

## Alternative Spring Break inspires students to become change agents

BY SYDNEY HARSH  
EDITOR-IN-CHIEF

Over spring break, nine students and three staff members travelled to Chicago, Illinois to become change agents.

The volunteer group focused on organizational effectiveness, improvement, and development of struggling organizations within Chicago, Illinois.

The Alternative Spring Break trip was planned through an organization called the Amate House, a young adult volunteer program of the Archdiocese of Chicago. The organization hosts college immersion trips, and plans the entire service experience.

Sister Karina Conrad, coordinator of service for the Office of Mission and Ministry, said, the program fosters the transformation of its volunteers by providing experiences of full-time service to people in need, community living, and faith formation.

“Amate House volunteers commit themselves to living out the values of service, community, faith, social justice, and stewardship,” she said.

Many of the students were inspired to participate in the Alternative Spring Break trip to Chicago because it was a unique.

Tiela Hunt, a sophomore health science major, said she was inspired to attend the Chicago ASB trip because it was similar to a previous service trip she participated in her hometown, Titusville.

Other students said they looked forward to experiencing and volunteering in a new community.

Megan O’Neil, a junior graphic design and marketing major, said, “I like to meet new people and have new experiences that expose me to different situations that differ from my everyday life.”

She also added that she does it to help others in need.

“It’s rewarding to see someone I helped be genuinely happy when we help them accomplish a task that



Candace Okello (left) and Morgan Ward (right) preparing to serve food at Pacific Garden Mission soup kitchen © SR. KARINA CONRAD

they’ve been working on for a few months or sometimes even years,” the designer said.

Sister Karina said that it is impor-

tant for students to be exposed, involved, and give back to not only their

SEE SPRING BREAK, PAGE 9

## Annual banquet spotlights diversity within communities

BY SYDNEY HARSH  
EDITOR-IN-CHIEF

La Roche College took a proactive approach to acknowledging diversity last month by hosting the 3rd Annual Diversity Banquet.

The keynote speaker, the Rev. Craig Giles, senior pastor of Tri-

umph Church of Pittsburgh, discussed diversity, as well as its importance within our communities.

He emphasized how each and every one of us need to be more open and accepting to the world around us.

“It’s okay to see difference [in the individuals around us], but we should

not judge other people because of that,” the pastor said.

Keesha Stuart, a sophomore chemistry major, said his speech was extremely influential.

“His speech was powerful because he emphasized that we can’t be color-blind and that we should acknowledge

and accept that we are different. His quote, ‘It’s okay to see difference, but we should not judge other people because of that’ stood out to me the most.”

She continued to explain how the previous quote went together with the quote he used from Martin Luther King’s “I Have a Dream” speech about his children “not being judged by the color of their skin, but by the content of their character.”

SEE BANQUET,  
PAGE 10

## SGA board discusses goals, projects

BY HEATHER RADICK  
MANAGING EDITOR

Student government is a ubiquitous aspect of any student body, but sometimes its function is not always known among its constituents.

La Roche’s recent student government elections spiked people’s awareness of the association, and incited questions about their goals and purposes.

This year’s president Veronica Russo ran her campaign on the promise of repairing the relationship between the student body and the faculty. Russo said that students often feel uncomfortable relating their concerns to faculty, and her goal was to act as an approachable liaison be-

SEE SGA, PAGE 10



Counter clockwise: Breanna Waddell, Delia Hernandez, Rueben James, Kindra Smalls, Tatyana Messiah, Soraya Benjamin, Joseph Love, and India Woods

© CANDACE OKELLO



# Community

## Science Center to undergo extensive \$4 million renovation in 2018

BY JESS LEE

ENTERTAINMENT EDITOR

La Roche College received a million-dollar grant from Pennsylvania to bring new life to the worn and outdated second floor of the Science Center.

Michael Andreola is the Vice President for Institutional Advancement at La Roche College and is in charge of acquiring grants for the school. This million-dollar grant comes from Redevelopment Capital Assistance Program (RACP).

Andreola said the plan for the Science Center is to completely gut the second floor and re-construct it. According to Andreola, the new layout will include new labs, offices, and common areas, as well as new ventilation systems and other amenities. "The new floor plan will provide us with more usable space, by decreasing the amount of space dedicated to hallways. We retained an architect who worked closely with our faculty

in developing a design that will be more suitable to today's teaching and learning styles."

Andreola said he hopes to begin the renovation in May of 2018. He estimates it will take about six months to complete and expects the renovation to cost more than four million dollars. "We still have a considerable amount of fundraising to do," Andreola said.

According to Andreola, the college has not received the funds yet as they need to submit more paper work outlining the plan to the state. "We waited a long time for the process to play out, and we were thrilled to find out that we will be awarded this grant," Andreola said.

The Science Center was opened in 1980. Andreola said, "Our faculty have done a tremendous job providing an outstanding education for our students despite the increasingly

challenging nature of the building, but the deteriorating quality of the facilities is getting more and more difficult to maintain."

Andreola and his team worked on the grant request for more than two years and officially submitted an application in February 2015. He said they did not find out they received the grant until October 2016. Andreola said they will be able to preserve all of the good equipment that is currently in the Science Center and re-use it in the renovated building. Members from the business and finance division of the college administration will oversee the project, he said.

"La Roche is blessed with excellent faculty in the sciences, along with outstanding students. It is time that we have science facilities worthy of both," Andreola said.

*"La Roche is blessed with excellent faculty in the sciences, along with outstanding students. It is time that we have science facilities worthy of both."*

*- Michael Andreola*

## SASS offers varied programs for seniors as graduation nears

BY LAUREN VILLELLA  
EDITOR-IN-CHIEF

The countdown is on. For seniors eagerly anticipating May or August graduation, a host of academic services and programs fill the spring semester to meet students' varied needs.

Brandi Stretavski said the office of student academic support services (SASS) offers programs that highlight the specific needs of graduating seniors. Stretavski is the student academic support services program coordinator.

"We are trying to make sure that our seniors are prepared as best as possible," Stretavski said. "We are here to support them as they transition into the work world."

Last year, the college brought back the "Countdown to Commencement" event after not holding it for several years, Stretavski said. A large number of offices participate in the event, Stretavski noted, including the registrar's office, student accounts and career development. This year, the event expanded to include the offices of institutional advancement

and marketing and media.

More students attended the event this year than last year, Stretavski added. She also noted the event offered an outcome survey so SASS could learn about graduates' upcoming plans. Seventy students completed the survey, Stretavski said.

"The reason why we really wanted to bring it ("Countdown to Commencement") back was not only to help the registrar's office get people signed up for the commencement ceremony, but for our office we wanted somewhere to try to capture outcomes for seniors," Stretavski said.

Stretavski said the government requires SASS to know their graduates' next professional steps, whether it be entering the workforce or attending graduate school.

Another program SASS offers, Stretavski said, is an etiquette dinner that allows current students to meet and connect with La Roche alumni.

SEE SASS, PAGE 11



Sister Janice Vanderneck (above) at Standup Sisters, an event promoting education about Catholic sisters. National Catholic Sisters Week sponsored the event, which occurred on March 14 in the CC Square ©HEATHER RADICK



# Man on the Street

*Entertainment Editor Jess Lee asked students:  
“What was your good luck charm?”*



Name: Ramon Rios  
Year: Senior  
Major: Health science  
Quote: “I used to wear a necklace.”



Name: Kate Lehr  
Year: Freshman  
Major: Child and family studies/performing arts  
Quote: “It was a golden acorn. My mom gave it to me when I was in first grade. It was for a charm bracelet.”



Name: Edward Thomas  
Year: Freshman  
Major: Business management  
Quote: “My chain.”

Name: Gianna Spagnolo  
Year: Senior  
Major: Psychology  
Quote: “For ages I used to wear a gold necklace.”



Name: Kenny Swegman  
Year: Sophomore  
Major: Computer science/computer engineering  
Quote: “I wore a striped tiger shirt three years straight when I would go to the zoo. Does that count? Or I would say my Steelers hat since I wear it every day.”



Name: Ryan Roccia  
Year: Senior  
Major: English literature  
Quote: “For years, when I was boxing, I would wear a boxing glove on a chain around my neck.”

## Interested in joining our staff?

The Courier is always looking for new writers and photographers.

Contact either Sydney Harsh or Lauren Villella for more information on writing for the Courier.

Sydney.Harsh@stu.laroche.edu  
Lauren.Villella@stu.laroche.edu

# Voters

## Students hesitant about Trump presidency

BY MINA HOLLAND  
ASSOCIATE EDITOR

United States President Donald Trump's election on November 9, 2016 and his inauguration on January 20, 2017 dissatisfied many in the nation. According to an article from The Guardian, approximately three-fourths of American adults did not vote for Trump in the presidential election, and out of 250 million American adults, only about 25 percent voted for him.

The Guardian said that about 65 million people voted for Democratic nominee Hillary Clinton and an article from Heavy.com reported that 90 million eligible voters did not vote at all. A Bloomberg news article said that many who did not vote were people ages 18 to 35, ranging from college students to young adults. They added that Clinton dominated the millennial vote by 55 percent as opposed to Trump's 37 percent.

According to a report from the Pew Research Center, more millennials are Democratic than Republican, approximately 51 percent identifying as Democratic. An article from The Hill said that young voters dislike Trump for a variety of reasons. Students were interviewed at La Roche

College on their outlook of a Trump presidency.

"I don't think [Trump] is experienced enough to fulfill this job," a freshman, Lauren Ranalli said. "I do not think he will improve the country because, like I said, he doesn't have enough political experience and, quite frankly, enough intelligence to do as big of a job as running the country." She added that someone cannot run a country like a business, which she said Trump is doing.

Though three-fourths of Americans oppose Trump, some say that even though he is a bad president, they won't entirely resist against him.

"Obviously, I don't really like [Trump] but in my defense, I didn't like him before he even wanted to be president. But, now that he's president, even if I don't like him, I heard there's a lot of people saying, 'he's not my president.' Technically, he is because we live in America, he's America's president, so now that he's here, I hope he doesn't do terrible things," Seirra Anderson, a sophomore, said.

People say they are concerned about Trump's changes to the country, but do not believe that he will

execute them if government officials stop him before his plans are put into action.

"I hope that the things he wants to do that are racist and cruel will be stopped. I hope that it doesn't go through because with the way court systems work, it does take a long time for things to get through. So, by the time [Trump's plans] get through, we'll have a new president, and that president doesn't condone it," Anderson said.

Other concerns people say they have are Trump's immigration policies such as banning people from six countries to enter the United States. Anderson added that she has family all over the world and said she is wor-

ried that they could not visit her or if she could not visit them.

Overall, people say that they are concerned that Trump does not know what he is doing. Ranalli said that the United States should have elected someone with more political experience as president. Anderson added that though Trump has been changing a lot of things, he does it without thought and doesn't know what he is doing.

"It's like us, but in the presidency. But, we're not supposed to be in the presidency and we're supposed to learn stuff and know once we get there, but he knows nothing and just assumes things without any solid arguments for it," Anderson said.

*"I don't think [Trump] is experienced enough to fulfill this job."*

*- Lauren Ranalli*

# The Courier Staff

## Editors-in-Chief

Sydney Harsh  
Lauren Villella

## Entertainment Editor

Jess Lee

## Managing Editor

Heather Radick

## Associate Editor

Mina Holland

## Contributing Writers

Haley Ebersole  
Tiara Phillip  
Sarah Vorsheck

## Photographer

Ryan George

## Copy Editor

Danielle DiNatale

## Faculty Advisor

Ed Stankowski



# Students

## Conversation partnership program fosters friendships and language skills

BY LAUREN VILLELLA  
EDITOR-IN-CHIEF

Strengthening their English-speaking skills and forming new friendships are two common goals for international students when they attend college in the United States.

La Roche College's conversation partnership program aids international students in both of these endeavors. The program helps international students develop their English-speaking skills and fosters friendships between international and domestic students.

Sister Veronica Kim, CDP, said the program started as an idea nine years ago when she joined the La Roche faculty. Sr. Veronica, the assistant director of international student services, said she expanded the program and worked to make it more proficient and organized.

"It's a very good program," Sr. Veronica said. For international students, she added, the goals of the program are "to learn English-speaking skills through (the) volunteer, plus make good friendships."

International students are not required to participate in the program, Sr. Veronica said.

"This is their option to apply to the program," Sr. Veronica said. "I don't push them. It's their option. If they're interested to learn English-speaking skills through our volunteer, they can come to see me."



Seirra Anderson (left) and Jenny Hua. Anderson is a volunteer in the conversation partnership program and Hua is a freshman ESL student from China

© SR. VERONICA KIM

In order to recruit English-speaking volunteers, Sr. Veronica noted, she creates flyers and sends emails. Volunteers, she added, could be current La Roche students, faculty and staff members, sisters from the Motherhouse or other people who are interested in volunteering.

There are currently 28 English-speaking volunteers and approximately 20 international students in the program, Sr. Veronica noted. Ac-

cording to Sr. Veronica, volunteers typically meet with an international student for an hour each week.

Jenny Hua, a freshman ESL student from China, said she learned about the program from an ESL instructor. Although she has spoken English for over 20 years, Hua said, she joined the program in order to improve her pronunciation. She added she also wanted to learn more about the casual conversation style native English

speakers possess.

"Because when we study English language, it's quite formal, academic," Hua said of Chinese international students.

Seirra Anderson, a sophomore majoring in criminal justice, has served as a volunteer in the conversation partnership program for three semesters.

SEE CONVERSATION, PAGE 14

## La Roche students awarded National Science Foundation scholarships

BY HEATHER RADICK  
MANAGING EDITOR

Twenty-one students entered La Roche College's CheM Scholar Program after receiving a scholarship from the National Science Foundation (NSF).

The CheM Scholar program, which was developed in 2014 after La Roche received a \$607,000 grant from the NSF, provides scholarships of up to \$10,000 annually to academically talented undergraduates.

The National Science Foundation offers awards and scholarships in support of research in the chemical sciences and as a means for recognizing achievements and encouraging future progress.

The following students are recipients of the NSF scholarship at La Roche:

### Recipients of the National Science Foundation scholarships

Amber Alcindor  
Robert Behers  
Amanda Bodner  
Noah Borland  
Nicole Fulton  
Felicia Gehres  
Owen Hill  
Alexander Hudak  
Jinsuk Kim  
Miranda Lasher

Dakota Leonard  
Breanna Marvin  
Megan Mason  
Kayla Ordos  
Gina Quahliero  
Alaya Rhymer  
Kara Sainato  
Ricardo Serrano Perez  
Aleta Tyrell  
Thomas Vukson  
Isabella Wallance



# Humans of La Roche

*Similar to Brandon Stanton’s Humans of New York, Editor-in-Chief Sydney Harsh set out to ask students inspiring and motivating questions, eliciting insightful responses*



**Question:**

What are you most grateful for?

**Answer:**

“I am most grateful for my friends and family. I couldn’t have achieved the goals I set for myself without them always rooting for me. Sometimes you just need them to go that extra mile. I cannot thank them enough.”

-RaeAnna Palmer, graduate accounting and management major

**Question:**

What do you cherish the most in your life?

**Answer:**

“I cherish every second I get to spend with my friends, pets, co-workers, loved-ones, and family because what tomorrow holds is never set in stone and can be gone in the blink of an eye.”

-Kevin Correll, sophomore biology major



**Question:**

What lifts your spirits when life gets you down?

**Answer:**

“When I’m down, I play music that reminds me of good times or that relates to my current situation. Playing music takes me to a happier place and helps me think clearer when I’m down.”

-Tori Albert, junior marketing and management double major



**Question:**

What risk would you take if you knew you could not fail?

**Answer:**

“If I knew that I could take a risk and not fail in any way, I would choose to do something edgy and dangerous, like jumping out of a moving plane. The view would be incredible and beautiful. I also would not have to worry about dying as I fall back to Earth.”

- Ryan Norkus, sophomore criminal justice major





# Survey Says

## Students and faculty reveal thoughts on race relations on campus

BY TIARA PHILLIP  
CONTRIBUTING WRITER

La Roche College boasts of being a very diverse campus. But is La Roche College racist?

In February, the Courier surveyed La Roche College undergraduate students. The survey asked 50 black students and 50 white students to assess racial attitudes on campus. The survey also included 20 faculty and staff, three of whom are black.

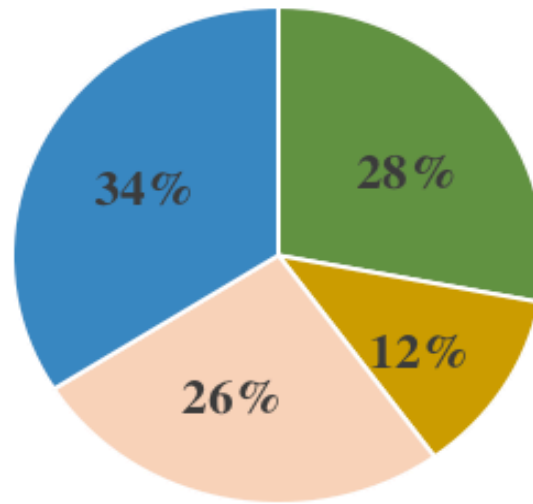
The survey defined racist as a person that shows or feels discrimination or prejudice against people of other races, or believes that a particular race is superior to another.

The survey defined diversity as the inclusion of individuals representing more than one national origin, race, religion, socioeconomic stratum and sexual orientation.

Twenty-eight percent of white students said they are intimidated by blacks. In comparison, 10 percent of black students said they are somewhat intimidated by whites.

SEE RACE, PAGE 12

### White Students- Has the level of diversity at La Roche influenced your perception of race?



■ Not at all ■ Very little ■ Somewhat ■ Very much

A pie chart depicting La Roche students' views about their perception of race and the college's diversity

© TIARA PHILLIP

## Is technology in the classroom a recipe for distraction?

BY DANIELLE DiNATALE  
COPY EDITOR

Most students can sympathize with one another over the flighty, inattentive feeling that takes over every now and again. Their vision goes from focused on the front of the room to staring at their desk, the professor's voice turning to background noise over their thoughts. Filled with boredom and the worry that they're about to fall asleep, they can't help but consider the tempting thought of pulling out their phone. Any text, tweet, or Instagram post would be a perfect solution to fighting off drowsiness. But, as they glance to where their phone lays within their reach, they have to wonder if choosing their phone over their education is really worth it.

Forty-three percent of La Roche College students said they might be able to go one class without checking their phone or using a computer.

Forty-two percent said that it would be easy to go one class without their personal devices, while 15 percent said that they couldn't manage a class without them.

During the month of February,

The La Roche Courier surveyed 100 students about their use of technology in class and how it affected their education. The survey participants consisted of 66 freshmen, 21 sophomores, eight juniors, and five seniors.

Out of the students surveyed, 99 of 100 said they have a smartphone. Jonathan Brown, a freshman and computer science major, said that he has a flip phone for calls and texts.

Students keep their phones in varying places. Forty-seven percent of students keep their phones in their pockets. Thirty-six percent keep their cell on the desk, and 12 percent keep them tucked away in a backpack. Meanwhile, five percent of students said that they keep their phone on their person, either seated on their lap or in their hand.

No matter where students store their phones, distraction isn't entirely avoidable. Nineteen of 100 students said that they check their phone more than 10 times during class.

SEE TECHNOLOGY, PAGE 13

## No pain, no gain

### Student athletes reveal extent of injuries

BY HALEY EBERSOLE  
CONTRIBUTING WRITER

Around 30 million young people participate in sports in the United States. Among these 30 million people, 3.5 million injuries happen each year.

The La Roche Courier conducted a survey in February that examined the injuries, if any, that students on La Roche's campus have endured because of sports-related activities.

Student athletes on campus participated in 100 surveys. Thirty participants requested anonymity by not releasing a name, an age, a gender, and some refused to reveal their sport. Of the other 70 students, 39 freshmen, seven sophomores, 15 juniors, and nine seniors returned the survey.

Of the 100 participants, 24 student athletes reported that they had never been injured. Of the remaining 76 students, there were eight baseball players, 11 basketball players, one cross country runner, one golfer, seven lacrosse players, 17 soccer players, 17 softball players, and 14 volleyball players who reported an injury.

A total of 38 females and 32 males filled out the survey.

Our student athletes have endured many injuries, sometimes even participating in a sport that is not their

primary sport. Soccer has presented the most injuries to athletes, with 19 reported incidents, while golf has had no reported injuries.

Softball and basketball fall behind soccer with 14 and 13 reported injuries, respectively. Volleyball reported 11 injuries, baseball reported nine, lacrosse reported six, tennis and cross country both reported one, and two respondents marked 'other.'

La Roche's athletes have experienced a wide range of injuries. They have had to face six dislocations, 21 sprains, nine broken bones, 19 torn ligaments, four deep cuts/gashes, and five concussions.

Twelve student athletes have experienced something more specific. Josie Buckley, a senior softball player, said in regards to her thumb dislocation, "I struggle to find a bowling ball with a big enough thumb hole."

People forget that while our student athletes are strengthened and conditioned to avoid injury, they still feel the pain when that strengthening and conditioning fails them. Pain is arguably the worst aspect of an injury. Athletes rated their pain in regards

SEE PAIN, PAGE 11



# Nature

## *La Roche community can help combat declining bee population*

BY SARAH VORSHECK  
CONTRIBUTING WRITER

Things are abuzz as the declining bee population continues to affect the nation and our local community. However, La Roche's campus can get involved and help save this essential part of our ecosystem.

Since 2006, beekeepers and scientists have noticed a drastic decline in the bee population - dropping almost 70 percent in the past 10 years according to the USDA - with no sign of slowing down. Bees pollinate 75 percent of the crops we eat and 90 percent of the crops that we feed to our livestock, making them directly responsible for a large majority of the food we eat nationwide.

When most people think about bees, honey bees are the first species that come to mind. Farmers have relied on honeybees for crop pollination for generations. Hives of the European honeybee (both domestic and wild) have declined 59 percent over the past 60 years.

Native bees are also in decline, both domestically and worldwide. About half of native bee species disappeared from their historic ranges in the last 100 years. Bumblebee species have suffered a 96 percent decline in the last 20 years. Recently, the Rusty patched bumblebee became the first bee in the continental U.S. to be declared endangered.

Not only does this drop affect our nation, but it has begun to affect us on a state and local level.

Local beekeeper and co-owner of Bedillion Honey Farms Sara Bedilion raised concerns about the grim reality of our local bee population. "On average, 30 percent of bee colonies nationwide are lost annually. In Pennsylvania, 60 percent of bee colonies are lost each year," Bedilion said.

Bedilion Farms places a strong emphasis on the important role bees



According to the USDA, the bee population has declined 70 percent in the past 10 years

©SARAH VORSHECK

play in our everyday lives. "We've always said 'we keep the bees, and the bees keep us,'" Bedilion said, "sort of like our version of 'do unto others,' because our top priority is a happy, healthy life for the bees. When they're at their best, we get the best from them. This means our mind is always on the health of our local environment."

"The benefit of promoting an affection and appreciation for the honeybee (who are well-deserving!) is that it necessarily promotes an affection and appreciation for the wonderfully diverse plants and animals we have growing right in our backyards. Those plants feed the bees and in turn our-

selves. The diversity provides stability and resilience in the system," Bedilion said.

The USDA said parasites, pathogens, poor nutrition or sublethal exposure to pesticides could be causing the decline.

PennEnvironment has been promoting a national campaign since late 2015 to persuade the U.S. Environmental Protection Agency to ban the use of a class of pesticides, known as neonicotinoids, which is believed to contribute to decline in bee colonies. The EPA is conducting its own study to determine the effect of the pesticide, but PennEnvironment hopes the government agency will speed up its research and ban the pesticide in the meantime.

While banning these pesticides would be(e) a great push, there are many active ways the La Roche community can help save the bee population, and already are. Some of these ways include:

- Joining the garden club or planting bee friendly plants at home or in your community. Some plants that are bee friendly and are already in our campus garden include floral plants such as strawberries and thyme.
- Buy local honey! It'd be awesome if the cafeteria at La Roche started using raw, local honey. You should also consider using it in your home.
- Leave them alone. It may seem like a simple solution, but do not kill bees. Bees are naturally unaggressive, and disturbing their hive life could lead to collapse in the

ecosystem.

- Install water basins around campus and your yard. Believe it or not, bees get thirsty and providing them with fresh drink lengthens their lifespan. Perhaps the campus could get a few of these around the garden.
- Let weeds grow! Either around campus or in your own yard, weeds, such as dandelions, provide some of the best pollen for our buzzing friends.

Perhaps one of the most important things you can do is simply be aware. According to a brief survey, 22 out of 30 questioned undergraduate students at La Roche College did not realize that the bee population was in decline, and 19 answered bees had an "insignificant impact" on the food we eat.

La Roche's head groundskeeper Jon Colburn is a strong supporter of keeping a safe environment for bees, and strives to make the La Roche campus a sustainable environment for bees to live in.

"I am by no means a 'bee expert,'" Colburn said, "but I try to be aware of how what we do on grounds affects the bee population. We use almost no insecticides on campus grounds. As best as we are able, we avoid mowing down dandelions and clover when they are in bloom. I try to select annuals and perennials bees favor."

The campus is clearly already on the right track, but with more active student involvement it could become a true bee paradise, and help save an essential part of our ecosystem.



PA alone loses 60 percent of bee colonies every year

© SARAH  
VORSHECK



# Art

## Positive Space art show encourages students to reflect on artists' hard work

BY HEATHER RADICK  
MANAGING EDITOR

Starting on March 20, 2017, La Roche college showcased more than 150 works of student art during its annual art and design exhibit, Positive Space.

The show was organized by La Roche graphic and interior design students, and featured artwork across a wide variety of categories, including 3-D modeling, drawing and painting, photography, and package design.

The theme of this year's show was Reflections. A junior graphic artist and participant in the show, Olivia Healy, said the show "reflects where we are and is a great opportunity to show everyone...that we are capable of so much more through hard work, dedication, and determination."

Positive Space has enriched La Roche's appreciation of art for over twenty years. Former La Roche

professor Rosemary Gold first developed Positive Space in 1993 as a venue for students to display their work.

Charleigh Smith and Taylor Zediker, both graphic design students, said Positive Space was an excellent opportunity for students to gain recognition and awareness for their work and to foster the idea that graphic and interior designers are important members of the community.

Heather Clay, a junior graphic design student, said that it took "a tremendous amount of work...to create each piece," and Positive Space is a means for this work to be appreciated and reflected upon.

The exhibit was open to the public through the end of March.



(above) Jennifer Navari - Papa Legba Mixers

© JESS LEE



(above) Jihye Kim - The Red Umbrella

© JESS LEE



(above) Athena Russo - The Cube

© JESS LEE



(above) Brittany Craig - Water Pollution

© JESS LEE



(above) Melissa Braun - Wonderland

© JESS LEE



## Spring Break, continued from page 1

own communities, but other communities as well.

“I believe serving one another is our calling from God,” she said. “When Jesus washed the disciple’s feet during the last supper he said, ‘I have given you an example that you should do as I have done to you’ (John 13:15). Jesus was willing to humbly and unconditionally serve other. We, too, are called to do the same.”

The group of change agents volunteered at various service sites such as social service agencies, food assis-

area.

The change agents shifted gears from the community resource center to a Catholic elementary school in West Englewood, Chicago.

“Academy of Saint Benedict the African is the only remaining Catholic elementary school in West Englewood,” Sister Karina said. “We helped teachers and staff in their classrooms, while also interacting with the children.”

With education on the volunteers’ minds, their next service activity was

*“Giving service to those around us makes the world more loving and kind.”*

*- Sister Karina Conrad*

Karina said.

Cradles to Crayons, an organization that supplies children under the age of 12 with everyday essentials, was the group’s next stop. The change agents sorted children’s winter clothing and packed coats, gloves, hats, and scarves for children in need.

“Cradles to Crayons provides children from birth to age 12, living in low-income and homeless situations,” Sister Karina said, “with the essential items they need to thrive at home, at school, and at play.”

The volunteer group endured a challenging, yet fun-filled week of community service activities; however, those service opportunities were chosen for a specific reason: to help the students and staff members become change agents on campus.

“My hope is that students become change agents on campus and that the week of service and justice inspires them to make a difference locally. Not only during their college career, but also as future leaders and whatever field they find themselves in,” Sister Karina said.

During Alternative Spring Break trips, students immerse themselves in more than just a week of service and justice, they also immerse themselves in a new environment and experience outside of their comfort zones.

“In Chicago,” Sister Karina said, “we encountered harsh realities of some of the impoverished communities of Chicago. We reflected on social justice issues we encountered on our trip: poverty, civil rights, immigration, access to education, etc.”

Some of the volunteers expressed what they learned from the social justice issues they encountered.

Morgan Ward, a freshman, said

she learned that the community was filled with individuals just like us, but unfortunately were given difficult circumstances to overcome.

Sister Karina hopes the Alternative Spring Break trips continue to inspire students to participate.

Hunt said the trip to Chicago will stick with her forever.

“The trip will stick with me forever because it was an eye-opening and life changing experience. The image of homeless people wandering the streets of the neighborhoods we volunteered in stuck with me the most,” Hunt said. “We all have these preconceived images in our heads of what we think it means to be homeless. But, working first hand with them made me realize that they can be and look normal just like us.”

The group of volunteers said they would recommend the Alternative Spring Break trip because it will teach participant life lessons that they will carry with them forever.

Sister Karina said she is beyond grateful that students look forward to service projects, and helping all communities in need.

“Giving service [to those around us] makes the world more loving and kind,” Sister Karina said.

Alternative Spring Break participants included: staff members Sister Karina Conrad, coordinator of service for the Office of Mission and Ministry; Candace Okello, director of diversity and inclusion; and Jon Colburn, lead groundskeeper; and La Roche College students: Tiela Hunt, Ashley Waltz, Audrey Swanderski, Morgan Ward, Mariana Benitez, Shakira Rodriguez, Babin Thapa, Dipina KC, and Megan O’Neil.



*The Alternative Spring Break participants lending a helping hand at Saint James food pantry in Chicago* © SR. KARINA CONRAD

tance programs, and community centers during their stay in Chicago. They also had the opportunity to explore the beautiful city of Chicago.

“Chicago is a very large and powerful city,” Hunt said. “However, traveling to Chicago made me realize that it has its weak spots just like any other city.”

The volunteers began their first day of service at the St. James Catholic food pantry.

“St. James food pantry serves residents facing high levels of unemployment and increasing scarcity of affordable housing,” Sister Karina said. “We spent the day processing donations, packing food, and organizing distributions.”

The change agents also spent a day at a local soup kitchen in Chicago sponsored by Pacific Garden Mission. The students and staff served dinner to guests who could not afford a proper meal.

Cornerstone Community Outreach, a homeless shelter and thrift store for the poor, was their next stop. Here, they sorted donated clothes for those who could not afford them.

“Cornerstone Community Outreach also provides shelter and helps find homes for families and individuals who are at the greatest risk of being excluded from necessary services,” Sister Karina said.

The volunteers then offered a helping hand at Taller de Jose, a community resource center that offers help to Latino immigrants in the Chicago

tutoring elementary school students who live in the Back of the Yards neighborhood.

“Port Ministries offers free services and resources to south-side Chicago residents so they can better themselves and their families while strengthening the community,” Sister



*Babin Thapa (left) and Mariana Benitez (right) help a student with his homework*

©SR. KARINA CONRAD



## Diversity, continued from page 1

Rayshay Evans, a junior business management major, was also inspired by the Rev. Giles's speech about diversity.

"The speech changed the way I think about diversity," she said. "It's about acknowledging people's humanity and not just highlighting differences."

The Rev. Giles used the acronym DREAM to summarize the importance of diversity in ourselves and the world around us.

The acronym allows every individual to respond to diversity differently, he said.

Pastor Giles explained each letter of the acronym:

"D" – Don't limit your dreams.

"R" – Recognize that this is a process.

"E" – Embrace your values.

"A" – Aspire to change the game.

"M" – Make it happen.

"This acronym is what makes diversity unique and important," the Rev. Giles said.

The Diversity Banquet also included a diversity reflection by Seirra Anderson, a sophomore criminal justice major.

Her reflection expressed how individuals should not label one another, but rather build a meaningful relationship with them.

"Seirra's reflection was important because she highlighted the fact that it's not about the labels we are given or that we give people," Candace Okello, director of diversity and inclusion, said, "it's ultimately about the relationships we build. Labels can often time be the very thing that perpetuate the division between communities."

The relationships we build with diverse individuals also impacts the communities we live in.

"We have an understanding of what 'normalcy' looks like for us based on how we've been socialized – diversity of thought, experience, cultural understandings and traditions expand our knowledge and challenges individual norms," Okello said.

She said a diverse community should be the norm.

Okello then reflected on the importance of campus diversity.

*"It's so important for us to not stay in our own circles, as well as to not cut out the beauty of other people's experiences and understanding of life."*

*- Seirra Anderson*

"I think we do ourselves of disservice by not engaging difference. The fear associated with this keeps people from seeing the beauty of other cultures, identities, and experiences," she said. "We can't be limited by our fears, instead open to being challenged to move towards greater competency and try unity."

Diversity and its importance goes beyond just our communities, it can be interpreted in many ways, depending on a student's culture and identity.

Evans said that diversity is a blend of other cultures and people coming together to celebrate each other's uniqueness, as well as to seek a better understanding of one another.

However, Stuart responded more broadly, "Diversity is accepting the differences of others."

Okello said it's important to be aware of the cultures and individuals around us.

"It's important to be a culturally aware individual because we are living in a world that is not getting any less diverse," she said. "People need to be able to effectively communicate and navigate cross-culturally."

Evans also agreed with Okello.

"It's important because we live in a diverse world and we need to be able to create relationships across cultures to be more educated and culturally competent," Evans said.

Stuart continued to express why it is important to be a diverse individual.

She said, "If we have an understanding of others cultures and backgrounds, we know how to talk to them, understand them, and why they navigate the world the way that they do."

The Diversity Banquet ended with a powerful, yet emotional song called "Freedom" by Beyoncé ft. Kendrick Lamar sung by Autumn Bishop, a senior psychology major.

"The message of that song is essentially that the struggle continues – specifically for people of color," Okello said, "but we will continue to fight for justice and equality and we won't quit until we see it in our lifetime."

It was important that the audience heard this message, and are reminded that we all have a role to play in this movement of diversity, she continued, even though we are only one

person, we can certainly make a difference.

Students and our community can become more diverse, while spreading diversity throughout the communities by becoming more knowledgeable about the diverse communities that surround us.

"People can become more knowledgeable about the diverse communities on our campus by attending diversity and social justice programs, participating in service opportunities, and actively pursuing opportunities to get to know someone who they typically wouldn't," Okello said.

Anderson agreed with Okello, "You can't learn if you're closed off. It's hard to excel if you don't know how to interact with those who may not share the same values and beliefs as you or who don't look like you."

Evans also added that we can spread diversity throughout the community that we live in by challenging our perspectives.

"It's important for people's perspectives to be challenged and for them to be self-reflective in or to combat biases and prejudices in order to move towards unity and address social issues that continue to divide our communities," she said.

Diversity can further be spread by how we were raised, Stuart said.

"The way I grew up inspired me to spread the word about diversity. Growing up in the Virgin Islands, even though it was majority black, there was still diversity among us, so that heightened my understanding of what diversity can look like and mean in different communities."

Anderson agreed with Stuart about how being raised can affect our views on a diverse community.

The world is a very diverse place, she said.

"It's so important for us to not stay in our own circles," Anderson said, "as well as to not cut out the beauty of other people's experiences and understanding of life."

The 3rd Annual Diversity Banquet was Thursday, February 23, 2017 in Zappala College Center Square at 6:30 p.m. All students, faculty, staff, and the La Roche College community were encouraged to attend.



From left to right: Sierra Anderson, Dipina K.C., Madainia Tavernier, and Justin Hsieh

© CANDACE OKELLO

## SGA, continued from page 1

tween them.

Brooke Audino, the future president of the 2017-2018 academic year, agreed, adding that she wants students to become more aware of SGA's office in student development and know they are welcome to "stop in and say hello."

Audino and her vice-president Connor Hagins said the most successful thing about their campaign was a meet-and-greet day in CC Square where they passed out pins and candy and told students about their goals and how important their vote is. Like Russo, she worries that students "sometimes forget that student government is there," and hopes that she will be able to better spread information about SGA and all they've achieved.

Russo admits that it can get frustrating to hear that students think SGA is ineffective, despite the hard work they do. "You think you're doing a lot, but kids don't see it," she said.

In fact, SGA is responsible for several improvements around the campus, including constructing the courtyard fire-pit, the basketball hoops outside of the gym, and the Bold Union room oven. Students and faculty alike use and appreciate these amenities, and other clubs and organizations like the Counseling Department utilize them for their own events.

Russo said the fire-pit was a huge undertaking for SGA, as many students expressed a desire for it but the project was consistently stalled. Now, the fire-pit is open to everyone who wants to use it, and multiple "s'mores nights" have lured students into attending and interacting with fellow students. Audino said that things like that have allowed her and other members of SGA to establish a "connection with the student body," which is one of her main goals as the future president.

Next year, Audino and Hagins intend to help create a mailroom no-

tification service so students can be alerted when they receive packages, put forth a study abroad scholarship, and assist administration in choosing a new laundry service. Suggestions like these are filtered by SGA from the students to the faculty, so their complaints can be addressed and ideas can be heard in a manner that is easy and effective for everyone.

Audino and Hagins won the election with 187 votes, compared to the other candidates Brett Meeder and Carly Wilson, who netted 156 votes. This means that, out of 1,555 total students, 343 participated in the election, or about 22 percent of the student body. This may sound like a small amount, but Russo said it was "a great turnout." The number of voters was doubled from last year's election, and tripled from 2015. She also mentioned that the national average of student participation in SGA elections is only four percent.

Brett Meeder, SGA's public relations chair, said that he noticed that

students were more excited about this election, and the turnout was a "testament to the sheer quality of our student body."

The SGA doesn't just encourage students to become more active around campus. Russo and Audino said they have received multiple complaints from students about how professors are not required to post midterm grades for freshmen. Vice president of finance, Paige Faulk, has been assiduously advocating to a board of faculty and administration the importance of posting midterm grades for all years. Audino hopes that this proposal will be enacted in time for midterms next semester.

Audino insisted that the purpose of SGA is to help make the campus a better place for everyone, and all the things SGA has accomplished is proof of that. Both her and Russo implore students to learn more about SGA and consider becoming part of it. "It's a lot of work," Russo said, "but it's really rewarding."



## SASS, continued from page 2

The alumni represent various fields and the event, which will be held on April 11, is free.

“It (the etiquette dinner) is a great opportunity for students to meet alumni and really get to know their stories and, possibly, make those connections,” Stretavski said.

In addition to learning about professional dress and etiquette, Stretavski said, the dinner also allows students to build their networking skills.

“Just in general networking is huge because networking really introduces you to people who are either in the field, in the industry, or might know other people who are looking for jobs and opportunities,” Stretavski said. “It’s all about who you know.”

SASS also provides students with opportunities to cultivate their networking skills through its various workshops, Stretavski said. These workshops cover topics like LinkedIn and career fair best practices.

“LinkedIn’s a really good resource because you can not only just connect with people from your industry, but there (are) search features

and different things you can use to specifically connect with alumni,” Stretavski said. “So you can really target La Roche alumni or people that might be in your field and connect with them.”

According to Stretavski, students can also upload an ePortfolio or other samples of their work on their LinkedIn page.

“I know that a lot of employers are even sometimes recruiting off of LinkedIn,” Stretavski said. “So having a LinkedIn profile can help you meet some employers that might be looking for people with specific skill sets.”

Mock interview sessions, Stretavski noted, help students practice their communication skills and prepare for interviews. SASS, Stretavski added, likes to schedule mock interview sessions before a major event, like the Western PA Collegiate Job and Internship Fair, as well as major-specific interview days.

While she was a graduate student at IUP, Stretavski noted, she served as a mock interviewer. A common mistake she saw was that many stu-

dents did not ask questions at the end of the interview.

“One thing just from my own personal experience working with students is sometimes students don’t ask questions at the end of interviews and when the employer says, ‘Are there any questions?’ you should always have at least three prepared,” Stretavski said. “We do recommend that you always prepare at least three questions to ask because you want to show your interest in the company, just as they have demonstrated an interest in you.”

According to Stretavski, students can also schedule an individual appointment with Becky Rosswog. Rosswog is the coordinator of career development and student academic support services assistant director.

Stretavski said Rosswog offers workshops, PowerPoints and other resources that students may find helpful in preparing for any type of interview.

An easy way for students to receive feedback about their resume, Stretavski said, is to upload it on College Central. College Central is

La Roche’s job board and online career service network. College Central is free to all La Roche students and alumni and features a number of professional development resources, including articles and podcasts.

“All La Roche students and alumni can create free accounts on College Central, upload their resumes and have their resumes reviewed by our staff,” Stretavski said.

Stretavski noted the importance of starting a resume early to avoid unnecessary hassles during the senior year.

“It’s important that students begin creating their resumes early in their college careers,” Stretavski said. “The more we work with you early on, the less likely you are to come in panicking when you’re a senior. Our office can help students develop a resume in the correct format and identify important achievements to highlight.”

College Central is also an important resource, Stretavski said, because SASS posts all internship opportunities it receives on the site.

## Pain, continued from page 7

to their injuries on a scale from one to 10. One athlete rated their pain at a one, five rated a two, seven rated a three, one rated four, nine rated five, eight rated six, 16 rated seven, 17 rated eight, 10 rated nine, and two rated 10. More commonly, injuries involving a higher pain rating were sprains, dislocations, or torn ligaments. Those students who reported a broken bone rated their pain at four and lower.

Of the 76 injured respondents, 24 said they experienced surgery for their injury, or will need to. Fifty-two will not. Some of the athletes reported that they needed more than one surgery for the same injury. Toni Torchia, a junior volleyball player, said that she has already had two surgeries for her torn ACL, and there is talk of a third. She also stated she is thinking of declining a third surgery.

Recovery of an injury can sometimes hurt just as much as the injury itself. Of our athletes, 26 percent who

were injured reported that they needed less than one month to recover. Another 25 percent of athletes reported that they needed a recovery that lasted one-four months. Ten percent of athletes said they recovered in four-eight months, 11 percent of athletes said they needed eight months-one year, and 4 percent of athletes said they are in the process of recovering now.

A part of the recovery process is physical therapy, which 44 of LRC student athletes said they have endured or are enduring. The remaining 32 injured athletes said they did not need to partake in physical therapy. Christine Aland, a freshman volleyball player, said, “Not playing the sport that I love was one of the worst things I have ever experienced. The hardest part about an injury is waiting the proper amount of time and doing the proper physical therapy so you don’t reinjure yourself.”

Returning to a sport is the goal for

an injured athlete. There are four injured athletes in the process of recovering that said they are hopeful to return. However, outside of these four students, all other respondents could return to their sport.

Most of those students who could return to their sport said they feel lucky to do so. Forty athletes said they feel grateful every day to still play the sport they love. Eighteen athletes said they don’t feel lucky because they always knew they’d be able to play. Nine athletes said they don’t really feel lucky because they felt their injury wasn’t bad enough to keep them from their sport. And five athletes said they feel somewhat lucky because they were unsure of their outcome. “My injury taught me to greater appreciate the things that I do every single day,” said Rachele Shafer, a freshman lacrosse player.

Injuries can have an emotional effect on athletes. Most enter depres-

sion and find themselves at a loss. A sophomore baseball player said, “It messed me up mentally. I had no confidence in myself.”

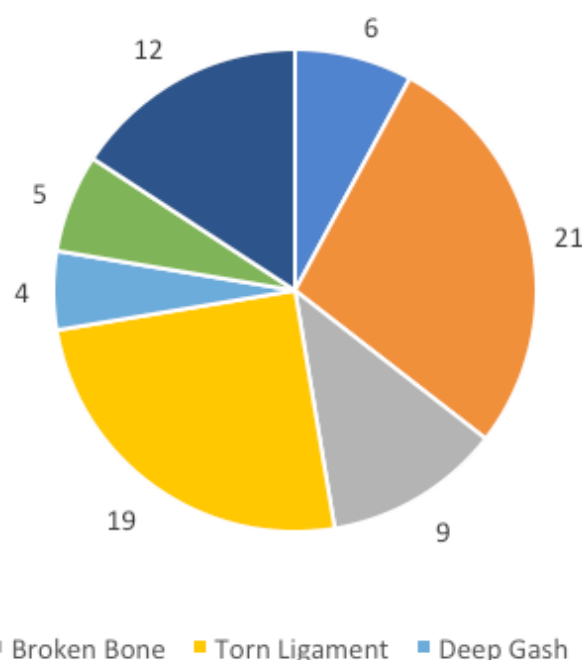
There is a toll on an athlete’s emotional, mental, and physical health when they are injured. Women’s basketball player Gloria Schihna said she felt sad because her team needed her and she couldn’t be there for them the way they needed her to be.

There is a dedication in our athletes though. Shania Winters, a freshman softball player who has had multiple knee injuries and now has experienced neuropathy, said, “It has been a very emotional time. Not being able to play is very difficult, but not being able to do daily functions is worse. I still attend every practice and game as I am still on the team. But, I would give anything to go back and just be able to hit/catch/run/walk again.”

Even after an injury there is sometimes a lack of confidence or maybe even a lag in ability to perform mentally, emotionally, and physically as an athlete once did. Two student athletes reported that they returned to their sport but can’t play the same as they did before because they do not trust their bodies to perform. Twenty-three athletes reported that their injuries failed to heal correctly, leaving them to struggle to play at the level they once had. However, 44 athletes reported that they returned to their sport and play exactly as they did before. And seven athletes reported they could play better than before their injury.

The leading cause of injury in young adults is sports. People forget the pain and emotion and sweep them under the rug because there is maybe a stigma that athletes should be able to tolerate pain and injury, but it has an effect, and sometimes an athlete cannot recover. “My injury taught me to never take things for granted. You don’t know how much you really need something until you lose it,” said Sabrina McLin, Lady Redhawk.

Type of Injuries Experienced



La Roche student athletes report the different types of injuries they have sustained playing their respective sport

© HALEY EBERSOLE



# Race, continued from page 7

Twelve percent of white faculty and staff said they are somewhat intimidated by black people. Whereas, 33 percent of black faculty and staff said they are not at all intimidated by white people.

One of the many variables in racism is family upbringing. Language and literature major Soraya Benjamin, a black female, said that her family has somewhat affected her views on race. "I've been taught to work for everything because life won't be easy," she said. "And things [won't be] handed to me."

Twenty-eight percent of black students said their family upbringing somewhat affected their perception of race. Whereas, 24 percent of white students said their family upbringing very much affected their perception of race.

Journalism major Morgan Zubasic, a white female, said her family upbringing very much affected her perception on race. She said, "A lot of my family members are racist so it made me even more passionate about equality."

Business management major Rashay Evans, a black female, said that her family upbringing somewhat affected her perception of race. She said, "Yes, I'm black. I'm pretty sure my experience as black woman is different from everyone else."

Thirty-five percent of white faculty and staff said their family upbringing affected their perception of race. Thirty-three percent of black faculty and staff said their family upbringing very much affected their perception of race.

An anonymous white female member of the faculty or staff said, "My parents taught me to be accepting, but it has been my education in bachelor's and master's programs that truly informed me of injustice pertaining to race."

ESL Instructor Darcey Mains, a white female, said, "I was raised to treat others as I want to be treated. My immediate family is tolerant of other races. I am much more accepting despite some negative influences."

One hundred percent of students who identified as black said they are not racist. Ninety-eight percent of students who identified as white said they are not racist.

Language and literature major, anonymous white female who stated she was racist, said, "I am a white person, so I am inherently racist and I will always benefit from racism, even if I try really hard to be inclusive."

Marketing and management major, Amishah Freeman, a black female who does not describe herself as racist, said, "Sometimes, I feel racist, especially when I see films that show how my ancestors were inhumanely treated."

Journalism and professional writing major Kristen Spezialetti, a white female, said, "I would not identify myself as racist, but I naturally feel more comfortable with people that look like me. The biggest milestone I have surpassed regarding racism is [how] I look at black individuals. Instead of saying in my head, 'That is a black person,' I think, 'That is a person.'"

Ninety-four percent of white faculty and staff said they are not racist. One hundred percent of black faculty and staff said they are not racist.

Philosophy professor Benjamin Burkholder, a white male who stated

he was racist, said, "I think we all have it implicitly and unconsciously."

Christine Abbott, a white female faculty and staff member, said she does not describe herself as racist. She said, "I believe I still have pockets of racism inside than I may not have discovered yet."

An anonymous white female member of the faculty or staff, said, "While I do not describe [myself] as racist, I do believe I show prejudice towards most people in general regardless of race. I try not to let any prejudice influence my behavior."

One hundred percent of white students said they have black friends. Ninety-eight percent of black students said they have white friends.

One hundred percent of black faculty and staff said they have white friends. Additionally, 100 percent of white faculty and staff said they do have white friends.

Business management major Mark McIntyre, a white male, said, "I have grown so much with my friends [like] learning where they came from and more about them. [I also] get to share my experiences with them."

Ninety-eight percent of white students said they do not treat their black friends differently than their white friends. Ninety-six percent of black students said they do not treat their white friends differently from their black friends.

Four percent of black students said that they think white people are superior to them. Whereas, six percent of white students said that they think black people are superior to them. When asked if blacks are superior to you, an anonymous source said, "This question does not make sense. We are [all] peers and we are people."

One hundred percent of white faculty and staff said that they do not think black people are superior to them. One hundred percent of black faculty and staff that they do not think white people are superior to them.

Candace Okello, the director of Diversity and Inclusion, a black female faculty and staff, said she does not think that white people are superior to her. She said, "But [I would say] yes in that [history] has established this superiority complex."

Christine Abbott said, "I'd say no, but I have surely learned from black friends how to see the world in new ways."

Sixteen percent of black students said they do have a racist family member. Thirty-six percent of white students said they do have a racist family member.

Communications major Tray Johnson, a black male, said he does have a racist family member. He said, "My father believes that white people are inferior to black people."

Professional writing major Jessica Lee, a white female, said, "My uncle and cousins are very racist. They hate black people, and constantly make remarks about them. Why [do] they hate black people? My aunt left my uncle to be with a black guy so they hate her and [the] entire race."

Biology major Sydney Harsh, a white female, said, "My dad [was] always stereotypical when it comes to all races. If he sees something that happens in the news, he says 'of course [they are] black, Islam, Jew, etc.' It is actually really frustrating for the rest of my family because we don't stereotype people. Instead we try to accept

everyone no matter their differences."

Brett Meeder, political science and sociology major, a white male, said, "There is a certain spectrum of racial animus that is present in my family. Some are admittedly racist, using certain racial epithets and harboring certain sentiments. Others, though not outwardly bigoted, hold perspectives rooted in bigotry."

Child and family studies major Shahidah Queen, a black female, said, "Aunt X, [says] she is not racist, but doesn't want her son to marry white women."

Communication major Stephanie Pawlak, a white female, said, "[My] father is racist against pretty much everything."

One hundred percent of black faculty and staff said they do not have any racist family member. However, 53 percent of white faculty and staff said they have racist family members.

Coordinator of Academic Counseling Diana Atkinson, a white female, said, "Some of my family members have said racist comments and have alluded to black individuals as the culprit to perpetuating racism."

Counselor Erin Dorsch, a white female, said, "Older family [members] feel and believe other races are more likely to be criminals."

Twelve percent of black students said the level of diversity on La Roche campus not at all influenced their perception of race. However, 34 percent of white students said that the level of diversity very much influenced their perception of race.

Marketing and management major Rueben James, a black male, said, "I feel that every race in particular has a form of upbringing that's distinct. The mindset might be different, but

not necessarily racist."

Shahidah Queen said, "I feel that the diversity [at] La Roche is amongst the people but not amongst the programs."

Professional writing major Mina Holland, a white female, said, "La Roche has a lot more diversity than my grade and high school that were mostly filled with white kids."

Computer science major Bradley Gray, a white male, said, "It provides a great experience with different cultures that has helped me with understanding others."

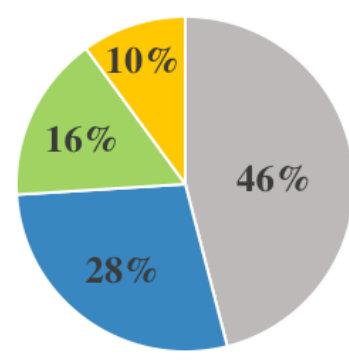
Kristen Spezialetti said, "La Roche has exposed me to new races and cultures. This has led me to the conclusion that all of us have beating hearts and feet that want to dance and voices that want to be heard, regardless of where we were born or the color of the sack that holds our bones together."

Eighteen percent of white faculty and staff said the level of diversity at La Roche not at all influenced their perception on race. Whereas, 33 percent of black faculty and staff said the level of diversity at La Roche influenced them very little on their perception of race.

Diana Atkinson said, "[I answered] somewhat since we do have a diverse student population, but I also believe diversity in faculty and staff is important and could possibly be improved."

Rebecca Rosswog, assistant director of Student Academic and Support Services, a white female, said, "I enjoy learning about other cultures and know that interaction with a diverse population allows me to realize commonalities that break down negative perceptions."

**Black Students - Has your family upbringing affected your perception of race?**

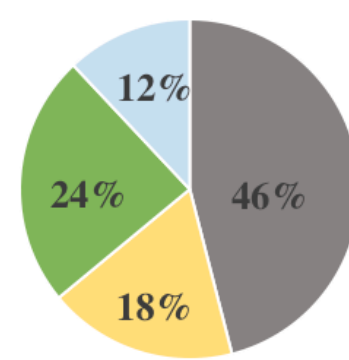


■ Not at all ■ Somewhat ■ Very much ■ Very little

*Black La Roche students show that their family upbringing has not affected their perception of race*

© TIARA PHILLIP

**White Students - Has your family upbringing affected your perception of race?**



■ Not at all ■ Somewhat ■ Very much ■ Very little

*White La Roche students reveal similar perceptions of race resulting from their family upbringing*

© TIARA PHILLIP



## Technology, continued from page 7

Thirteen students said that they check their phone six to eight times, and 28 said they check their phone three to five times. Forty students said that they only go onto their phone once or twice while they are in class.

When asked the reason they go onto their phone during class, students reported multiple answers such as answering texts and checking the time. Students also noted that boredom with the class topic prompts them to take out their phones.

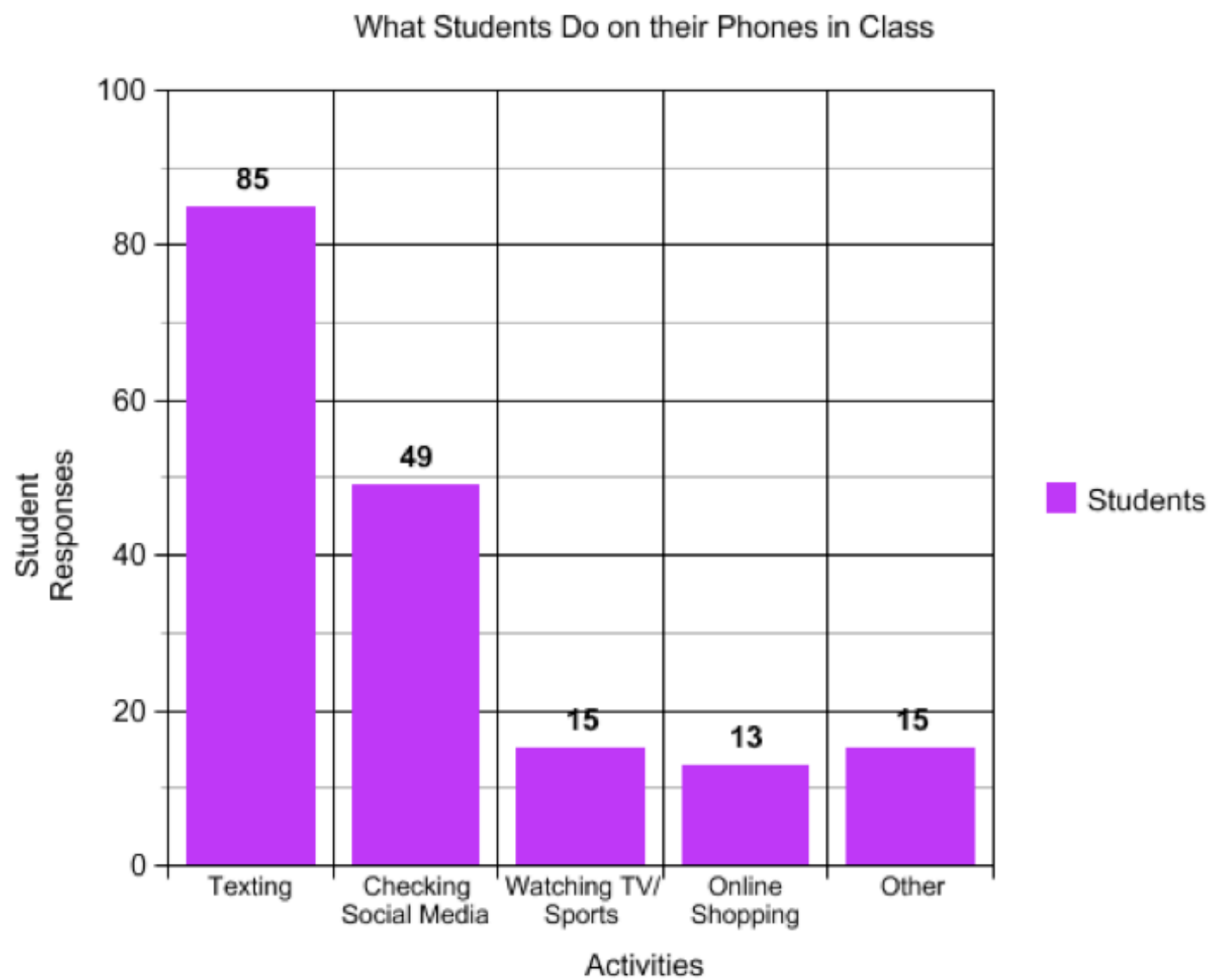
While on their phones, students find various ways to distract themselves. Students reported that they mainly text, check social media, watch TV or sports, and shop online during class. Other students added that they use their phones in class to play games or check their email.

Phones are not the only culprit in stealing the spotlight from academics. Students sometimes attend class in computer labs. Others bring their own laptops to use in class. This results in them constantly staring at a screen. Thirty-three percent of students said that they are more distracted by having a computer in front of them during class. Sixty-seven percent reported that their focus is not affected if they have a computer in front of them.

With the constant availability of a screen to stare at, temptation to use a computer for personal interests is all the more prevalent. Whether it is more distracting or not, 60 percent of students stated that they use computers for something other than in-class work. Forty percent said that they never go onto the computer for anything other than in-class assignments.

Distractions are not always rooted in the student's own personal device usage. Thirty-four percent of students said that they have been distracted by someone else being on their phone or computer for purposes other than class work. Sixty-six percent reported that they have never been bothered by another student's personal device usage.

Not focusing in class, whether that class is part of a student's major or an



La Roche students reveal what they do on their cellphones while in class

© DANIELLE DiNATALE

elective, is often a conscious choice. Fifty-eight of 100 students stated that they don't feel any guilt about not being focused in class. Forty-two reported that they do feel guilty whenever they find themselves distracted during class.

Phone usage outside of the classroom varies for students when it comes time to study. Fifty percent responded that they are able to put their phones away for long periods of time while studying or doing homework. Thirty-nine percent said that it depends on the assignment for whether they can keep their phones

at a distance. Eleven percent said that it is impossible for them to keep their phones away when they are studying outside of class.

Some professors on campus have strict phone and computer rules for their classrooms. Seventy-four of 100 students surveyed said that these professors have a fair point by establishing strict rules for the use of technology.

"You are paying or your parents are paying for you to take that class," Delaney Beaver, a sophomore interior design major, said. "You may as well pay attention and take something out

of it!"

Jallah Nelson, a freshman graphic design major, said that professors with strict rules do have a fair point. "They take time out of their day to teach us," he said. "So we should do the same."

On the contrary, 18 of 100 students stated that professors with strict technology rules do not have fair reasoning.

"Having a strict phone policy almost encourages me to be on it as a challenge," Eric Onofrey, a sophomore computer science major, said. "Some professors have the whole, 'If you are on your phone and you miss something that's on you' and that works best."

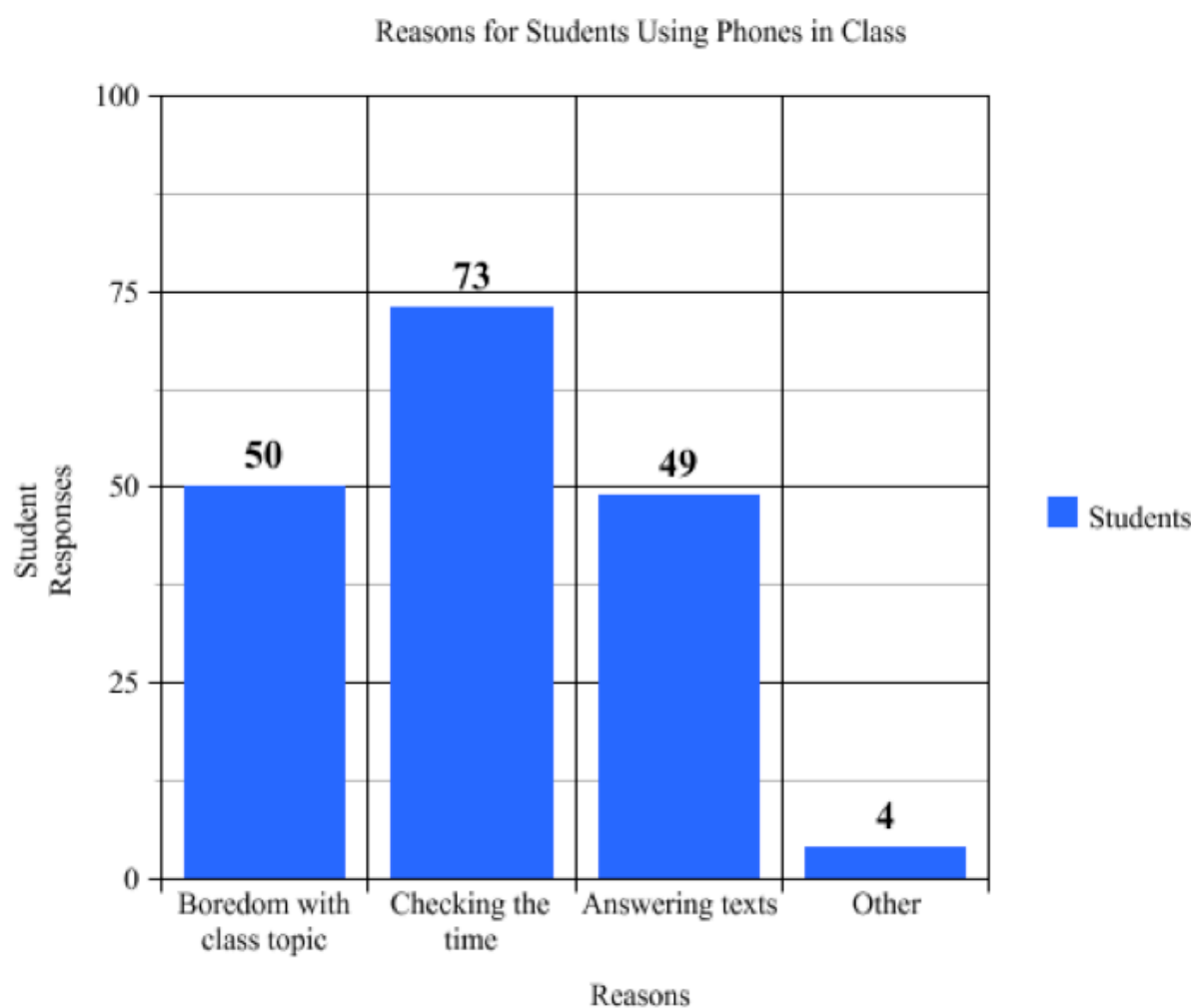
Jacob Brooks, a freshman computer science major, said that strict rules are not fair because he pays to go to the college. "If I want to check my phone during class, I have that right. I'm aware slacking off may affect my grade, but that's my choice," he said.

Eight students stated that they have mixed feelings about professors with strict technology rules.

"Personally, I need a quick break from certain topics and can't focus consistently, so I check social media and such to give my brain a little break," Abby, a sophomore marketing and management major, said. "Then I am back to focusing in on the class until it ends."

Brianta Hilton, a senior criminal justice major, said that making the classes more fun would keep her off her phone. "All four years I've only had two interesting classes," she said.

"I feel as though professors should try and do more with student involvement, so we won't be on our phones," TiChina Mitchell, a senior psychology major, noted. She added that she would prefer involvement with the lesson rather than lecture classes.



Some of the reasons La Roche students use their cellphones in class

© DANIELLE DiNATALE



## Conversation, continued from page 5

In that time, she said, she has worked with approximately six international students.

Anderson said she saw one of Sr. Veronica's emails and the prospect of meeting international students motivated her to volunteer for the program.

The benefits of the program, Anderson said, are wide-ranging and apply to both the international students and the volunteers. For international students, Anderson added, the program can help them overcome their inhibitions.

"I think it makes the students more open, because most international students, they don't want to speak that much because they feel like their English isn't that good," Anderson said. "But when they meet conversation partners, they realize we don't mind waiting. They're not as scared anymore, so I think that's what helps them with their English as well."

The program is a two-way street, Anderson said, because she has noticed improvements in her own English as well.

"We're helping them with their English but it also helps us with our English because, when we're speaking to them, we're trying to think of simple words to get our point across," Anderson said. "And then we're trying to

be very calm and not speak so fast. So I think, overall, it helps improve our English as well."

Patience and calmness are important qualities for volunteers to possess, Sr. Veronica said.

"They need to have a lot of good patience with their student," Sr. Veronica said. "But they do very well. I really can (give) credit, good high credit, on each of our volunteers."

The conversation partnership program, Hua said, is a good supplement to the instruction she receives in her ESL classes.

"Because (for) ESL students, your classmates are not native speakers," Hua said. "They are from other countries. They're speaking (with) accents. You cannot learn from it; you only can learn from your teacher, instructors. So that's very helpful. I like this program very much."

Anderson said her awareness of other cultures has increased through her volunteering.

"I really enjoy meeting with the students, especially because I like learning different languages, so I get to meet with them and if we become friends outside of conversation partner, I can be able to talk to them," Anderson said.

Hua said she and her conversation partner have discussed the differences

in China's and the United States' education systems. Another topic, Hua added, is the differences she has witnessed in the personalities of American and Chinese students.

"Basically people here are more outgoing," Hua said. "But in China the people are more shy."

Anderson said she likes to discuss fun topics when she meets with students, so the conversation will not feel like a school assignment.

"I love music so sometimes when I meet the students I ask them about music and then I ask them to explain their artist," Anderson said. "And they'll actually take the time. We'll listen to this music, we'll listen to the songs. So they feel like I actually care about what it is they're telling me and they actually care about what I'm telling them. And I think that's where the friendship becomes really important."

Both the volunteers and international students, Sr. Veronica said, can learn to have an open heart through the program.

"I think that's a very good time to transform each other, through this program," Sr. Veronica said. "It's a good change for them, good learning for them. They can improve their lives, not just for study."

Sr. Veronica said she gives volunteers guidelines for appropriate topics

to discuss during the hour. The two topics that are off-limits, Sr. Veronica said, are religion and politics.

"The volunteer brings one topic for one day to give the student a good chance to speak out in English," Sr. Veronica said. "I always ask the volunteer to please try to make conversation, dialogue, not just listening, not just speaking."

Most international students, Sr. Veronica said, report to her that their English has improved. Sr. Veronica said she works with all of La Roche's 400 international students and, for those in the program, their progress is evident.

"Most of the students are in my office until graduation," Sr. Veronica said. "So I could feel their improving English-speaking skills. I am so happy and I tell them, 'Wow, your English is excellent. Better than me.'"

It is rewarding, Anderson said, to see international students' improvement as their meetings continue.

"As you see their growth it's kind of shocking," Anderson said. "Maybe in the beginning you're the one starting all the conversations, all the topics, but as they go on they'll start starting the conversations and it's really exciting and fun."

# Spring has sprung at LRC

*Sophomore Abigail McNatt captures the beauty of springtime on campus*

