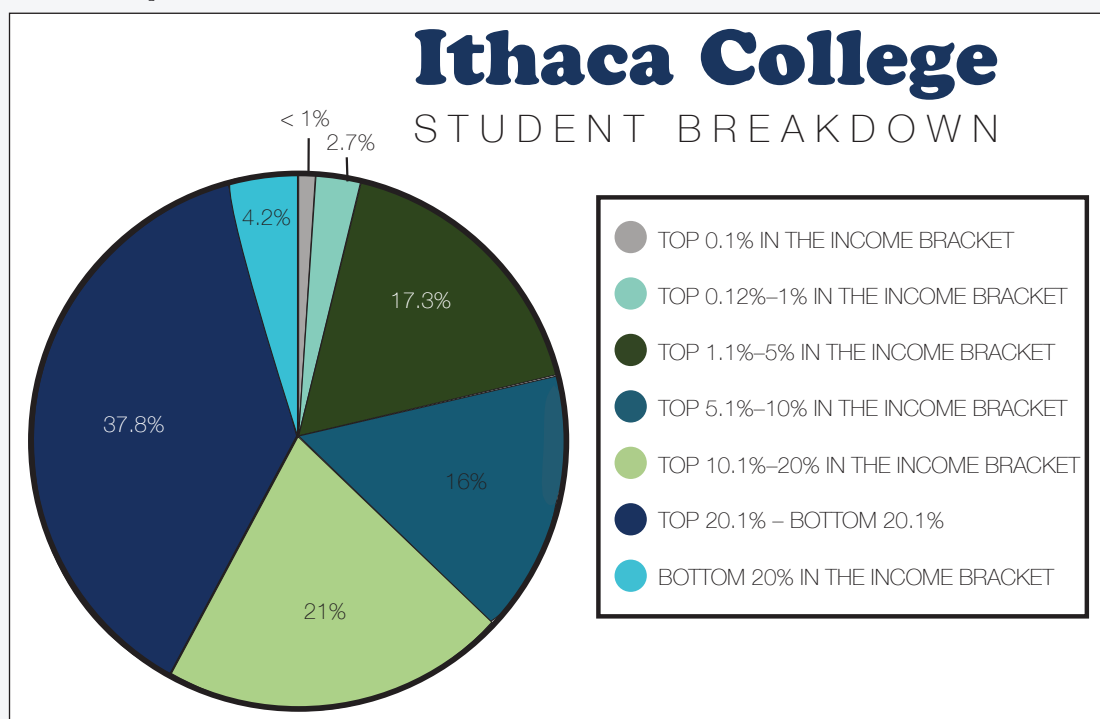
"Going through that public school system makes you question yourself," he said. "[Going to college] was a feat, but a lot of pressure to make it, for other people of your background."

Paying for it

Affordability, Rorison said, is a two-pronged problem: insufficient financial aid and soaring college costs. He said there should be a shared responsibility among all levels of policymakers to improve affordability, most notably through increasing Pell Grant caps and the number of recipients. Pell Grants are federal grants targeted at students from low-income backgrounds.

Pell Grants could previously cover over half of a student's education, but over the past three decades, their purchasing power has sharply declined, Rorison said.

Indeed, the percentage of college costs covered by Pell Grants has decreased from 67 percent in 1975–76 to 27 percent in 2012, according to the Pell Institute's "Indicators of Higher Education Equity in the United States" 2016 report. In constant Consumer Price Index dollars, the maximum grant only increased by less than \$1,000, or an 18 percent increase compared to average costs



These are the portions of the Ithaca College's student body that fall into certain sectors of the United States income bracket. The top 0.1 percent in the U.S. earn above \$2.2 million; the top 1 percent earn above \$512,000; the top 20 percent earn above \$111,000; the bottom 20 percent earn below \$25,000.

DESIGN BY HAYLEY TARLETON
SOURCE: THE EQUALITY OF OPPORTUNITY PROJECT

See CLASS, Page A4



Sophomore Jonelle Orsalo, from Whitesboro, New York, has been working since the age of 14. Her mother works at a cancer center, and her father is a small-business owner. "I try to be as self-sufficient as possible" in college, she said.

FERNANDO FERRAZ/THE ITHACAN



Woizero Jarvis, a sophomore from the Bronx, did not view her neighborhood growing up as low-income until she came to college and felt she had to work harder than others. "When things get rough around the edges, privilege shows," she said.

FERNANDO FERRAZ/THE ITHACAN



Senior Mohamed Shaw didn't know much about class divisions until he left Brooklyn. "People have their prejudices, their biases, what they want to know and what they don't want to know. It doesn't surprise me anymore," he said.

FERNANDO FERRAZ/THE ITHACAN

CLASS, from Page A3

of college, which increased by 128 percent.

Cutting Pell Grants — which the Trump administration has proposed doing — would seriously disadvantage private colleges in recruiting low-income students, said Stella Flores, associate professor of higher education at New York University.

"If students don't have additional funds, they're going to end up working," she said. "There's no way to pay for tuition on 20 hours of work."

In constant Consumer Price Index dollars, average college costs were 2.3 times higher in 2012–13 than in 1974–75, according to the "Indicators" report.

As it is right now, low-income students find out too late how much they will have to pay for college, she said, and every college varies widely with little predictability.

Tom Mortenson, a senior scholar at the Pell Institute for the Study of Opportunity in Higher Education, said he believes wealthy students should be expected to pay most or all of the cost of higher education. Politicians feel the pressure to keep tuition low enough for wealthy people because that's whom they most hear from, he said.

In the past two decades, more undergraduates have received financial aid in general across all institution types, according to the National Center for Education Statistics. But this aid tends to benefit students disproportionately to their need, revealing inequitable patterns and impediments to access for low-income students.

The New York State Arthur O. Eve Higher Education Opportunity Program at Ithaca College provides grants and academic support for about 60 students from low-income backgrounds each year, like sophomore Woizero Jarvis — who, as one of six children with a single mother, wondered how she would pay for any school — and Stoute, the son of a schoolteacher and a retired nurse, who is on food stamps and works in the college's Office of State Grants.

Of students at the college who were awarded any need-based aid, on average, 90.4 percent of their need was met through financial aid, according to the 2016–17 Common Data Set. Of the 1,138 freshmen in Fall 2016 who were awarded any financial aid, 632 had their need fully met, based on the need determined by the FAFSA.

For sophomore Jonelle Orsalo, from a suburb of Utica, New York, college would have been impossible were it not for having most of her tuition covered.

"I looked at the price and said, 'Absolutely not,'" she said.

But only 4.2 percent of the college's

population is from the bottom 20 percent of the income bracket, compared to 58 percent coming from the top 20 percent, according to data from The Equality of Opportunity Project and compiled by The New York Times. The study caps the 20th percentile at an annual family income of \$25,000, and the top 20 percent has an income above \$111,000.

Gerard Turbide, vice president for enrollment management at the college, said 20 percent of the student body is eligible for Pell grants—a federal need-based grant for which students with family incomes less than \$50,000 can qualify — 14 percent are first-generation students, and 86 percent attended public schools. However, 92 percent of the college's revenue comes from student tuition, creating a demand for students who can pay.

Overall, the growth of merit-based aid has outgrown that of need-based aid, and at the same time, students of high-income backgrounds have benefited more from merit-based aid than students of low-income backgrounds, according to the National Center for Education Statistics.

The percentages of undergraduates receiving both need-based and merit-based institutional aid has increased from 1999 to 2012, but merit-based aid increased twice as much — by 10 percent — and benefited only 3.4 percent of the lowest quartile of income in 2012, whereas need-based aid benefited a greater proportion of the lowest quartile: 22.4 percent.

Among all types of institutions, the percentage of students receiving merit aid who were high-income increased from 23 percent in 1995–96 to 28 percent in 2007–08. The percentage who were low-income shrank from 23 percent to 20 percent in those years, according to the NCEES.

Crystal Coker, a postdoctoral research associate at the Jack Kent Cooke Foundation — a private foundation that awards scholarships to high-achieving, low-income students — said this shift toward merit-based aid can be explained by colleges' desire to entice higher-achieving students and higher-paying students who can help the institution sustain itself while boosting its profile and ranking.

"By awarding merit scholarships, these high-income students are provided with higher than their need, while low-income students still have unmet need," Coker said.

In 2016–17, Ithaca College awarded about 77.5 percent of its institutional aid budget in the

form of need-based aid and about 22.5 percent in the form of non-need-based need, though these numbers are not absolute, and both include some portion of extra non-need-based aid necessary to meet students' need. Of the 1,630 first-time full-time freshmen in Fall 2016, 70 percent were determined to have financial need, and of those 1,138 students, 97.2 percent received need-based aid and 33.4 percent received non-need-based aid — a significant overlap.

Ivy League schools refuse to give financial aid in the form of merit scholarships to students who don't have a demonstrated need for them, Mortenson said. These schools can afford to do this, but most schools need to consider the factors Coker highlights more heavily.

"What you end up with is the lowest-income students face enormous financial barriers to higher education, and wealthy students whose Expected Family Contribution exceeds cost of attendance still receive financial aid — that, I don't see as anything more than a bribe," Mortenson said.

After financial aid was accounted for, in 2012, families in the bottom quartile were left with more than \$8,000 of unmet need on average in paying for one year of college. Families in the top quartile of income were left with a nearly \$14,000 surplus, according to the Pell Institute's "Indicators" report. Unmet need is defined as the amount of financial need that remains after the Expected Family Contribution is calculated and grants are taken out.

The criteria for merit scholarships, Mortenson said, usually combine test scores, high school grades and class rank — all academic measures that are correlated with family income.

A study by the College Board in 2013 documents a strong positive correlation between family income and SAT scores: higher income, higher scores.

It's a cycle that trickles down from wealthy parents to wealthy children, and so on, said Patricia Albjerg Graham, Charles Warren professor emeritus of the history of American education at Harvard University.

"Children of affluent families are just vastly more likely to be tracked through their school into a curriculum that prepares them for college," she said.

"Often" and "more likely" are keywords most researchers use because, as Rorison points out,

merit scholarship still has need-based components. Merit-based versus need-based is not a complete dichotomy, but it's true, he said, that merit-based is often not equity-focused.

"We definitely feel that merit-based aid is less effective in achieving equity goals," he said. But making sure the process is as equitable as possible for selecting recipients of the Park Scholarship, a full merit-based scholarship for applicants to the Roy H. Park School of Communications at the college, is Park Scholar Director Nicole Koschmann's goal.

It's a challenging goal because the goal of the merit scholarship is to attract the best students, but as far as a student's financial circumstances and family background goes, the selection committee only knows what the student tells them in a cover letter, for example.

Koschmann said her goal is to look at the breadth and growth of an applicant from one point to another, and not to compare students' differing starting points. Though this analysis can also be influenced by her bias, she said the benefit of a selection committee of 10 people is to have a system of checks and balances on this process.

"My goal is not to penalize students for their circumstances," she said.

The college is a moderately selective institution, Turbide said. Its financial aid office seeks to reconcile the financial-need gaps of incoming students with the college's budgetary needs, as well as the desire to fill in balanced academic programs — all in a large balancing act. Much of the merit aid the college awards, he said, is used to fill in the gaps left by need-based grants.

"In an ideal world, we would only offer need-based aid," Turbide said.

But given the inflated costs, the stakes remain the highest for students of low-income backgrounds. Jarvis said she feels she always has to be on top of her game, perhaps more than some of her peers.

"I can't afford to fail," Jarvis said. "I can't afford to take an F, a C, a W — I can't afford any of that."

Staying in school/social cost

Beyond access, success in college is often another hurdle, Flores said. Low-income students are surrounded by a college community populated mostly by students of middle- and upper-class backgrounds. Students from the bottom quartile of the income bracket — less than \$35,000 a year, which is the income used in the "Indicators" report — represented 10 percent of bachelor's degree recipients in 2014. That year, about 33.6 percent of the population had household incomes below that threshold, according to the U.S. Census Bureau.

"If we don't improve academic prep and

opportunities for students to be prepared in college ... then we're addressing the wrong problem," Flores said.

It wasn't until his junior year, Shaw said, that he felt he got into the swing of college. He brought habits with him that did not serve him well his freshman year — issues with punctuality and core critical-thinking skills. He was always a step behind his classmates.

"High school didn't prepare me for college at all," he said. "College ripped me to shreds."

This was also the case for Jarvis, who grew up in the Bronx and attended a small public school on the Lower East Side. No after-school activities, some Advanced Placement courses — the focus was more on fun than academics, she said. High school was a breeze, and it didn't prepare her for college work.

"Freshman year was hard — I didn't know how to get through it," she said.

The difficulty of the first year of college is compounded by the pressure of making ends meet, a cycle that persists throughout the educational career of students from low-income backgrounds, Kim said.

"You go to college, but you get loans, and you have to work to make money to survive, and while you are working, you cannot study, and rich students can afford to not work," she said. "You can't get a good GPA. ... It's a bad, bad cycle. The poor get poorer; the rich get richer."

Stoute matriculated through the Beacon School in Manhattan — a public school with 86 percent of students qualifying for free and reduced lunch — and he figured he would end up at a CUNY school due to his financial situation.

He found out about the HEOP program through a guidance counselor and started out in college as a biology major.

But when the professor gave directions in class, listing the names of various tools and equipment, he had to spend extra time figuring out what to grab and where to go. He had never seen the equipment before, whereas most of his peers had been doing those experiments in high school.

"There was a psychological factor there, too, because I'm just like, I'm not as good as the other students here," he said. "There's a variety of reasons why someone might be underprepared for school. It doesn't mean they're not as smart."

Part of the access problem is not only financial, but psychological: the obligation to stay close to home or the difficulty to see what might be possible outside of one's community.

There then's an added psychological burden attached to stereotypes of poor people and students, Shaw said.

"People should try harder," or "They don't

deserve certain things' — We don't have certain things," he said.

Outcomes

For Stoute, the pressure didn't subside after getting into college. He can't take his post-college plans lightly — he needs a job right away. His father retired recently, leaving Stoute to rely on the college's health insurance, which he said is inadequate and expensive — so he's one illness or injury away from being set back.

"I play the don't-get-sick game," he said. "Now I don't want to go to the doctor."

He might be treated differently for not having money on-hand to socialize when others want him to, and the decision to travel home for short breaks is one that carries financial weight.

"Some people don't have the understanding that just because you have money to do something right now, doesn't mean I have money to do something right now," he said. "People don't have the understanding that if they make a mistake, they have a backup. I don't have a backup. It's like living your life on the edge, especially when you're in a college environment. The stakes are always very high."

There is a growing hypothesis among researchers that there will be a cascading of students from one higher-education sector to the other as costs keep increasing at some schools while others push the free-college movement — for example, low-income students will continuously filter into

the public sector, and higher-income into the private, further widening class divisions.

However, Flores said that if college is made more affordable, not only will more low-income students attend, but the sheer number of students who graduate from high school may also increase because of the hope for access.

"That promise of affordability helps students move through the pipeline who may have previously been inclined to not go to college," she said. "I'd like to think that there's a lot of hope in that movement."

But Kim said she does not believe public support is heading in that direction — toward considering higher education a public good that should be publicly funded, hence lowering costs and improving access.

"I think it's going to get worse," she said. Should everything stay the same — public support of higher education does not increase, and, therefore, federal and state governments cannot increase funding for it — one way to ameliorate the situation is to make financial aid much simpler, Kim said.

Shaw doesn't harbor resentment toward others of different socioeconomic status. They have their perspectives, biases and backgrounds, and his mother always taught him not to be jealous of others. It's easy for him to gauge, though, who in a class is more prepared and who had more access to resources growing up.

"I would hear in class still to this day, students

talking about 'I don't really know what that's like; I grew up in a predominantly white neighborhood, blah blah' — I don't even get mad anymore, I've heard that so many times," he said. "I understand where you're coming from. You don't have to rub it in other people's faces. We weren't lucky enough to grow up in the same places you did."

When he goes back home, he notices more aspects of his neighborhood he hadn't before: the fast-food restaurants, the gentrification, the fact that the city's snow plows don't go to his street.

When he leaves college, he said, he wants to pursue a law degree and become a civil rights attorney to advocate for policy change that will help people's voices be heard.

"People of low-income, people of color, already suffer enough as it is, so I want to be that [helping] hand," he said. "We aren't taught to believe in ourselves as much."

This is what Jarvis said she wants to do in the future — to teach young people to do this, to give back to HEOP and her family.

"I try to give people the benefit of the doubt — it's because my lifestyle was way different, and I know what it is to struggle, and I know what it is to not have a support system all the time, but to make a support system for yourself," she said. "Sometimes you can't rely on other people. You have to start with yourself."

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Terminology

DESIGN BY MARISA ELLIS
SOURCE: PELL INSTITUTE

Pell Grant — A federal grant targeted at students from low-income families and independent students with low incomes.

College cost — Includes tuition, fees, and room and board.

Cost of Attendance — The total average amount it will cost to attend college for one year, including tuition, room and board, books, supplies, transportation and loan fees.

Expected Family Contribution — What the federal government calculates a family can afford to pay toward college costs, based on information listed on the Free Application for Federal Student Aid (FAFSA). The lower the EFC, the greater the student's determined financial need.

Unmet need — The financial need remaining after EFC and all grant aid are subtracted from Cost of Attendance.

Net price — Cost of Attendance minus all grant aid.

Access to internships

PERPETUATES INEQUALITY

Those without the resources to afford unpaid or minimum-wage internships fall behind

BY SOPHIE JOHNSON AND BIANCA MESTIZA
ASSISTANT NEWS EDITOR AND STAFF WRITER

While some students will be working at internships related to their college majors this summer, Ithaca College sophomore Ian Sawyer will likely be working in a service or office job. He cannot afford to participate in an unpaid internship or even move to a more urban location where there might be paid internships.

Sawyer said he pays for his \$13,000 of college tuition by taking out student loans and working 60 hours a week on average during the summers. There's no time for an internship that might offer insufficient or no pay.

"There's just no way I would be able to," he said. "I would have to work 60 hours a week and then do an internship on top of it."

Employers are increasingly looking for students who have completed internships, heightening the competition to find them — particularly ones that are paid. The remaining unpaid internships leave behind lower-income students who cannot afford to work for free.

While the federal government does not keep track of data about the internship economy, current estimates say that between 500,000 and 1 million people participate in unpaid internships every year in the U.S. According to a study by the National Association of Colleges and Employers, over half of graduating college seniors in 2012 participated in some type of internship during college. This is almost double the rate of students participating in internships found by a study two decades ago, according to the same study. However, students from higher socioeconomic classes are better able to participate in unpaid internships because they can afford to work for free, leaving lower-income students behind and often perpetuating wealth inequality.

In 2010, the U.S. Department of Labor issued a fact sheet that outlined the criteria employers from for-profit companies must meet to be exempt from paying interns minimum wage, or anything at all. In summary, the intern must be getting more of a benefit than the company for them not to receive pay.

Nonprofits and government organizations are not legally required to pay interns. There have recently been a number of lawsuits challenging the practice of unpaid internships under the Fair Labor Standards Act. These lawsuits have led to a group of varied court decisions. In a particularly well-known case in 2011, two unpaid interns who worked on the set of "Black Swan" sued Fox Searchlight Studios, saying the company violated minimum-wage laws by not paying them. Five years later, in 2016, a settlement was reached that compensated the interns \$495 each for most, and between \$3,500 and \$7,500 for the lead plaintiffs in the case. Following this lawsuit were similar cases where unpaid interns sued multiple large corporations, including NBC, Warner Music Group and Viacom. These companies also came to multimillion-dollar settlements, requiring them to pay their former interns.

David Yamada, professor of law

at Suffolk University and director of the New Workplace Institute blog of news and commentary about work and employment relations, said unpaid internships often require students to pay for academic credit for their degrees to show the interns are benefiting from the internship and justify not paying them. The academic credit is supposed to signify educational gain — thus, a benefit that exempts the company from paying the intern minimum wage.

This practice often holds students back financially, Yamada said.

"There's a double whammy here for students," he said. "In essence, what you're doing is you're paying tuition to work for free."

However, unpaid interns often provide some kind of work that benefits the company and therefore break this law, said Dan Crawford, media relations director for the Economic Policy Institute, a think tank created to include low- and middle-income citizens in policy discussions.

High-income students already benefit the most from these policies because they are able to afford experiential and resume-builder opportunities regardless of whether they pay, Yamada said, advancing growth in wealth inequality.

"It's going to be students who disproportionately come from backgrounds where somebody is going to subsidize that summer for them," he said.

In addition to unpaid internships' excluding students from lower socioeconomic classes, research has shown that they also hold students back in their futures. According to a study by the National Association of Colleges and Employers, students who participated in paid internships during college were more likely to get a full time-employment offer after graduation than those who participated in unpaid internships. The study also found that students who do paid internships have higher salary offers coming out of college than students who participated in unpaid internships.

Crawford said these data make sense because if an employer looks at a resume with many unpaid internships on it, they will see a person who is willing to work for less money.

Unpaid interns can sometimes face more than just monetary insecurity. Yamada has also done research on whether unpaid interns are entitled under anti-discrimination laws and civil right statutes for employees. Yamada said in his research that most unpaid interns are not covered under anti-discrimination and sexual harassment laws because they do not meet the requirements of employee status due to their lack of compensation.

"There's a real gap in the law there, especially at the federal level, that I think is very disturbing," he said.

Yamada said he has seen an increase of unpaid internships' being catered toward students who have completed their undergraduate because employers see they can get free labor at entry-level positions designed for people with degrees.



Sophomore Ian Sawyer looked into summer internships pertaining to his English major but found that most paid minimum wage or nothing at all. Usually, he works about 60 hours a week during the summer.

FERNANDO FERRAZ/THE ITHACAN

"I think for me, the troubling thing is there's sort of a slippery slope here," he said. "How deep into one's vocational or professional life do we have to go to find a decent entry-level paid job when the unpaid work keeps proliferating?"

Bryan Roberts, associate dean in the Roy H. Park School of Communications, said the dean's office is constantly talking about how it can help students in finding paid internships and assisting those in completing unpaid internships.

"It hurts everybody," he said. "You have to make a lot of money or have a family with a lot of money to really not work."

The Park School offers the Big Apple Award — worth \$1,500 — for three students who are participating in internships for credit in the New York City area. The Park School also offers the James B. Pendleton Award to cinema, photography and media arts majors; television majors; and emerging media majors who are completing a summer internship for credit. The maximum award amount is \$1,000 and is based on academic and creative achievements. The Office of the Provost offers an award called the Emerson Summer Internship Award of up to \$3,000 to seniors at the college who display

financial need.

Two scholarships are offered through the Office of Career Services: The Class of 2008 Scholarship for current freshman, sophomore or junior students who have an unpaid internship, and the Washington, D.C. Scholarship for current freshman, sophomore or junior students who have a paid or unpaid internship in the D.C. area.

Danielle Young, career counselor in the Office of Career Services, said the awards vary each year but range from \$500 to \$1,200 for the Class of 2008 Scholarship and \$500 to \$1,600 for the Washington, D.C. Scholarship.

Applications for these scholarships tend to be low, Young said — 17 for the first and four for the second. Many students do not know about the scholarships career services offers.

The Park Center for Independent Media places students at various independent media institutions and advocacy nonprofits across the country, according to its website. The stipends granted by the PCIM range from \$1,600 to \$2,850. To receive these scholarships, students must pay for credit, and the cost per credit for Summer 2017 is \$1,254.

Jeff Cohen, director of the PCIM and associate professor in the Department of Journalism, said the stipends assist many students but that the program is not an option for students who need to work the entire summer.

"Let's face it: Some students have to work and make a real income, more than \$1,600 for three months," he said.

Yamada said until the issues are defined more decisively by the law, there will be legal gray areas determining in what situations interns are required to be paid.

"The current state of the law gives employers some incentives to start with unpaid internships and then sort of dare someone to sue them," he said.

Sawyer said that because these internships are unpaid and students often have to spend money on housing and paying for credit, lower-income students are often left behind.

"It just kind of reinforces the cycle of disenfranchising those who are poor economically."

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Unpaid Internship Rules

Criteria for-profit companies must meet to not pay their interns

1. The internship must be similar to training given in an educational environment.
2. The internship experience benefits the intern.
3. The intern does not take the work of normal employees, but works with existing staff.
4. The employer cannot get any immediate benefit from the work of the intern, and in some cases, the employer's normal operations can be interrupted to work with the intern.
5. The intern is not entitled to a permanent job after the internship.
6. Both the employer and the intern need to understand the intern is not entitled to monetary compensation for their work at the internship.

DESIGN BY HAYLEY TARLETON
SOURCE: U.S. DEPARTMENT OF LABOR

GUEST COMMENTARY

NO CLASS IN THE ROOM

Don Beachler discusses the lack of focus on class and labor issues at the college

BY DON BEACHLER

I often get a surprised look when I tell people I think that in many ways Ithaca College is a conservative institution because of the way issues of class and labor are handled on the campus.

IC has a Center for the Study of Culture, Race and Ethnicity which provides for study of those groups its faculty deem to be oppressed in the United States. There is a Women's and Gender Studies program that lists more than two dozen courses for Fall 2017 (the vast majority of these courses are cross-listed from various departments). Students also have the option to pursue a minor in Women's and Gender Studies.

The college has no programs in Labor Studies, Inequality Studies, or working-class studies. There are only a few scattered courses that concern themselves with the division of wealth and income along class lines. Furthermore, while the college regularly reports on enrollment percentages for subsets of the group it labels students of color, it never publishes statistics about poor students or announces any special efforts to recruit students or faculty who come from economically deprived backgrounds.

In the late 1990s, as a columnist for an online magazine, I wrote a column entitled "Needed: Affirmative Action for Trailer Trash." I noted that seven percent of American families lived in mobile homes, but that I had never met an IC student who came from one of those families. Eighteen

years after I wrote that column I still can't find any trailer trash students, and I met few who, like me, list our heritage as poor white trash.

Over the past century, labor unions have been a major factor in promoting income gains for the working class in this country. The significant decline in the percentage of unionized workers is often cited as one of several factors that contribute to rising income inequality in the United States.

Despite this, the administration of Ithaca College has been resolutely anti-union for decades. The college regularly retains the services of the notoriously anti-labor law firm Bond, Schoeneck, and King when it fiercely opposes the efforts of a group of college employees to form a union. It should be noted that the college opposed the efforts of safety officers, contingent faculty, and electricians to form unions. Even former President Peggy Ryan Williams, of PRW fame, who set aflutter the heart of many an essentialist progressive on this campus, was strongly opposed to having unions at IC.

In the three-year struggle by contingent faculty to form a union and negotiate a contract the college expended considerable, but undisclosed (so much for the Rochonian call for greater transparency), resources to oppose the union supported by a vast majority of the contingent faculty. Some of the arguments and claims that



Associate professor Don Beachler writes about the lack of focus on class and labor issues in higher education. He also discusses the underrepresentation of poor and working-class families at the college.

CONNOR LANGE/THE ITHACAN

were put forth by the administration during the union organizing campaign were so illogical that it was embarrassing to think they emanated from the officers of an institution of higher education.

Like many private colleges, the students from wealthy families are overrepresented at IC, while lower middle class and poor people are underrepresented. According to 2013 data, 3.7 percent of Ithaca students come from the top one percent of households (those with annual income in excess of \$630,000) while just 10.4 percent of students come from the bottom 40 percent of households (those

with annual incomes of \$41,600 or less). Our neighbor Cornell, with its multi-billion dollar endowment, is even more unrepresentative of the general population, with 10.5 percent of students coming from the top one percent of households while just 9.7 percent of its students come from the bottom 40 percent of American households.

When you serve as an island of privilege where the right to attend is heavily based on winning the lottery of the womb and being born into a well-off family, it would make no sense to devote much effort to emphasizing the underrepresentation of blue collar and poor people on

your campus. For many, perhaps most people on this campus, the term diversity refers exclusively to the goal of greater representation of ethnic minorities.

I have spent almost three decades at an institution that in my ideal world would not exist. If I were designing the country from scratch, IC and Cornell would be a public branch campus: SUNY Ithaca. Now there is an idea....

DON BEACHLER is an associate professor in the Department of Politics. Contact him at beachler@ithaca.edu.

YOU'RE BROKE BUT NOT POOR

How the normalization of being 'broke' trivializes the experiences of poor families

BY KATE NALEPINSKI
LIFE & CULTURE EDITOR

The definition of "broke" can be described with one word: penniless.

To college students, the term may be more complex: struggling financially as a repercussion of future loans and/or dependency on additional finances that are currently saved.

Numerous articles have jumped on the trend, too: BuzzFeed and CollegeHumor highlight the struggles of being a #BACS (Broke-Ass College Student). Things like snatching napkins from the dining halls, eating Kraft cheese and ramen on the regular, and not wanting to use the gasoline in your car are some of these "struggles."

Yes. You are struggling financially. Perhaps a hefty amount of your money is going to paying loans. Perhaps you're balancing working on campus and academics so you can pay for your loans. Perhaps you're financially dependent on your parents until the end of your college career. But there's a fine line between being broke and struggling to live. Let's save the diction for where it matters.

The etymology of "broke" has a negative connotation. According to the Online Etymology Dictionary, "broke" goes as far back as 1716 as an extension of insolvent. The old English cognate broc meant "affliction" or "misery."

Why has this narrative integrated into college culture? Why are we following this stereotype? The stereotype produces a culture in which college attendance is a standard, not a luxury. We expect ourselves to attend college — that's not the financial issue. Everything else is. It's almost always associated with the fear of not having money. Poverty isn't something

we've experienced — but something we've had the privilege to learn about in a detached way. There's a vast difference between not wanting to pay your loans and not having a roof over your head.

It's so easy to use "broke" because college students have integrated the word into daily life. It's colloquial. We're "broke" if we don't have cash on us. We're broke if we can't afford a soda this week. The term is monopolizing what it really means to not have money. College students need to take a step back and recognize the privilege we have just being at college.

Glorification of poverty is ignorant and unhealthy. College students have the tendency to romanticize their suffering, highlighting the moderate financial difficulties they have. While their valid complaints may resolve issues on a short-term basis, ignoring other socioeconomic classes, specifically those in minority groups, is only worsening the problem over the long-term. Social mobility is impossible when those in higher classes identify with lower-class stereotypes because it pushes people to ignore impoverished individuals. Romanticizing suffering creates the false notion that the middle class equals the lower class — which eradicates the lower class itself.

A 2014 report from the National School Board Association's Center for Public Education analyzed recent data from the U.S. Department of Education. It found that by age 26, 12 percent of high school graduates were not enrolled in two- or four-year colleges. Of this 12 percent, most come from the lower end



Many college students often refer to themselves as "broke" when they may be low on funds, a trend that romanticizes poverty while ignoring the issues of low-income students.

FERNANDO FERRAZ/THE ITHACAN

of the socioeconomic scale.

The fact of the matter is that this study only encompasses high school graduates, completely ignoring those who drop out of high school due to financial difficulties. Most people on the lower end of the socioeconomic scale do not have the ability to attend colleges, much less apply to them. College students are perpetuating the class system by convincing other students they are poor and needy, disregarding the lower and lower-middle class. Through the use of words like "broke," college students are unintentionally stabilizing the class system and separating people from their privilege. It pushes the narrative that those in the higher-middle class are in just as desperate

of situations as those who are actually suffering, pushing their plight out of the spotlight.

When college students say they can't do something because they're "broke," they're inherently sticking to the negative stereotype that promotes the class system and dismisses minority groups. The broke-ass college kid stereotype inadvertently ignores and undermines the struggles of those with lower socioeconomic status. College students glorify their middle-class poverty to the point where it's perpetuating the American class system.

KATE NALEPINSKI is a junior journalism major. Contact her at knalepinski@ithaca.edu and @KateNalepinski.

College Prep: A CHECKLIST

Ithaca College provides a packing list for dorm life, but it comes with a cost, in addition to room and board

Total: \$788.08+

Oscillating fan \$19.99	Storage bins \$6.99	Cleaning supplies \$4.16
Throw rug \$9.99	Plates \$2.49	Minifridge \$84.99
Clothing hangers \$2.99	Mugs \$1.99	Umbrella \$7.00
	Silverware \$3.00	

Hand towel \$2.50	Alarm clock \$7.59
Shower towel \$5.99	Phone varies
Thick winter coat \$29.99	Waste basket \$2.99
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	Batteries \$8.99

* computer labs available on campus



PHOTO ILLUSTRATION BY SAM FULLER
DESIGN BY HAYLEY TARLETON
SOURCE: TARGET/TARGET.COM

Redefining History

Main Stage Theater concludes April 30 with 'The Rover'

From left, senior Jacob Shipley, junior Keely Bochicchio-Sipos, junior Tyler Sapp and junior Andrea D'Arco star in "The Rover," which will be performed for the Main Stage Theater April 27, 28, 29 and 30. The comedy, written by Aphra Behn in 1677, has been restaged by director Greg Bostwick, theater arts professor, to take place at the end of World War II during Mardi Gras.

COURTESY OF SHERYL SINKOW

BY JAKE LEARY

ASSISTANT LIFE & CULTURE EDITOR

The lights are bright. The night is young. The drinks flow freely. There's an energy in the air, a sense of freedom and passion. The war is over, America won, the time for restraint has passed.

"The Rover" is the final main stage production from the Ithaca College theater department for the 2016-17 season. It is an updated version of the sexually charged 1677 play written by Aphra Behn, the first English woman to make a living from her writing.

Behn's play tells the story of Hellena, played by junior Keely Bochicchio-Sipos, and Florinda, played by junior Andrea D'Arco, two sisters determined to find love. Amid the drama is an exploration of gender roles and the challenges and paradoxes of love. "The Rover" contains controversial depictions of prostitution and rape that were slightly modified in the new version of the script.

The official opening was at 8 p.m. April 25 in the Hoerner Theatre in Dillingham Center. It will also be performed April 27, 28, 29 and 30.

Director Greg Bostwick, professor in the Department of Theater Arts, decided to update the setting and period of the production from the original 17th-century Naples carnival to World War II New Orleans during Mardi Gras. Despite the change in location, most of the linguistic style was preserved. Senior Olivia Ohlsten, stage manager of "The Rover," said she embraced the challenge of interpreting a difficult text.

"Sometimes, it's been weird because it's relatively modern but the language isn't," Ohlsten said. "So we changed a couple of words ... but I think it's a good exercise for all of us in the process to work on a show that's in a language so different from what we speak."

Assistant director junior Jacqueline Asbury said she fell in love with the play when she first read it in one of her classes.

"We actually had to read it in theater history my sophomore year, and I absolutely loved it," Asbury said. "I thought it was hysterical. ... And

as soon as they said that they were doing 'The Rover,' I said, 'I want to be in that show.'"

The updated show features several design embellishments, including a rotating stage and a number of choreographed fight scenes. To ensure the clashes between characters are believable, the production team hired Michael Jerome Johnson, a fight director of the Society of American Fight Directors, to choreograph fights for "The Rover." His credits include fight directing for "Constant Star," "A Streetcar Named Desire" and other productions.

— Jackie Asbury

Asbury said they chose to modernize their production through both language and setting to the show that may have been otherwise absent.

"The director wanted to get the feel of a party environment where people are finally able to let loose when they weren't able to for a long time," Asbury said. "The closest thing to that in America was Mardi Gras, post-World War II, because Mardi Gras during the war was very low-key because of a lack of resources and because all the soldiers were overseas, so after the war ended — that was the first Mardi Gras that could be super crazy and fun again."

Ohlsten said that despite the humor in the play, both the original text and the revised version of "The Rover" were difficult because they touched on challenging topics in an archaic way. She said the cast worked through the complexities of the play and create a cohesive performance.

"The show has some difficult subjects, like rape, that have been

difficult for the cast and design team and everyone to grapple with, considering we don't share the same opinions and we don't believe the original script does justice in this time period," Ohlsten said.

Asbury said the original version of "The Rover" isn't completely outdated. She said she found the portrayal of political issues and gender relationships relevant to modern situations.

"It's so important to see how plays this old translate to our current climate and how things are still so relevant 350 years later and are still relevant in the '40s as we're portraying it," Asbury said. "There are still men out there who think women owe them things and women who don't have the agency to fight back and don't know how. So I think it's important to recognize that as much as humanity has changed, we still have a very long way to go."

Senior Stella Bowles, the dramaturge for the show, is tasked with preserving the original intentions of the playwright and ensuring the audience understands what happens on stage. Bowles said the update was significant because it gives the

show a socially progressive angle, but she found it challenging to adapt a show with outdated gender politics.

"It's a very difficult play ... and it was really important that Aphra then put those topics on the stage in 1667," Bowles said. "But from our modern mindset, it's a little bit difficult to see women being belittled and attacked a little bit in this way."

Asbury said that despite the narrative complexity and the difficult political subject matter of "The Rover," it is still worth seeing.

"At its core, this play is about people," Asbury said. "So if you stick with the characters and just really invest yourself in their journey, you're going to have a good time."

Tickets are \$10 and are available online at ithaca.ticketforce.com.

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The play follows two sisters: Florinda, played by D'Arco, and Hellena, played by Bochicchio-Sipos. Both are exploring love, gender, sex and relationships as World War II comes to a close.

COURTESY OF SHERYL SINKOW

ACCENTUATE

Culinary Confections Trail Mix Bites

Ingredients:

1 cup dark chocolate chips
1/8 cup almonds roughly chopped
1/8 cup peanuts
1/8 cup cashews roughly chopped
1/8 cup raisins

Instructions:

—In a double boiler or microwave safe container, melt chocolate chips until smooth.
—Allow to cool for two minutes and then stir in nuts and dried cranberries.
—Spoon into mini muffin tins and allow to set in the freezer for five minutes before turning out onto a clean plate and refrigerating for 15 minutes until completely set.

Recipe and photo from cookcraftlove.com



CELEB SCOOPS

Riz Ahmed Takes the Stage

Riz Ahmed, the actor known for “Rogue One: A Star Wars Story,” “The Night Of” and “Nightcrawler,” has been made a Time magazine cover star for the magazine’s list of the 100 most influential people in the world. Ahmed’s body of work extends beyond film: He is also a rapper and political activist. Ahmed has raised money for Syrian refugees and been outspoken about racial bias in Hollywood casting practices.



“X” MARKS THE SPOTLIGHT

Fox is bringing back the classic '90s television show “The X-Files” yet again. The alien mystery drama first aired in 1993 and quickly became a cultural sensation. The original series ran from 1993 to 2002 and spawned two movies. In 2016, Fox aired a limited, six-episode season that was met with mixed reactions. The upcoming revival will air during the 2017–18 television season.



Guardians of Rock

The music for the upcoming sequel to “Guardians of the Galaxy” was announced April 19. The first film was praised for its classic rock–inspired soundtrack, which director James Gunn said he picked because “They were songs that people had heard, but probably didn’t know the name of.” This time around, Gunn’s picks include “My Sweet Lord” by George Harrison, “Mr. Blue Sky” by ELO and a dozen other '70s pop hits.

WORD OF THE WEEK

GORMLESS

adjective | gorm·less
lacking intelligence : stupid

Depressed Cake Shop makes Ithaca debut

BY SILAS WHITE
STAFF WRITER

Mental illness affects 1 in 4 adults, yet movements abound urging people to discuss it more openly. One organization, new to Ithaca, aims to encourage discussion in a different way — through sweet treats.

Depressed Cake Shop is an international grassroots organization created to raise mental health awareness and discuss mental health issues while raising money for local charities. The Depressed Cake Shop movement started in the U.K. in 2013, but bake sales associated with the movement have since popped up worldwide.

This year, Catherine Gooch, program manager of Longview in the Department of Recreation and Leisure Studies, and students in her Administration of Therapeutic Recreation class organized a sale on April 23 at the Cornell Cooperative 4-H Duck Race. Baked goods were donated by the Ithaca Bakery, John Joseph Inn, Ithaca College's Department of Recreation and Leisure Studies and several individual donors. The \$310 raised went to the Tompkins County Suicide Prevention and Crisis Center. Gooch said that as far as she knows, this is the first instance of a Depressed Cake Shop sale in New York.

Senior Lindsey Schell, who was in charge of social media marketing during the event, said the sale afforded an opportunity to educate others on mental health while raising money.

"While we're raising money, we're also educating people about mental health and hoping to erase the stigma that revolves around mental health issues," she said. "I've dealt a lot with mental illness in my family. ... So it's a subject that's close to my heart."

All treats on sale at the event featured the color gray, which Schell said represents mental illness. Splashes of bright colors on the treats, she said, represented hope.

Senior Alec Harris, another student from Gooch's class, said the Depressed Cake Shop has been getting a great deal of attention lately and that it was a goal of the class to fight



The Administration of Therapeutic Recreation class at Ithaca College set up a bake sale on April 23 at the Cornell Cooperative Extension 4-H Duck Race. The group, which aims to bring light to mental illness, raised \$310 for the Tompkins County Suicide Prevention and Crisis Center.

YANA MAZURKEVICH/THE ITHACAN

preconceived notions of mental illness.

"The idea of presenting mental illness in a colorful, happier fashion using cupcakes ... is a nice way to change the way people view mental illness," he said. "You can have a mental illness and still lead a perfectly healthy life."

The Duck Race seemed like the perfect opportunity to hold the bake sale because of its timing and because of the large crowds it's capable of drawing, Harris said. Participants bought rubber ducks and sent them down Cascadilla Falls. Prizes were awarded to those whose ducks finished in the top 50. In addition, the event featured live music, several vendors and activities.

"We were looking for an event in the local community that would draw a lot of people, and

this has usually drawn about 500 to 700 people annually," he said. "It's inclusive, there's all sorts of groups and all sorts of education, and we really wanted an event with a lot of foot traffic."

Gooch said she thought the sale would be a creative way to tackle an issue students in the class have an interest in. She said she heard about a Depressed Cake Shop sale in California from a magazine article and thought that bringing the sale to Ithaca could benefit the students and the community, she said.

The organization aims to create pop-ups worldwide that sell customized baked goods to get people talking about mental illness, according to its website. Anyone can start up a pop-up shop, permitted they're working

with Depressed Cake Shop and selling for a cause. At the end of the event, most of the cupcakes had been sold, and Harris said he was happy about the conversations that were had with community members. Gooch said some people suggested they integrate the organization into the local community.

"We really want to decrease the negative stigma around mental illness and anxiety," Gooch said. "We've had teachers say, 'Wow, I'm dealing with young kids that are depressed, and this is really important. Maybe we should bring this into the schools.'"

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Show choir performance addresses political tension

BY KATE NALEPINSKI
LIFE & CULTURE EDITOR

Marilyn Monroe addresses her overtly ever-present objectification while her backup dancers practice a number for "Some Like It Hot." A housemaid and a stripper attempt to control the romantic feelings they have for each other during the 1930s, when homosexuality was rejected. High schoolers challenge the status quo and expectations from society after experiencing prejudice.

These are all scenes from plays recreated by Routine Disturbances, Ithaca College's show choir that performs stories through dance and song once a semester. The coed group was established four years ago by Adam Secor, who graduated in December 2016. On April 21, Routine Disturbances performed its spring showcase in the Walter Beeler Rehearsal Hall in the James J. Whalen Center for Music.

The hourlong show was split into two acts: one devoted to hopelessness in politics, the other to hopefulness. Junior Julia Kesel, co-director of Routine Disturbances, said that when the group was organizing its songs, it started linking songs together so Act Two songs would juxtapose Act One songs, giving the performance a cohesive message.

"For example, in the first act, we did a song called 'The Negative,' from 'Waitress [the Musical]," Kesel said. "It's about a potentially unwanted pregnancy. ... And it was a funny number, but that wasn't the issue. To correspond with that, we included the

song 'Positive' in Act Two, from 'Legally Blonde,' where the main character ... has hope for the future."

Kesel said many of the selected songs reflected how the group feels about politics and that this showcase in particular was more politically fueled than previous showcases.

"About a week after [President Donald] Trump was inaugurated, we had our callbacks, and we created the set list," Kesel said. "We ended up picking songs that had issues regarding unwanted pregnancy, inequality, oppression, insecurity, bullying. These were all issues we felt we connected with."

Junior Courtney Ravelo, who is new to Routine Disturbances as of this semester, said she felt it was important that the group utilized a form of entertainment to say something political.

"The nation is very separated right now in terms of politics," Ravelo said. "And theater ... pulls people together from different tracks of life, and it has a lot of power. Theater has been used for social change forever, not just as a way of entertainment. As a college campus, we decided to say something political."

Sophomore Sammie Watts, who has been involved in Routine Disturbances for three semesters, said these themes were present in "Let's Be Bad," the number performed from the television show "SMASH." The song explores themes of objectification, femininity and independence. In this song, Watts played Monroe during a time when Monroe coped

with societal pressures through drug abuse.

"[Monroe] is not in charge of herself," Watts said. "The characters cannot make their own decisions."

Ravelo participated in a later number, "What About Love" from "The Color Purple." Set in the 1930s, Ravelo played Celie, an abused housewife who realizes she's in love with Shug, played by freshman Shyala Jayasinghe.

Ravelo said "What About Love" is a powerful song for social change because it addresses social issues.

"It's not only about being black, about sexuality, but it's also about class," she said. "They had a big class difference. ... [These characters] see past the differences. They see past the sexuality boundaries, the class boundaries, they see past Celie's husband — who she doesn't love."

Kesel said "What About Love" is about self-acceptance and loving others. She said she believes creative spaces should be used to express emotion — something Routine Disturbances does regularly.

"Especially since the arts ... are being cut from schools, we feel that it was really important to show how we can show what we're passionate about politically and put that into something else we're passionate about — being the arts," she said. "[We can] use the creative space to state how we were feeling. [Theater is] the safest place to do that."

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Sophomore Sammie Watts belts out "Let's Be Bad" dressed as Marilyn Monroe in Routine Disturbances' spring showcase April 21.

KATE NALEPINSKI/THE ITHACAN



Freshman Tiani Chantelle and Frankie DiLello sing "Don't Be the Bunny," a song about government rule from the musical "Urinetown."

KATE NALEPINSKI/THE ITHACAN

ONLINE

To listen to the group, go to theithacan.org/routine-2017

Nifty Fifties

Students celebrated '50s traditions in IC Square for IC After Dark's April 21 event



Junior Serena Columbro hula-hoops on the stage in IC Square during the Nifty Soda Shop event organized by IC After Dark. The event took place from 8 to 11 p.m.

ANDREW TREVES/THE ITHACAN



Freshman Jaime Rockafellow sings her heart out on stage at the '50s event April 21. Other students performed sock-hop dances onstage.

ANDREW TREVES/THE ITHACAN



Tables decorated in checkered kitchen cloths were home to make-your-own sundaes and arts and crafts as students passed through IC Square. The event also featured free burgers, root beer floats, dance lessons and prizes. IC After Dark is an on-campus organization that plans free themed events on weekends for Ithaca College students.

ANDREW TREVES/THE ITHACAN

HBO original drama lacks narrative depth

BY JAKE LEARY

ASSISTANT LIFE & CULTURE EDITOR

For every cured disease and launched rocket, there are human beings with dreams and pains who persevered to enable such greatness. “The Immortal Life of Henrietta Lacks” is one of these stories — but the film adaptation fails to capture the powerful narrative that inspired it.

Directed by George C. Wolfe and aired on HBO, “The Immortal Life of Henrietta Lacks”

is an adaptation of the book of the same name. The film tells the true story of Rebecca Skloot’s (Rose Byrne’s) mission to uncover the truth about Henrietta Lacks, a woman whose cancerous cells were taken without her knowledge during an operation and used for decades of scientific research. Rebecca seeks out Henrietta’s daughter, Deborah (Oprah Winfrey), to help her understand the Lacks family’s personal life for Rebecca’s book.

Though the story is told through Rebecca’s eyes, Winfrey’s performance as Deborah dominates. Her emotional monologues about her mother and her traumatic childhood ooze a tenderness and potency that Byrne’s constant wide-eyed awkwardness can’t top.

This dichotomy is partially the result of the film’s plodding pacing. Unlike “All the President’s Men,” “Spotlight” or countless other films in the journalism drama subgenre, there is no sense of urgency in “The Immortal Life of Henrietta Lacks.” The other issue is the characters

themselves: Rebecca simply isn’t interesting. She has no background or notable character quirks to make her screen time memorable. Rebecca is clearly the audience’s entry point to the story, but it’s difficult to engage when the brain behind the investigation is so bland. Deborah, on the other hand, is a deeply troubled woman, haunted by her past, baffled by the fate of her mother and infuriated by the lies she’s been told. Every outburst, every breakdown reveals a new layer of her grief that results in an illuminating and honest performance.

Unfortunately, some of the emotional resonance is muddled by a glaring inconsistency: Deborah talks about her mother as though she knew her, but Henrietta died when Deborah was two years old. How could she speak so eloquently about a woman she never truly met? The most poetic moments in “The Immortal Life of Henrietta Lacks” are those in which Deborah opens up about her mother, but those impossible insights only act as hollow plot devices to garner sympathy for the character. The film is full of missing chunks and inconsistencies, like Deborah’s relationship to her mother, which spoil the narrative resonance of the story.

It seems as though the 94-minute runtime is only a fraction of the story. Resonant thematic conflicts beg for further exploration, but that depth simply isn’t there.

The crucial racial underpinnings of Henrietta’s immortality are missing from the film. Deborah and her siblings receive no compensation for the



“The Immortal Life of Henrietta Lacks,” an HBO original film that aired April 22, adapts the 2010 book. It tells the story of Deborah Lacks and her family as they try to understand the scientific significance of her mother’s death. HBO

major medical market that sprung up around their mother’s cells. They face abuse. They face anxiety, depression, post-traumatic stress disorder and a slew of other mental illnesses. They are systematically ignored or mistreated based on their race. It is unlikely that Henrietta’s cells would have been taken without her knowledge if she had been white. There are moments where

this issue of social injustice is brought to light, but it’s an afterthought — an obligatory measure so filmmakers can market the film as socially relevant without actually exploring difficult issues.

Henrietta’s real immortal life is a fascinating chapter in the history of scientific achievement. The movie adaptation, however, is a shallow

recreation that lacks the narrative quality HBO viewers have come to expect. Despite Wolfe’s attempt to craft a nuanced story that drills to the core of familial experience, “The Immortal Life of Henrietta Lacks” barely goes skin-deep.

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Kendrick conquers hip-hop competition

BY MATT MALONEY

ASSISTANT MULTIMEDIA EDITOR

There is no disputing that Kendrick Lamar is on top of the rap game right now. K-Dot already had two classic albums in his catalog with 2012’s “good kid, m.A.A.d city” and 2015’s “To Pimp a Butterfly.” This year, he practically shut down the internet after dropping his single “The Heart Part 4” on March 23, and he recently scored his first No. 1 hit with his single “HUMBLE.” Now, after dropping his newest project, “DAMN.,” on April 14, Lamar has solidified himself as the greatest rapper of this generation.

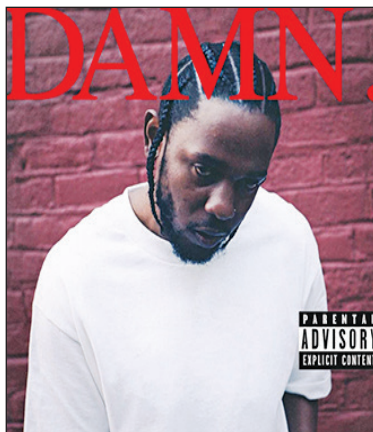
After sticking to a traditional West Coast rap style on “good kid, m.A.A.d city” and switching over to a funk and blues style on “To Pimp a Butterfly,” he reinvents his sound by creating an album that has a bit of everything.

Lamar is able to be both a hit-maker and a lyricist. The album’s second track,

“DNA.,” is probably the edgiest song he has ever released. The switch in the beat from the bass-heavy banger to the Rick James sample of “Mary Jane” is one of the highlights of the project.”

Kung Fu Kenny didn’t need to rely on a slew of guest features to make this project successful. He collaborates with only three other performers on the album: pop powerhouse Rihanna on “LOYALTY.,” underground soul singer Zacari on “LOVE.” and the seemingly out-of-place U2 on “XXX.” Rihanna’s feature on “LOYALTY.” should serve as the model for her future guest appearances. Instead of relying on her beauty and sex appeal, Lamar gives her space to be her own artist. Zacari’s vocals are perfect for the gentle, affectionate vibe of “LOVE.” Lamar even makes U2 sound like it belongs on “XXX.” because the part it plays serves as a relaxed counterpart to the hectic intro of the song, allowing listeners to think about what they are hearing rather than get distracted by Lamar’s passion.

Lamar wasn’t trying to make a particular statement with this album,



INTERSCOPE RECORDS

which is unusual for him. However, by creating several radio-friendly jams like “HUMBLE.” alongside philosophical tracks like “FEAR.,” he has shown that it is possible to be the well-rounded artist that hip-hop needs. “DAMN.” is arguably his best project thus far for that reason. It may not be a straightforward classic like his previous works, but it has mass appeal, which none of his previous works had. Will he be able to top himself yet again with his next release? Probably not, but that’s what many said before they listened to “DAMN.”

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American dream dies

BY COLIN BARRETT

STAFF WRITER

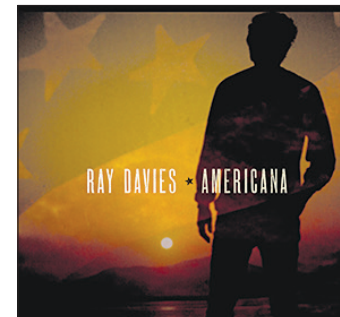
Prairie roaming, mountain hiking and wild adventure are activities that evoke the promise of the American dream. Ray Davies’ “Americana,” released April 21, is a heartfelt homage to these American wonders. Unfortunately, Davies creates a stereotypical and absurd album, making it one of the most embarrassing musical disasters in recent memory. Despite an attempt to go through American history and assess the present American dream, Davies misses the mark on what being an American means.

The title track, “Americana,” seems as patriotic as one could get with lyrics that say, “I wanna make my home/ Where the buffalo roam/ In that great panorama.” As he sings these lyrics, it doesn’t seem like he wants to roam that “great panorama,” but rather be

somewhere else entirely. His vocals and his lyrics don’t thematically gel, which undermines his commentary on the American experience. The song is lifeless and brings nothing to the table.

It is surprising that the founder of famous English band “The Kinks” could create such an empty, shallow album. Davies is clearly a talented man, and he poses many pertinent questions and is unafraid to challenge the American dream. But like the album as a whole, his ideas feel woefully underdeveloped.

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RAY DAVIES ENTERTAINMENT

QUICKIES



ATLANTIC RECORDING CORPORATION

“HARD TIMES”
Paramore
Atlantic Recording Corporation

There is a distinctly ‘80s vibe to “Hard Times” by Paramore. Spacey synths and simple, driving beats dominate the track: It’s an exceptional throwback. The single was released April 21.



POLYDOR LTD.

“LUST FOR LIFE”
Lana Del Rey and the Weeknd
Polydor Ltd.

Lana Del Rey and the Weeknd’s “Lust for Life” released April 21. Del Rey’s ethereal voice implores an unknown character to “take off all your clothes” — it’s unpleasantly haunting.



FAMILIAR TERRITORY

“EAST ATLANTA DAY”
Zaytoven, Gucci Mane and 21 Savage
Familiar Territory

Released April 21, “East Atlanta Day,” by Zaytoven, featuring Gucci Mane and 21 Savage, drags. The dependence on the same phrase over and over makes for a grating, frustrating experience.

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THURSDAY, APRIL 27, 2017

Along for the ride

Ithaca College's Equestrian Team strives for recognition



Senior Lianna Reis practices riding at the If Only Equestrian Center in Freeville, New York. Twice a week, the members of the Ithaca College Equestrian Team travel 20 minutes to the barn where they take lessons and ride the horses. The team is away for at least 13 hours on competition days and has placed in the top three in its league for the past four years.

MANYA MARGOT/THE ITHACAN

BY JEB BIGGART
STAFF WRITER

Senior Hannah Wilcox wakes up to the harsh realization that her morning alarm is going off, signaling the start of a new day. Many of her classmates are still out in the dead hours of the night, partying and socializing. For Wilcox, waking up at 3 a.m. means only one thing: It's time to get back in the saddle along with her teammates on the Ithaca College Equestrian Team.

Equestrianism is a sport of elegance and poise. The riders are judged by their skills as horseback riders based on their body position and the way they command horses to walk, trot and jump over obstacles, all within a few minutes. They have no say in the horses they ride; they are assigned horses at the beginning of each show.

In this sport, a minor infraction could make a massive difference in the team's outcome. Each rider's score

counts toward the team score, which decides the team's placement in the show.

Wilcox's passion for equestrianism is evident in her commitment to the team and teammates she calls family. However, many students are unaware of the existence of the team on campus.

Senior rider Holly Habeck said she watches her efforts go unnoticed but that she doesn't let it dampen her spirits as she continues to ride and love the sport unconditionally.

"People say to me, 'Oh, wait, IC has an equestrian team?'" Habeck said. "I think a lot of people don't understand what we actually do. I get more people who ask if we race horses, and equestrianism is not about racing. They're just uninformed about it."

Every rider sacrifices their weekends to wake up in the earliest hours of the day, travel to other schools and ride against some of the most elite

equestrians in New York state.

Assistant coach Erica Schillbach '13 said the team has had plenty of success in recent years, finishing in the top three of its league for the last four years in a row.

There are more than 40 students on the equestrian team who travel to the If Only Equestrian Center in Freeville, New York, which is about 20 minutes away, twice a week for practice. When the team has shows, the riders are away for over 13 hours.

Their skills as riders are dependent on the cooperation of an animal that weighs at least five times what the riders weigh.

"I really enjoy having that connection with an animal that is much larger than I am," Wilcox said. "They have a gentleness to them, and they really enjoy doing their job and being able to get out and move. I think each horse has their own personality."

Wilcox qualified for Zones in Fall

2016, which is a step down from competing on a national level. She said she considers the special bond with her horse the key to her success.

"I played team sports all through high school," Wilcox said. "When you're on a team, you have to trust your team members that they're going to be there when you need them to be. . . . You trust the horse that you're on, and the horse you're riding trusts you. I think that's really cool to have. To be able to ride a horse and have them respond to you and trust your decision-making is incredible."

Schillbach has been part of the team since her freshman year at the college. She said she believes the unspoken trust between a horse and a rider is the key to the success of an equestrian.

"You will have to speak this unspoken language and understand each other," she said. "There will be days when you get on and you're not having a great ride and just say, 'All right, we're not going to do this today.' It's not always about practice, practice, practice. You have to build that relationship so you can understand all horses."

Freshman rider Elizabeth Anderson said she has used the equestrian team to immerse herself in the college lifestyle. Her first year at the college was spent balancing her schedule so she could find time for her horses and her studies.

"I had lessons between classes, so I had to rush from class to the barn and then back to campus, which was hard," Anderson said. "It's nice when you have a lot of time to go to the barn, relax and de-stress, but trying to find time to do all my academic work and ride horses was challenging."

Habeck said the team has updated its website and will be more active on social media to gain more support and recognition from students and the college.

"It's unfortunate because I really think it's an interesting sport if more people just knew about it," she said. "We actually have horse shows at Cornell, so it's very accessible

for people to come see what it's about and try it out."

Freshman Candice Bermudez will be the new social media director for Fall 2017 and Spring 2018. She said she hopes that by making more consistent updates and keeping the public more informed about the team that the social media will build interest for the next class of equestrians at the college.

"I hope that showing images and the behind-the-scenes of team bonding and interacting with the horses would make people more attracted to joining the team," Bermudez said. "That's my goal: to make more publicity and get more team members through that."

Many of the members of the team use riding as a way to retreat from everyday stress and relax with their horses and friends at the barn. Bermudez said she has used her participation as a way to deal with the stress of being a freshman and getting used to life at the college.

"If I'm having a tough day here at school or something, knowing that I'll be going to the barn will make everything better," Bermudez said. "It's a real physical release. A lot of people use running on the treadmill to de-stress or playing Frisbee out on the lawn with their friends. For us, it's the same thing — getting on the horse alleviates some of that stress for us."

Schillbach said she has been using horse riding and the equestrian team as an outlet for everyday stress since joining the team.

"I think that for these girls and when I was in school, you go to the barn, and you don't even think about anything except the barn and the horses," Schillbach said. "You're not thinking about your social life or school because you're so excited to get back on the horses. It's very therapeutic when you're around them. It's just you and your horse, and when you're in the ring, that's all you're thinking about."



Freshman Elizabeth Anderson, on the chestnut horse, and Reis, on the white horse, take a stroll after their lessons. Anderson used the equestrian team to get used to the college lifestyle and learn time management.

MANYA MARGOT/THE ITHACAN

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THE BOMBER ROUNDUP

The Ithacan's sports staff provides statistical updates on all of the varsity Bomber squads during the spring season

Men's Track & Field

Empire 8 Conference Championship				Tuesday Meet			
Name	Event	Place	Score	Name	Event	Place	Score
Larry Cass	Hammer Throw	1st	54.24m	Rob Greenwald	High Jump	2nd	1.90m
John Blake	3,000m	2nd	9:34.23	Jordan Wohlfeld	400m	3rd	53.13
Daniel Harden-Marshall	400m	2nd	48.54	Alexander Klein	10,000m	2nd	36:11.52
Andrew Ward	High Jump	2nd	1.75m	Alex Arika	Triple Jump	2nd	13.38m
Seth Abbott	400m	3rd	56.11	Peter McGowan	200m	4th	52.82

Next meet: 9 a.m. April 27 at the Penn Relays in Philadelphia, Pennsylvania

Women's Track & Field

Empire 8 Conference Championship				Tuesday Meet			
Name	Event	Place	Score	Name	Event	Place	Score
Francesca Boylan	Javelin	1st	34.45m	Amber Edwards	100m Hurdles	2nd	14.95
Brandy Smith	Discus	1st	48.26m	Viktoria Schultz	800m	1st	2:21.18
Jordan Beckley	Long Jump	1st	5.28m	Kendall Wellauer	Shot Put	2nd	12.11m
Natalie Meyer	High Jump	1st	1.52m	Yvonne Palacios	Discus	2nd	34.87m
Katherine Pitman	Pole Vault	1st	4.10m	Amanda St. Clair	10,000m	1st	42:23.07

Next meet: 9 a.m. April 27 at the Penn Relays in Philadelphia, Pennsylvania



Senior outfielder Jessie Fleck bunts her way onto base during the team's doubleheader April 22 against Elmira College at Kostrinsky Field. The Bombers won the games 8-0 and 9-2.

CAITIE IHRIG/THE ITHACAN

Crew

Men's Crew				Women's Crew			
Name	Opponent	Place	Score	Name	Opponent	Place	Score
Varsity 8	WPI, UNH, Colby College and Trinity College	4th	6:08.35	Varsity 8	WPI, Trinity College, Colby College, William Smith and UNH	1st	6:40.31
Second Varsity 8	WPI, UNH and Trinity College	2nd	6:11.4	Second Varsity 8	WPI, Trinity College, Colby College, William Smith and UNH	1st	6:59.57
Novice 4	WPI	2nd	7:39.88	Fourth Varsity 8	WPI and Colby College	1st	7:19.92

Next regatta: 11 a.m. April 29 against Marist College, Colgate University and Hamilton College in Clinton, New York

Golf

Ithaca College Invitational – Team			Ithaca College Invitational – Individual		
School	Place	Score	Name	Place	Score
Methodist College	1st	637	Indiana Jones	2nd	154
Ithaca College	2nd	645	Kimberly Wong	3rd	156
SUNY Cortland	3rd	692	Kyra Denish	10th	167
Keuka College	4th	798	Peyton Greco	11th	168
Elmira College	5th	806	Mary Rooker	T-15th	178

Next match: End of season

Men's Lacrosse

RESULTS		STANDINGS			
Ithaca	20-9 April 22	Alfred	School	Conference	Overall
			Stevens	7-0	13-3
			Ithaca	5-1	11-3
			Nazareth	5-2	8-8
			Hartwick	4-2	7-5

Next game: 3 p.m. April 29 against Hartwick College at Higgins Stadium

Women's Lacrosse

RESULTS		STANDINGS			
Hamilton	13-12 April 19	Ithaca	School	Conference	Overall
			Ithaca	7-0	12-3
			Stevens	7-0	12-3
			Nazareth	4-2	8-6
			St. John Fisher	4-3	10-4
			Utica	3-3	6-6
			Hartwick	3-4	8-5
			Elmira	1-5	4-9
			Alfred	0-6	3-10
			Houghton	0-6	3-10

Next match: 12 p.m. April 29 against Stevens Institute of Technology at Higgins Stadium

Baseball

RESULTS			STANDINGS		
Ithaca	7-1 April 19	Houghton	School	Conference	Overall
			St. John Fisher	10-0	23-6
			Ithaca	10-3	20-9
			Elmira	8-7	12-12
			Stevens	8-7	16-18-1
			Utica	7-5	15-12
			Canton	2-12	7-23
			Houghton	2-13	12-20

Next game: 4 p.m. April 27 against SUNY Cortland in Cortland, New York

Softball

RESULTS		STANDINGS			
Ithaca	8-0 April 22	Elmira	School	Conference	Overall
			Ithaca	12-2	23-7
			St. John Fisher	10-2	29-5
			Nazareth	8-6	16-12
			Stevens	8-6	23-15
			Alfred	7-7	18-16
			Utica	4-8	14-18
			Elmira	2-10	8-11
			Houghton	1-11	11-23

Next game: 3:30 p.m. April 27 against Rensselaer Polytechnic Institute in Schenectady, New York

Men's Tennis

RESULTS	
Stevens	8-1 April 22
Ithaca	9-0 April 25
Utica	

Next match: 4 p.m. April 27 against Alfred University at the Wheeler Tennis Courts

Wide receivers coach switches up his game

BY CAITIE IHRIG
SPORTS EDITOR

Wide receivers coach Reece Petty is used to playing and coaching in front of more than 50,000 fans. For him, game day was running out onto a huge Division I football field with his teammates and later, his colleagues.

Now coaching at a Division III school, the thrill is not from the fans, but from the players.

Petty was a wide receiver at the University of Kansas from 2006 to 2010. He had walked onto the team, which meant he did not receive an athletic scholarship, but he said he did not mind playing for free because of his love for the game. This is the same reason he said he wanted to coach at the Division III level — the players do not receive scholarships and play for the pure excitement of the game.

After graduating, he was an assistant football coach at Lansing High School in Lansing, Kansas, from 2011 to 2013, then a strength and conditioning intern for one year at his alma mater. He was then a graduate assistant at Iowa State University from June 2014 to December 2015 and at the University at Buffalo in 2016.

As a graduate assistant, Petty was in charge of setting up drills and signaling plays from the sidelines, but he wasn't able to coach as much as a full-time coach does.

After practice, he would import the film from that day's practice so it would be ready for the coaches to watch.

Football head coach Dan Swanstrom said doing these tasks has already helped Petty with the few days he has been here.

"He's helped the coaches with his ability to do some work with our computer programs and how he breaks down film," Swanstrom said.

Even though Petty enjoyed his time on the Division I level, he said

he was ready to spend more time coaching players.

Petty said he began looking at different schools that were looking for coaches, a process that prompted him to reach out to Swanstrom.

After receiving Petty's application, Swanstrom said, recommendations from John Reagan, offensive coordinator at the University of Pennsylvania; Paul Rhoads, defensive coordinator at the University of Arkansas; and Tommy Mangino, offensive coordinator at the University of Kentucky, came in on Petty's behalf.

Swanstrom said he was looking for someone who had energy, was excited to work and teach the players, and was not constantly looking for their next job.

"There are great coaches at all levels, and his product of who he's become is because of the coaches he's been around — that's why we were interested in hiring him," he said. "The levels we could care less about, but his education is what we care about, and he's a great teacher."

Petty said the coaches and teachers he has had over the years have helped him gain the knowledge it takes to be a good coach.

"I try to pride myself on being very knowledgeable about the wide receiver position," Petty said. "Everything from technique to X's and O's. I've tried to really refine my craft the last few years. I want to help the wide receivers however I can."

Junior wide receiver JR Zazzara said the knowledge Petty has gained from the people he previously worked with will greatly help the Bombers.

"He's worked with some of the best people," Zazzara said. "He's been at some of the best places. The different techniques, the different ways of coaching that he has been exposed to — just that being reflected at the Division III school. And it has an



Freshman wide receiver Will Gladney talks with wide receivers coach Reece Petty between drills during football practice April 23 at Higgins Stadium. Petty was hired by head coach Dan Swanstrom on April 13.

CAITIE IHRIG/THE ITHACAN

astronomical impact."

After working with the team for a little more than a week, Zazzara said, Petty has earned respect through his interactions with the team.

"The individual time that he has wanted to spend with us and [watching] film and how he incorporates us in the offense and working together already," Zazzara

said. "The earned respect part has a huge impact. On the field, off the field, taking coaching points and having a good relationship makes all that enjoyable."

Petty said that so far, his time with the South Hill squad has been enjoyable and that he is looking forward to what the rest of the year and the fall season will bring.

"One of the first things I noticed is the pure enjoyment of the players here at Ithaca," Petty said. "They love football. They are getting after one another and being competitive, and it's been a lot of fun seeing that enthusiasm."

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Away meets impact track and field athletes

BY MADISON BESS
STAFF WRITER

Most teams have a balance of competing on home turf and traveling, but the men's and women's track and field teams spend most of their time away during the spring season, making their home meets few and far between.

The Bombers have only one home meet, the Tuesday Meet, which is held at Cornell University. Women's track and field head coach Jennifer Potter said the college does not have a track suitable for outdoor meets. This year's Tuesday Meet was held April 25.

Though traveling away for the entire season is a large time commitment and involves frequently missing Friday classes, junior distance runner Taryn Cordani said being away so often adds excitement.

"I am lucky enough to race at some really cool places like Bucknell, Penn Relays and The Armory in New York City," Cordani said.

At Bucknell on April 14, Cordani took fourth overall in the 5,000-meter run with a time of 16 minutes and 35.71 seconds. This time was faster than those of 15 NCAA Division I runners. She broke her own school record she had set last year by nearly 21 seconds.

During her freshman year, Cordani said, she used to think the constant travel impacted her life negatively because she felt like she was missing out on the college experience.

"Now, I think traveling with my teammates improves my social life because I get to go to all of these cool places with my best friends," she said. "We are all so close because of the amount of time we spend together."

Cordani said she feels that she is not

missing out on anything and that she feels lucky to be competing.

"Some kids are at Moonies on a Friday night," she said. "I'm racing a 10K under the lights at Penn Relays with my best friends cheering me on."

Freshman pole-vaulter Joseph Nally said that because of the time commitment, he has to manage his time more diligently than if he were not doing a sport.

"I did sports in high school, so I have a general sense of what it's like to balance schoolwork and sports," he said. "Personally, it drives me to work harder."

As far as schoolwork goes, Cordani said she has been able to plan ahead and manage.

"It easily could impact it," she said. "I miss a lot of school, especially Friday classes. It can be overwhelming, but I can handle it."

Nally said the coaches are a big help when athletes are trying to fit in their schoolwork and get everything done.

"My coaches are always willing to work with my schedule if I have a big exam or something," Nally said.

Furthermore, if necessary, Potter said, the athletes will take their exams at hotels if races interfere with their schoolwork.

"We usually have myself or one of the assistants proctor the exams on the road," Potter said. "We make arrangements with the professors on when and how they are given. They get them back either when we are back on campus or in an email."

Sometimes athletes cannot get out of class on Friday, which means they would have to miss meets, Potter said.



Freshman Joseph Nally competes in the pole vault in the Muhlenberg Invitational on April 1 in Allentown, Pennsylvania. He placed third in the finals with a height of 4.42 meters.

TOMMY BATTISTELLI/THE ITHACAN

"They are able to use Wi-Fi on the bus and in hotel rooms," she said. "We occasionally miss a day of class, but it's no different than any other [sport]. They missed a Friday of classes, and most of those got their schoolwork in. If they can't miss school, they don't go."

Cordani said the indoor season is a lot less stressful than the outdoor season.

"It is definitely easier to stay on top of things since our meets are at home," she said. "More girls get to compete because we don't have to pay for hotel rooms and food at home meets."

Out of the 60 members on the women's team and the 56 members on the men's team, Nally said only 50 members of each team travel to away meets.

During the outdoor season in the spring, Cordani said, schoolwork is more stressful.

"With classes ending and final projects needing to get done, I get way more stressed out," she said.

Nally said he likes the outdoor season more, though it is more mentally daunting than indoor.

"Indoor, in my case, just means more that I have no wind, rain or temperature affecting my jump," he said.

Even though the outdoor season can be more stressful with schoolwork, Nally said he loves the challenge the outdoor season brings.

"I love being in the elements and vaulting with the beautiful sun or sunless sky," he said. "It doesn't matter to me at all."

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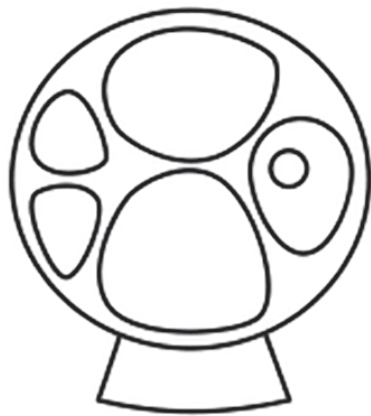


125

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The Textor ball?



The annual fountain jump?



Maybe your favorite professor?



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The top 25 icons will be revealed during our 125th campus celebration the weekend of November 3-5, 2017. Save the date! All students, faculty, and staff are invited. More details to come.

the Buzzer

THE BEST FROM THIS WEEK IN SPORTS

Sticking it to the season

Ithaca College men's club lacrosse team predicted to win the division and go to nationals

BY CAITIE IHRIG
SPORTS EDITOR

The Ithaca College men's club lacrosse team finished its scheduled season with a 6-2 record. The only two losses came March 26 against Syracuse University, 9-8, and April 13 against Cornell University, 8-7, both in overtime by one goal.

"I think we started off a little flat-footed," junior defender Jesse DeTeresa said. "We had a lot of new guys come in, and we didn't have that many practices. We had to build the chemistry throughout the games during the first few of the year. I think it took us very little time to pick up and get our chemistry going."

One big issue with club teams is the commitment, but sophomore attacker Thomas Sculley said the team's diversity of talent has allowed it to fill those holes.

"We have a lot of guys who can play, so whenever we are missing guys, we always have guys to step up," Sculley said.

DeTeresa said the hardest game of the year was against Syracuse.

"It was one of our first games, so we didn't have too much time to warm up," he said. "When it came to the last half, we came out on fire."

Since then, sophomore attacker Jonah Biblowitz said the team has bounced back and has learned to use its strengths to its advantage.

"We realized a lot more of what we need to do on defense: We had to talk and quickly bring the ball back up to the offense to let the offense work a little bit," Biblowitz said.

Now that the regular season is over, the South Hill squad is looking to win the division.

"It will probably be us versus [Rochester Institute of Technology] in the championship game," junior midfielder Mitch Schrader said. "That is what it is almost every year. It sucks we didn't get to go out and play them first, because we had to forfeit that game, but we are positive we can beat them if we can go up there and play them."

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Hobart College sophomore midfielder Jack Mainella blocks Ithaca College sophomore attacker Steve Miller in the Bombers' 12-2 win April 1 at Higgins Stadium.

CAITIE IHRIG/THE ITHACAN



Senior goalie Tyler Ashe throws the ball in the Bombers' 7-6 win against Cornell University on March 6. The teams faced off again April 13, when Cornell won 9-8.

CAITIE IHRIG/THE ITHACAN



Syracuse University sophomore defender Patrick Ducey attempts to try and take the ball from sophomore attacker Thomas Sculley in the Bombers' 9-8 overtime loss on March 26.

CAITIE IHRIG/THE ITHACAN



The Ithaca College men's club lacrosse team has a 6-2 overall record and plays its games at Higgins Stadium. In two weekends, the South Hill squad is looking to win the division and move on to the national tournament. The division championship will most likely be the Bombers against Rochester Institute of Technology, as that is what it has been the last few years.

CAITIE IHRIG/THE ITHACAN

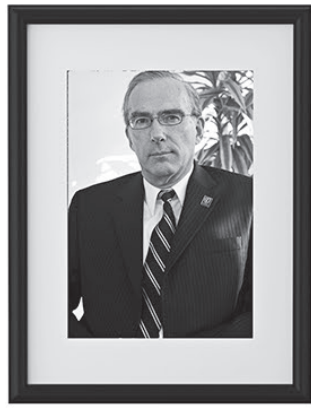
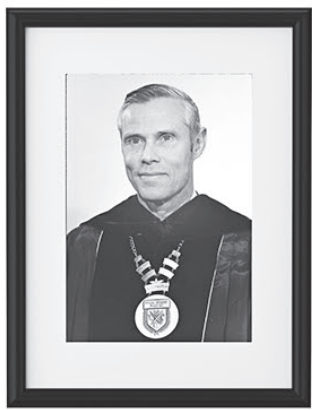
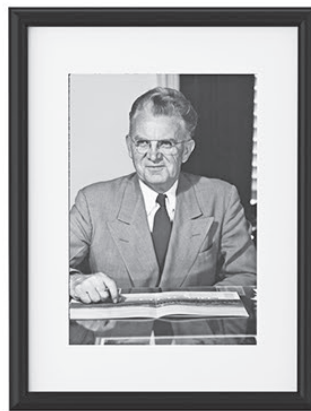
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