Developing Contentions Over Tenure and Promotion

DANA GALLAGHER AND ISABELLE SMITH STAFF WRITERS

The cloud of tenureship hangs over the Connecticut College campus every spring. Who was accepted? Why was denied? And why? Every faculty member in higher education is familiar with the term "tenure," because in academia, it is synonymous with "security." Tenured faculty members cannot be fired from their institution unless they do something drastically wrong, but they remain free to leave if they choose. Tenure has the "perk of stability," even though it provides less money than many private sector careers. Former Dean of Faculty John Gordon, recently retired tenured Professor of English, explained that for professors, these are particularly noteworthy, because they are both from historically marginalized groups. Professor Lizzie Arruda, in particular, voiced his dissatisfaction with the tenure process in a series of email exchanges with the Voice. In an email sent to the Voice on April 16, he claims, "It is clear that there is a stable being applied on my promotion...it seems to me that [those who benefit from white privilege] are promoted much easier than people of color or who are not privileged." In order to question these promotion and tenure decisions, we must first consider academia’s convoluted process for determining employment status.

The tenure process is quite involved. When faculty members first enter the college, they become engaged in the tracking process, which includes a third year review, tenure commitment and promotion. Because the granting of tenure typically comes with a lifetime commitment by the school, the system strives to ensure that every faculty member who earns tenure is exceptionally qualified. A faculty member’s teaching and scholarship are equally weighed during tenure review, and less weight is placed on service to the college community. Promotion after tenure focuses more on publications and research. Before compiling a tenure application, a faculty member receives useful feedback and advice from a three-year committee. According to Professor Marc Forster, member of the Committee on Appointments, Promotion and Tenure (CAPT), the review process helps apply faculty understand "what they need to get done."

The tenure and promotion processes involve multiple components, the most crucial of which is the verification of the home department's support. In this process, all tenured faculty members in the department opine on the qualifications of the candidate professor. They are allowed to write whatever they believe is important for CAPT, the Dean of Faculty, and the President of the College to know. At the end of their letter, they either write, "I am in support of [professor] being hired as a tenured faculty" or "I am not in support of [professor] being hired as a tenured faculty." If there is a majority in favor, the candidate is unlikely to continue in the review process.

The next evaluation component is peer reviews. Peer reviewers comment on the quality and originality of the candidate’s work in the sphere of academia. They also validate the form of the work produced, which helps to eliminate discrepancies between department standards. To ensure an unbiased group of reviewers, Dean of the Faculty Abigail A. Van Slyck explained that each department provides her with a list of scholars outside the college who may critically evaluate the quality of a professor’s work. The department must specify the relationship between the professor up for tenure and the recommended reviewer. She then approves the individuals on the list or requests changes. These judgments are based on rules; reviewers cannot be co-authors, dissertation advisors, family members or close friends with the professor applying for tenure or promotion. The list should also include a balance between gender and school type. It can be difficult to find unbiased reviewers, however, because within certain fields, academics frequently have close professional relationships.

A candidate’s teaching ability is an essential part of the review, which is why student reviews play an important role in the decision to grant tenure or promotion. "We can’t have people here who are not good teachers," Professor Foster explained, "but it is a problem when the only students who fill out the reviews are those who loved the professor and those who hated him [or her]. I wish we could require that students fill out course evaluations before they receive their grades." A 100 percent response rate on reviews would be ideal, but an 85 percent response rate is more realistic and still provides a holistic evaluation of the professor’s teaching.

The remaining elements of the tenure or promotion file include the 16 page personal statement and "documentation," which consists of course syllabi and published works. In the personal statement, the candidates are free to call attention to any information that they consider important, which might include discussion of career paths and arguments in support of their application. The complete file typically contains a large sum of information that, CAPT, the Dean of Faculty and the President are required to read. Every part of the file is read completely.

"Finning Takeovers," which first demanded for these fields to be prioritized in the curriculum.

Dr. West was introduced first by Professor David Kim, who shared how genuinely he had been affected by the Doctor the first time he heard him speak. Bergeron followed suit by calling him a "preacher and a prophet," and then continued to rattle off his accomplishments in what felt suspiciously similar to his Wikipedia page. Her introduction was quickly reframed by West, who suggested instead that we acknowledge the mentors who shaped him. His respect for his heritage was reflected in the structure of the talk, which was outlined by four of the famous black thinkers W.E.B. DuBois, Dr. King, Martin Luther King Jr. and Malcolm X.

"The complexity of the world is not something you can deny," proclaimed the esteemed Dr. Cornel West as he electrified a Connecticut College audience this past Thursday. The talk commemorated the eleventh anniversary of the Center for the Comparative Study for Race and Ethnicity (CCSRE). A brief honing was conducted for the Centers past members and founders. Special notice was made of the work of Professor Vincent Thompson, now retired, who spearheaded black and African studies at the College in the 80’s. The program also honored Frank Tutu and other alumni who had been a part of the 1980’s."
I went to our final writers’ meeting of the year last week a couple minutes early, wanting to sit in the silent classroom alone for a couple of minutes before we started. I’ve lost count of the number of writers’ meetings I’ve attended, the number of production nights I’ve been through, and the number of issues I’ve had a small hand in producing. Each one has been memorable in a different way, and I take away from each one that there isn’t anything you can’t do if you work hard enough, send enough emails, and always remember that this is just a learning process, and the next one - whatever it may be - can, and will be, better.

I’ve always said to whoever will listen that I always, genuinely, look forward to Voice meetings and production nights. It’s been a job, it’s been a third major, it’s what I’ve loved doing. I sincerely hope that everyone who steps on to this campus finds a club, a department, a program, something that fills them with as much confidence and pride as the Voice has given me. Without a doubt, I am the person I am four years later from my first day at Connecticut College because of The College Voice.

Thank you to Luca and Hallie, for being the best friends and co-EIC and business manager I could ask for. Thank you to the editorial staff and our many writers, and especially to the seniors, for going on this adventure alongside me. Thank you to the editors who came before me, Meredith, Dave, Mel, Ayla, and so many others, who paved the way for us. Thank you to the future editors, who I know will carry on the Voice and make it your own each academic year. And thank you to Petko Ivanov, our faculty advisor, for your unwavering support and belief that this paper can always be and do better. Because, if there is anything that this year, and the past three years, has shown me, is that it can. And it will. And I’m so proud and honored to be able to say that I helped to push it even just an inch further along.

-Dana

Producing this paper was a labor of love peppered with lots of frustration. One of the more painful sources of my frustration with the Voice has been my constant “existential angst” about it. Why does the student newspaper exist, whom does it serve, whose interests does it represent, and how does it make the world any better of a place? These questions have remained with me, plagued me, and frustrated, and frustrating.

Even as we have yet to adopt clear “ultimate goals” for ourselves, you will find that this issue of The College Voice looks and feels different. We have introduced a long-form section “In Depth,” which contains articles that are the results of sustained inquiry into a subject (lasting as long as a month). Our Opinions section has morphed into “Perspectives,” a space for informed reflections that are short of full-fledged investigations of that are the results of sustained inquiry into a subject (lasting as long as a month). Our Opinions section has morphed into “Perspectives,” a space for informed reflections that are short of full-fledged investigations of

Changes reflect reasons for my love of this newspaper. While we continue to refine understandings of exactly what role we play at this college and in the world, in the meantime we surely can ask better questions, more questions, ask more people, and ask them in more sustained ways. Maybe if we just really attach ourselves to our questions, we will figure out what good it is to ask them in the first place.

-Aparna

Contact

The College Voice meets each week at 9 p.m. on Monday in Cro 224.

Join us.

THE COLLEGE VOICE

"The views and opinions expressed in The College Voice are strictly those of student authors, and not of Connecticut College. All content and editorial decisions remain in the hands of the students, neither the College’s administration nor its faculty exercise control over the content."

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Senior Editorials

Over four years and some thirty or forty articles, The College Voice has kept me writing regularly and, through writing, thinking through and developing my opinions and thoughts regularly. Thank you to everyone I’ve come in contact with in this work: those I’ve interviewed and those who have simply talked to me. Every one of you – faculty, students, administrators – has clarified my thinking, both on and off the record. Talking to you has been the best part of this work, 8 A.M. meetings and all. From Chris Barnard (who showed me around an Alex Rubio exhibition in Cummings a couple of years ago) to Jen Manion (who has always supported me in my attempts at journalism, even the failed ones; and who, among only a few other people, has taught me to trust myself) to Nathalie Etoke (who always forces me to think and who I can’t believe that I would not have the pleasure of knowing if not for that African Studies article), to Anique (who got me critiquing safe spaces one night, like he got me questioning so much else); thank you so.

Thank you, too, to my younger brother, Matthew, without whose love, knowledge, and support several of my articles would not be nearly what they are.

Thank you, as well, to the editors I’ve worked with over the years and all the people who have written for Arts this year. I mentioned to a mentor that I felt that I could retire at the beginning of this year because I could already tell that the Voice was in good hands for the future. After a year, I stand by that statement.

And thank you to so many others.

I would not have understood how this school runs if not for the paper giving me an excuse to ask: from the staffing plan to the hugely important work of the CCSRE.

Thus, the list, however, became depressing. [The list, however, became depressing.]

I have a checklist on my fridge with all of my final assignments, performances and projects on it. I made it in a moment of panic—I needed to be able to see the finish line, to have a tangible sense of what was left. Reducing the end of my college career to a list of papers I don’t necessarily care about was a little depressing. The list, however, became more of a daily reality check than a finish line. As it turns out, I feel more like I’m at a pause than at the end.

Graduation doesn’t feel like the end, even when I visualize it. I’ve spent so much time thinking about the day itself that it’s become a marker. May 22 is a box that, once checked, will symbolize the next phase.

Tomorrow, I’ll check off the “Issue 12” box. I’ll do so with a sense of accomplishment, a feeling of satisfaction that I’ve been a part of so many issues of this paper. While most of my time has been spent on grammar, contributing to a publication that starts from scratch every two weeks and grows into a completely unique and immortalized public record means there is a very real and very tangible evidence that I learned and I contributed.

So, on May 22, I’ll take a pause. I’ll think about things I’ll miss: the coach in the Cummings lobby, soup and bread, the Arbo, living within four minutes of all my friends, then Voice. My checklist may not symbolize all this, but it would have been difficult to sum up my four years here on something small enough to hang on the fridge. I don’t yet have plans for May 22, but I’m excited to see what life is like once I press play again.

-Hallie

Full-Time Director of LGBTQ Center to Start in Fall 2016

HALLIE GROSSMAN
BUSINESS MANAGER

With Associate Professor of History and Director of the LGBTQ Center Jen Manion leaving for Amherst College in the fall, the search has commenced for a new Director of the Center. According to the website, the College hopes to hire “a creative and energetic administrator who seeks out opportunities for establishing rapport and collaboration with people in all aspects of the college and community.” The position will now be a full-time staff position, and the new Director will start on July 1, 2016, to create a smooth transition into fall.

Interim Dean of Institutional Equity and Inclusion David Canton and Associate Dean B. Aleni McNeely Cobham both expressed excitement about the addition of a full-time staff position. Dean McNeely Cobham felt that the opportunity for the position to function in its full administrative capacity would be beneficial, and that the new director would be able to “enhance” the work already laid down by Professor Manion. She stressed the importance of intersectionality amongst the Centers (the Women’s Center, Unity House and the LGBTQ Center) on campus, saying that they “model the beauty of transferring information about our different experiences.” She expected to see more of the Centers working in partnership with one another in more nuanced ways.

Dean Canton also emphasized the expectation of group work and collaborative efforts to work toward equity on campus and beyond. He described the Centers as both intellectual and social spaces and spoke about the unique opportunities that arise in spaces such as the LGBTQ Center. “We need to be intentional,” he said, “about our efforts to collaborate and work toward justice. He also highlighted the role of relationships and “organic opportunities that are not forced or fake” in fostering an environment in which people are more comfortable engaging with and learning from other identities.

Both Canton and McNeely Cobham emphasized the chance for input that students would have in the process. “Everyone who wants to meet with and hear from candidates will have that opportunity,” Dean McNeely Cobham noted. Dean Canton said, “We want to hit the ground running” in the fall. He expressed that the new Director and new Dean of Institutional Equity and Inclusion John McKnight Jr. would be able to combine their ideas and team vision with that of students and those involved at the LGBTQ Center to build on what has already been started. “We are confident about what’s going to happen,” he commented.

Professor Manion hoped that “the college community steps up and supports this person” in welcoming new ideas and building on work that still needs to be done. “Progress isn’t inevitable, and it’s not undoable,” they said, stressing the need to work toward goals intentionally and with administrative support. They encouraged students to work against apathy and the general consensus that “things are fine” in the LGBTQIA community. “I think it’ll be great having someone here full-time,” they said, since the position was not designed to be a faculty member.

LGBTQ Center coordinator Justin Mendillo ’18 said he felt that Professor Manion had done “an impressive job navigating both roles.” He recounted, “At first I wasn’t sure how the administration would respond [to Manion leaving], but they listened to the LGBTQIA students and designated a full-time Director position to the Center.” He also felt that efforts surrounding the new position have been collaborative and was excited about the fall.

With a new Director of the Center and Dean of Institutional Equity and Inclusion starting in the fall, this could be a window of opportunity for the LGBTQ Center, and for all Centers on campus. With help from students, faculty and staff, programming can continue to be intersectional and exciting, fostering an environment with ample opportunities for learning and collaboration. *
Understanding Connections with Professor Hammond

SAADYA CHEVAN
STAFF WRITER

Throughout the academic year, Connecticut College has been working on the implementation of the new "Connections curriculum," continuing a years long process of curriculum revision. Starting with students matriculating this fall, the curriculum will transform the way in which students complete their general education requirements and encourage them to understand the links between the courses outside and inside their major.

According to Christopher Hammond, Associate Dean of the College for Curriculum and Associate Professor of Mathematics, "the inspiration for a lot of what goes into the Connections program is what's been working well at the college, and one of the main components of that would be the centercertificate programs, so one of the things we're talking to students years ago was that the students who were involved in the center certificate programs view that as a fundamental, highly valuable part of their education and the faculty was looking for ways to try to spread some of those benefits more broadly around the student body." He also states, "it's going to take the center certificate programs, which have always been a little bit of an add-on, though a very good one, and make them central in the college's curriculum."

Connections attempts to bring the center certificate experience to everyone through the integrative pathway, where students take courses on a certain theme in various departments as part of their general education. Each pathway is devoted to a theme that students will investigate in the courses they take for that pathway. According to Hammond, "You might study public health from a scientific perspective, a social scientific perspective, an artistic perspective, a humanistic perspective, and so on."

Hammond notes that because the certificate programs, which also count as pathways, are seen as highly successful, the curriculum is being built around them. For example, the target time for students to enter a pathway is early in their sophomore year because that is when the center application process begins. He thinks that, in the future, centers may change a little to reflect the pathways and that the pathways will gain a lot of inspiration from the centers.

Hammond estimates that, in addition to the four center certificate programs, fifteen pathways will be needed to accommodate all students. He states, "we want to have enough pathways that everybody can do one, but also that there's enough variety that everybody will want to do one." He hopes the college will be able to approve five per year with the first five, "Eye of the Mind: Interrogating the Liberal Arts, Global Capitalism and its Consequences, Peace and Conflict, Social Justice as Sustainability, and Public Health" scheduled for approval on May 4. Others in the works include ones on city schools and "global New London."

Next fall's incoming students are not required to complete a pathway; they can just complete Connections' five modes of inquiry in the same way that current students complete seven general education areas. However, the idea behind Connections is that students will not take a hodgepodge of courses to complete their requirements. Instead, they will integrate the modes of inquiry into their work in the pathway, which is why students in pathways are required to take four modes of inquiry, with at least three completed as part of the pathway.

The main reason for not immediately requiring students to complete a pathway is that there may not be enough pathways developed in time to support all members of the classes of 2020 and 2021. The college also will have time to work out any problems that may arise. Hammond notes that the way these two classes take advantage of the curriculum will influence how it will work when the pathways become mandatory, noting that "in some ways we need to have a little bit of experience before we make this mandatory for everybody."

Unlike majors, pathways do not require students to take upper level courses; a pathway could be completed entirely at the introductory levels. There is also a rule that courses taken for a pathway cannot have more than one prerequisite. Advising for students is also likely to be less formal; Hammond hopes that each pathway's thematic inquiry, the "gateway course" to the pathway, will allow students to outline what they want to do in the pathway, which in essence be their advising. Students in pathways may also meet again in their junior years for some form of team advising.

The college hopes that in the fall of the students' senior year, each student will take a two credit seminar as part of their pathway that will prepare them to present at the all-college symposium, which Hammond describes as being "referred to jokingly as the Floralia of the mind." It is a day without our classes when seniors in pathways get to present their research. It will also serve as a recruiting tool for pathways. "One of the things I found most impressive [as an undergraduate student]" recounts Ham-

Student Fundraiser for Ecuador Earthquake Relief

ALLIE MARCULITUS
CONTRIBUTOR

On Apr. 16, an earthquake with a magnitude of 7.8 on the Richter Scale struck the coast of Ecuador. The earthquake is said to be the worst natural disaster faced by Ecuador since the 1976 earthquake and claimed approximately 1,000 deaths. Current reports state that at least 650 people were killed and more than 16,000 others were injured. This tragic event has affected many people around the world, including those within the Connecticut College community. The family of Lorena Mendoza, a staff member from dining services, lost their home in the earthquake. Lorena is a prominent member of the community and is well-liked by the many students who often chat with her in Harris.

There are also several students who have family and roots in Ecuador. In response to the devastation caused by the earthquake, Estephy Galarza '16, Emilio Pallares '19 and Ariana Pizzimento '16 have created a GoFundMe fundraising effort to send aid to those affected. Their goal is to raise a total of $3,000, with $1,000 slotted to go to Lorena Mendoza and her family for the reconstruction of their home in Portoviejo, Manabi, Ecuador. The remaining $2,000 will go towards the purchase of 50 fifty-gallon water tanks and other basic necessities including bottled water, milk, canned goods and toilet paper. As there is limited clean water available, the water tanks are a necessity. Although only open for a week, the GoFundMe has already raised $2,474.

In an interview with Galarza, I gained a deeper understanding of the group's plan for their fundraising effort. When asked why the group chose to use GoFundMe, Galarza explained that the platform enables the Conn community as a whole to show solidarity for the cause through donations. People may donate directly to the GoFundMe and share the link on social media to urge friends and family to donate as well. According to Galarza, the GoFundMe will close as soon as their $3,000 goal is achieved to ensure that funds are delivered to Lorena's family and goods are purchased as soon as possible. I asked Estephy to explain where exactly the funds would be going to, since the group has not partnered with an official aid organization to which she replied that Pallares is leading the fundraising campaign by working directly with his family and connections in Ecuador. The goods will be purchased and distributed in Mendoza's local community, with pictures and check-ins sent to the group at Conn by way of confirmation once all the supplies are purchased.

The fundraising that the group is participating in is one of the most effective ways in which students on this campus can get involved and make a difference when natural disasters occur. According to Galarza, donating to and volunteering with organizations that are experienced in sending basic necessities and other forms of aid to areas struck by natural disasters are the best ways to help. To conclude, on behalf of the group, Galarza would like to thank everyone who has contributed and helped to raise awareness. The official name of the GoFundMe is "Conn Coll for Ecuador Relief" and is still open for those who would like to donate or share the link on social media.

CONTRIBUTED
Senior Thesis Spotlight: Janan Shouhayib

Janan Shouhayib '16 is a psychology major and an English and global Islamic studies double minor. Her thesis, "Narratives of Body-politic: Arab-American Identity Negotiation Post 9/11," looks at "the identity development of Arab-American youth" in an "environment where the Arab World is demonized and 'Othered,' especially after 9/11." The College Voice was able to speak to Shouhayib about her work over the past year.

JS: Thank you for interviewing me. It's a pleasure to talk about something I feel so passionate about.

JS: What inspired you to research on this topic?

JS: I would say do something that you are mad passionate about. While 100 pages may sound like a lot, because you have almost the whole year to do it, if the topic you are doing is something that you are extremely motivated in doing, it is not difficult at all. I mean, it was a lot of work, but at the same time it was thoroughly enjoyable. If you have the chance, I think you should definitely do an honors thesis.

JS: It was amazing because, as Dean Singer described it, the thesis was a "MeSearch" rather than research, especially in my case because I researched my own history and identity and got a chance to look into where I fit in a larger political narrative and historical context. Also, because Arab-American history is often not taught in classes, it was nice to feel that I was doing something that is lacking in academia. Actually, this semester, all the courses I am taking are studies of the Arab-World, and the experience of being able to fully discuss myself is amazing.

JS: Thank you for sharing an amazing and inspiring story.

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Connections

Future students will be required to take at least one ConnCourse. While current students are already taking ConnCourses, their place in Connections will lay the groundwork for the work students will do in their integrative pathways. In essence, professors teaching ConnCourses will set an example for the kind of interdisciplinary work that students will be doing in later semesters.

Hammond notes that ConnCourses are "the only situation I am aware of anywhere at the college where in order to get a course approved a faculty member has to participate in a very detailed workshop process with faculty members from other departments because right now most courses are just proposed by a faculty member within the department."*

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**Cornel West**

**CONTINUED FROM FRONT**

DuBois' most pressing questions: How shall integrity face oppression? What shall honesty do in the face of deception? What shall decency do in the face of deception, and shame in the face of brute force?

The outline was the only obvious structure to a speaking event that was quickly more performative than didactic. West spoke seemingly off the cuff for the next hour and a half, collecting an immense amount of human history, literature and philosophy in a rhetorical inquiry of contemporary America, a 'violent nation.'

In one sense, the event was a non-defense for students who were wowed by the all-star cast of revolutionary thinkers with whom West was acquainted, including Prince, who passed away on Apr. 21.

But more significant was the way in which West recast our perception of many figures even popular culture, suggesting that although an artist like Beyoncé is a talented performer, more soulful artists like Nina Simone or Aretha Franklin exist "in another stratosphere." West's cutting analysis was also impressive in its breadth, extending also to political figures such as GOP frontrunner Donald Trump and 'brother Bernie', as well as our current president. He praised the iconic senator from Vermont for his stance on educational reform, "he just wants to make sure people have access to deep education, not cheap market policies." West for abstract ideas, such as beauty and knowledge, didn't stick to the conventional script. Rather, West put forth that the student body at Connecticut College could hold its own administration accountable for diversifying the College. The question felt palpably directed towards administrators in the room.

West's response ran counter-current to the anti-administration statement that Zavala sought to make. West suggested that accountability is a continuous transaction between students and their institution. "We have to keep the pressure on them. That's how it works. We have to be jazz-like." West praised the school and the CCSRE for partaking in a 'courageous quest' for abstract ideas, such as beauty and knowledge.

Like with so many of the heavy topics broached in his talk, West, the self-proclaimed revolutionary Christian, left a packed Palm Auditorium with many of the issues brought up by the doctor were made immediately relevant by a Q&A session. Some students used the opportunity to ask West to define the radical love so central to his philosophy. On a more controversial note, Senior Kevin Zavala used the forum to ask how the student body at Connecticut College could hold its own administration accountable for diversifying the College.

"We have to keep the pressure on them. That's how it works. We have to be jazz-like." West also pointed to the newly appointed John McKnight Jr., the newly appointed Dean of Institutional Equity and Inclusion, saying "he doesn't look like he came here to be co-opted. He's gonna do it like Duke Ellington did it." West praised the school and the CCSRE for partaking in a 'courageous quest' for abstract ideas, such as beauty and knowledge.

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"If you do win, what are you going to do?" West asked of Obama. "What are you going to do about all these young black folk getting shot? Not a single police officer has gone to jail." Policy-wise, he also raised the issue of Obama's response ran counter-current to the anti-administration statement that Zavala sought to make. West suggested that accountability is a continuous transaction between students and their institution. "We have to keep the pressure on them. That's how it works. We have to be jazz-like." West also pointed to the newly appointed John McKnight Jr., the newly appointed Dean of Institutional Equity and Inclusion, saying "he doesn't look like he came here to be co-opted. He's gonna do it like Duke Ellington did it." West praised the school and the CCSRE for partaking in a 'courageous quest' for abstract ideas, such as beauty and knowledge.

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Tenure and Promotion

CONTINUED FROM FRONT

Because this is a process executed by humans, bias may naturally occur. Dean Van Slyck, with the help of his office, conducts evaluation bias training. He explained, "We talk to CATP and the search committees. We help members become aware of self bias as well as bias in documentation." This training is meant to mitigate the negative effects of bias.

Although faculty records of tenure promotion and denial are treated as confidential, some Conn professors believe that the few faculty have been denied in recent years. In a 2014 interview with the Voice, Dr. Jean Chirstler, Class of '43 Professor of Psychology, attributed the high tenure rate to "better mentoring and more honest appraisals." In particular, departments may discourage weak candidates from seeking other future. In 2011, "earned tenure, 61 left the College prior to the tenure review, 39 have not yet come up for tenure, and 15 were denied tenure." Recognizing how sought-after tenure is, it is noteworthy that Conn expects departures from faculty by next year. Courtney Baker, Associate Professor of English and Chair of the African Studies Department, and Jen Manion, Associate Professor of History and Director of the LGBTQ Resource Center on Campus, have accepted positions at other academic institutions. Their departures coincide with the recent denial of promotion consideration for Professor Manuel Lizarralde, Associate Professor of Botany and Anthropology, and Professor Mohamed Diagne, Associate Professor of Physics and Muslim Community Program Director at Harvard.

These departures, as well as recent tenure denials, force one to question the premium Conn places on diversity. Students across the United States, from Yale to the University of Missouri, have protested due to the lack of support systems for students of color on college campuses. Non-white college professors may suffer from a single-track of institutional support. The Yale Daily News, chronicling the "rotting door" experience of school's faculty of color in a November 2015 piece, lamented as "the common denominator" for professors. Seeking to counter the revolving door at Conn, Dean Van Slyck commented on the school's attention to "invisible labor." Minority students disproportionately approach minority faculty members for advice, even when the student doesn't recognize the faculty member. This is because they perceive that few faculty members on campus can relate to them. Since colleges have few minority faculty members, minority professors are often overwhelmed with their official and unofficial advising duties. To ease the responsibility of minority faculty seeking tenure or promotion, the College categorizes this "invisible labor" as service upon request of a committee assignment. While tenure promotion for faculty also works to mitigate the issue in a multipronged fashion. The Office hopes that changing the curriculum to include interdisciplinary work will help students of power and privilege will reduce the need for "invisible labor." This inclusive pedagogy, which attempts to ensure that professors of all racial identities are well-represented in the curriculum, strives to take pressure off of faculty of color. The pathways represent a large-scale reform of curriculum, but its ability to displace racial tensions has yet to be determined.

In fact, despite efforts to compensate minority professors for their added labor in the tenure process, tenured and non-tenured faculty of color continue to cite lack of diversity as a primary factor when choosing to leave academic institutions. In recent years, complaints about lack of diversity on campuses have devolved into discrimination lawsuits. A female professor sued DuPaul University in 2012 for rejecting her tenure application due to gender and gender discrimination. In 2014, Chapman University settled a suit brought by the U.S. Equal Employment Commission, which alleged the school had denied an African-American female student. Professor Manuel Lizarralde, Associate Professor of Botany and Anthropology, and Professor Mohamed Diagne, Associate Professor of Physics and Muslim Community Program Director at Harvard, liberal arts colleges and African-American Studies at Harvard, finds that "when you're isolated and the only person in your group, then it's very easy to lose your self-confidence, and it affects, of course, your performance." Although Professor Lamont speaks to the limited presence of minority faculty at her institution, her observation may serve as an important warning for the Conn administration. If tenure professors at Conn suspect that the school does not value their contributions to the community, some professors may become disincentivized to search for positions elsewhere.

Tenure "is a process executed by humans, bias may naturally occur." The value of diversity is evident in the Conn administration's recent hiring. Professor Lizarralde believes that his promotion was denied in part because of emails he wrote to Dean Van Slyck and members of the Board regarding "new hiring policy." In the emails, Professor Lizarralde suggests re-examining the events of last spring, potentially well-intentioned professors who "exemplify and uphold the legacy of Dr. King's work." Professor Lizarralde has been too service-oriented, taking pressure off of faculty of color. The pathways represent a large-scale reform of curriculum, but its ability to displace racial tensions has yet to be determined.

In fact, despite efforts to compensate minority professors for their added labor in the tenure process, tenured and non-tenured faculty of color continue to cite lack of diversity as a primary factor when choosing to leave academic institutions. In recent years, complaints about lack of diversity on campuses have devolved into discrimination lawsuits. A female professor sued DuPaul University in 2012 for rejecting her tenure application due to gender and gender discrimination. In 2014, Chapman University settled a suit brought by the U.S. Equal Employment Commission, which alleged the school had denied an African-American female professor promotion largely because of her race. Tony L. Leop, Professor of Management at Clemson University, however, observes that "substantiating a charge of racial discrimination against a university in hiring promotion, or tenure decisions is extremely difficult" given the highly subjective nature of the tenure process.

Faced with a disproportionate ratio of white people to people of color enrolled in graduate school, faculty members capable of contribute to campus diversity may choose not to pursue the tenure track. Hispanics and African-Americans account for the smallest percentage of college and university faculty in the United States. In 2014, Hispanics and African-Americans comprised only 5% of college faculty nationwide. Conn, by comparison, has fared far above the national average. Since 2015, people of color in Conn have comprised 22% to 24% of tenure faculty at the college. Some large colleges, to compensate for their small pools of minority candidates, factor diversity into tenure decisions. For example, Harvard's Dean for Faculty Affairs and Planning maintains a list track to junior faculty candidates with the potential for tenure promotion. If the list of candidates becomes too homogenous, the Dean will ask the tenure search committee to update the list.

Conn's postponement of promotion for Professor Diagne and delay in promotion consideration for Professor Lizarralde would suggest that Conn has no such list. Professor Lizarralde declined to discuss his case, but on first glance, the postponement of his promotion is surprising given his impressive academic record and significant service to the college. A 2014 Fulbright recipient and winner of the 2016 Martin Luther King Service Award--a recognition awarded to faculty members who "exemplify and uphold the legacy of Dr. King's work." Professor Diagne has more than proven his commitment to service, a criterion which bears increasing weight as a professor pursues promotion.

Professor Lizarralde, in an email exchange with the Voice, fears that implicit bias continues to play a role in the faculty tenure process, despite the introduction of bias training workshops. White professors, he fears, "are promoted much easier than people of color or [those] who are not "privileged." Unrepresented faculty at Harvard, responding to a 2015 survey conducted at the College, echoed Professor Lizarralde's feelings of disillusionment. A little over forty percent of Harvard respondents reported feeling the need to work harder to "be perceived as a legitimate scholar" on the tenure track.

The postponement of consideration for Professor Lizarralde's promotion seems out of keeping with the tenure policy outlined in Dr. Christler's View. In correspondence with the Voice, Dr. Christler affirmed that, "to deny the voice of the faculty regarding "how wrong we are about Andrew Pesenti." In the emails, Professor Lizarralde suggests re-examining the events of last spring, potentially well-intentioned professors who "exemplify and uphold the legacy of Dr. King's work," and extending campus discussions about racism and discrimination. He views Professor Pesenti's treatment as caused, in part, by anti-Semitism.

In correspondence with the Voice, members of the faculty and other students, Professor Lizarralde references being "personally punished" by Dean Van Slyck for these remarks. He calls Dean Van Slyck "not fit to lead our faculty" and adds, "I do not trust the administration since they have violated the Honor Code and should step down from their work." The Dean of Faculty (Avery Van Slyck), President of the College, Association Dean of Faculty (Jeff Coe) and senior members of CATP (Committee of Appointment and Promotion, Marc Foster and Marc Zimmer), the Chair of the Department of Anthropology (Anthony Graesch) and current Chair of Anthropology (Christopher Steiner) are hypocritical lars. Most recently, Professor Lizarralde warned students against emulating "mediocre incompetent scholars like Jeff Cole or Anthony Graesch" in their work.

The perception of marginalization, whether founded or unfounded, adversely impacts the work of minority faculty on the tenure track. Michele Lamont, a Professor of Sociology and African-American Studies at Harvard, finds that "when you're isolated and the only person in your group, then it's very easy to lose your self-confidence, and it affects, of course, your performance." Although Professor Lamont speaks to the limited presence of minority faculty at her institution, her observation may serve as an important warning for the Conn administration. If tenure professors at Conn suspect that the school does not value their contributions to the community, some professors may become disincentivized to search for positions elsewhere.
Global Citizens or Global Capitalists?
Exposing the Growing Affinities Between the
Conn And The Corporate World

ZACHARY LAROCK CONTRIBUTOR

On Friday, Mar. 11 — the same day on which Steve Lam- bert's public art piece "Capitalism Works for Me!" was installed in front of the College Center — the student body received a campus-wide e-mail from Dean of Academic Support Noel Garrett. In it, Garrett invites us to apply to new a career workshop, which his office will sponsor during the upcoming summer recess. With an excited and optimistic tone, the e-mail begins with the following, at- traction grabbing test:

"Are you prepared to market your personal brand?
Ready to give boardroom presentations? Know how to-
finance your ideas? It's time to develop your personal game plan for success."

Garrett's message is just the latest manifestation of a steadily increasing trend on our campus and on university campuses nationwide in the past decade or so: the marriage of collegiate academia with career services departments that aims to facilitate a student's absorption into the labor market as they progress through their four years of university education. As a senior who will graduate in just three short weeks, I am increasingly troubled by the sustained impacts of this pedagogical and practical phenomenon. In articles such as Garrett's I aim to provocatively bring it back into focus.

Since the mass layoffs and increasing unemployment rates during the economic recession of 2008 plagued the country, the correlative incline of undergraduate tuition rates and student loan debt has fueled both anxiety and parents anxieties about the facility with which new grads can obtain entry-level employment at the conclusion of their college years. When asked in a recent interview with the Voice whether he believed students should be spending more time on campus and less time in classroom settings, Dean of the College Jefferson Singer responded, "There is indeed an expectation from parents and students that there be clearer, more targeted goals regarding careers for the students who graduate from the College."

Results of this increased anxiety include greater media speculating about recent years' increased discussion of many majors trade-oriented prerequisites, the often high cost of wages related to labor market and college careers, and the significant time and resources students must devote to securing entry-level jobs. College was aimed at facilitating a student's absorption into the labor force, but for many students, the process of preparing for careers after college has been a source of frustration and dissatisfaction, prompting students to question the purpose and value of their college education.

In the context of preparing students for careers after college, the faculty's role is to help students develop the skills and knowledge necessary to succeed in the labor market. This includes providing students with opportunities to gain practical experience through internships, co-op programs, and other forms of experiential learning. Faculty members are also expected to guide students in selecting appropriate coursework and developing strong communication and critical thinking skills.

However, the integration of career-oriented skills into the liberal arts curriculum has been a topic of debate among faculty members. Some members of the faculty have argued that the liberal arts provide a broad foundation for career development, while others have emphasized the need to prepare students specifically for certain career paths.

In recent years, critical attention has turned toward addressing how a crisis in the neoliberal market has affected the educational mission of universities across the United States. Researchers Sheila Slaughter and Gary Rhodes have commented on some of these tendencies in their article "The Neoliberal University," published in New Labor Forum in 2000. Slaughter and Rhodes state: "Part of moving toward the market has meant at the mar-
gins turning away from the liberal arts toward professional and vocational curricula [...] By adopting a market model, higher education has promoted a restructur-
ting that both favors professionals and high-tech fields that service monopoly capitalism and makes general edu-

Although the College with a critical eye must confront the ways in which (Connections) pedagogical framework is mimic of capitalism itself.

Continually espousing the rhetoric that the entirety of the Connections curriculum is advancing the liberal arts into the twenty-first century, many College faculty and student groups have vigorously defended it. In a study published on the College's website last spring, researchers analyzed the implementation of the new curriculum. The study found that the new Connections curriculum does not even faculty have had the opportunity to discuss or debate the program's goals and objectives. Dean Garrett confirmed this fact in his interview with me that the task of the new Connections faculty was to "design a curriculum that both favors professional and high-tech fields that service monopoly capitalism and makes general education about political and economic phenomena confronting the planet." The college's new curricular framework is also to encourage effective citizenship. This situates students in an inevitably political framework. A critical eye must confront the pedagogical framework is mimic of capitalism itself.

In a recent interview with the Voice, Garrett explained that the program seeks to achieve the goal of preparing students for careers after college. He emphasized the importance of integrating career-oriented skills into the liberal arts curriculum and questioned whether the definition "success" to students of marketization and creates a two-tier faculty structure in which faculty in liberal arts teach primarily general education courses and have fewer upper division courses, less time to pursue research and fewer resources."

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Indeed, many new initiatives of the Connections curriculum align with preparing students to be employers, not informed citizens. Last fall, for example, many first-year seminars were team-advsed by faculty members and career counselors in a pilot program aiming to cultivate students’ career-based aspirations beginning as a first-year seminar at the College. The Office of Sustainability provides the opportunity for student fellows to earn a degree in accounting, and because if they did, they probably would have gotten more out of the internship.”

He suggests that, pending the success of the conveyor belt, the College would consider offering other, more vocationally-inclined courses in fields such as marketing in the future, claiming: “Dependent upon what kind of feedback we get from the accounting class and what students ask for, I can’t say today whether we are developing this kind of different program.”

Dean Singer has landed the accounting initiative and the extent to which it will soon contribute to an Entrepreneurship pathway that is being developed by staff members in the ARC, the Career Services office, the Center for Arts and Technology and the Departments of Economics, Computer Science, Art and Dance. Singer reflected, “We will help students who have a business orientation be able to find more immediate skill development orientation while they’re taking their courses here.”

The biggest contradiction in institutional rhetoric about the new Connections curriculum becomes clear when assessing the unequal emphasis placed on new initiatives catering to vocational pre-business skills, such as the accounting classes and Entrepreneurship pathway, in comparison to the more critical, learning that faculty members claim comprise the foundation of their course curricula.

Could there be a divide in the College between those who want to chart a new future for “practical idealism” — a phrase coined by Wesleyan President Michael Roth and used by Dean Singer in our interview — and those who view the university as a medium through which to leverage critiques of such institutions as neoliberal capitalism, government corruption and other similar social ills?

Cornell West, who appeared on campus last Thursday at the commemoration of the CCSRE’s tenth anniversary, spoke forcefully against this tendency in both higher and secondary education in his talk, entitled “Race and Justice Matters.” He championed “higher education, not market driven education” that “is created to serve integrity, decency and honesty.” West later elaborated that “the complexity of the world is not linear. The consequences of an argument are made of escape and denial. [...] When the aim of higher education is conformity and compliance, you produce professionals who are cowardly to confront real issues but are always ready to cash in.”

As the Connections curriculum continues to be rolled out, those at the College with a critical eye must confront the ways in which its pedagogical framework is negligent of capitalism itself. That is to say that the product it purports to offer might merely be a flashy facade meant to obscure and conceal the inherent injustice in its modes of producing the knowledge it wants to impart.

The College community must grapple with whether the Connections curriculum wants students to make are among discourses or actually just between themselves and the market. If indeed “capitalism has no ethics” — as associate professor of English Courtney Baker forcefully claimed in unpublished remarks at last Tuesday’s faculty debate on capitalism — the College will need to ask, what the implications of a curriculum that offers students new ways to pursue the market will be for an institution that claims to educate ethical citizens for a global society.

For years, the university has been one of the most important institutions that holds a society that is capable of leveraging critiques and proposing alternatives for the unjust distribution of power and privilege within society itself. At a time of change and innovation within the academy, those at the College need academic leadership positions who bolster this function of the university, not undermine it.

At the same time, we might think that other kinds of discriminatory thinking do not merit the same heavy-handed approach. We might think that not all students who encouraged violence on terrorism in the Islamic world, for instance, need to agree that Islam does not produce terror.

The disconnect between students and their instructors is an obvious sign of failed learning, while in other cases dissent is “intellectual,” productive and thus permissible. Occasionally it is the boundary of the permissible that is being debated in debates about free speech in the classroom, student/faculty power relations, etc.

Of course the easy way out is to say that those kinds of disagreements are not “in justifiable,” or methodologically sound and thus permissible, but that the measure does not hold water when “sound methodology” itself remains contested within and amongst the disciplines. Ultimately, what the answer remains contested within and amongst the disciplines. Ultimately, what the answer is something we must confront together in the Spring of 2015 and is yet to an individual or at any larger group, and biases that are politically motivated in other ways than intercultural and intracultural issues.

The academic year comes to a close. I am left with the impression that no matter how critical conversations can substitute for the very important work that a mission statement could do. There are no stories of which to address biases that do not arise from personal identities, that are not targeted at an individual but by larger group, and biases that are politically motivated in other ways than intercultural issues.
MAIA HIBBETT
OPINIONS EDITOR

As an editor for a small college newspaper, I recognize that it would be virtually impossible for me to critique online mass publications like Odyssey, Her Campus, Society 19 and Spoon University without sounding at least a little bitter. I'm doing it anyway, however, because upon examining the structures and priorities of these organizations, I've found their values both clear and concerning. I won't bother to scrutinize the generally poor quality of writing or the often pointless content of these publications because, frankly, no one cares, and it doesn't matter.

It does matter, however, that we understand how these publications compensate their staff. Odyssey hires for three editorial positions through its online portal: editor-in-chief, contributing editor and content creator. Once applications have been processed and accepted through the web, the editorial team must fulfill sets of criteria at varying levels in order to earn incremental compensation. Payment at the lowest level is dubbed "Profficient" and requires that an Odyssey chapter reaches 75,000 views, employs at least 13 writers per week, has a gender ratio no greater than 85:15 among its staff and produces content that is largely relevant. For "Premium" status, these figures must meet or exceed 200,000 views, 70:30 gender ratio and 15% relevancy, and the "Elite" level requires 500,000 views, 20 writers, 40% local coverage and 30% relevancy. Most interestingly, if an Odyssey chapter reaches only its pre-determined number of page views but fails to meet all other requirements, the editor-in-chief still receives 75% of its pay check. Other contributors receive no compensation. Brooke Safferman, Editor-in-Chief of Odyssey's Connecticut chapter, confirms these numbers:

"Though Odyssey's pay structure is the most openly complex of these publications it is not the only one to use this manipulative tactic to incentivize its audience. Society 19, for example, advertises itself as a "paid writing opportunity" and promises $55 per writer for a forum of only two articles written each month. There's a catch, however; Society 19 writers get paid only during the months when their chapter of the publication receives the most page views out of all Society 19 campuses. This means that out of all the schools that participate in Society 19, only one per month gets paid. What this looks like is a brand-new-like Society 19 itself-and therefore, Conn students have yet to be paid.

"The best one way University differs from Odyssey and Society 19 in this regard, because their writers at Conn are unpaid, regardless of the site traffic they draw. This is not the case for all Her Campus writers, however; Campus Correspondent-Susannah Alfred clarifies that Her Campus writers who are employed by the national office receive compensation, but the campus's writers at Conn respond only to their chapter and, therefore, receive no payment. Spoon University marks an even more extreme case, as students who wish to write for Spoon University must pay a $25 membership fee.

At these publications, then, payment ranges from conditional compensation to negligible figures. As this makes for relatively low production costs, profit possibilities are high, demonstrated by the more successful and well-established of these publications, Odyssey and Her Campus. In an August 2015 interview for PR Week, Odyssey Managing Editor Waxler claims that with nearly 5,000 weekly articles published and chapters at almost 300 colleges, "we hope to grow fivefold this year." Waxler attributes this prosperity to Odyssey's partnership with brands like Mountain Dew, Chobani, Victoria's Secret and TRESemé, which are anxious to "front in girl of college female students," site founder Windsor Hanger Western notes.

"To me, a student who one day hopes to write in some capacity for a living, these companies appear deeply exploitative. They target college students eager-at times even desperate—for publication and employment opportunities; they incentivize them with promises of payment or exposure and they use students to work to satisfy their advertisers. Because of this structure, they page view over quality of content. And while, nearly all publications use advertisements to survive—as this one—we should consider the nature and influence of said advertisers. I want to write for a paper or magazine, not for Schick or Victoria's Secret.

If there's one thing I've learned about writing, it's this: no one who's a writer himself actually wants to read or hear about writing. And that's okay, because we don't write to talk about the fact that we do it; we write just to write. Sometimes, I become frustrated with the interminable discussions of writing inter-relations with those of the real world, and I perceive this to be one of those cases.

Big businesses have taken over our local shops, restaurants and farms. We can't let it take our words, too.

What is Normalization, and Why Do We Need to Talk About It?

KERRY DUGANDZIC
CONTRIBUTOR

Connecticut College, like many college campuses, is a place where student activism can really mean something. It is a place where student protest can and should strive not only to make the college a better home for its students but also to make positive change in the world as a whole. In recent months, however, I have noticed that on this campus we have become reluctant to acknowledge protest, and we have strive to balance controversy with normalization.

"Normalization" as a broader term can be defined as any attempt to neutralize a protest at the lowest level is dubbed "Profficient" and requires that an Odyssey chapter reaches 75,000 views, employs at least 13 writers per week, has a gender ratio no greater than 85:15 among its staff and produces content that is largely relevant. For "Premium" status, these figures must meet or exceed 200,000 views, 70:30 gender ratio and 15% relevancy, and the "Elite" level requires 500,000 views, 20 writers, 40% local coverage and 30% relevancy. Most interestingly, if an Odyssey chapter reaches only its pre-determined number of page views but fails to meet all other requirements, the editor-in-chief still receives 75% of its pay check. Other contributors receive no compensation. Brooke Safferman, Editor-in-Chief of Odyssey's Connecticut chapter, confirms these numbers:

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Connecticut College, like many college campuses, is a place where student activism can really mean something. It is a place where student protest can and should strive not only to make the college a better home for its students but also to make positive change in the world as a whole. In recent months, however, I have noticed that on this campus we have become reluctant to acknowledge protest, and we have strive to balance controversy with normalization.

"Normalization" as a broader term can be defined as any attempt to neutralize a situation by failing to acknowledge the power dynamics at play and the historic, political or other context. This is problematic because it allows for those power dynamics to overshadow attempts at positive change. Normalization occurs when we accept as fact, for instance, that two groups with unequal power and influence simply cannot get along, when in reality, a power structure exists that systematically excludes one group over the other. In order to make positive change toward peace and equality, this power structure must be acknowledged and resisted.

The Palestinian Campaign for the Academic and Cultural Boycott of Israel (PACBI) has defined normalization specifically in a Palestinian and Arab context as "the participation in any project, initiative or activity, in Palestine or internationally, that aims (implicitly or explicitly) to bring together Palestinians (and/or Arabs) and Israelis (people or institutions) without placing as its goal resistance to and exposure of the Israeli occupation and all forms of discrimination against and oppression of the Palestinian people." This definition is also endorsed by the Boycott, Divestment and Sanctions National Committee (BNC). What do resistance and exposure mean? The definition refers to a recognition of the rights of the Palestinian people and a commitment to ending all forms of oppression and against Israel. This jurisprudential mandate entails ending the occupation, establishing full and equal rights for Palestinian citizens of Israel and advocating for the right of return for Palestinian refugees.

I would like to clarify that this call to discuss and refrain from normalization is not to refrain from understanding Israelis, their society and politics. Instead, it is a call to "condition any such knowledge and any such contact on the principle of 100% current relevance until we have comprehensive Palestinian and other Arab rights are met." So, I'm not saying all Israelis are bad people or that Palestine is a place where one does not strive for peace, or that students on college campuses like Conn can't discuss the conflict. I am saying that when we talk about Israel and Palestine, we must talk about the occupation.

Events that strive to promote "dialogue" instead of resistance only serve to morally or politically equate the oppressor and oppressed and present the relationship between Palestinians and Israelis as "symmetrical." But Israel and Palestine are simply not on an equal playing field. The state of Israel, as oppressor and occupier, is in a completely different position than the state of Palestine. This power dynamic must be acknowledged in discussions and events held referencing these two states. Otherwise, the oppressor's reality comes to be seen as the accepted reality, and oppression is accepted as a status quo, a fact of life with which the oppressed must cope.

This doctrine of anti-normalization, let's call it, does not seek to de-legitimize Israel's existence. It seeks to de-legitimize Israel's occupation of Palestine and the Israeli state. This project, however, is not about Israel. It is about us. It is about recognizing the difference between the states as the oppressor and the individual who, either Israeli or Palestinian, has the ability to resist and stand up for human rights.

So, I urge you, the members of this campus community, to speak up and speak out. When we talk about Israel and Palestine, we must talk about resistance. We must talk about liberation. We can have cultural events where we share meals together and helping them to understand one another. Once again, the reality of the conflict is one of colonization and resistance. Individual Israelis are not necessarily agents of the state of Israel, just as Palestinians are not necessarily actors of the state of Palestine. Braunaid and Aburahma's criticism fails to recognize the difference between the states as the oppressor and the individual who, either Israeli or Palestinian, has the ability to resist and stand up for human rights.

The Jewish Voice
Assessing Conn’s Commitment to Faculty Retention

ANDREW SHAW
ARTS EDITOR

If there is one thing that Conn does right, it is attract excellent faculty members. The school does not, however, always manage to keep the people that it should.

Five faculty members have resigned at Conn, effective at the end of this academic year. Significantly, these professors (English and Africana Studies Professor Courtney Baker, History Professors Anne Marie Davis and Jen Manion, Art History Professor Qiang Ning and Japanese Professor Takeshi Watanabe) have reached different points in their academic careers. Some have tenure, and some are tenure-track. This suggests that Connecticut College is doing poorly with faculty retention across the board, especially given that tenure-track positions are few and far between and extremely hard-won.

Conn currently has only 164 tenure-track or tenured positions which may be adjusted depending on faculty departures within departments. How departments hire is determined by the yearly staffing plan, which Dean of the Faculty Abby Van Slyck draws up in consultation with President Bergeron and faculty members, along with some student involvement. This year’s, which mostly governs the 2017-2018 academic year, adds three tenure-track lines, bringing the total number of tenured and tenure-track positions to 167. In addition to the 167 tenured and tenure-track faculty positions, Conn employs 33 full-time non-tenure-track faculty members, some of whom are visiting and others of whom are permanent, as well as a number of part-time faculty members. Adding these lines is an “unusual step,” Abby Van Slyck writes in the staffing plan, as “each tenure-track line represents a significant, long-term financial commitment on the part of the College.” She undertook the addition on the recommendation of the Faculty Steering and Conference Committee (FSCC) in order to provide connections with “long-term, committed resources and stability,” she wrote.

Of course, some turnover is to be expected. People retire, after all, and they do resign sometimes. Five resignations is certainly not unprecedented. In the last five years alone, there have been a number of faculty resignations. There were five resignations in 2012-2013: two full-time lecturers in the Chemistry and Psychology departments; two tenure-track professors in the Human Development and Math departments; and one part-time Dance professor, Roger Brooks, who was then Dean of the Faculty, noted that the resignations in Math, Chemistry, and Dance were “unexpected.”

There were no resignations in 2013-2014 according to the staffing plan drawn up that year. There were five resignations in 2014-2015: four tenure-tracks (one each in the East Asian Studies and History departments and two in the Psychology Department) and one lecturer (in the Chemistry Department). Abby Van Slyck termed the East Asian Studies resignation an “unexpected vacancy.”

This year is striking, however. Every one of those who, as Associate Dean of the Faculty Jeff Cole put it, “have resigned to take positions elsewhere,” are all either tenured or on track for tenure. Professor Ning and Professor Davis’ resignations were termed “unexpected vacancies” in the April 7 draft of this year’s staffing plan. These jobs are often, though not always, career-long. But in the last four years, eleven tenure-track or tenured professors have resigned, five in this year alone.

Clearly, other institutions are beating us out in opportunities for career advancement. By going to Amherst, for example, Professor Manion gains a promotion to full professor. Professor Baker is starting a Black Studies program at Occidental College; Professor Watanabe is assuming an assistant professorship, his current rank at Conn, at Wesleyan.

It is also noteworthy that each of these professors teaches and studies subject matters that are not, at least traditionally, taught at the university: gender and sexuality, race and the non-Western world. Part of this work is to legitimize historically marginalized people and knowledge. It is important that this project of legitimization occur — and continues to occur — with the academy, because the academy is itself commonly understood to be a main, perhaps the main, site of legitimate knowledge and knowledge production. One of the ways in which colleges and universities demonstrate their commitment, or lack thereof, to professed ideals and endeavors is by attracting and retaining faculty who support those ideals and endeavors. This turns rhetorical commitment into concrete commitment — or it doesn’t.

The strength of our commitment to faculty retention determines what will be taught and how. It prioritizes certain kinds of knowledge and production of those kinds of knowledge while deprivatizing other kinds. This prioritizing, of course, is inescapable to a point. But in choosing what to prioritize, we are choosing to back or not back our professed values. We are choosing to legitimize and enfranchise some students and faculty, while disenfranchising and delegitimizing others. We are telling students and faculty if and where they belong at Connecticut College.

We must take care to ensure that we reflect our rhetoric in our concrete commitments by actively working to retain our great professors.

Set-up for spring art shows, including senior thesis exhibits, in Cummings
PHOTOS COURTESY OF OLGA NIKOLAEVA
CONGRADULATIONS TO THE GRADUATING CLASS OF 2016

Good luck with everything and anything you pursue.

Once a camel, always a camel!

From the Office of the Dean of Academic Support and the staff of the Academic Resource Center
Fare Thee Well, My First Love (Unrequited)

HANNAH JOHNSTON
OPINIONS EDITOR

I knew you when you were good
When you walked with me down that long dirt road next to the bay.
I knew you when your hair was shorter:
I like it long but you wear it like a wig.
Do you like it long?

I knew you when we were willing
When we washed ourselves of the sin
we inadvertently committed.
As we cleansed ourselves
You could never reach that spot on your back where
There was a scar you made in 3rd grade.
I never asked you to find it for you.

But I could ask me to
Hide it for you
To feel it for you, so that you didn’t have
to think about tears long-dried
and laughter never lived and hands almost broken.

There was a time when we rode between car doors
And we followed the street lights until they were
rapped by salty rocks by a salty ocean.
When the engine stopped humming and the music stopped playing,
you said “I’d do much case for stars.”
And I gasped into the glassy window, not out of surprise,
But because I knew you wanted me to

And because I gazed at you with those stars in my eyes.
I think I know that you knew me well
You squeezed my shoulder and lit my joint
And you’ve given me blankets that are

I think I know that you knew that I loved you.
It wasn’t love like everyone else’s because you were
Too beautiful to exist in the shadow of a hope,
but I came close that day we went to the carnival.
I almost said something.

Anything.

To let you know that I wanted more from you,
but then the tilt-a-whirl was too fast
and you had to go home.
We were never together how I wanted,
you look like other people (you lusted oth-
er people).
But I could still speak thoughts onto your arms and you
and you didn’t sway them away.
You would kiss them and let them dis-
tolve with time.
After I had whispered them enough to

Did you know you? I don’t ask to be a
challenge
For you to walk away from like a weary
soldier
But I know you’re starting to walk any-
way,
and I’ve always indulged you.
Babe, you know I’ve always...

You would answer me but
A car is outside and hunking like little
and your bags are heavy under your eyes
Your skin is itching away its gold
And a pair of ballet slippers are waiting for
your sneakers
And I’m rambling like a dodge.
And you’ll talk to me later, okay?
And you walk out the door.
And I say, okay.
Okay.

Jenot Diaz
MAIA HIBBETT
OPINIONS EDITOR

For a literary celebrity, Junot Diaz arrived in a remarkably modest fash-
ion. Twenty minutes late due to thick Connecticut traffic, he quietly entered the
reading and immediately began, as he de-
danced and walked along the side of the crowd
without announcement.
Diaz stood si-
ently next to Professor Sheela Chab-
ria, sitting in a front row seat. It was a shush-
that read “the Melaleuca” in the design of The Face North’s iconic logo. Look-
ning displeased and uncomfortable, he
crossed his arms and appeared to shrink
as Chabria offered a long, laudatory in-
troduction. Eventually, he interrupted her in
good humor. As he spoke, he relaxed

He explained that he had stopped Ch-
abria because life under a dictator had
made him wary of drawn-out personal
(descriptions laden with flattery, but later
vowed that he would get students to talk,
citing patience as his most powerful tool
in uncovering information.

Diaz explained that during his under-
graduate years, students disputed openly,
sometimes physically. While he did not advocate for violence, Diaz stated the
position that students should be able to en-
gage in unmediated arguments. When he
got into conflicts, Diaz added, whatever the circumstances were, “there wouldn’t
be fucking 12 deadns and 80 parents
there.”

Diaz spoke to the false comfort that in-
tense mediation and supervision seeks to
provide, noting, “You will never learn if
you’re not uncomfortable.”

Reframing the power of his own dis-
comfort, Diaz recalled a group of rad-
cal women he met during college who
had experienced discrimination, largely from students who were “surprised when a poor
person of color is smarter than them.”

“Suddenly,” Diaz said, “the Klan jumps
out of their mouth.”

While Diaz clearly had a wealth of
knowledge and anecdotes to share, he de-
ated most of his hour and a half to ques-
tions from students. He said that on the
afternoon of April 22, the day of his visit, a
student emailed him six articles detailing the
tensions that erupted on campus
roughly a year ago, including the back-
crude or abstract. He called white suprem-
cracy “a hegemonic system that has colonized
and saturated our souls” and pointed out
the “toxic borbidity logic” which relies on a be-
lief that “these borders are sacred in ways
that are untrue.”

These racist and xenophobic concep-
tions, Diaz pointed out, are entirely legal
and engrained in our daily consciousness.

“Every time I try to create something dys-
topian,” he noted, “our politicians outdo
me.” He cited the importance of “small
anarchies,” that serve as individual chal-
enges to an all-encompassing system, by
claiming that “the only way that we’re go-

Sweet Honey in the Rock

Following a Freeman Shabbat dinner on April 1, I saw the Gram-
my Award-winning a cappella group Sweet Honey in the Rock perform in
Palmer Auditorium. Sweet Honey in the Rock is an ensemble of five wom-
en who have been expressing their history as African-American women
through song, dance, spoken word and sign language since 1973. Given that
the group draws largely from the gospel to discuss the effects that loss, vio-
ience and gore have on society and the environment, the event was mere-
cly a reenactment of Shabbat dinner in a way, save that some of the biblical
references would not have been wholly kosher for the Shabbat dinner table.
Still, Sweet Honey emanated an incredible energy that made it a religious
experience, one that transcended my bar mitzvah and is more comparable
to the synagouge youth group trip that I took to Yankee Stadium in eighth
grade, where I got a cheeseburger and milkshake and nearly caught a Der-
kie feter ball. That is, the concert was the kind of holy experience that
touches your core and enhances your connection to faith, though perhaps

Sweet Honey’s Shirley Childress translated the entire concert into sign
language, which was a spectacle in itself. Vocalists Nitanju Bolade Casel,
Aisha Kahlil, Carol Maillard and Louise Robinson were joined by Roneir
Mendez on acoustic bass. The audience was comprised mostly of New
London community members because the event coincided with a Rihanna
concert also on campus. Despite this, their Afrocentric rhythm
had most members of the elected audience out of their seats, grooving and
singing along to popular hymns, original Sweet Honey songs and covers, my
favorite of which was a soulful rendition of Marvin Gaye’s “Mercy Mercy
Me”

Sweet Honey in the Rock performed songs that segued perfectly into each
other, telling a narrative of love and hope that has helped many weather the
burdens of inequality throughout history. The event was a fun, two-hour
census of music and humanity because, as Carol Maillard put it in be-
tween sets, “You can’t isolate yourself from the universe, so embrace it.”
A Look Back at a Life of Track

MARINA STUART
CONTRIBUTOR

As a senior, I've started thinking critically about my education—about my future and where I want to go in life. I'm not sure yet, but I know I'm not going to college. I'll still be playing track and field, but either way, it's been a great 10 years of track and field.

When I was a senior, I had the opportunity to try jumping. That season I jumped somewhere around nine feet. By 8th grade, I reached 12’11". Jumping became a gymnast for most of my childhood. Also, after jumping for seven years, I needed something new to challenge myself with. In high school it was triple jump, college was pole vault.

By sophomore year of college I had stopped running completely. I was only a field event athlete, and one of the only jumpers that didn't run. But I kind of liked that individualism. I still liked running, but jumping was what I loved to do. Honestly, the best thing ever is to have a pole vault or a triple jump practice instead of a running workout.

And now it's senior year. I'm a captain, and I have freshmen jumpers and runners who I look out for at meets. I don't expect as invested in how they do as I am in how I do. Every time they don't do as well as I expected, I've learned after 10 seasons of jumping: try to not be disappointment if you don't achieve the height or distance you wanted. Your final result will not define you, and every jump is a learning experience. So, even if it wasn't the height or distance you wanted, something was done well and you can learn from it.
The Good, Bad and Ugly from the NFL Draft

COLE MITCHELL
STAFF WRITER

The first round of the 2016 NFL Draft has come and gone, and now 31 college students are going to learn to play at a professional level. This is the one step in developing a championship-quality team, but there are some teams that used their top picks to move towards the playoffs, while other teams may have stood on the road to the Lombardi Trophy.

The two most notable picks came from the first two teams, the Los Angeles Rams and the Philadelphia Eagles. The Rams chose first, but had to give up a bunch in order to acquire the pick. The team received the number one pick and a fourth round pick in a trade with the Tennessee Titans. In return, the Titans got the fifth, tenth, sixteenth, and thirty-first pick in the 2017 NFL Draft.

After giving up so much to the Titans, the Los Angeles drafted Jared Goff, quarterback from the University of California, Berkeley. Goff is the prototype quarterback and a pocket passer, who will not attempt to run the football like Russell Wilson or Cam Newton. He has a strong arm, but at the moment the Rams only have one good receiver. On the other hand, the Los Angeles does have a very good, young defense in a division where they compete with other talented defenses in Seattle and Arizona. Goff will have to learn how to be a professional and leader while also having the responsibility of quarterbacking the newest team in Los Angeles.

The Philadelphia Eagles had the second pick and drafted Carson Wentz, a quarterback from North Dakota State. Wentz is an interesting quarterback, who played at top college. Sure, there are those quarterbacks who succeed after sitting for a season or two such as Aaron Rodgers, but Rodgers was learning from Brett Favre, arguably the greatest quarterback to play in the NFL. The Eagles made a decision and drafted him and gave up an enormous amount of potential talent. This ultimately could be a complete flop in the pass rushing game.

One of the best and most under-rated picks has to be the Baltimore Ravens taking Ronnie Stanley, an offensive tackle, out of Notre Dame. Normally high-end offensive tackles like Stanley have successful careers, so they don’t have the high risk factor that comes with drafting a quarterback. The Ravens also had an off season because the team could not recover after quarterback Joe Flacco’s major injury. The Ravens are going to be a competitive team next season and with the best pass-blocking lineman in the draft, this will allow Joe Flacco to do what Joe Flacco does best. He will be able to sit in the pocket longer and not worry about either his left or right blindside and could throw the ball deeper. Flacco is one of the best deep passing quarterbacks in the NFL, so improving his pocket’s defense was a great decision for the Ravens. It was not a super high reward pick, but it was a high risk pick either. It is exactly the type of pick the Ravens used to make.

The worst pick out of the top ten was probably the Dallas Cowboys’ choice of Ezekiel Elliott from Ohio State. There is nothing wrong with Elliott, who will be a very good third down running back and above average tight end. But when you look at this and shout from the rafters, you realize it was a good pick, but not a great pick. The Cowboys two big picks before the Cowboys were two quarterbacks and a defensive end. That means that Dallas could have chosen the best college defensive players out there, but they choose a situationally running back. The pick makes no sense, as it just adds to the areas where they are already good, but does not improve the weakest areas of the team.

The NFL Draft is always important to the top ten teams who pick, and this season some teams made great picks and others failed in their most important decision of the coming season. Any team that trades up in order to get a higher pick instantly comes under question, because they are giving up a multiple position upgrades for a single spot. The Rams and the Eagles were the two most notable teams to do that this season, Los Angeles’ choice to do so may work out because they already have a talented defense and need a strong quarterback to get them over the hump. On the other hand, the Eagles traded for a quarterback that will be sitting on the bench next season. We’ll just have to wait and see who makes the biggest impact. And we all know that Dallas needs to make the biggest impact to erase the memories of the last few seasons.

Baseball’s Modern Arms Race

PETER BURDGE
SPORTS EDITOR

Baseball has a big problem. My love for the sport and the energy I have exhausted trying to defend it over the last decade has made me a bit of an isolated man in this regard. As I sit in my home, watching the Dodgers on television, all I can think about is the state of the game, which trickles down the branches of the entire sport, from Major League Baseball to youth leagues.

The optimist in me points to the fact that Major League Baseball has improved their games. The speed of the game is faster than it has been in a long time. There are new rules that lead to more excitement in the games. The defensive plays are more spectacular. The younger players are better and more athletic. The teams are more competitive. But the reality is that the game is in trouble.

The problem is that Major League Baseball and the Major League Players Association have a problem, which trickles down to the fans. The game is not exciting. The fans are not coming to the games. The ratings are down. But the difference between Ryan and Syndergaard, and all the current aces, is that Ryan’s arm did not face the same wear and tear of those of the current aces. Their defense was terrible and the best way to beat the Cowboys last season was to just keep your offense on the field longer than their offense was able to keep the ball on the field. That trended to be pretty easy, since the Dallas defense could never get the stop it needed. Now in the 2016 NFL Draft the three picks before the Cowboys were two quarterbacks and a defensive end. That means that the NFL Draft is always important to the top ten teams who pick, and this season some teams made great picks and others failed in their most important decision of the coming season. Any team that trades up in order to get a higher pick instantly comes under question, because they are giving up a multiple position upgrades for a single spot. The Rams and the Eagles were the two most notable teams to do that this season, Los Angeles’ choice to do so may work out because they already have a talented defense and need a strong quarterback to get them over the hump. On the other hand, the Eagles traded for a quarterback that will be sitting on the bench next season. We’ll just have to wait and see who makes the biggest impact. And we all know that Dallas needs to make the biggest impact to erase the memories of the last few seasons.
Senior Runs Boston Marathon, Raises $10,000 for Dana Farber

DANA SORKIN
CO-EDITOR IN CHIEF

26 miles. from Hopkinton Green to Copley Square. The Boston Marathon is the world's oldest annual marathon and is one of the most famous. Tens of thousands of people run the marathon each year, some competitively, some for charity, and some for the challenge, and this year, Caroline Noonan '16 was one of them.

The 2016 Boston Marathon was Noonan's first marathon, and prior to this year she didn't have much interest in running the distance. A Boston native, she ran in high school, typically five to six miles per run, but fell down to two to three while at Conn. This changed, however, when her best friend's father was diagnosed with cancer. She said she started using running as a coping mechanism, especially as her friend's father grew sicker, and the cancer spread from his throat to the rest of his body. He ultimately passed away in November of 2015, but not before Noonan considered running the Boston Marathon in his honor.

In September, Noonan applied to run with the Dana Farber team, where her friend's father was being treated. The team accepted her application, and registered her for the marathon. With the logistics set in place, Noonan had the real challenge ahead of her: training to run 26 miles. From September to December, Noonan focused on running a half marathon, and in December worked to complete the final thirteen miles.

Using Hal Higdon's Novice 1 plan, Noonan was running, on average, four days a week, cross training once a week, strength exercising once a week, and taking two days off. Balancing training with school was hard, and some weeks she wasn't able to keep up, but the training paid off, and she was on track with her plan. Noonan ran two mile loops around campus, laughing as she remembered days where she would run ten laps and see the same person watching her run as they left Harris, and then again as they left their class an hour later as she completed her run. Campus Safety even noticed her running and offered her rides places. "Training is such an unbelievable time commitment," she said, adding that she didn't truly know what she was getting herself into at the beginning of her training program.

Though one may assume that in the weeks leading up to the marathon a runner would have completed and been comfortable with running 26 miles, Noonan's program had her only running 22 miles at the most before the race. A suggestion of her program for runners who are training quickly for marathons. In fact, in the days up to the marathon she was running even less than before, ensuring that she wouldn’t hurt her body too soon before the race.

The day of the Boston Marathon was beautiful: 70 degrees and sunny. Noonan had no problems during the first half of the marathon. She felt good and her only problem was telling herself to slow down as to not tire herself out for the second half. People line the entire length of the course, Noonan said, cheering you on constantly. Specifically for her, Noonan had friends and family (many coming from Conn to watch) waiting cheering her on at miles 16, 19, 21, 22, 25, and the finish line. The hardest part of the race? The notorious Heartbreak Hill. Between miles 20 and 21, near Boston College, Heartbreak Hill combines its steep incline with its late timing in the race, and the fact that runners are already so exhausted by reaching it. Noonan said this was the only portion of the marathon that she walked.

After reaching the finish line, Noonan described how runners are immediately given water, medical attention if necessary, a foil blanket to keep warm (even on a warm day), after running so much your body temperature drops, and it's crucial to stay warm, a banana and a bagel, and their well-deserved medal. The runners are instructed to walk another five blocks to prevent cramping before they're allowed to leave with their friends and family.

In looking back on the 2013 Boston Marathon bombings, Noonan noted that it was "unbelievable" that people were on edge, and called the security "unbelievable." All of the runners were checked multiple times with metal detectors before the start of the race. But there were moments of hope and pride for Boston, as well, such as when one survivor of the bombings who lost both of her legs finished the marathon using prosthetics.

As a member of the Dana Farber team, Noonan helped raise over $10,000 for the organization, with $400 of that coming from a spinning event she organized on campus in the fall. The Dana Farber team raised over five million dollars.

Though Noonan said running and training for the marathon was "absolutely worth it," she said that preparing for the race took over her life, and she has been working to have a better balance now that the marathon has finished. Though she won't be running the marathon next year, when she will be starting a new job in Boston after graduation, she does hope to one day run the marathon in Boston again, and perhaps in New York and London as well.