



## Clinics reopen and adjust to COVID-19

HSHP clinics begin in-person  
operation amid pandemic

BY MAKAYLA CAROZZOLO

Although clinics within the School of Health Sciences and Human Performance (HSHP) at Ithaca College are emptier and have fewer patients and staff than previous years, clinical students are still working to get hands-on experiences and assist the community.

The Sir Alexander Ewing-Ithaca College Speech and Hearing Clinic is currently offering in-person service only to the hearing portion of the clinic. These audiology clients can also receive service through teletherapy and curbside service. Speech-language pathology services are being offered remotely through telepractice. The Occupational and Physical Therapy Clinic (OT/PT Clinic) is also offering in-person and telepractice services this semester. The clinicians can work hands-on with patients while wearing safety gear like gloves, face shields, goggles and masks.

In the fall semester, the clinics mostly operated through telepractice, except for the PT clinic, which treated a fellow student-clinician and a staff member in person.

The college held classes primarily remotely for Fall 2020, but some students were allowed on campus for the PT Boot Camp.

In addition to telepractice, Amie

Junior McKensie Galusha, a physical therapy student, treats a patient at the Ithaca College Physical Therapy Clinic in the Center for Health Sciences. The physical therapy clinic, among others, has opened for limited in-person operations for Spring 2021.

BEC LEGATO/THE ITHACAN

CLINICS, PAGE 4

## SGC members discuss possible no confidence vote amid APP

BY SYD PIERRE

The Ithaca College Student Governance Council (SGC) discussed a vote of no confidence at its March 8 meeting.

The SGC voted 15–0 with no abstentions to move into executive session during the Open Agenda portion of its meeting. It went into executive session for over an hour and discussed the possibility of holding a vote of no confidence. Members of the SGC would not confirm who or what the possible vote would be against. The meeting agenda stated that there was a “Vote of No Confidence Discussion” under the Campus Climate section of the Open Agenda.

A vote of no confidence is held when groups on campus, like the SGC, the Faculty Council and the Staff Council, feel that the president or administration is ineffective at running the college. These votes are symbolic because the Ithaca College Board of Trustees is the only group with the power to remove a president from their position.



Members of the Student Governance Council (SGC) Executive Board for Fall 2019 speak at a Sept. 16, 2019, SGC meeting.

FRANKIE WALLS/THE ITHACAN

At its March 2 meeting, the Faculty Council discussed holding a vote of no confidence against the administration amid the Academic Program Prioritization (APP) process. As part of the APP, 116 full-time equivalent faculty positions, entire departments, majors and programs, will be eliminated. President Shirley M. Collado and La Jerne Cornish, provost and

senior vice president for academic affairs, approved the final proposals for the cuts Feb. 24.

Senior Abigail Murtha, senate chair for SGC, said the executive session was only a discussion and no formal votes took place.

“No primary individual led this discussion, and it was more

SGC, PAGE 4

## Faculty of color data unavailable to public

BY ASHLEY STALNECKER

Ithaca College will be terminating faculty members as a result of the Academic Program Prioritization (APP) process, some of whom are people of color. However, the college will not release data on the diversity of faculty by rank — so it is difficult to evaluate the APP’s impact on faculty of color.

As of Fall 2020, 12.2% of faculty identified as Black, indigenous or people of color, according to the college’s Office of Analytics and Institutional Research. Additionally, 2.8% of the faculty identify international origins. In accordance with Section 4.9.8 of the Ithaca College Policy Manual, contingent faculty are laid off before tenured and tenure-track professors. Contingent faculty are considered temporary full-time and part-time professors. Many, however, have been at the college for years, said Rachel Fomalhaut, lecturer in the Department of Writing and Contingent Faculty Union Steward.

According to a 2016 study, diversity in faculty members nationally has grown mainly in non-tenure track (NTEN) positions. However,

Ithaca College President Shirley M. Collado and La Jerne Cornish, provost and senior vice president of academic affairs, said in an opinion article for Inside Higher Ed that cuts to contingent faculty at the college will not disproportionately affect faculty of color. They said that more than 70% of the contingent faculty at the college are white.

Fomalhaut said the union asked for this information on diversity by faculty by rank in the past but has not been granted access.

*The Ithacan* also requested access to data from the Office of Analytics and Institutional Research on the racial and ethnic identities of contingent faculty, NTEN faculty and tenured faculty. Claire Borch, director of the Office of Analytics and Institutional Research, stated that race and ethnicity by tenure status is not publicly available.

Fomalhaut said she does not know why the college would withhold information about the diversity of contingent, tenure and NTEN faculty.

DATA, PAGE 4

**LIFE & CULTURE** | page 11  
**COMMUNITY  
PITCHES IN FOR  
SHARE FARM**



**OPINION** | page 7  
**CAMPUS MUST  
BE CAUTIOUS  
AMID COVID-19**



**SPORTS** | page 14  
**GOLF TEAM  
TRAINS WITH  
SIMULATOR**



# Students concerned with COVID-19 rules

BY CAITLIN HOLTZMAN

Some Ithaca College students have expressed concern about witnessing their peers not following the college’s COVID-19 guidelines.

Eileen Harrington Roth, off-campus community living coordinator, held three De-escalating COVID-19 Situations meetings for students, faculty and staff March 2, 3 and 8. The trainings focused on providing verbal and nonverbal ways of handling situations in which students may not be following the college’s COVID-19 guidelines.

Some of the techniques included educating peers on the correct COVID-19 guidelines, using body language or reporting the behavior via the Community Agreement Reporting Form. However, some students have found it difficult to approach other students about following guidelines.

Harrington Roth said that at the three training sessions, there

were between three and 25 people. She said she also held five specific trainings that included approximately 12–20 residential assistants in each, approximately 15 Student Health Emergency Liaisons and approximately 15 Campus Center staff members.

Some of the verbal tactics included telling students that they noticed they were not wearing a mask or educating them on the college’s COVID-19 guidelines.

Harrington Roth said in the meeting that it is important for people to assess the situation and do the best they can while being safe. She also discussed needs-based confrontation, which is focusing on what is in people’s best interest, and feelings-based confrontation, which is appealing to people’s emotions.

“This training provides skills for peer-to-peer accountability and and what to do if the issue needs to rise to reporting with our



From left, sophomores Liam Spellman and Samuel Levine stand on the social distancing markers in line at Terrace Dining Hall on Feb. 9. Not all students have followed social distancing guidelines.

ELEANOR KAY/THE ITHACAN

conduct office,” Harrington Roth said via email.

Sophomore Katherine Urbano works in the Campus Center Dining Hall and sees students not following social distancing guidelines multiple times daily. She also said students do not wear their masks correctly.

Urbano said that as a student employee, she has not been explicitly told to intervene, but she has seen non-student employees speak

up to students.

Junior Rebecca Emery said she works at the information desk in the Campus Center and has seen many students disregarding guidelines.

She said she sometimes sees people sitting in larger groups at tables only meant for one or two people and also sees people with their masks off even when they are no longer eating.

The guidelines allow people to remove their masks only while

actively eating. Emery said it can be difficult to go up to other students and tell them to follow the guidelines.

“I am terrified to approach people due to the fact that I do not want to get sick,” she said. “When I’m approaching someone or a group of people without masks, my chances of getting COVID are a lot higher.”

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## MULTIMEDIA

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### Human by Design Headshot Night


Human by Design, a new club, held its first event as an official organization Feb. 23, when members took headshots of their models.





### Women’s Lacrosse Goalkeeper Mackenzie Schade


Hosts Gabby Laccona and Kaitlin Maniscalco speak with senior Mackenzie Schade to discuss the Liberty League’s decision to have a spring season and her personal goals.

  
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# Education majors to be restructured amid cuts

BY CHRIS TOLVE

Thirteen undergraduate teacher education majors at Ithaca College will be discontinued within the next three academic years, though most will be substituted with equivalent graduate programs.

The changes will take place as part of the final recommendations of the Academic Program Prioritization Implementation Committee (APPIC), which were approved Feb. 24. All of the undergraduate teacher education majors in the School of Humanities and Sciences (H&S). In H&S, the list includes K–12 art, 7–12 physics, 7–12 biology, 7–12 chemistry, 7–12 German, 7–12 French, 7–12 Spanish, 7–12 English, 7–12 social studies and 7–12 mathematics. The education studies minor and the undergraduate music education major will be retained.

Junior Hailee Agosti, an English education major, plans to attend a graduate program at another college and said she believes that cutting the education majors will be a loss for the college.

“When I heard they were cutting most of the education majors, it was disappointing,” she said. “It is a really great program. I think they are still expecting a lot of people to do the education minor because it is a big minor on campus, but there are a lot of differences between the major and the minor, and you just don’t get the same hands-on experience if you only do the minor.”

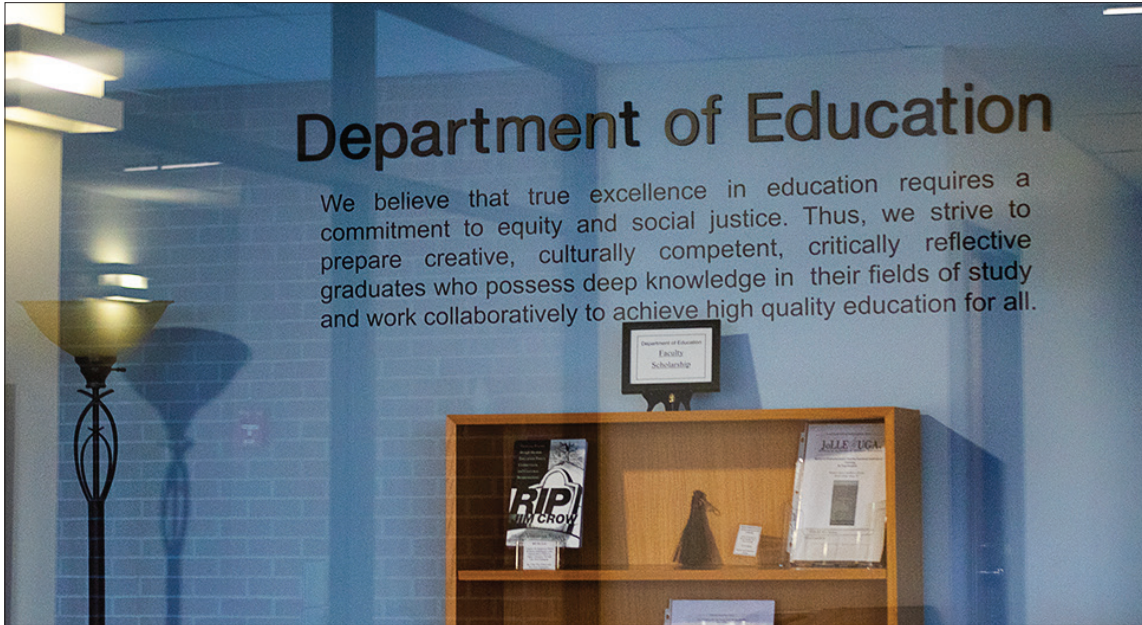
Although most undergraduate teacher education programs are being discontinued, almost all of them will be substituted with equivalent graduate programs. Sara Levy, associate professor and chair of the Department of Education, said the cuts are not as bad as they appear.

“It looks really bad, but in terms of the day-to-day functioning of our department, not a lot really changes,” she said. “We have robust graduate programs already that certify students in almost all of the same areas.”

Under the approved changes, students seeking a teaching career in one of the discontinued areas will major in that content area at the undergraduate level and minor in education studies, then earn their teacher certification at the graduate level in a 4+1 program, which allows them to earn both a bachelor’s and a master’s degree in five years instead of the usual six, Levy said. Most students choose to follow this track because the undergraduate education majors are credit-intensive for a four-year program, Levy said, so the cuts will streamline a degree pathway that already exists. Some education majors can add up to over 100 credits.

“Right now, we often have students who come in as first-year students, look at those undergraduate teaching majors and say, ‘This is huge,’ then switch to the area content major and pursue the masters program,” she said.

There are two undergraduate



There are 13 undergraduate teacher education majors that will be eliminated as part of the Academic Program Prioritization. Faculty positions in the Department of Education have been terminated as well.

ASH BAILOT/THE ITHACAN

education majors for which no equivalent graduate programs exist, however.

Masters programs in K–12 art education and 7–12 German education will need to be created if future students wish to pursue teaching careers in those areas. Levy said the department is exploring that possibility.

Junior Brynn Smith said she feels that cutting education majors does not reflect the college’s values of diversity, equity and inclusion.

“Many education classes focus on social justice and equity issues in the education system, and people genuinely become more aware of the world around them and their own privilege or identity through these classes,” Smith said. “To have

the college be eliminating majors and faculty, it seems like they’re sending mixed messages about what the administration cares about student learning.”

Levy said the cuts will allow students greater flexibility during their undergraduate years.

“You can get your English major, history major, math major, biology major, etcetera, and you can study abroad, take electives or play a sport, so it opens up that undergraduate experience and puts the teacher preparation piece in the fifth year in a focused cohort model that already exists and is successful,” she said.

Aaron Weinberg, professor of mathematics who teaches classes in the Department of Education,

said most undergraduate classes will no longer be mixed with graduate students, making teaching easier.

“There are slightly different requirements for the graduate students,” he said. “It gets tricky trying to essentially teach two classes in one. In that way it also streamlines things pedagogically.”

Some faculty members who have been notified that their positions were recommended for termination have added their names to a list, including Christine Havens-Hafer, assistant professor in the Department of Education, and Marcy Sutherland, instructor in the Department of Education.

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## Students question SLT about faculty cuts

BY SYD PIERRE

Ithaca College administrators held a Q&A session with students regarding their concerns with the Academic Prioritization Program (APP) process March 4.

President Shirley M. Collado; La Jerne Cornish, provost and senior vice president of academic affairs; Jeane Copenhaver-Johnson, associate provost for academic affairs and a member of the Academic Program Prioritization Implementation Committee (APPIC); and Brad Hougham, associate provost for faculty affairs and co-chair of the APPIC, answered questions from students regarding the APP process. Approximately 50 people attended the virtual session.

Unlike previous gatherings that were held in a webinar format, attendees could use the chat box and were allowed to appear on screen to ask questions. Approximately half of the meeting was held as a Q&A session.

Sophomore Ben Jennings asked what the Senior Leadership Team’s (SLT) response was to students, faculty and staff who felt like their voices had not been heard or acknowledged during the APP process.

Collado said she disagreed with the claim that campus community members did not have the opportunity to be a part of the process.

“In the end, we’ve landed in a place that yes, there are some students, and some faculty and staff, that do not agree with this outcome,” Collado said. “That does not mean that we didn’t listen — it simply means we made a decision after getting various



Ithaca College community members attend a protest held by the Open the Books coalition Feb. 8 against the faculty and program cuts put forward by the college.

ASH BAILOT/THE ITHACAN

amounts of input.”

Cornish said there was no role for student or alumni input in the review process, which she said was clearly articulated in Section 4.9.8 of the Ithaca College Policy Manual.

“Have we heard from students? Yes,” Cornish said. “Have we heard from alumni? Yes. The recommendations have been finalized and approved.”

Section 4.9.8 of the college’s policy manual states that proposals for staffing changes, discontinuations or redesigns of programs can be initiated by faculty members or administrators.

“The department and planning unit must consult with faculty affected before making a recommendation. Final decisions on changes in staffing plans will be made by the provost

and senior vice president for academic affairs and president after reviewing all of the recommendations which are submitted,” the manual states.

Copenhaver-Johnson said that the Academic Policies Committee (APC), which was the only group allowed to receive the student feedback, has active student members.

Senior Elliot Weil said he thought that some of the language being used surrounding the APP process was vague and dehumanizing. He used full-time equivalent faculty (FTE) as an example. Collado said she was disappointed to hear that Weil thought the language was vague. She said FTE is a common term used in higher education.

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## Commencement decision pending

BY CAITLIN HOLTZMAN

Ithaca College is planning to make an announcement regarding the commencement ceremony for the Class of 2021 this month, said Doreen Hettich-Atkins, executive director of the Division of Student Affairs and Campus Life.

The college did not have an in-person commencement ceremony for the Class of 2020 due to the COVID-19 pandemic. Commencement for the Class of 2021 is scheduled to be held May 23.

The college is also changing how the student speaker will be picked. Usually, the speaker is the president of the senior class, but this year, students were invited to participate in a competition to be picked as the speaker. Eligible students must be graduating in December 2020, May 2021, August 2021 or December 2021 and have a minimum of 60 credits at the college.

Finalists will present their final speech to the Student Speaker Selection Committee from March 23 to 25. The selected speaker will be notified March 29.

Senior Ali Kelley, senior class president, said that when she ran for the position she was aware that President Shirley M. Collado was looking to change who the student speaker was at commencement.

“I didn’t run for this position to speak at graduation even though it was a nice perk,” Kelley said via email. “I ran to represent my class and make our last year at IC the best it could be with the given circumstances.”

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FROM CLINICS, PAGE 1

Germain, assistant professor in the Department of Occupational Therapy and OT/PT Clinic faculty member, said the OT clinic held virtual therapy sessions with families through Zoom for students to learn how to engage with children in an online setting.

Chris McNamara, clinical associate professor and clinic director of the Department of Physical Therapy, said that in the fall, both PT and OT students did case study-based learning scenarios. These are published cases of patients or made-up cases that allow students to work through the mechanics of developing a care plan.

First-year physical therapy graduate student Tayo Akinboboye, a student-clinician, said the OT/PT Clinic opened Jan. 25. Akinboboye said that when the clinic opened, he and the other student-clinicians learned about the rules and started working in the clinic.

Akinboboye said that by Feb. 1, they had their first client.

McNamara said the OT/PT Clinic is open to approved on-campus college community members, and patients must complete the daily health screening to access the clinic.

The clinic is not treating individuals with neurological impairments face-to-face either because these individuals usually have more of a complex health status and are being treated

remotely instead, McNamara said. The clinic is also not currently treating Longview residents, who have typically received treatment at the clinic, in person.

The college and Longview have been partnered for over 20 years, but this semester the partnership is operating remotely. The hearing clinic opened in person Feb. 8. Amy Rominger, clinical associate professor in the Department of Speech-Language Pathology and Audiology, said the in-person services are only offered to community members who are approved to access the campus. Patients have to complete the daily health screening provided by the college and answer additional health questions prior to their arrival. Patients must wear masks during appointments, and clinicians must wear masks, gloves and face shields, Rominger said. In addition to the new safety equipment, the hearing clinic no longer reuses supplies.

“This is where infection control and budget concerns always come to play,” she said. “Anything that was multi-use before is now single use as far as supplies go, with the exception, certainly, of the actual equipment that we have. We just disinfect and sanitize that.”

First-year occupational therapy graduate student Jessica Freeborn said similar protective gear is worn in the OT/PT Clinic.

She said OT student-clinicians wear masks and goggles and remain socially distant from each



Junior McKensie Galusha treats a patient with Hilary Greenberger, professor in the Department of Physical Therapy, during class.

BEC LEGATO/THE ITHACAN

other and patients.

Rominger said she used to have two student-clinicians with her at all times.

She said that due to the lower patient population they are seeing this semester and wanting to rotate student-clinicians for a week or two each, only one student-clinician is working with Rominger at a time.

First-year speech-language pathology graduate student Kate Quigley worked in the hearing clinic for the first time Feb. 18. She said she had one hour of direct client contact, and she was able to administer a hearing evaluation to a client.

Quigley said it was exciting to be in the clinic and to get in-person experience. She said she believes every proper safety protocol is being followed.

“I felt 100% comfortable,” Quigley said. “Of course I wanted to make sure the client also felt comfortable because there were some things that we had to get closer to the client than others, so it’s all about the client’s preference. But with the proper protocols we have in place, I felt really safe, and I didn’t really have much concern.”

Freeborn said she values the opportunity that working in the OT clinic provides.

“Personally, I think that it’s a great experience, especially because a lot of the OT students will be going on their first round of clinicals or fieldwork experiences at the end of March,” Freeborn said.

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FROM SGC, PAGE 1

of a sharing of thoughts and information,” Murtha said via email. “I am thankful for the senators and executive board members for sharing and engaging in conversation during this time.”

Senior Connor Shea, president of the SGC, said the SGC talked about a separate vote of no confidence from the previous bill it passed directed toward the “Shape of the College” proposal made by the Academic Program Prioritization Implementation Committee (APPIC).

The SGC passed a resolution expressing no confidence in the “Shape of the College” proposal at its Feb. 22 meeting. The bill requested that the implementation of the proposal be stopped to include more student, faculty and staff input.

The administration said they received the resolution Feb. 26, but the final recommendations were approved two days earlier.

In a March 1 interview with *The Ithacan*, Cornish said the administration did not and would not reject the recommendations from the APPIC. Collado said the administration would be moving forward with the implementation process.

Freshman James Zampetti, School of Humanities and Sciences senator, said he did not want to address what was talked about in the executive session because it was a sensitive topic. He said nothing was concretely planned.

“The main reason why I wanted to bring it up was because I just wanted to see how other senators felt about the idea, just to gauge the room,” Zampetti said. “I definitely heard some constructive feedback from everyone on both sides.”

Zampetti said he would not confirm who the possible vote of no confidence could be directed toward and if the vote would happen in the near future.

“It is very much still up in the air right now,” he said. “[It’s] really is just a matter of how applicable it is and whether or not it’s redundant to the past bills that we’ve passed.”

Students held a no confidence vote against former president Tom Rochon in 2015 after students held protests against racism on campus, and the college community believed that Rochon was unfit to change the campus climate and lead the college. The results of these votes showed that the majority of staff, students and faculty had no confidence in Rochon.

The SGC also passed the Appropriations Prize Amendment with a vote of 15–0 with one abstention. The bill amended the Appropriations Prize and Merchandise Funding Bill, which was passed at the SGC’s meeting Oct. 26. The bill stated that the SGC would fund prizes for events held by student organizations if all attendees could win prizes and the amount funded for prizes did not exceed \$200.

The new bill amends Article VI Section C Subsection b Sub-Subsection i Sub-Sub-Subsection d of the SGC Allocations Handbook to get rid of the \$200 maximum funding amount. The bill was sponsored by sophomore Grace Madeya, vice president of business and finance, and co-sponsored by sophomore Austin Ruffino, senator-at-large.

Madeya said the Appropriations Committee decided the rule was too constricting.

“We have so much funding left, so hopefully this can allow more people to make use of this and request prizes for their orgs,” Madeya said.

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FROM DATA, PAGE 1

“If there is a commitment to recruiting and retaining the faculty we need, why are we not seeing that commitment and sharing in full view?” Fomalhaut said.

In January, faculty members who were notified that their positions were recommended for termination began adding their names to a document circulating on social media. As of March 10, seven of the 39 faculty on the list identified themselves as people of color.

E. Christine Thompson, lecturer in the Department of Communication Studies, was one of the seven. This is her last semester at the college, as her contract has not been renewed for the next academic year. Thompson said she is one of only two faculty of color in the Department of Communication Studies. She said the other faculty member is on the tenure track, which means they will not be cut.

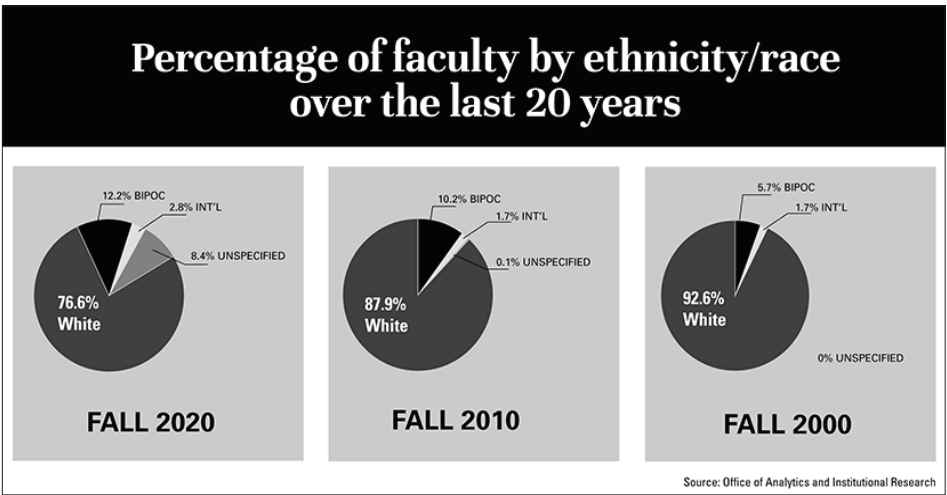
“Part of what is wrong with academia is that there is this intellectual elitist hierarchy when it comes to who we privilege in these academic spaces,” Thompson said. “We’re losing a lot of talent in the contingent faculty level and not because they’re not qualified to do it — but because we have a policy that says that this is the way that we’re going to do it.”

Thompson said she has no desire to obtain a doctorate but still loves teaching.

“I do not have the same value because I don’t have a Ph.D, because I’m not a tenured faculty professor but arguably could be a better professor than some people who have tenure,” Thompson said.

For Thompson, losing this job does not mean a loss of health insurance or life-sustaining benefits. Not all professors can consider themselves that lucky.

Arzu Karaduman, assistant professor in the Department of Media Arts, Sciences and



DESIGN BY KATE WOLFEL

Studies, is in the United States on a H1B work visa tied to the college. When her contract ends in May, without a renewal, she may have to return to Turkey. She has been in the U.S. for 10 years and worked as a full-time professor with the college for three.

Karaduman said she fears she will be unable to find a job in Turkey.

Karaduman said that cutting contingent faculty is contradictory to the college’s stated values of diversity, equity and inclusion.

“I’m seeing many people, Latinx faculty members and other BIPOC faculty, who are being sent away, and the problem then becomes the paradox,” Karaduman said. “They’re thinking they need to increase diversity, but what they are doing is basically acting against that.”

Like Thompson, Karaduman is one of only two faculty of color in her department. The other professor is on a tenure track and will not be cut.

Rocío Núñez Shea, lecturer in the Department of Journalism, started as a contingent faculty member for the college in 2018. She

said she is on an annual contract that is slated to end in May.

Núñez Shea is the only woman of color in the Department of Journalism. She also taught a special topics course on Latinx representation in the media.

This leaves a gap that Núñez Shea said is disconcerting.

“I did see students who specifically told me, ‘You know, I’m really happy to see a Latinx professor. I’m really happy to see a woman in the department,’” Núñez Shea said.

She had already experienced a reduction of classes in Fall 2020, in turn reducing her income. Núñez Shea said she is the mother of young children and the loss of income was difficult. A one-on-one letter or meeting with the administration would have gone a long way, Núñez Shea said.

“I don’t quite understand why there needs to be so much mystery around certain areas of how things are spent and allotted,” she said.

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# New fashion club aims to build community

BY MAKAYLA CAROZZOLO

The new Ithaca College fashion organization, Human By Design (HBD), was created by students with a mission to put humanity into the fashion industry.

Co-presidents senior Eva Kirie and junior Jay Healy launched the organization in December 2020. Kirie said they started HBD out of a collective love for fashion and because they wanted to be leaders on campus.

The organization's adviser is Ann-Marie Adams, instructor in the Department of Media Arts, Sciences and Studies.

Healy said HBD's core values are creativity, involvement, skill-building and representation.

"As someone that's a person of color as well as part of the LGBT community, fashion doesn't really reflect that all too well in terms of how someone looks or what their sexual orientation is," Healy said. "So for me, putting that humanity back into the fashion organization is really crucial."

According to DataUSA, 56.4% of fashion designers in the United States identified as white in 2019, while 15.1% identified as Asian and 10.2% identified as Black. A 2016 survey about diversity in spring ad campaigns by The Fashion Spot found that 78.2% of models were white, 8.3% were Black, 4% were Asian and 3.8% were Latina. From 2017–20, only 32% of Vogue's covers featured Black models.

Healy said that seeing a model walking down the runway who looks like him is inspiring.

He believes that starting at the collegiate level will push for the change in how people are represented in the industry.

"Not only do we see a few people of color on the runway, but we

also don't see enough representation in all forms of sexual orientation, body size, every which way," Healy said.

Healy and Kirie said they met through HiFashion Studios, another fashion organization on campus.

Healy said he and Kirie wanted to build their own space where students could feel like they are part of a larger community.

He said he does not want their models to just be brought on for one event then let go.

"We created Human By Design because we both truly really love fashion, and then we wanted to create an organization that not only gives people — whether they are content creators, whether they're models — the opportunity to practice that craft but so they can also grow," Kirie said.

“So for me, putting that humanity back into the fashion organization is really crucial.”

– Jay Healy

Kirie said HBD wants to produce content through photoshoots and runway shows, but they also plan to host courses for their members.

She said these workshops are



From left, senior Eva Kirie and junior Jay Healy, co-founders of Human By Design, created the organization in December 2020. Their goal is to bring more humanity into the fashion industry.

COURTESY OF HUMAN BY DESIGN

intended to teach and expand the skills of their photographers, videographers and models.

Additionally, members on the creative team in HBD are the ones who style the models.

Kirie said HBD has events in the works for the future, one of them being a "Talk with the Pros" for students in the organization. This will allow students to meet with alumni and other industry experts to get a deeper understanding on topics within the fashion industry.

Kirie said the group is planning on having themed photoshoots in the future and that a goal is to

create a lookbook, similar to an issue of Vogue. She said they are also planning on hosting a livestream runway show.

Junior Megan Sileo, public relations coordinator for HBD, said she and the PR team have been raising awareness of the organization through social media.

"My role does look a little different just because of COVID," Sileo said. "If we didn't have the pandemic, I'd probably be booking rooms, scheduling things, putting out press releases, just getting things to a mass audience more. Now that we have COVID and most people are online, we're trying to expand our

social media presence."

Both Healy and Kirie expressed how nerve-wracking it was to start up a new organization. Healy said he hopes to see more individuals with similar passions join HBD.

"This is like a child to us," Healy said. "We really want to see it grow, as well as expand, and mature into something that we can look back on and say we helped raise, and we really made a difference in people's lives. Because, for us, that is one of the most important things coming out of this."

CONTACT MAKAYLA CAROZZOLO  
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## THE FACES OF AUSTERITY

BY HARRIET MALINOWITZ



### WRITING FOR AN ENDANGERED PLANET

Fae Dremock, assistant professor in the Department of Environmental Studies and Sciences, is in her seventh year of teaching at Ithaca College.

Alumni have called her "one of the most influential professors we encountered during our time as Ithaca College ENVS majors."

A native Texan, Latinx and first-generation college student, Dremock said she knows that "it's important that students of color see faculty of color and first-gen in the classroom, people who can relate to their experience."

She recently got Ph.D. and became a professor. Over the years, she worked as a night shift float clerk in a hospital, waited tables, wrote grants, was a science writer, a national award-winning fiction writer, a poet with a published chapbook and became a mediator for conflict resolution.

"I have had a very disjointed life," she said. "I grew up in poverty. I didn't know that you could have a career."

She said she knows that scientific reports are essential, but not the best avenue for communicating the complexities of climate information to the public. So, she passes on to her students the competencies needed to become public intellectuals, mobilizing environmental writing to confront a planet on the verge of catastrophe. Using memoir and narratives about environmental activism and democracy, she also

employs experiential education via two journals to give students hands-on experience in environmental publishing.

"I love teaching and I love creating courses," she said.

She moved to Ithaca for this job, and she "can't afford to stay here if not employed," she said. "I still have student loans to pay off."

However, she observes, the likelihood of finding any other job as an older candidate is very slim. She may move to Wisconsin, where she has a supportive network of friends.

The administration "made decisions without understanding the gloriousness of this institution — its structure, the value of the NTENs and how they're embedded in departments," she said. "They just tore into the communities we have built."



### AN NTEN IS MORE THAN A STATISTIC

Jamie Rombach, instructor in the Department of Mathematics, has been at Ithaca College for nine years. At 59, she identifies as a lesbian and a minority as a woman in the STEM world. She is also the mother of two teenagers and the sister of a severely disabled man, and she expresses anxiety that "cutting this position will severely limit how much I can support my family financially."

She is active in the local addiction recovery support community, as well. The possible need to leave Ithaca and her

deep ties here is, she said, "devastating. Ithaca is my home. It's disheartening to be this old and looking for a job in the middle of a pandemic with so much unemployment."

With a certificate of advanced studies from Syracuse University in teaching and curriculum, which involved completing all the coursework and research for a Ph.D., Rombach teaches introductory classes — specifically statistics — for business and science majors.

But she also leads activities at the High School Math Day, an annual event for area students, and has served as a consultant for educational programs in the community like College Initiative Upstate, which helps formerly court-involved people return to college. Every year she attends statistics education conferences for undergraduate teaching.

For Rombach, students are anything but statistics. "The social and emotional element of teaching is my priority," she said.

She is sensitive to the fact that math itself is harrowing for many.

"I get to know my students and then I teach them math, knowing it's a requirement few want to take," she said.

She emphasized how much she learns from her students in turn.

"I'm sad for all the students I won't get to teach," she said. "This college is the best place I've ever worked because of the students, the programming, my colleagues. I love my department, and I'm really going to miss them. And I'm worried for those that remain, with larger class sizes and less time for research and projects."

She said she is baffled by the administration's rationale for the cuts.

*This series aims to put human faces on the faculty members who have been notified of their termination as a result of the Academic Program Prioritization process. Faculty members interested in sharing their stories can reach out to Harriet Malinowitz, lecturer in the Department of Writing, at bmalinowitz@itbaca.edu.*



COLLEGE BRIEFS

Faculty invited to attend training in mental health first aid response

Ithaca College faculty are invited to attend training in mental health first aid. This free 8-hour course is taught by a faculty member from the college.

Mental health first aid is the initial help offered to a person developing a mental health or substance use problem or experiencing a mental health crisis. This can include suicidal behavior, non-suicidal self-injury, panic attacks, traumatic events, depression or anxiety, acute psychosis, substance use disorders, overdose or withdrawal. The first aid is given until appropriate treatment and support are received or until the crisis resolves.

Participants in the workshop will learn about risk factors and warning signs of mental health and substance use problems, how to recognize depression, anxiety, trauma, psychosis and substance use; how to use a five-step first-aid action plan to help someone who is developing a mental health problem or is currently in crisis; and what evidence-based professional, peer and self-help resources for mental health are available. This course is sponsored by the Center for Counseling and Psychological Services (CAPS), the Provost's Office and the Center for Faculty Excellence.

The three sessions will be held virtually from 9 a.m. to 4 p.m. March 13, April 3 and April 17. To sign up, contact the Center for Faculty Excellence at cfe@ithaca.edu. Email Rachel Wagner at rwagner@ithaca.edu for more information.

Research by OT graduate students to be celebrated with colloquium

Ithaca College community members are invited to attend a graduate research colloquium to celebrate Ithaca College occupational therapy graduate students' research projects. The event will be held virtually from 9 a.m. to 3:30 p.m. March 22.

Individuals who would like to request accessibility accommodations or are experiencing barriers to accessing technology

are asked to contact otgrad@ithaca.edu for assistance.

IC women's mentoring network hosts series on trauma and stress

The Ithaca College Women's Mentoring Network invites all faculty and staff to a two-part series: How Trauma and Toxic Stress Impact College Students, presented by Renee Hettich '87, licensed master social worker (LMSW).

Both sessions of the series will take place virtually on Zoom. Part one will be held 12:10–1:05 p.m. March 11, and part two will be held 12:10–1:05 p.m. March 18.

The purpose of the Women's Mentoring Network is to create a sense of community and belonging among anyone interested in empowering and uplifting women.

Part one of this seminar will define Adverse Childhood Experiences (ACE) and toxic stress, explore how these impact students' developing brains and bodies, and detail the resulting learning and behavior differences that are typically exhibited in the college setting.

Part two of this seminar will provide educators with prevention and intervention strategies that improve behavior and educational outcomes for stressed college students.

Participation in both sessions is encouraged, though not required. Individuals can contact Julie Dorsey, associate professor and chair of the Department of Occupational Therapy, at jdorsey@ithaca.edu for access to the recorded sessions, which will be available for a limited time. Contact Ivy Walz, interim associate dean of the School of Music, at ibuterbaughwalz@ithaca.edu with questions or requests for accommodations.

Hettich graduated from Ithaca College with a degree in speech pathology and audiology. She continued her studies at the University of Pittsburgh where she obtained a master's degree in audiology. Hettich works for the Adoptive and Foster Family Coalition of New York. She has published articles in national adoption magazines and is the author of the book "My Kids Know More Than Me! 15 Life Lessons from Foster and Adopted Children."



Business buzzes at winter farmers market

Alex Reynolds from Waid's Honey stands at his booth, selling products like honey and candles March 6 at the Winter Farmers Market. The Winter Market is open 10:30 a.m.–2 p.m. each Saturday until March 27 at the Triphammer Marketplace.

CAROLINE BROPHY/THE ITHACAN

Hettich is also a speaker on topics like adverse childhood experiences, toxic stress and trauma's impact on brain development, trauma-responsive services and resilience.

IC community members accepted to women in leadership institute

Two members of the college community have been accepted to attend the Higher Education Resource Sevice (HERS) Leadership Institute in the 2021–22 academic year.

Jacqueline Winslow, director for the Office of New Student and Transition Programs, and Jana Waller, interim associate

dean for the School of Health Sciences and Human Performance, were accepted to attend the intensive leadership professional development program.

The institute prepares faculty and staff in higher education to develop a broad understanding of their institutions and of higher education more generally, to network with other emerging and current leaders and to identify and design projects that can positively impact their campuses.

The mentoring associated with the program aims to reduce the gender gap in higher education leadership.

PUBLIC SAFETY INCIDENT LOG

SELECTED ENTRIES FROM FEBRUARY 22 TO FEBRUARY 28

FEBRUARY 22

CHECK ON THE WELFARE

LOCATION: Athletics and Events Center

SUMMARY: A caller requested a check on the welfare of a person who was exhibiting concerning behavior. The officer determined the person was not a threat to themselves or others. Patrol Officer Joe Oppel responded.

SCC FIRE SAFETY-RELATED OFFENSES

LOCATION: West Tower

SUMMARY: A caller reported an odor of marijuana. The officer reported that the person was issued a conduct warning for fire safety/burning of a candle. Patrol Officer Joe Oppel responded.

ACCIDENTAL PROPERTY DAMAGE

LOCATION: Landon Hall

SUMMARY: A caller reported accidental damage to a television. The officer reported that the damage was photographed and documented. Master Patrol Officer Bob Jones responded.

FEBRUARY 24

SCC FIRE SAFETY-RELATED OFFENSES

LOCATION: Friends Hall

SUMMARY: The Office of Environmental Health and Safety reported that one person was referred for failure to leave the building during a fire drill.

Charlie Sherman, fire and building safety coordinator, responded.

MEDICAL ASSIST/PSYCHOLOGICAL

LOCATION: Terrace 12

SUMMARY: A caller reported that a person needed to be taken into custody under mental health law. The person was transported to the hospital by ambulance. Patrol Officer Mayra Colon responded.

MEDICAL ASSIST/INJURY-RELATED

LOCATION: G-Lot

SUMMARY: A caller reported that they had fallen on icy stairs Feb. 18 and injured their leg. The person reported that they had sought medical assistance on their own that day. Master Patrol Officer John Elmore responded.

HARASSMENT 2ND DEGREE

LOCATION: The Campus Center

SUMMARY: A caller reported that a person made a possible threat. The officer referred one person for harassment and for failure to comply. Master Patrol Officer Waylon DeGraw responded.

FIRE ALARM ACCIDENTAL

LOCATION: Center for Natural Sciences

SUMMARY: Simplex reported a fire alarm. The officer reported that the activation was caused by water leaking into the heat detector. Fire Protection

Specialist Max Noble responded.

V&T LEAVING SCENE OF ACCIDENT

LOCATION: L-Lot

SUMMARY: A caller reported that an unknown vehicle damaged a parked vehicle and left the scene. Patrol Officer Joe Oppel responded.

MEDICAL ASSIST/INJURY-RELATED

LOCATION: Hood Hall

SUMMARY: A caller reported that a person accidentally poured boiling water on their hand. The person declined medical assistance. Sergeant Don Lyke responded.

FEBRUARY 25

MEDICAL ASSIST/PSYCHOLOGICAL

LOCATION: Boothroyd Hall

SUMMARY: A caller reported that a person was having an anxiety attack. The person was transported to the hospital by ambulance. Patrol Officer Sophia Dimkos responded.

MEDICAL ASSIST/ILLNESS-RELATED

LOCATION: Hilliard Hall

SUMMARY: The Tompkins County 911 Center reported a person with severe abdominal pains. The person was transported to the hospital by ambulance. Master Patrol Officer Bryan Verzosa responded.

UNLAWFUL POSSESSION OF MARIJUANA

LOCATION: Terrace 10

SUMMARY: A caller reported an odor of marijuana. The officer referred two people for unlawful possession of marijuana. Master Patrol Officer Waylon DeGraw responded to the incident.

FEBRUARY 26

SAFETY HAZARD/ENVIRONMENTAL HAZARD

LOCATION: Circle Apartments

SUMMARY: A caller reported that a computer was leaking battery acid. The officer reported that the computer was placed in a plastic container and that it will be turned over to Information Technology. Fire Protection Specialist Max Noble responded to the incident.

FEBRUARY 27

UNLAWFUL POSSESSION OF MARIJUANA

LOCATION: Garden Apartments

SUMMARY: A caller reported that there was a possible fight in progress. The officer reported that upon arrival, all parties were separated. The officer reported that three persons were referred for unlawful possession of marijuana, violation of the alcohol policy and violation of the noise policy. Two persons were referred for fighting. One person

was referred for violation of the community agreement. Patrol Officer Sophia Dimkos responded.

SCC IRRESPONSIBLE USE OF ALCOHOL/DRUGS

LOCATION: Landon Hall

SUMMARY: A caller reported that a person was vomiting. The officer reported that the person was intoxicated. The person was transported to the hospital by ambulance. The officer referred the person for irresponsible use of alcohol and acts of dishonesty. Master Patrol Officer John Elmore responded.

FEBRUARY 28

SCC COLLEGE REGULATIONS

LOCATION: Holmes Hall

SUMMARY: A caller reported people in violation of the Community Agreement Policy. The officer reported that two people were referred for violation of the Community Agreement. Master Patrol Officer Bryan Verzosa responded.

Full public safety log available online at [www.theithacan.org](http://www.theithacan.org).

KEY

SCC–Student Conduct Code  
V&T–Vehicle & Transportation  
AD–Assistant Director  
IFD–Ithaca Fire Department





MOLLY STANTON/THE ITHACAN

## EDITORIALS

### Don't start celebrating yet: COVID-19 is still a danger

For the first time since November, active COVID-19 cases in Tompkins County have fallen below 100. Though it is not quite time to celebrate, it is a feat to acknowledge.

However, now is not the time to get comfortable. Just over the past week, there has been an increase of cases. On March 3, there were 81 active cases, and on March 10, there were 98 cases. While the community has had success in keeping those numbers low, there is still work to be done.

As a campus community, we must take more action to stop the spread of the virus. Large gatherings and house parties are a threat to our campus safety. The onus falls on us to take accountability and stop hosting super-spreader functions, especially as the weather improves. Just because it is nice outside does not mean we can let our guard down.

It has been a year since we were sent home last March. What was supposed to be an extended spring break resulted in the college shifting entirely online. Although the college

is currently at low risk, we must remain extra cautious in order to avoid a similar fate.

Hosting large gatherings or traveling out of Tompkins County is irresponsible. We must continue to take preventative measures, including mask wearing and social distancing — especially while on campus — to keep the number of cases low. It is not fair to the broader Ithaca community for college students to take risks that will be passed to community members.

Even as vaccines are distributed and more members of the campus community become eligible, we must stay cautious to prevent the rise of cases again. It is critical to remember that you are still susceptible to catching the virus after your dose of the vaccine.

Completely ignoring safety measures and restrictions to carry on with a pre-pandemic mindset is ignorant at best and immoral at worst. It is not worth risking your life or anyone else's. We are suffering through a pandemic together. It is important we make it out together, too.

### Data transparency needed to protect faculty diversity

The ongoing Academic Program Prioritization (APP) process will see the loss of 116 full-time equivalent (FTE) faculty members. While the administration offers its version of transparency, many questions remain unanswered, including how many faculty of color will be affected by these cuts.

It is no secret that Ithaca College already lacks diversity. Only 12.2% of faculty members identify as people of color. However, the college does not publicly share this information broken down by faculty rank. It is disheartening that information like this is not publicly available, and it is even more disheartening that there is no clear reason why.

Throughout the APP process, some have raised concerns about faculty of color being disproportionately impacted by the cuts. Nationally, faculty of color are more likely to be in contingent rather than tenured positions. However, according to President Shirley M. Collado and La Jerne Cornish, provost and senior vice president for academic affairs, more

than 70% of the contingent faculty are white. There was no way for members of the campus community to know this, since the information is not publicly available. If it was, perhaps there would have been a bit more clarity and understanding.

Pieces of information like these help community members have a more comprehensive understanding of what is going on at the college. Having full access to data is critical when the goal is to have productive discourse about the state of the college.

It is frustrating that information is only revealed in small spurts — or is hidden behind promises of it being released years from now, like the current salaries of the Senior Leadership Team (SLT).

The college does students of color a disservice by withholding those records. Students deserve to know how well they are represented among faculty and what rank these faculty members hold. An institution committed to diversity must invite and retain students and faculty of color.

## LETTER TO THE EDITOR

Send to [ithacan@ithaca.edu](mailto:ithacan@ithaca.edu).

ALL LETTERS MUST:

- Be 250 words or fewer
- Be emailed or dropped off by 5 p.m. Monday in Park 220

## GUEST COMMENTARY

Send to [ithacan@ithaca.edu](mailto:ithacan@ithaca.edu) or to the opinion editor [akohli@ithaca.edu](mailto:akohli@ithaca.edu).

ALL COMMENTARIES MUST:

- Convey a clear message
- Be written by an individual or group who has an educated opinion or is an authority on a specific subject
- Be between 500–650 words. Whether more or less space is allotted is at the discretion of the editor



GUEST COMMENTARY

Now is a crucial time for shared governance

BY JASON FREITAG

This campus is in a moment of multiple, overlapping crises. The pandemic has forced us into physical alienation from one another and has brought sudden and deep economic stresses. This is also a moment of grief as we see valued friends and colleagues, both staff and faculty, lose their positions and livelihoods.

Our community is fractured. I am committed to the longevity and sustainability of the college. As a faculty member, I celebrate its legacy of educating scholars, practitioners, activists and performers. I support the staff, faculty and students of the college who will bear the brunt of forthcoming cuts.

I recognize that faculty have an important role to play with administration in the shared governance of the college. A robust commitment to collaborative shared governance is needed now to move the college through this dark time.

Collaborative shared governance will ensure that the college thrives long after we are gone.

What is shared governance? Shared governance constitutes a cornerstone of all institutions of higher education. It is a system of roles and responsibilities distributed across stakeholder groups that recognizes distinct expertise. It clearly defines relevant areas of accountability and decision-making power.

For example, administrators are responsible for the financial management of the college, whereas faculty are responsible for the curriculum.

Staff and students hold governance roles as well through their councils as representative bodies that consult on workplace matters and campus life initiatives.

Shared governance is a unique and very important system that distinguishes higher education from other types of organizations — and the emphasis is on **shared**.

What does shared governance look like in practice?

- Collaboration through open, transparent processes that meaningfully include all of the relevant stakeholders for the issue at hand. Information flows in both directions. This exchange is valued by all stakeholders.

- Deliberative and iterative processes are the hallmark of shared governance, as they consider and incorporate stakeholder input. Solutions arise from discourse, feedback, adjustment, more discourse and yet more feedback.

- Dynamic (not static) action plans are developed. Each iteration of the discourse shows evidence of listening on all sides and provides rationales with supporting evidence for the positions that stakeholders take and the decisions that are made.

- Respect is palpable. Respect is multifaceted. It includes respect for each other as individuals with a common goal, for stakeholders' positions within the institution, for representatives who convey a multiplicity of constituent opinions and for the expertise that each stakeholder group can bring to an issue.



Jason Freitag, associate professor in the Department of History, calls for shared governance among Ithaca College stakeholders to ensure the college's longevity following the impending faculty cuts.

MIKAYLA ELWELL/ THE ITHACAN

- Decisions are accepted when the decision-making process is sound. Not all stakeholders will always get their way. However, with strong collaborative shared governance, stakeholders will see their ideas represented in the process, either in the decision they support or in the careful rationale for that decision that reflects the deliberative process supported by evidence.

As a community, we have embraced these values even in the recent past. The shared work of rapidly transforming our institution into a rich online experience for our students

showed how we can come together across the entire institution to achieve creative solutions despite unprecedented challenges.

However, the Academic Prioritization Process (APP) has riven the campus community. The APP rapidly progressed despite vigorous attempts by faculty, students and alumni stakeholders to share their insight, expertise and perspective. These stakeholders longed to see evidence that their voices, some solicited and some volunteered, had also been heard. Instead, a plan is being executed that shows no sign that any input from these multiple stakeholders

produced meaningful change of any kind.

The process has ruptured our community.

We cannot bridge these divisions without a profound commitment to the shared power of our community.

Moving forward we need meaningful collaboration, mutual respect and a stronger commitment from **all** stakeholders to real and robust shared governance. This is crucial to the future of Ithaca College.

**JASON FREITAG** is an associate professor at Ithaca College. Contact him at [jfreitag@ithaca.edu](mailto:jfreitag@ithaca.edu).

GUEST COMMENTARY

Going on a path forward following faculty cuts

We are writing to strongly oppose the Faculty Council issuing a vote for no confidence in our president or provost and to offer an alternate path forward. Even raising the specter of a no confidence vote can be damaging to our community because it further degrades the tenuous trust between faculty and administration. Our opposition to a no confidence vote does not mean we agree in total with the Academic Program Prioritization (APP) process or its outcomes. Rather, our opposition is because a no confidence vote is the wrong tool at the wrong time. There are significant potential harmful consequences of a no confidence vote like: irreparable division between faculty and administration; negative national press that may damage our ability to recruit students, faculty, leaders and donors; and a possible earned reputation as a fractious faculty lacking the collective skills to resolve differences with administrators.

A no confidence vote is a tool of last resort when all other means of conflict resolution have been exhausted. As strained as our situation is right now, we do not believe we are at that point. To wit, we have basic, foundational disagreements that can be reconciled. President Collado and Provost Cornish have stated that they believe they have been transparent and followed best practices of shared governance in the APP process. Some faculty have expressed otherwise. This suggests that the Senior Leadership Team (SLT) and faculty have differing views on how to enact the practices of transparency and shared governance, a problem exacerbated by the

remote circumstances imposed by the pandemic. We must engage in an exchange of ideas in order to reconcile our differences and this must occur through synchronous two-way interactions between parties.

As an institution of higher learning, we can use this difficult, morale-gutting conflict as a teaching tool for our students. Let's be an example of how to use conflict constructively, toward finding solutions. One possible solution is to bring in third-party mediators. This mediation work can be focused on developing consensus on what transparency and shared governance mean for Ithaca College by hearing each other's positions and negotiating an agreement. We need to focus our limited resources in directions that will be productive. There is firm footing for successful mediation to begin. We hear general agreement between faculty and senior leadership on these foundational values:

- The status quo will not lead us toward a sustainable future.

- In a resource-scarce environment, we need to embrace change. We need to develop our strengths and attend to market forces.

- We are devoted to our students and are profoundly motivated by keeping their education and well-being front and center in all our decisions, processes and results.

With the pandemic and our decreasing recruitment and retention over the past several years, we have been in extreme hardship, hardships felt inequitably across intersectional lines of privilege: academic rank and position, family-care responsibilities, race,



From left, professors Julie Dorsey, Deborah Rifkin and Jean Hardwick oppose the Ithaca College Faculty Council issuing a no confidence vote on the administration.

COURTESY OF ITHACA COLLEGE

age, disability, health, etc. The pandemic and its attendant disruptions of stability has been an experience of trauma for many in our community. It would be strategic for us to work on healing these traumas and learning how to offer each other compassion, even within stark disagreement.

We believe that our president and provost have worked with the best of intentions out of a deep care and commitment to the college. Our community may disagree on process, decisions or actions, but we should not use that disagreement to further the divide. If there were easy solutions, our SLT would have found them. Instead, we find

ourselves in a harsh reality that needs us to work together — not because we agree, but precisely because we disagree. Concretely, instead of discussing a no confidence vote, let's utilize third-party mediators to enable the SLT and faculty to communicate effectively with one another and create a path forward.

Signed,  
Julie Dorsey, Associate Professor and Chair of Occupational Therapy  
Jean Hardwick, Charles Dana Professor and Chair of Biology  
Deborah Rifkin, Associate Professor Music Theory



GUEST COMMENTARY

Pretending change isn't necessary doesn't help

BY ZACK FORD

The resizing of Ithaca College is an inevitability.

Over the past 20 years — across three very different administrations — Ithaca College has steadily become less competitive. In 2018, we had to accept 61% more students (10,472 vs. 6,514) than we did in 2000 just to get the same size first-year class (1,666 vs. 1,676).

At the same time, as I laid out in a recent explainer, the number of college-age students in the northeast is declining. This has been forecasted for some time; I even remember discussions about these trends when I was a student on campus 15 years ago. It's a major concern given 80% of IC students come from New York and its neighboring states.

That forecasted decline is further exacerbated by the 2008 financial crisis, which led many families to delay having children, and the COVID-19 pandemic, which has many young people deferring or completely rethinking the college experience.

It is not helpful to assume that things can just stay the same. The college's administrators now say that 5,000 students (4,500 undergraduate and 500 graduate) is an "aspirational" size for our college, and all of the available evidence substantiates that conclusion. Pointing fingers or trying to compare us against other institutions doesn't change

that inevitability.

A change to the size of the student population requires resizing everything else to fit. Objectively, it is not feasible to maintain the same size faculty if the student population is around 25% lower. Specific critiques of the Academic Program Prioritization (APP) proposals aside, aiming to maintain the same faculty-to-student ratio (between 11.5:1 and 12:1) makes rational and fiscal sense. It's not a solution designed to completely solve all budget issues across the college; it's about matching proportionality for sustainability.

As someone who was laid off from where I'd worked for nearly a decade, I know how terrible an impending job loss can feel. But having the advantage of knowing it's coming, as I did, makes a huge difference. I was able to apply for jobs months before my final day arrived, allowing me to maintain employment with minimal interruption.

I have incredible sympathy for the brilliant faculty whose time at the college may be coming to an end in the coming months or years. But if the college is shrinking one way or another, I much prefer a scenario in which they have as much notice and support as possible. Many of the administrative staff members who the college has laid off because of the pandemic did not have the same benefit.

There is much to critique in the



Zack Ford '07 writes that the Academic Program Prioritization is necessary to sustain the size and health of the college. Ford was president of the Student Government Association while at the college.

COURTESY OF ZACK FORD

APP. There are unanswered questions about how curricular and extracurricular needs will be met and whether each department is being targeted properly. Our college has done terribly by our contingent faculty in recent years across multiple administrations, and that can't be separated from how they are being treated by the layoff process. We need to figure out how we can improve the college's competitiveness to allow for future growth. We need our leaders to be far more transparent in their communications about what options are being considered or not and why. And of course, we are still waiting to hear where other costs can and should be cut, including just how much our administrators are sacrificing from their salaries.

To tackle these questions, we have to recognize that the resizing is not something we can ignore or wish away. We can't force IC into some kind of unchanging stasis unaffected by outside forces. Change is necessary, however painful it may be. If we can grapple with that reality, we can be far more collaborative in how we ensure that Ithaca College long resembles the college we know and love, even if it can't be identical to what we remember.

**ZACK FORD** is the current secretary of the Alumni Association Board of Directors at Ithaca College. Contact him at [pianozk@gmail.com](mailto:pianozk@gmail.com).

GUEST COMMENTARY

Restaurants need support amid COVID-19 pandemic

BY CHRISTOPHER KILLORAN

The COVID-19 pandemic has affected everyone. It has changed the way we interact and conduct business as a society forever. Almost every industry has been altered in some way by the regulations taken to ensure people's safety.

The restaurant industry, which thrives on tourism and the ability for people to gather together in a space, has been hit extra hard. Because COVID-19 is an airborne illness, people gathering into tight spaces is no longer a reality. The days of putting 100 people into a small bar back-to-back are over indefinitely. This is as true in Ithaca as anywhere else.

Since Ithaca is a college town, the local economy depends on the nearly 30,000 students who inhabit it while school is in session. With Ithaca College and Cornell University's decisions to move to online schooling in March 2020, and now hybrid classes in 2021, the customer base for businesses, especially restaurants, in the greater Ithaca area has decreased.

As the pandemic continues, even as vaccines are slowly being rolled out, I encourage people to support their local restaurants through takeout or outdoor dining when it becomes warmer, and if it is safe to.

When COVID-19 first started becoming serious in March 2020, Governor Andrew Cuomo enforced numerous restrictions in hopes to stop the rapid spread of the virus. Many of these restrictions targeted the restaurant industry directly. These restrictions included no indoor bar services, mandating all alcoholic beverages be served at a table in addition

to food items and early closings. The restrictions also forced restaurants to lower their capacities based on the square footage of the establishment and what types of safety dividers they could put in place.

All of these restrictions, on top of a drastic drop in customers, hurt restaurants financially, causing many to close their doors.



[COVID-19] has changed the way we interact and conduct business as a society forever.

— Christopher Killoran



As a waiter at Pasta Vitto Restaurant and Lounge on The Commons, I witnessed, firsthand, as the restaurant made the difficult decision to close due to the fear and restrictions. All of the employees, including myself, were encouraged to apply for unemployment. It has yet to reopen. Many of the 865,800 restaurant workers in New York state suffered a similar dilemma.

One of the only reasons restaurants in Ithaca have been able to stay afloat is their ability to adapt to this new environment and offer



Senior Christopher Killoran is a waiter and witnessed firsthand how COVID-19 has affected the restaurant industry. He urges students to safely support local eateries.

ASH BAILOT/THE ITHACAN

takeout or to-go orders. This type of business allows the restaurant to serve customers with minimal contact. In Ithaca, many restaurants have changed their interior spaces to fit this model, putting tables up close to the front door with plexiglass dividers. This way, when customers come in to pick up their order, they do not have to stay inside that long, and they are the proper six feet apart from the staff. Especially when it is colder, citizens of Ithaca should look to this safer alternative to support our local restaurants and the many people whose livelihoods depend on them.

I have seen many large groups of people attempting to sit inside at small establishments; this is not safe for the customer, nor the staff who have to work in close quarters around people who aren't wearing masks. Customers also do not need to provide any proof they are healthy which increases the risk.

It is important people only choose to eat indoors if they are in a smaller party and follow the rules and regulations religiously, such as mask wearing and social distancing. Otherwise, takeout is a perfect option. Ithaca has delivery options like DoorDash, Ithaca To Go and Grubhub, that will deliver straight to your door with zero contact. This is probably the safest option.

We can still support our local businesses while following the rules and keeping one another safe and healthy.

**CHRISTOPHER KILLORAN** is a senior business administration major. Contact him at [ckilloran@ithaca.edu](mailto:ckilloran@ithaca.edu).



# DIVERSIONS

## crossword

By United Media

1	2	3		4	5	6	7		8	9	10
11				12				13		14	
15				16				17	18		
			19				20				
21	22	23			24	25				26	27
28				29		30				31	
32				33	34				35		
36			37					38	39		
40		41					42		43		
		44					45	46			
47	48					49				50	51
53				54	55				56		
57					58				59		

### ACROSS

- 1 Tack on  
4 Porgy's gal  
8 Von Sydow of films  
11 Pollster — Harris  
12 Feminine side  
14 "Thrilla in Manila" boxer  
15 Fables  
17 Desert bloomers  
19 In time past  
20 Metric "pound"  
21 Vipers  
24 Stiffly  
28 Frat letter  
30 Smart  
31 Pricing wd.  
32 Sales agt.  
33 Upriver spawner  
35 Spoil the finish  
36 Peoria loc.  
37 Aboard ship  
38 Pine (for)  
40 Wealthy  
43 Telescope part  
44 Meryl, in "Out of Africa"  
45 Sturdy tree  
47 Clear the windshield

- 49 Bribes (2 wds.)  
53 Fake it  
54 Tape over  
56 Web addr.  
57 Nutritious bean  
58 Muses' domain  
59 Starfish arm

- 27 Tall tales  
29 Ease  
34 Timid  
35 Sultry — West  
37 To boot  
39 North Woods roamers  
41 Grant's bill  
42 Breakfast order  
46 Nay opposites

- 47 Trial VIPs  
48 Kind of system  
49 Standard  
50 Not just my  
51 Friar's title  
52 Pop-up  
55 Nile sun god

### DOWN

- 1 Totality  
2 Mother rabbit  
3 Made a hole  
4 Big — theory  
5 Provide capital  
6 Bro's sibling  
7 Not med.  
8 Georgia city  
9 Elev.  
10 Sundial numeral  
13 Tartness  
16 Toward sunup  
18 Baldwin of films  
20 Germany's Helmut —  
21 Posh hotel lobbies  
22 Library unit  
23 Energy  
25 Vast expanse  
26 Commit to memory

### last issue's crossword answers

L	I	P		I	D	E	A		O	G	L	E
A	N	A		F	A	Y	E		M	O	U	E
B	U	R	N	S		E	G	G		E	G	O
O	R	E	O		A	D	I	E	U	S		
R	E		R	O	W		S	O	M	B	E	R
		A	M	O	R	E			P	U	M	A
F	E	M		P	Y	L	O	N		S	U	M
A	R	A	B			F	R	O	N	T		
R	E	L	A	T	E		A	V	E		U	H
		G	R	O	V	E	L		R	E	N	E
A	H	A		Y	E	P		A	O	R	T	A
L	A	M	A		N	E	E	D		A	I	R
F	I	S	T		S	E	E	S		T	E	D

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## sudoku medium

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

hard

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

### answers to last issue's sudoku:

medium

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

very hard

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

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## SHARE farm saved by community

GoFundMe successfully raises money to preserve indigenous land.

BY GRACE AZAULA

Like all land in the United States, Ithaca was the home of indigenous communities that existed long before present-day landmarks, like Ithaca College, were established.

New York state was originally home to the Haudenosaunee Confederacy, originally composed of the Mohawk, Oneida, Onondaga, Cayuga and Seneca nations. The Cayuga Nation, or Gayogohó:nQ', and the Onondaga Nation lived in what is now known as Tompkins County.

The Gayogohó:nQ' Nation was forced off of its land during the Revolutionary War. The Gayogohó:nQ' returned in November 1794 when the Treaty of Canandaigua was signed, granting 64,015 acres of land to the nation. New York quickly ignored the treaty, and the Gayogohó:nQ' pursued a land claim against the state until the 21st century when they decided to regain land by purchasing it.

Recently, New York state imposed a new danger to the Gayogohó:nQ' Nation, declaring that they will take over the Strengthening Haudenosaunee-American Relations through Education (SHARE) farm if the nation is unable to pay \$126,000 by April 16. The state claims that the fine is needed to cover unpaid property taxes. After receiving this news, a GoFundMe was started to raise the funds needed to maintain ownership of the SHARE farm. The GoFundMe reached its goal March 3. Now that the money is raised, the Cayuga County Legislature will review the Nation's application to reacquire the land.

"The SHARE farm has always symbolized healing — with the Cayuga homelands and with the non-Indigenous neighbors," Joe Heath, general counsel for the Onondaga Nation, said. "So, to see the overwhelming support of so many neighbors brings joy to my heart."

The SHARE farm is 70 acres of land on Gayogohó:nQ' homeland in Cayuga

County. The farm became an important place of healing and community connections, with annual peach tree plantings in the orchard and picnics during the strawberry moon, according to the farm's website.

Heath said the SHARE farm represents the return of the Gayogohó:nQ' to Tompkins County, as it was the first piece of property that the Gayogohó:nQ' Nation reclaimed when it bought the farm in 2005. He said this symbolism is especially important given the deep connection between indigenous people and land.

"The land, particularly land that produces the kind of wholesome food that this does, is a living relative to these people," Heath said. "It would be very similar to losing an aunt or an uncle. It would be that detrimental."

According to the SHARE farm's website, the Gayogohó:nQ' will be launching a second fundraiser to support Gayogohó:nQ' families who are facing eviction and to continue efforts to gain recognition of their sovereignty as a native nation.

Heath said he has been working for traditional Haudenosaunee governments for the past 30 years. Heath said that according to Indian Law Section Six and Real Property Tax Law Section 454, it is illegal for New York to tax indigenous communities. Nevertheless, Heath said the state continued to tax the Gayogohó:nQ', sending notices to a post office box that was no longer being used by the nation. Heath said the Gayogohó:nQ' were unaware of the notifications until last summer.

"Because there is this denial that there is a reservation, the counties just blatantly go along and levy their taxes, try to foreclose when all of that is illegal," Heath said. "And so, that just creates a need for the two governments to be able to sit down, to lower the rhetoric and find a way to work together."

Junior Peyton Falk, a member of the Iowa Tribe of Oklahoma, said she was frustrated by the news but was not shocked



The SHARE farm holds a peach tree planting ceremony each spring, inviting the nations of the Haudenosaunee Confederacy and neighbors to participate.

COURTESY OF SHARE FARM

given the constant erasure of indigenous culture in Tompkins County.

"I was disappointed, I was angered, but of course I wasn't surprised," Falk said. "I think the Cayuga people are often erased in the normal conversations, especially through Ithaca College. No one really talks about their importance, of their cultural significance in the area."

Community member Steve Henhawk, a member of the local Gayogohó:nQ' Nation, said that when he first returned to the homeland of his community, he was shocked by how the indigenous history had been wiped away from the area. Henhawk said he was especially surprised by the signs around Cayuga Lake that fail to address the present-day relationship between the area and the Gayogohó:nQ'. For instance, one sign reads, "Site of Landing of Moravian Missionaries of Zeisberger and Cammerhoff June 27, 1750."

"If you just read those signs and looked around the lake, it's as if we were gone," Henhawk said. "We're a history lesson. When we come back to the area, come home, that's what we see."

Henhawk said education is essential to keeping the language and culture of indigenous communities alive. Henhawk said the language has become endangered because other Gayogohó:nQ' people conformed to the tribes they fled to, like the Seneca Nation. In order to address the potential erasure of the Gayogohó:nQ' culture, Henhawk said he began teaching classes on the Gayogohó:nQ' language and culture in 2019 at Cornell University.

"I always felt like education is key in anything we do, but especially right here where we're in Haudenosaunee country," Henhawk said. "This is where the formation of the Confederacy happened. ... So I think that education is where it should start because this place has been colonized now. I think that the people should know

at least the true history."

Ithaca College offers a Native American and Indigenous Studies (NAIS) minor. Paula Ioanide, professor in the Center for the Study of Culture, Race and Ethnicity (CSCRE) and interim coordinator of the NAIS minor, said there is a lack of resources allocated to the minor and this has resulted in a low enrollment.

Falk said that allocating resources to this minor is essential to creating a diverse community at the college. According to the 2020–21 Facts in Brief, seven students enrolled at the college identified as American Indian or Alaska Native.

"[The college makes] a large claim to diversity, but when you look at the numbers, I don't think their focus is actually having a diverse institution," Falk said. "They're focused on pretending that they are."

The college is cutting 116 full-time equivalent faculty positions as part of the Academic Program Prioritization Process (APP). Ioanide said the cuts could have an impact on the long-term sustainability of the NAIS minor because CSCRE's tenure-eligible faculty line for the NAIS minor was not renewed, and there are currently no faculty in the CSCRE who are entirely devoted to teaching NAIS classes.

Henhawk said that as the Gayogohó:nQ' continue to return to their homeland, the non-native Ithaca community and the Haudenosaunee Confederacy must work to unite as one, learning how to live together in peace.

"We know that the people here, they're not going anywhere," Henhawk said. "And we're not going anywhere either, so we've got to learn to coincide and get on with these communities."

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The Cayuga SHARE farm was reinstated to the Gayogohó:nQ' Nation in 2005. Ever since, the farm has been a place of education for the Gayogohó:nQ' Nation.

COURTESY OF SHARE FARM



# Art professors get creative with hybrid learning

BY ELIJAH DE CASTRO

With seats spread across the classroom, a projector displaying the faces of online classmates and a professor with a laser pointer, the usual hands-on nature of art classes at Ithaca College looks different this year compared to the past.

With the transition to hybrid classes, art professors have to balance teaching students on Zoom and in person while abiding by COVID-19 safety guidelines. Due to the nature of art as a hands-on activity, teachers have had to get creative with their teaching, utilizing laser pointers and Zoom's features to provide students with feedback.

For Spring 2021, there are 29 classes in the Department of Art being offered, not counting independent study courses. Of them, 13 are being taught exclusively online, while 16 are being taught as hybrid classes, according to HomerConnect.

Dara Engler, associate professor and chair of the Department of Art, teaches three hybrid classes this semester — Intermediate Drawing: The Figure, Intermediate Painting: The New Narrative and Advanced Painting: The New Narrative. To offer the best possible learning experience, Engler has had to form creative teaching methods. To comment on the students' work, Engler has students taking classes on Zoom take photos of their artwork and screen-share it to the class. She then uses Zoom's annotate feature to draw on top of the students' artwork while making comments to the class.

"I think the biggest difference is that previously, you could sit where

[the students] were sitting, see exactly what they were seeing, make suggestions on their drawings, watch how they were using their materials and not only give feedback on the drawings, but you could give feedback on their material use and their process instead of guessing by what you're seeing," Engler said.

For students taking her classes in person, Engler said she uses a laser pointer to point at the part of the students' work she is talking about so that she and her students can remain socially distant. However, the hybrid classes have disproportionately affected the way students on Zoom and students in person perceive art.

"It is much more challenging to teach hybrid than it is remote," Engler said. "It's wonderful that in figure drawing, students can work from a live model, but I have maybe four or five students in the room with me and then I have ten of them on the computer. It's much more complicated to toggle between microphones and cameras, and the students at home are obviously working from two-dimensional images of the figure."

Junior Fatima David, an art major who takes Engler's Advanced Painting class from home, said the pandemic has changed the learning experience.

"To not have the feedback while working and instead have to learn how to take pictures, good pictures, with the phone and get feedback that way ... was just odd," David said.

David said hybrid teaching presents multiple problems for students getting their work critiqued. People



From left, seniors Autumn Stevens and Brittany Daggett-Duffy attend Introduction to Print Media: Book Arts, taught by Patricia Hunsinger, lecturer in the Department of Art. The class is hybrid.

HANNAH WILKINSON/THE ITHACAN

on Zoom and in person often talk over each other. Not being able to see the physical artwork being discussed at the same time creates a disconnect, David said.

Patricia Hunsinger, lecturer in the Department of Art, teaches two hybrid classes — Introduction to Print Media: Book Arts and Two-Dimensional Design. In order to make sure that students on Zoom and in person have the same resources, Hunsinger said she had her students order art kits to be mailed to them. For her Two-Dimensional Design class, the kit contained paper, scissors, pencils, cutting mats, thread and needles. For her printmaking class, the kit contained

intaglio ink, screen-print ink, 9-by-12 sheets of plastic, a rubber roller and a cutting mat.

"It has to be equitable, otherwise that's not fair," Hunsinger said. "I'm teaching printmaking processes so that the students can also do the same processes at home at their own kitchen sink."

Junior Jonah Robertson, a film, photography and visual arts major, is taking Introduction to Sculpture in person with Bill Hastings, assistant professor in the Department of Art. The tables that Robertson sits at are 6 or 7 feet long, with students sitting at the opposite ends. When Robertson gets materials for his sculptures

before he sits down, he tries to get everything he will need for the whole class so he won't have to walk across the room again and come close to fellow students.

Robertson said the hybrid experience is awkward at times, as much of the time he spends in class is working on projects.

"Classes are kind of off-putting," Robertson said. "A lot of the class is work time and getting feedback, so you're just sitting by the computer, watching everyone make their sculpture while you do yours at the table."

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## Concert series promotes mutual aid through music

BY MADDY MARTIN

During a time of heightened political and social activism across the country, Songs for Change, a student-run virtual concert series, is using music to raise money for mutual aid organizations that support communities of color.

Songs for Change is a bimonthly event that is run by Margaret Chan '20 and seniors Emma Scheneman and Grace Dashnaw. All Songs For Change concerts are free to view and are livestreamed on Zoom. The concerts are accessible through the group's Facebook page. Attendees are encouraged to donate money to the group's PayPal throughout the concert. All proceeds raised during the concert go to the organization the concert is supporting that month.

The Songs for Change series stemmed from a Juneteenth concert Chan organized in June 2020 to support the National Association for the Advancement of Colored People (NAACP) in solidarity with the Black Lives Matter movement. Chan said she originally worked on the concert by herself before bringing on Scheneman and Dashnaw to help.

"Music is such an essential outlet, especially with the pandemic going on at the same time," Chan said. "Not everyone is physically able to get to protests. Some people have a family member who is immunocompromised. We just knew that we wanted there to be a way for people to be involved without being at a protest physically."

Chan said the Juneteenth concert raised \$2,000 dollars for the NAACP, and after its success, Chan, Scheneman and Dashnaw decided to organize more concerts to help other founda-

tions. Since starting in June, Songs for Change has raised money for Elijah McClain's GoFundMe, The Okra Project, the Navajo and Hopi Families COVID-19 Relief Fund, The North Star Fund and Binghamton Food Rescue.

"We're trying to not only raise money for each organization but to promote all these different mutual aid collectives to people that don't get as much publicity," Scheneman said. "We're showing our support on different levels. We want this to be accessible to everyone, so just exposing these [organizations] is great."

All musicians who perform for Songs for Change concerts are volunteers. Dashnaw said the group sends out a Google Form while they are preparing for the concert to gather performers. The performers send in a video of their set, and Dashnaw edits them into a video for the concert. The concerts are partially live with Dashnaw, Scheneman and Chan announcing each performer, but all the performances are pre-recorded.

Many performers for Songs for Change are students, alumni and faculty from the college, Dashnaw said, but as the series has gone on, they had a wider range of performers appear. Dashnaw said Songs for Change has also featured poetry and art pieces.

"I really love how many different kinds of performances we have, and I love seeing what people contribute," Dashnaw said. "I love working with Emma and Margaret too. We were already really good friends before this. So it's nice to do this kind of work with your friends."

Sophomore Nate Oczkowski is a trumpet player who performed "Song for Help," composed by Steven Verhelst with senior Jon Aldave, a tuba player, for Songs for Change's



From left, Christina Zawerucha and Tom Egan perform the song "Red Clay Halo" at a Songs for Change concert benefiting Binghamton Food Rescue on Feb. 28.

COURTESY OF SONGS FOR CHANGE

North Star Fund concert Dec. 19. Oczkowski said he first came across Songs for Change on social media and decided he wanted to perform for them.

"I feel like that's something we miss out a lot here from time to time here ethically," Oczkowski said. "You come to college to study music, and we're so focused on our lessons or classes or grades that sometimes you lose that opportunity to just make music. ... So what really caught my attention is using music as a platform to raise awareness to different organizations and help those organizations."

Songs for Change's most recent concert Feb. 28 was for the Binghamton Food Rescue. Scheneman is from Binghamton, and she said the concert was particularly special for her. Scheneman said her friend's dad performed a set for the concert.

"It's really personable," Scheneman said. "I feel like that's what Songs for Change is. We're all on the same page that we're using art to facilitate change, and it feels like a group hug sometimes."

The next Songs for Change concert will be held in April. Chan said she would love to see Songs for Change become a larger nonprofit one day. Dashnaw said she would like to do a live concert and livestream it, even though they intended to keep Songs for Change available virtually to ensure it is accessible.

"I think with the direction we're going, [Songs for Change] is already growing," Dashnaw said. "So if we keep doing what we're doing, we're going to see progress."

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# Biographical film fails to find a focus

MOVIE REVIEW: “The United States vs. Billie Holiday”

Lee Daniels Entertainment

★★★★☆

BY ELIJAH DE CASTRO

Whenever a film attempts to recreate the life of a musician, the result can either be a tasteful homage to one of the greats — like the powerful telling of Władysław Szpilman in the 2002 film “The Pianist” — or an insulting dumpster fire — like the heinous depiction of Nina Simone in the 2016 film “Nina.” “The United States vs. Billie Holiday,” Hollywood’s latest conveyor-belt music biopic, takes one of the finest singers of the swing era and creates the latter.

The first mistake the filmmakers make is thinking it would be a good idea to set the film in the late 1940s, well after Holiday (Andra Day) had reached peak fame in the 1930s. Following Holiday’s late-career struggles with drugs, censorship and feuds with the American government, the film attempts to show its audience so many sides of Holiday’s life that it ends up creating a worthy illustration of none of them.

The film begins with a radio interview between Holiday and radio host Reginald Lord Devine (Leslie Jordan) discussing the censorship of her song, “Strange Fruit.” It is true that “Strange Fruit” — considered by many to be one of the greatest American songs ever recorded — was repeatedly banned from being performed and was censored on radio waves. However, the film doesn’t show the audience the significance it had as a work of art that encapsulated the horrors

of post-Civil War lynchings. The film is too concerned with the other, less important details of Holiday’s legacy.

The film spends a weird amount of time obsessing over the lewd details of Holiday’s heroin addiction, treating the audience to uncharacteristically close shots of Holiday shooting into her scabby forearm. The film ties this addiction to Holiday’s claims that she was framed for drug possession so that the government could throw her in jail. Garrett Hedlund plays Harry J. Anslinger, the ruthlessly racist government official who manufactured the war on drugs in an attempt to criminalize Black Americans. However, the film depicts him as a cartoon villain with a mustache — despite Anslinger never having one.

By this point, the film has bitten off far more than it can chew. A film about the censorship of “Strange Fruit” and a film about Anslinger’s tirade against Holiday and other Black artists are both great pitches for two separate films. Yet the film insists on telling both of them while simultaneously attempting to tell the dramatic story of Holiday’s personal life.

Additionally, because the film takes place so far after Holiday’s rise to fame, the audience never gets to see her shine. The singing that made Holiday one of the most beloved jazz artists of all time is, surprisingly, rarely shown. When she does sing, it’s clearly not in her prime, as the film only depicts Holiday’s later days as an artist.



“The United States vs. Billie Holiday” spreads itself too thin trying to recount every aspect of the musician’s complex life. COURTESY OF LEE DANIELS ENTERTAINMENT

If there is any saving grace for this 130-minute mess, it is newcomer Day’s performance as Holiday. Her performance is so convincing, it’s almost uncanny. Day nails all of Holiday’s mannerisms — especially her husky, beautiful voice — with surgical precision. An uninterrupted shot of Day singing “Strange Fruit” in the middle of the film will go down as one of the best scenes of the year. Day’s Golden Globes win is well deserved.

If viewers want a great film

about Billie Holiday, they should watch the 2020 documentary “Billie.” If they want a great film that shows the realities of drug addiction, they should watch “Beautiful Boy.” If they want a great film about the brutal life of the jazz scene, they should watch “Whiplash.” If they want a sloppy, misled combination of all three, they should watch “The United States vs. Billie Holiday.”

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# Coming of age story slacks

MOVIE REVIEW: “Moxie”

Paper Kite Productions

★★★★☆

BY FRANKIE WALLS

“F--- the Patriarchy” probably isn’t the best thing to say to your mom’s new boyfriend when sitting down to have dinner with the two of them. “Moxie,” directed by Amy Poehler, is a movie that represents the new era of feminism — white feminism, that is.

“Moxie” is based on a book of the same name that focuses on Vivian Carter (Hadley Robinson). Vivian tries to follow in the footsteps of her mom, Lisa Carter (Poehler), by protesting everything and starting a revolution against sexism at her high school. She does this by creating an anonymous zine called “Moxie” that addresses issues happening in the school, like sexist classmates and unfair dress code rules.

“Moxie” features a diverse group of actors that lends itself to a more intersectional storytelling approach. The cast features Korean-American actress Sydney Park, Chinese-American actress Lauren Tsai, Afro-Latina actress Alycia Pascual-Peña, trans actress Josie Totah, African-American actress Anjelika Washington and Emily Hopper, an actress with prosthetics who is wheelchair-bound in the film.

While “Moxie” appears diverse on screen, it is quite the opposite off. As much as the white writers and creators try to shine a light on the issues that the nonwhite characters are going through, there is a huge disconnect.

One of the most memorable moments of “Moxie” that touches on intersectionality is when Claudia (Tsai), Vivian’s best friend, opens up about what it’s like being the daughter of an immigrant. Claudia explains why she can’t

protest in the way that Vivian does, bringing awareness to a problem that many women of color have gone through. Claudia explains to Vivian that because of her privilege, Vivian will never understand what Claudia’s parents have sacrificed for her to be where she is today. This is a great moment to have but is short-lived and barely acknowledged further.

Vivian has spent her life as a passive bystander. She starts her zine as a way to invoke change and give herself a voice against sexism, but when she sees harassment happening right in front of her, she does nothing. Vivian never steps out of her comfort zone and continuously second guesses herself.

The only reason Vivian notices the sexism within her school was because new student Lucy Hernandez (Pascual-Peña) refuses to conform to the school’s outdated behavior. It takes someone else to show Vivian that what was going on around her wasn’t normal. Vivian even shames Claudia in true white savior fashion when she believes that Claudia isn’t doing “enough” to protest the unfair treatment of the women by their male classmates. Vivian quickly establishes herself as closed-minded, acting as if there is only one way to be a feminist — and that is by her own terms.

The plot of the film becomes messy and confusing when Vivian begins to spiral. Despite Vivian’s supposed attachment to making change, it is clear she doesn’t know how. The plot centers almost entirely around Vivian and whatever personal problems she has. The other characters were 10 times more interesting than Vivian but were given smaller scenes, fewer lines and half-baked character arcs. The amount of power this movie could



“Moxie” has a diverse cast but chooses to focus on the woes of a white girl. COURTESY OF PAPER KITE PRODUCTIONS

have had if it starred anyone other than a white girl is outmatched.

Overall, “Moxie” is a great idea for a film. While thought and passion were clearly put into it, the execution was way off. Yes, screw the patriarchy, but also screw the racism, transphobia, ableism and sexual assault that the characters in this movie face. The end of the movie features a scene where a young Black girl stands up to declare that she is Black enough and that people shouldn’t touch her hair. An important statement, but it feels like it is checking off a box for inclusivity. Immediately after, the audience is thrown right back into Vivian and her love interest gazing at each other for the B-plot love story.

There are so many hardships exhibited throughout the film, but they play second fiddle to Vivian getting her first boyfriend. When serious issues are brought up that affect people other than Vivian, they are not at all prioritized. Both “Moxie” and its main character feel all too performative.

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## POPPED CULTURE

# Will hyperpop die like disco?

BY EVA SALZMAN

Hyperpop, a microgenre that stems from pop music, exploded in popularity during the summer of 2020. The music’s dreamy aesthetic, heavy base, high-pitched vocals, in-your-face lyrics and danceable beats brought energy and excitement to the mundane days of a stay-at-home summer.

The genre first emerged in the mid-2010s and was explored by artists associated with the UK-based record label PC Music, run by A.G. Cook. Its style is a surreal and oversaturated take on pop music.

Frequent collaborators under A.G. Cook, SOPHIE and Charli XCX pioneered the genre with genius studio production and a revolutionary take on the sonic aesthetic. Other artists within the genre include 100 Gecs, Dorian Electra and even Rico Nasty, on occasion.

In August 2020, Spotify launched its hyperpop playlist after the genre had gained significant traction on TikTok. With this fan base and cultural context, it’s impossible to overlook the genre’s significance among LGBTQ youth. Many of its top artists are trans, like SOPHIE, Laura Les and Kim Petras. The vocal modulation that is so prevalent in hyperpop’s sound allows artists to explore their gender identity and fluidity with their voices.

Hyperpop isn’t adored by everyone. In true internet fashion, the genre finds its naysayers on the popular forum platform Reddit. Users have called it “pure ... embarrassment.” Some theorize that the only reason the genre is so big is because Spotify endorsed hyperpop as a “quick hip, trendy cash grab.”

With hyperpop’s quick climb to the top, notable niche fan base and culturally aware haters, it makes a listener wonder where they’ve seen something comparable.

Disco, the dance music genre and subculture that emerged in the 1970s, found its fan base in urban nightlife. The genre’s sound, much like hyperpop, is bright, recognizable and flashy.

Disco found its niche in the dance, sex and drug havens known as disco clubs. As a genre that emerged out of the 1970s, disco became the center of pop culture that many people turned to in response to the intense political climate. Sound familiar?

The genre and its culture exploded in popularity by 1977 with the aid of “Saturday Night Fever,” particularly within the LGBTQ community. Disco gave a platform to artists from underrepresented communities, allowing them to explore their identities in a more fluid way.

However, by 1980, disco fell from grace just as quickly as it had risen to fame. The Day Disco Died brought an end to the genre’s short life. The killers: fans of The Chicago White Sox and The Detroit Tigers baseball teams. Disco Demolition Night was a Major League Baseball promotion July 12, 1979 that ended in a riot. At the climax of the night, a crate of disco records was blown up on the field. Motivated by a hatred of disco — and the communities it provided a haven for — attendees rushed onto the field and destroyed it.

With hyperpop’s rocket to popularity being so similar to that of disco’s, can we predict its potential plummet? Just like disco, hyperpop gained fans during an era of restriction, exploding during COVID-19’s first quarantine. The two genres’ comparable places in culture makes hyperpop susceptible to a loud and fiery end, just like disco had.

POPPED CULTURE is a weekly column, written by Life & Culture staff writers, that analyzes pop culture events. Eva Salzman is a sophomore health sciences major. Contact her at esalzman@ithaca.edu



# ESCAPING REALITY

## GOLF TEAM USES SIMULATOR TO TRAIN DURING WINTER MONTHS



Sophomore Christea Park works on her drive in the course simulator March 5. The simulator was installed for the Ithaca College golf team in Spring 2016.

FRANKIE WALLS/ THE ITHACAN

BY ARLA DAVIS

Despite the Ithaca College golf team being unable to take its usual spring break trip to Florida to compete, junior Caitlin McGrinder still escapes the South Hill winter weather a couple times a week when she trains in the team's course simulator. Located in the back of Glazer Arena in what used to be a utility closet, McGrinder virtually golfs on courses in sunny North Carolina.

The golf simulator is a virtual reality system that allows players to train on driving ranges and golf courses around the world. The system uses a projector to show the range or course on a screen in front of players. McGrinder said there are four cameras that the system uses to detect motion from both the player and the ball. She also said there are weights in the floor that allow the motion sensors to recognize how a player's weight shifts when they hit the ball. When a player drives a golf ball into the screen, the simulator is able to measure the speed, distance and spin direction of the drive. The cameras also help athletes review their swing to correct errors and make changes.

Sophomores Mary Gersec and Christea

Park both said they prefer to use the driving range settings on the simulator rather than playing full courses because they can focus on their individual techniques.

Gersec said she has been working on the placement of her elbow when she drives the ball to create more power and on keeping her hip turned back as long as possible. Park said she has been using it to work on shortening her drive's backswing, her impact on the ball and making her overall drive more consistent. To improve her technique, she said she will decide on a certain distance that she wants to hit the ball and drive it 20–25 times at the end of practice in the simulator.

Park said she enjoys the chance to focus on herself in the simulator.

"Personally for me, I love my team and team practice, but there are times when you just want to focus on yourself and your own thing," Park said. "If I'm having a hard time fixing something, I can go and just do certain drills, which is something I love about the simulator."

Head coach Keith Batson said the course simulator was installed in Spring 2016. Starting in February, the Bombers use the system while the weather is still unpredictable and while they wait for their home course, the Country Club of Ithaca, to open. Batson said this is the time for players to make changes to their technique in preparation for the new season, making the simulator a useful coaching tool.

"It's most helpful for me as a coach to show them exactly what is going on in their swing instantly," Batson said. "A lot of times players can't feel what they are doing wrong until they can see it. Feel versus real is what we call this. ... What you feel like you're doing and what you are doing will likely be very different, and so if you're not monitoring your progress, you won't achieve the desired outcome. Seeing each swing on video and analyzing it allows you to do this."

When the Bombers finally return outside and on the course again, the Country Club of Ithaca will be under new ownership, according to the Ithaca Times. New owners Sean and Jennifer Whittaker will rebrand the club as "RaNic" after their children, Rachel and Nicholas Whittaker. The couple purchased the club after it struggled financially due to the COVID-19 pandemic. The club is expected to open in April.

The team would usually be able to have approximately six players in the simulator

at one time, but with COVID-19 social distancing guidelines, only one player and coach are allowed at a time. The Bombers have full team practices on Mondays and Fridays, when they rotate through hitting drills in the track and field throwing cages while players work individually with Batson. The stations consist of short hitting and putting drills, while the simulator is used for long drives and hits.

During the rest of the week, players are expected to sign up for an hourlong time slot to work in the simulator by themselves in addition to lifting twice a week. In previous seasons, players were able to go practice whenever they had free time but are unable to do so with COVID-19 regulations. Gersec said that

“

Throughout COVID, it was my stress relief. I would schedule my days around it and look forward to playing golf all day.

– Mary Gersec

”

while she misses the freedom of being able to use the simulator whenever she pleases, she feels like having the time slot holds her more



Senior golfer Sophia Israel works on perfecting her putting skills during practice in the Glazer Arena March 5.

FRANKIE WALLS/THE ITHACAN

accountable to train.

"In previous years, you could just go whenever you wanted based on your schedule that day, but now it makes you more accountable I feel like," Gersec said. "Now it's built into my schedule every day, so I know I'm going to the gym at this specific time and then the simulator from whatever time, and nothing can get in the way of that."

Gersec said she felt lucky that golf was one of the safe sports to play over the summer and fall during the pandemic and that she was able to train multiple times a week.

"Throughout COVID, it was my stress relief," Gersec said. "I would schedule my days around it and look forward to playing golf all day."

While Park said she loves utilizing the simulator to improve her individual play — especially during icy Ithaca winters — she is excited to be back out on the course with her team.

"Every athlete has something they lack in and need to work on, and the simulator is definitely the place to do that, but being outside is such a nice environment," Park said. "With school online, it is such a head-clearer, being forced outside and in fresh air."

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Sophomore golfer Mary Gersec lines up a shot during the team's practice March 5.

FRANKIE WALLS/THE ITHACAN



# Assistant coach serves in new role

BY TOMMY MUMAU

When the Ithaca College men's and women's tennis teams returned from their interrupted spring break trip last spring, former head coach Bill Austin decided to step away from the program after 20 years. Chris Hayes '16, who played for and served as assistant coach with Austin, was promoted to fill the role shortly after.

Austin left his mark on the tennis teams during his two decades as head coach, etching his name into the record books with the most wins in the history of both the men's and women's tennis programs. Austin's decision to retire also came as a surprise to Hayes, but he said he was fully supportive of his former coach's decision to take a step back.

"I didn't think he would retire," Hayes said. "I thought, because of COVID-19, that would make him want to maybe do one more year. But I completely respect his decision. He has been doing this a long time. His family is extremely important to him, so I am happy he did what he wanted."

Second-year graduate student Jane Alkhazov said this news was particularly difficult for athletes, as Austin made a large impact at the college.

"It was just a whirlwind of emotions," Alkhazov said. "He cared so much, and I think it went beyond tennis. I think it was a really emotional and sad departure for Bill, but it was also really happy for Chris [Hayes]."

Hayes said he is humbled by the opportunity to take on the



Head tennis coach Chris Hayes '16 serves balls at practice March 2 in the Glazer Arena at the Athletics and Events Center. As a Bomber, he earned multiple Empire 8 league honors.

ABBEE LONDON/THE ITHACAN

position of head coach. He said he does not know if or when another assistant coach will be added to his staff. During his playing years, he served as captain for the Bombers and is third in program history for singles matches won.

Freshman men's player Anthony Vilella has already taken notice of Hayes' commitment to helping his players improve their game.

"He's developing as a head coach as we're coming into the college tennis environment," Vilella said. "Just hitting with him has given me an idea of the level I need to get to, and just seeing him and the other players bring their best tennis to every practice inspires me and helps me see where I need

to get to."

Vilella also said Hayes is dedicated to helping his players both on and off of the court. He regularly checks in with the athletes to ensure that they are able to balance tennis and academics amid the COVID-19 pandemic.

"We really care about our athletes," Hayes said. "In terms of stepping into the role, I mean, that's definitely been my goal, was to become a head coach. So, you couldn't have asked for a weirder start to my first head coaching job."

Hayes said he also attempts to guide his players by gearing his instruction toward each individual athlete and is willing to adapt

to each player to help them reach their full potential as both a player and person. Alkhazov said she appreciates the fact that Hayes is willing to work with athletes to help them succeed.

"He is very much individualized," Alkhazov said. "He realizes that all players are not the same style, so he tries to tailor his coaching on and off the court to the person."

Hayes said his primary goal this season is keeping everyone safe, and as long as they can do that, he believes the team can contend for a Liberty League championship and a NCAA Tournament bid.

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# Alum receives support from teammates

BY AIDAN CHARDE

When former Ithaca College swimmer Lucas Radouch '19 dove off of the back of a boat in July, he had no idea how much his life would change in just a few short seconds. Misjudging the depth of the water, Radouch dove in and hit his head on the ocean floor, breaking his C5 and C6 vertebrae in his lower neck.

The injury left him with no movement below his waist and limited movement in his arms. It is a big change for Radouch, who was a swimmer and a musician before the injury left him unable to do either.

"[I've been] relearning how to use my muscles and my arms, relearning how to just do basic things, learning how to adjust to a new routine," Radouch said.

Radouch started swimming competitively when he was seven. He said he met some of his best friends through swimming, including Harrison Cannon, who he met before college. Cannon helped organize a GoFundMe for Radouch after the accident. Since July 2020, the fundraiser has earned over \$44,000. The funds will aid in his recovery and make his house more wheelchair accessible.

Radouch said that competing was not the only thing he enjoyed about the sport, as he also loved the friendships he made throughout his short time as a Bomber.

"I only swam my freshman year, but I still talk with a bunch of people from the team, like my roommates and the captains that I had," Radouch said. "That's kind of the reason I joined the team to begin with. It wasn't really so much for the swimming aspect of it. It was more for the community and having that instant friendship, and it's nice to see that even though we don't swim anymore now, we can still stay in contact."

Aaron Levin '19 is another friend who has been helping Radouch through this period. Levin and Radouch met when they were fresh-



Former Ithaca College swimmer Lucas Radouch '19 races in the Kelsey Partridge Bird Natatorium in 2016. Radouch swam for the Bombers his freshman year.

COURTESY OF LUCAS RADOUCH

men on the swim team, and Levin said they have only gotten closer over the years.

"He went from being my teammate to being my roommate," Levin said. "[Since the injury], me and my other friend ... who was our roommate have been checking in on him. We've been trying to reach out to him and make sure he's good. If he needs anything, he knows he can talk to us."

Radouch said the other thing helping him get through this process is his sense of humor. He said he was still able to laugh about the irony of the situation.

"I was pushed towards swimming by my parents when I was younger because it was a safer sport," Radouch said. "The irony of all that now, ... I think they would have preferred a couple of concussions rather than the broken neck."

Radouch said he does not want his injury to change his personality.

"When I break my neck and can't move anymore, I'm still rooted in my ways," Ra-

douch said. "It didn't make me feel different. Obviously I can't do the things that I could do before, but I still think the same way. I'm still a goofy person, always making jokes."

There is a long road ahead for Radouch, but he said he is ready to see where his recovery takes him. With an injury like this, Radouch said it is hard for doctors to determine what the end result will be. His injury is still young, as it occurred in July.

Hannah Byron '19 said Radouch hopes to become an inspiration and a mentor to other people with severe spinal cord injuries.

"[Becoming a mentor] is something that he already knows that he wants to do, and that just speaks to who he is as a person," Byron said. "You don't see many young people in wheelchairs, so it can be really isolating at times, so I think he wants to help people feel connected in that community."

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## OUT OF BOUNDS

EMILY ADAMS

## Trans women belong in sport

Trans women are women. Trans girls are girls. These are not facts that are up for debate. Unfortunately, bigots have found a new avenue to oppress transgender people, particularly trans girls, through sports.

According to the American Civil Liberties Union, at least 24 states have introduced legislation that targets trans youth and their access to sports as well as gender-affirming healthcare. Transgender and LGBTQ rights advocates are calling the sudden onslaught of bills a coordinated attack in response to President Joe Biden's executive order aimed at prohibiting discrimination on the basis of gender identity or sexual orientation.

Arguments against trans inclusion in sports are largely rooted in misunderstandings that damage both trans and cis girls. A dominant narrative is that allowing trans girls who were assigned male at birth to compete in girls sports will lead to the exclusion of girls who were assigned female at birth. This argument emphasizes the biological differences between those assigned male versus female at birth like height, muscle mass and lung capacity. However, this is a gross oversimplification of the situation.

First, no man is automatically more capable of performing at an elite level than any woman simply on the basis of gender. The best female athletes are going to be more capable than any male who is not as naturally talented. It is also a ridiculous implication that a certain body type — larger, more muscular — is ideal for every sport.

The concept of "protecting" women's sports is inherently rooted in misogyny. Many bills proposed in state legislatures include stipulations that any athlete on a girls' sports team can have their sex assigned at birth questioned. That means that girls who are naturally taller or more muscular, girls who prefer to present more masculine or girls who are simply too athletically gifted will likely be subjected to humiliation and dehumanizing sex testing to prove that they were assigned female at birth. With the legislation targeting trans girls, the cisgender girls who are supposedly being protected will get caught in the crossfire.

This ideal asserts that there is a particular body, appearance and ability level that defines womanhood. Trans athletes are very rarely questioned until they begin to succeed, and that sends a message to all young girls that there are limits on what they can achieve. It tells them that if they look too masculine or if they look different from the stereotypical all-American girl, they are not woman enough.

Excluding trans girls comes at a cost that is far more devastating than losing a sport. Youth sports are a critical part of personal and social development for many children, and being excluded from that experience instantly isolates transgender youth even more from their peers. A 2015 study showed that trans children are more than four times as likely to suffer significant symptoms of depression than their cisgender peers. Isolation has real and potentially lifelong impacts on transgender girls' and women's mental health.

**OUT OF BOUNDS** covers sports beyond the playing field. **EMILY ADAMS** is a senior journalism major. Contact her at [eadams3@ithaca.edu](mailto:eadams3@ithaca.edu).





Sophomore Kat Urbano works on attention training with Jake, a 10-month-old Guiding Eyes for the Blind puppy who Urbano is raising through the Ithaca College Guiding Eyes for the Blind program. Urbano does training exercises with Jake several times a day in order to get him ready to be a service dog when he gets older.

LEXI DANIELSON/THE ITHACAN