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## RECKONING WITH SHANK

A tenured professor, a racial slur and a  
reinstatement leave a predominantly white  
institution asking:

## WHERE DO WE GO FROM HERE?

story by  
KELLEN STEPLER

photos by  
GRIFFIN SENDEK

*“What’s the one word about race that we’re not allowed to use? I’ll give you a hint, it starts with N.”*

Duquesne professor Gary Shank asked his Educational Psychology class that question, in a Sept. 9 Zoom lecture.

Shank then used the N-word — and gave students permission to use it, too — in a two-minute video clip widely circulated on social media. In the clip, he explained how the word was used in a “pedagogical sense,” and gave examples of how the word was used when he was younger.

“It was really tense; we knew it was wrong,” said sophomore Erin Wrisley, who was in the class. “Everyone turned their camera off. No one knew what to do.”

Despite him apologizing to the class, Duquesne officials fired Shank — leading him to file a grievance against the university. Duquesne’s grievance committee recommended in January that Shank be reinstated, and a month later, university President Ken Gormley would allow Shank to return to teach in the fall under certain requirements.

“I was shocked,” said classmate Kaytlin Black. “He was on paid leave, then fired, but now he can come back? I don’t understand what happened.”

The reaction to Shank’s controversial return was mixed. But it also posed a question to the Duquesne community:

*Where do we go from here?*

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# “Intention doesn’t negate impact”

Once the decision was made in February, some students wrote to faculty to ask how the decision was made, and what they could do to make the university reconsider.

“People should have been surprised when they found out Shank could come back,” said Zeke Daure, a sophomore in Shank’s class. “I was shocked. You don’t expect things like that. I thought it was over and done with in September.”

Following the announcement Feb. 5, Daure sent an email to students in a social justice course, along with Shank’s Educational Psychology course, to gather experiences students have had with Shank. He was under the impression that he would have the opportunity to speak with Gormley and university officials to talk about the incident and decision.

But he said he never got that chance.

“With a tenured professor, it’s hard for things to change,” he said. “There’s not much you can do.”

Daure said that the university can’t expect people to take Shank’s

class again — and that Shank’s actions occurring over Zoom were the “best way” for it to happen.

“In a classroom, it might have never gotten out. He could have denied saying it,” he said. “I’m glad it happened over Zoom.”

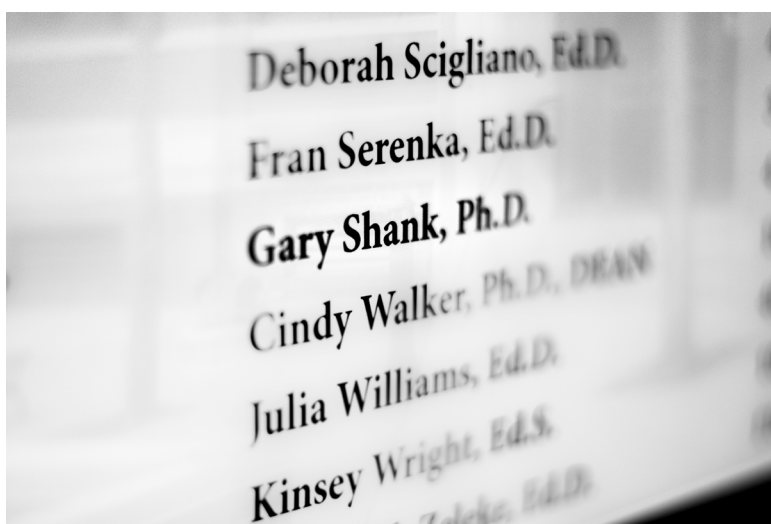
In the fall 2020 semester, Black students in Duquesne’s School of Education accounted for 6.07% of the student body.

“I went to a predominantly white high school. People know what’s right and wrong in this world. There’s differences, but it’s how we accept those differences,” Daure said.

“We all have different experiences through race, but it’s all about being accepting,” he said.

Wrisley also tried to e-mail professors to see what she could do, because she “was caught off guard by [him coming back.]”

“I was not happy. I’m white, so I don’t feel the sting as much as my peers of color did, but it still made me angry,” she said. “I told them I was not pleased and asked what I could do to rectify the incident and make the university reconsid-



er. The professor told me she was also troubled — but with tenure, there’s nothing I could do.”

It made sophomore education major Katie Rhodes feel “defeated.”

“There are so many students that were affected negatively by his careless acts, and the thought of him returning makes me worry for the students who feel uncomfortable with him being a teacher, including myself,” Rhodes said.

Anthony Kane, the director of diversity and inclusion at Duquesne’s Center for Excellence in Diversity and Student Inclusion, said he believes that the incident impacted the perception students of diverse populations have regarding faculty allyship and the university.

“The incident opened dialogues about the use of hate speech and racial slurs on campus,” Kane said. “Furthermore, this incident

showed us firsthand as a community that we are not immune to the acts of injustice and incivility that we see across our nation.”

Following the lecture, Shank apologized to his class in an e-mail with the subject line, “My most sincere apology.” He said that he used the racial epithet as a part of his pedagogy.

However, Jessica Mann, who will co-lead Duquesne’s new bias education response team (BERT) with Kane, said that we must put aside goodwill and “dig into our real outcome.”

“Intention doesn’t negate impact,” she said.

Racially charged incidents like this “can trigger a lot,” and students should understand “that how they feel is valid,” said Quanesha Johnson, a mental health counselor from Bethlehem, Pa.

“Every student there has work to do,” Johnson said. “It’s a multifaceted approach with ongoing work — a recognition of the problem, a recognition of what has to happen, and listening.”

## Unions rule — but should they?

Penn State social justice education professor Ashley Patterson said Duquesne’s response was “unsatisfying.”

“I don’t think it’s a solution to the issue,” she said. “Social institutions, like unions and tenure, are put in place to protect people, so people had the protection to do their job without fear of being terminated for no reason.”

“But they also protect people who don’t really do that, too.”

The American Association for University Professors (AAUP) demanded Shank

be reinstated at Duquesne — citing due process rights and academic freedom. The AAUP closed their case once the announcement was made in February.

“We are not aware of any evidence that Professor Shank’s continuing in the role he has filled for twenty-three years suddenly constitutes a threat of immediate harm to himself or others. Nor are we aware that administrative officers consulted a duly constituted faculty body prior to imposing the suspension,” the AAUP wrote in the fall.

Duquesne professor Bruce Beaver, the

chair for the University Grievance Committee for Faculty (UGCF), said that the “particulars of any investigation by the [UGCF] are confidential.” The role of the UGCF is to investigate grievances lodged by faculty against university administration.

“The committee is composed of representatives elected by the faculty from each school within the university,” Beaver said. “There are no restrictions on who can be elected to the committee other than that they must be tenured or tenure track faculty.”

The 11-member committee — found on Duquesne’s website — is composed of predominantly white faculty members. Beaver confirmed in an e-mail to *The Duke* that one member was excused from the Shank case, so 10 members made the majority rules decision.

When asked what the UGCF committee meant when they wrote that Shank’s conduct was misguided but not “malicious,” Beaver declined to comment.

“The faculty handbook and university TAPs clearly state that racism and disrespect at any level within the university are not to be tolerated,” Beaver said.

Kathleen Sekula, president for the Faculty Senate, said that the UGCF conducted a thorough, intense investigation into the Shank case. But some members of the campus community — Duquesne’s Student Government Association (SGA), for example — raised concerns over the university’s faculty handbook and wrote in a statement published in *The Duke* and sent campus-wide that “this decision makes clear that conduct of this sort is acceptable, and you will not be subject to immediate termination but rather remedial diversity training.”

“The SGA’s statement that the committee decision makes clear that this conduct is acceptable is debatable,” Sekula said. “We are not privy to the final report but know that the report said that they did not find malice. They did not state that this conduct was acceptable. The SGA took issue with the fact that the faculty member was not fired.”

Sekula said that she met with the SGA president to explain and discuss the function of the faculty handbook, and how

changes are made. For a revision to be made in the faculty handbook, Sekula explained that the university provost would create a subcommittee to propose changes, then the edits would be sent for faculty review, and then sent to university officials and the board of directors to approve those changes.

“Any revisions that will be made in the faculty handbook, as well as in the grievance committee, will be determined in the future with much forethought,” Sekula said.

The Faculty Senate, she said, surveyed all nine of Duquesne’s individual colleges to identify all diversity, equity and inclusion programs, training and presentations. She said they found that many initiatives have been offered and many are in the planning stages.

“There are many [diversity, equity and inclusion] initiatives being addressed right now throughout the campus, and I am confident that over the coming months inclusivity on our campus will take major steps forward...” Sekula said. “Hopefully, we can all heal and grow from this incident and become stronger, more unified and more inclusive.”

For an environment to become more inclusive, Patterson said that people must put themselves in a vulnerable position, “because that’s where learning happens.”

“Higher education and predominantly white institutions [PWIs] are set up for white people, so that their comfort is maintained all day ... within those settings, it’s always important that people seek opportunities where they are vulnerable — so that they can be in a position of empathy with people who are marginalized,” Patterson said.

The truth has to be reconciled for improvement and change to occur. Once the truth is realized, a community can move on not with a “clean slate,” but rather with a slate that understands what the main scratches are, according to Patterson.

“We have to acknowledge what’s already happened to move forward in good faith; to recognize how you got to that place. I question in a lot of ways whether our institutions are ready for that,” she said.





# Equity and inclusion work in education is a “marathon, not a sprint”

To begin to dismantle systemic racism in educational settings, Duquesne education professor Darius Prier said that people must critique and examine those systems of higher education.

“Historically, these were not spaces and places where communities of color were to have access,” he said. “Advocates for an equitable, just and fair system must raise critical questions that inform transformative practices in higher education.”

The Director of Diversity and Inclusion at Duquesne, Anthony Kane, said that the university has already started to take several steps by being more vocal that incidents of bias, racism and hate have no place on the Bluff. He noted that key administrators have engaged in dialogue with students who have been impacted in these situations, and that students have taken charge and advocated for change in many areas.

“However, we must not get stagnant or forget that this work is never-ending,” Kane said. “We must continue to challenge ourselves to do more and do better for all those who represent mar-

ginalized identities.”

But to be fair and equitable, universities must acknowledge where they have not always been so – and commit to improving, expanding and enhancing their work to be fair and equitable.

“Then, I believe we will make true progress,” Kane said. “But progress does not equal success. This work is a marathon, not a sprint. As time goes on, we must continue to pass the baton.”

Prier said that the university, and Duquesne’s School of Education, followed due process, proper protocol and procedure regarding the Shank incident.

“Anytime the classroom space is felt as harm, rather than critical inquiry and engagement, swift action must be taken,” he said.

The aftermath of the event is still unfolding, but Prier said that for Duquesne to move forward, part of creating change and a more inclusive environment is to hire more faculty of color, and recruit more students of color.

“When we have a diverse faculty and student body, it gives the uni-

versity an opportunity to represent a more cross section of America,” Prier said. “In addition, the university gains knowledge and skill sets from diverse perspectives to help the institution to continuously rethink what a diverse community should look like.”

He also suggested that the university may consider creating an intentional administrative policy that would address racial discrimination, through the TAP [The Administrative Policies] system. The intention of this policy, Prier said, would be to protect faculty, staff, and students of color from racial discrimination.

“We have enough data at this point to understand communities of color need specific kinds of protections as we have done with TAP 31, regarding sexual misconduct and gender discrimination,” Prier said. “The implementation of such a policy would be a proactive measure, demonstrating good faith efforts toward the maintenance of diversity and inclusion for communities of color.”



## Social justice: a pillar of a strong education

Ganina Gonzalez was drawn into Duquesne’s School of Education because of the stress placed on the importance of social justice education.

“Teaching is an act of social justice,” Gonzalez said. “Through teaching, we can empower our students. We can affect change in the world. That really spoke to me.”

Gonzalez, who will be the incoming president of Kappa Delta Epsilon – the professional education fraternity at Duquesne – noted that one of the biggest things she’s learned from the university is to advocate for all students’ voices.

“White teachers need to listen to their colleagues who are people of color, and their students who are people of color. I think that teachers need to evaluate their own personal biases before they go into the classroom,” she said.

When teaching social justice issues, Prier said that white professors should approach the subject matter with “honesty, transparency, humility and vulnerability with their students.”

“The absence of what you don’t know, particularly in the area of race, can be very damaging, hurtful and harmful to students,” he said. “Consequently, students of color often live out the absence and effects of what white society may not know.”

Prier said that white professors should admit that they may have some “blindspots” around race and social justice. Professors should come to the table with students, ready to do the necessary work to learn what they don’t know and hear students out – who may be some of their best teachers in the area.

“Social justice work requires a shift in power dynamics, regarding where knowledge may emerge, and how we determine the authority over such knowledge,” Prier said. “In this context, your diverse student body, or the community itself, may become key stakeholders and

‘teachers’ to topics on race and social justice in education.”

For white allies, Kane said that their role is simple: stand up, speak out and demand change when racially charged incidents occur. But, in the moment, it’s not as simple as it sounds.

“White bystanders must be willing to get uncomfortable when standing up to bigotry and speaking out against hate speech, language and actions,” Kane said. “Too often, those who have been victimized are left to pick up the pieces and keep fighting. This allows us to be block[ed] out and ignored for ‘repeating the same message.’”

Regarding the Shank incident, Gonzalez said the “swift reply” by School of Education interim dean Gretchen Generett was impressive; but she was less pleased with the university’s response.

Generett declined to comment for this article; but in September, she wrote that the incident was a “teachable moment.”

“As an educator, you should always be mindful of the impact of your actions on the students you are obligated by the profession to teach,” she wrote. “Your intentions are of no consequence when a student’s learning is disrupted by what you believe to be okay. Your actions are what students will remember.”

But on the same day Shank was placed on paid leave, Danielle Brown – the mother of Marquis Jaylen “JB” Brown, who died after falling from a Brotter Hall window in October 2018 – held a rally on campus to demand Duquesne officials act into an independent investigation regarding her son’s death. Duquesne then emailed a statement campus-wide citing “strong disapproval” of the march – at the same time the video of Shank was gaining traction online.

“You’re going to smear Danielle Brown’s name the same day that you have to retract and say, ‘Oh, we do care about Black people,’” Gonzalez said.

## Transforming pain and ignorance into a “teachable moment”

As School of Education Dean Gretchen Generett suggested, Prier said he immediately used the incident as a “teachable moment” with his students. Prier, who teaches a Social Justice in Educational Settings course, recalled that his students were very unsettled by the incident, and that “silence was not an option.”

“Unfortunately, this event opened up an existing wound regarding racial tensions at the university,” Prier said. “This is not a point of condemnation so much as a fact of social reality that has occurred on this campus. The events happening internally within Duquesne University is a reflection of the racial polarization that has boiled nationally.”

Rather than ignore the issue, Prier and his class – most of whom had Shank – launched a discussion on how educators can approach topics around race, language and culture in the classroom. Students discussed what ways they can provide historical, social, political and cultural contexts to their treatment of race in schools, how pedagogical parameters can be set up and the difference between rigorous versus offensive content that harms students.

“It was my goal for students to begin unpacking these questions as future teachers who may end up in a diverse school district, where similar issues may arise,”

Prier said.

Racial issues have been prevalent in Pittsburgh-area school districts – especially as of late. In March, a South Fayette High School teacher caught fire after an assignment asking students if “the slave trade was profitable.” In January, a school board member in the Gateway School District resigned after sending a text message to other school board members asking if a woman applying for a job in the district “dat[ed] the darkies.” And in November, two members of the Peters Township High School band wore all-black bodysuit costumes that some perceived to be the modern-day equivalent of blackface.

“If we are going to actually help our students out and explain the full scope of American history to them, we have to let them know that racism was an issue, still is an issue and will continue to be an issue,” Ganina Gonzalez, an education student, said. “I hope that my students will get to see a better tomorrow where we’re combating institutionalized racism.”

This semester, the School of Education launched an Education Equity Certificate – which Prier is directing. The program is open for sophomores with a 3.0 GPA, across majors, who want to “engage K-12 school systems and the surrounding community through a social justice lens.”

“This program asks the bigger questions that shape students as

critical citizens of the world, to meet the imperative of social justice,” Prier said.

In higher education, Kane said that systemic racism isn’t new – in fact, it has existed throughout the history of higher education, and cited research that shows that many universities “were not created with the intention to serve diverse populations, but instead to serve solely white men.” He said that colleges and universities must confront the “hard history,” and “undo hundreds of years of what has been done.”

“Luckily for Duquesne, our founding story is more progressive and equitable than many universities. We were founded to serve those in the margins, and we have humble beginnings in the Hill District above a bakery,” Kane said. “However, we do have a role to play in combating social injustices and inequities and to do work to ensure that we continue to honor our mission and serve those on the margins.”

He said that inclusion must become a part of who Duquesne is, and what the university represents – not just something people do because of the fear of the impact of not doing it.

“I challenge my students and colleagues to keep me honest and focused as the center looks to remain the hub of resources and support for diverse students,” Kane said.





# Student Government Association elects first woman of color as president

## special edition

### "The Reckoning with Shank"

The Duke takes an in-depth look at racial equity and inclusion in the classroom in the wake of the Gary Shank incident

PAGES 1-3, 16

## opinions

### The Trial of Derek Chauvin

America's failing criminal justice system requires much-needed reform

PAGE 7

## features

### Inequities in Health Care

Professors discuss racial sensitivity in their fields

PAGE 8

## sports

### Pirates Need to Move On

OF Polanco stifling prospects' progressions

PAGE 10

## a & e

### Music School addresses racial diversity

From choir repertoire to musicianship, students, faculty, staff share experiences

PAGE 12

COLLEEN HAMMOND  
news editor

In a year of firsts for women in politics, sophomore Jessica Schmitz is joining the ranks of trendsetters and barrier breakers. This week, Schmitz made history when she became the first woman of color elected president of Duquesne's Student Government Association (SGA).

For Schmitz's peers, this came as no surprise. According to her predecessor, Kallie Crawford, Schmitz has always been a stand-out member of SGA.

"She tackled everything thrown at her," Crawford said, referencing Schmitz's previous role as the vice president of communications at SGA.

Crawford said Schmitz became instrumental in getting SGA through the pandemic, being sure to keep everyone connected and on track with the senate's goals.

"I knew she could also handle the role of president," Crawford said. "I wouldn't want it to be anyone else."

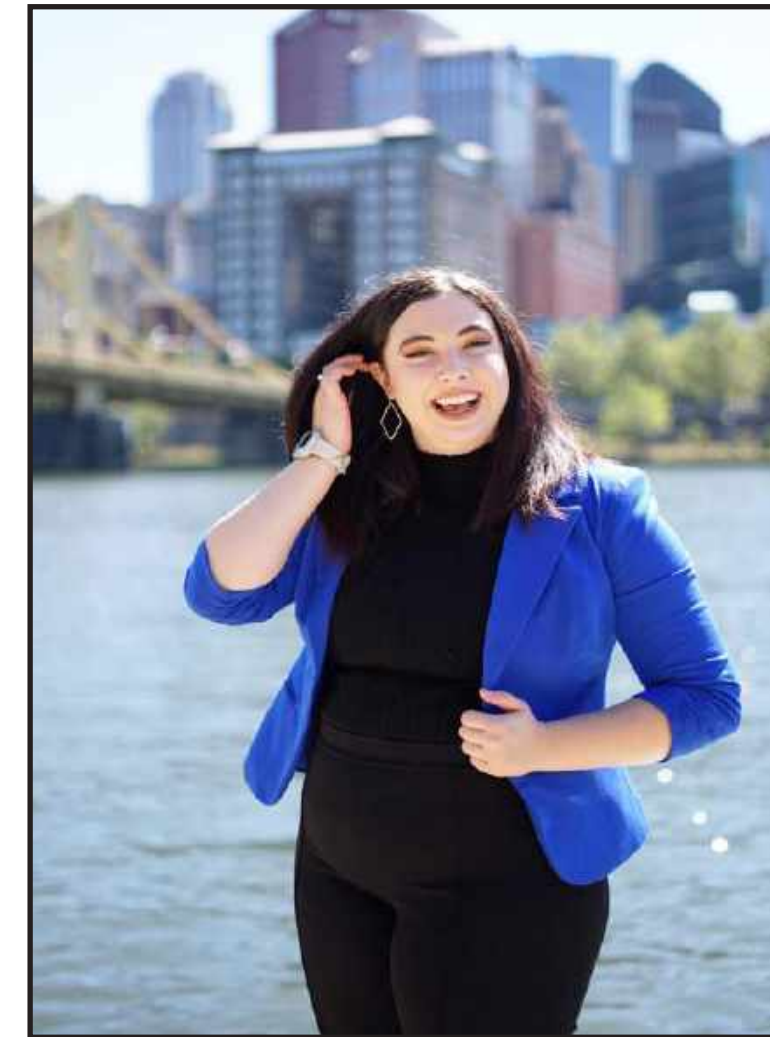
By virtue of their jobs, Crawford and Schmitz developed a strong working relationship, both noting the many lessons they learned from the other.

"She and I just naturally worked closely together," Crawford said.

Crawford, only the second woman to ever hold the office of SGA president, said she is thrilled to be passing the torch to another woman, especially the first woman of color.

"I think it's long overdue," Crawford said.

Schmitz, however, sees it a bit



COURTESY OF SGA

Jessica Schmitz is the first woman of color to be elected the president of Duquesne's Student Government Association. The sophomore political science and economics double major said she has "always been on the path" of elected office. She will be sworn-in on April 18.

idea of the glass ceiling," Schmitz said. "We don't realize it's there until someone breaks it."

Schmitz said she is filled with ideas to improve diversity efforts across campus, building off Crawford's work.

ship. Under her leadership, SGA created the Diversity, Inclusion and Identity Committee (DII), a voting committee open to all.

"I think it's a good start," Crawford said, but quickly noted that there is still a "long way to go" on the roads to equity and equality.

However, despite their best efforts, both Crawford and Schmitz noted the biggest struggle they have faced this year as an organization: participation.

Under the current SGA system, every college and school at Duquesne is granted one SGA senator for every 200 students. This means that each election cycle, there are 43 senate seats open and five executive board positions open for election.

This cycle, there were only three senators who ran.

"We were all pretty much running unopposed," said Nathan Gierczynski, a newly elected senator for the School of Liberal Arts.

Gierczynski said he hardly had to campaign and that the most difficult part of the process was getting the necessary 50 signatures to get on the ballot.

"There is a very acute lack

of participation at Duquesne," Gierczynski said.

Gierczynski, who has never worked with student government before, noted that he does not have concrete plans or goals for his time in the senate. He simply decided to run "last-minute" with a group of his friends, all of whom ran for office unopposed.

"I was truly concerned we would have another election without a president," Crawford said.

To Crawford's delight, Schmitz stepped up to take on the primary leadership role and plans to ramp up recruitment and participation efforts, seeking to further Crawford's work with the DII.

This year, Crawford issued invitations to over a dozen minority organizations across campus to become voting members of DII. According to Crawford, many declined or did not respond at all.

"We have struggled with organizations accepting the invitation to join the committee," Crawford said.

DII operates differently than other committees in the senate. DII allows all members voting power, regardless if they are senators or not. They do not even have to be members of SGA to sit on the committee and vote on the issues presented.

"It's not just a seat at the table," Crawford said. "[We're] giving them power at the table."

Schmitz hopes that she can "build bridges" with other student organizations as the world slowly opens back up. She said she wants to be a true voice of representation for the students of Duquesne.

"I'm not going to sit by to appease the middleman," Schmitz said.

She and Crawford share a clear vision for inclusion on campus, a value they said strengthened their work together.

"When it comes to diversity, we have definitely been lacking historically," Crawford said. "(But) we have the capability to get there."

Schmitz and the newly elected senators will be sworn into their respective offices on April 18. Until then, Schmitz and Crawford hope to see a growing interest in student government, as they believe it to be a major force of change on campus. Both women said they want to see greater student involvement to ensure SGA is "truly representative" of the student body.

"If you feel there is something you want to change at this school, why don't you?" Schmitz said. "Get involved."



COURTESY OF SGA

Left to right: Janelle Gans (SGA Executive President of Student Life), Kallie Crawford (SGA president) Jessica Schmitz (SGA president-elect).

differently. In fact, she admitted she did not realize she was the first woman of color to be elected president until after she had been elected.

"I think we take for granted the

"Kallie really laid a lot of important groundwork," Schmitz said.

During her tenure as SGA president, Crawford made equity on campus a keystone of her leader-



## POLICE BRIEFS

Here are the crimes reported from **March 29 to April 5**.

On **March 29**, a Duquesne student was a victim of an electronic scam.

Also on **March 29**, two Duquesne students were in their room in St. Ann Hall with possession of drug paraphernalia. Both students were referred to the office of student conduct and the evidence was destroyed and disposed of at the DU Police Station.

On **April 5**, a fire alarm was activated inside the Duquesne Towers. The cause was someone discharging a fire extinguisher, causing the smoke detectors to activate. It is unknown at this time who discharged the extinguisher.

## COVID-19 NUMBERS

SCAN HERE FOR COVID-19 DATA



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*The Duke's* news section would love to hear from you about stories that you want to see in print. Know a talented professor or accomplished student? See something on campus that just doesn't make sense? You can send your tips and story ideas to News Editor Colleen Hammond at [hammondc@duq.edu](mailto:hammondc@duq.edu)

# Saving lives, one shot at a time

ELIZABETH SHARP  
staff writer

As COVID-19 vaccination rollout continues across the country, some Duquesne students have already been able to receive the vaccine.

Duquesne has recently begun distributing vaccines on campus, and students and faculty look forward to the opportunity of becoming eligible in coming weeks.

In a March 29 Duquesne University Official Communication, plans to begin vaccinations for those who qualify for 1A status.

"We will begin with Phase 1A, prioritizing health care personnel — including student learners — and individuals over 65 years of age. Individuals between the ages of 16-64 with underlying conditions will be prioritized next."

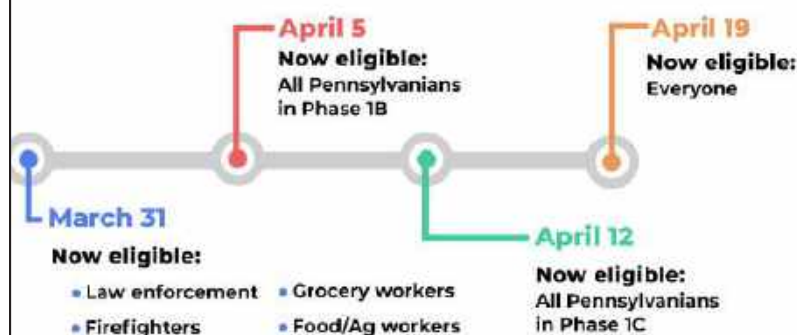
The statement also said that this is a "multi-phased" approach, indicating that they will follow suit with state and local health departments in continuing to administer vaccines once all other phases are eligible.

"The university is doing everything possible to make vaccinations available. The supply allocated to Duquesne will likely occur in waves over the course of several weeks," the statement continued.

On April 5, all Pennsylvanians (including students who attend school in PA) in the 1B category became eligible to register for a vaccine appointment. According to the Pennsylvania Health Department, phase 1C will become eligible on April 12, and all other residents will be eligible on April 19.

Sign-ups are available through

## Vaccine Rollout Timeline



COURTESY OF PA DEPT. OF HEALTH

On April 5, all Pennsylvanians classified as 1B will become eligible to receive the COVID-19 vaccine. Appointments can be made through the Health Department's website or through other distributors' websites.

Many students in the medical field have received their vaccines, and have viewed the life-saving shot as a way to continue their studies in real world settings. As the vaccinated population continues to grow, the impact that getting vaccinated has on people's lives grows with it.

Freshman nursing student Paige Glasgow is fully vaccinated.

"Getting the vaccine has impacted my life in multiple ways, even though it has only been a few months. I no longer have to worry about getting the virus, nor giving it to anyone else," Glasgow said.

As nursing students continue their studies, many will have to participate in clinicals — on-site hospital training — to complete their studies. Getting vaccinated will help them get back to work as soon as possible in order to continue their studies.

100% effective; however, it will help return society to a place where a significant amount of people shouldn't die unnecessarily from a disease that can be prevented."

As both Glasgow and Kamarados continue their work in the medical field, they hope to encourage others to help ensure a safe environment for when they can get back to work.

"As a future nurse, getting the vaccine will allow me to be safer in the medical field and be able to help those that may be ill, not only from COVID-19, but other contagious diseases. It also will allow my patients to feel comfortable around me because I am vaccinated," Kamarados said.

Keeping patients safe is a top priority for both Glasgow and Kamarados as they hope to get back to work soon. In the field of nursing, students put high priority on their patients' health and safety, especially during their clinicals.

On a more personal level, Glasgow and Kamarados hope to see family members again, as do many other people eager to get the vaccine.

"Not only will this vaccination help me as a nurse, but it will allow me to start seeing my more elderly family members in a way I haven't been able to since the beginning of this pandemic," Kamarados said.

As vaccination rollout progresses, Duquesne is starting to see hope for the upcoming fall 2021 semester.

The school is moving forward with a plan to reopen for in-person classes in the fall as significant progress is made in vaccination distribution to students and faculty. A full on-campus learning environment and regular student life is the hope for fall.

While the university continues to see an increase in vaccination rates and a current decline in infections and hospitalizations, optimism for the fall semester rises.

"We are one step closer to getting back to a somewhat normal life again, and I encourage everyone to get vaccinated and stay safe," Glasgow said.



COURTESY OF WIKICOMMONS

By the end of April, all Pennsylvanians will be eligible for the COVID-19 vaccine, according to the Pennsylvania Health Department.

the Pennsylvania Health Department website, as well as through individual distributors such as Giant Eagle, CVS Pharmacy, Rite Aid, Duquesne's SONA system and local hospitals/primary care providers.

Vaccines are free for all who wish to receive them, regardless of insurance status, but distribution sites are likely to ask for insurance information if the vaccine recipient has it.

"It will be so helpful during my sophomore year when I begin clinicals for nursing school, so I can protect both myself and patients alike," Glasgow said.

Maria Kamarados, a freshman nursing student, has also received her first vaccination.

"Getting the COVID-19 vaccination was very important to me," Kamarados said. "Just like all other vaccinations in the world, it is not

THE DUQUESNE DUKE

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# Sweet spring treat: Millie's pop-up shop is back

**BAYLEE MARTIN**  
staff writer

I scream, you scream, we all scream for... Millie's! With the spring semester winding down and the temperatures rising up, what better way to treat yourself than with ice cream from the local ice creamery Millie's pop-up that is back on the second floor of the Student Union for the remainder of April!

The Millie's pop-up shop opened on Tuesday, April 6, and is open every day from 4 p.m. to 9:30 p.m. Students are able to use their Meal Plan Flex, PLUS, cash and credit to purchase a wide variety of flavors, including Chad's Vanilla, Best Chocolate, Coffee Break, Pistachio, Lavender and Cookies and Cream. Vegan options are available in Dairy-Free Mango and Dairy-Free Brownie Batter as well.

Last year, Millie's owner Lauren Townsend was thrilled to bring the pop-up back to Duquesne after its debut on campus in 2019, and this excitement is still there today.

"Duquesne is a very special place – the students, faculty and employees are second to none," Townsend said. "And we'd really like to bring some joy to the cam-



GRIFFIN SENDEK | MULTIMEDIA EDITOR

On the Bluff, Millie's has become a season staple. This year is no exception as the Millie's pop-up shop returns to the second floor of the Student Union for its third consecutive year. To accommodate its growing popularity on campus, the pop-up has shifted location from its usual spot at the information desk to the inside of the former Union bookstore.

pus community during these difficult times."

Millie's began in the kitchen of Chad and Lauren Townsend and has since expanded to shops in four brick and mortar retail locations in Shadyside, Market Square, The University of Pittsburgh and Lawrenceville, as well as two kiosk locations at

My Goodness Market in Regent Square and Nemaquin Woodlands Resort. Millie's now finds itself in the heart of Duquesne University for the third year in a row as a pop-up shop.

Finals are quickly approaching, and students are appreciative of this nice surprise.

Sophomore Nicole Park said

she has had a heavy workload this semester and is overly excited about having Millie's ice cream available in just a short walk across campus.

"It's a nice stress reliever, especially since the semester is coming to an end and work is piling up," Park said.

Lindsay Steeber, who is also a

sophomore this year, is looking forward to having new options for the remainder of the semester.

"It's nice to have something different on campus to treat yourself to as finals are approaching," said Steeber.

Millie's works directly with local dairy, egg and produce purveyors in Pennsylvania to support their belief that "the best things in life are real: real relationships, real ingredients."

Nursing student Megan Joyce is appreciative of the inclusivity of the options Millie's has to offer for students with dietary restrictions. Nursing students do not have wellness days off, so Joyce is happy that she can have her favorite treat on stressful days, while also supporting a local business.

"I like how Millie's has options for students with dietary restrictions, like their dairy-free brownie batter, so it's inclusive to a lot of people," Joyce said. "It's also nice to support a local business that gives back to the community."

Millie's is now hiring, and interested students can direct all inquiries to [hello@millieshome-made.com](mailto:hello@millieshome-made.com).

## The Bluff in Bloom: springtime on campus

**PHOTOS BY GRIFFIN SENDEK**  
multimedia editor



It's tulip season. Across campus, students can see a variety of colors of tulips. These springtime favorites decorate nearly every flowerbed on campus, with many blooming early this year due to the warm weather.



These flowering trees line many of the streets on campus. While their buds and blooms may be picturesque, don't be fooled. They give off a pungent, sour smell and are a major spreader of pollen, one of the major contributors of spring allergies.





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“Success is not final;  
Failure is not fatal: It  
is the courage to  
continue that counts.”

WINSTON S. CHURCHILL

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Letters to the editor must be typed, double-spaced and include the writer's name, school/department and phone number for verification. Letters should be no longer than 300 words and should be delivered to *The Duke* office at 113 College Hall or e-mailed to theduquduke@gmail.com by 5 p.m. Tuesday. The editors reserve the right to edit any and all submitted copies. All letters must be verified before being published.

### Corrections/clarifications

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# OPINIONS

## The digital revolution has changed the face of the retail industry

As of 2021, the retail industry is still one of the largest sectors in the U.S., with trillions in sales and millions of people employed by both big box retailers as well as small mom-and-pop stores. To make a long story short, consumers are still very much interested in spending money with no signs of them slowing down, even after the emergence of COVID-19.

Nonetheless, within the last two decades, there has been a massive shift in the industry toward a more concentrated focus on expanding online sales. The advent of e-commerce influenced everyday people like you and I to purchase products from the comfort of our own homes, rather than hopping in our vehicles and driving to the nearest Dick's Sporting Goods.

Not to mention, the move to e-commerce also brought forth an increasingly competitive landscape in the retail industry, as new innovative start-ups continue to appear seemingly every passing day. As a result, those retailers who failed to act and shift their core business models from brick-and-mortar to online have struggled immensely against the likes of Amazon, Walmart, Target and more.

From dwindling cash balances and falling stock prices, to offload-

ing assets and quickly declining revenue growth, there is a long list of legacy retailers who failed to make the necessary transition to online and thus met their inevitable demise.

For example, on May 15th of last year, JCPenney filed for Chapter 11 bankruptcy after failing to develop an online presence. Struggling to keep its door open since 2010, JCPenney had closed more than 20% of stores and cut over 40% of staff within a space of nine years — an obvious indicator that



NOAH WILBUR

opinions editor

the company was struggling to stay afloat way before the coronavirus pandemic.

What's more, due to the pandemic, the shift to e-commerce

has only accelerated since consumers were unable to leave their homes and relied solely on online platforms to purchase products and services.

The impact on the retail industry, you might ask? Well, those firms who were already struggling to develop their e-commerce sites have seen millions in losses while also being forced to lay off, or furlough, large amounts of their workforces in order to reduce costs during this tumultuous time.

On the other hand, those with a strong online presence actually flourished during the pandemic.

For those retailers struggling in the wake of e-commerce and COVID-19, the only chance of survival is to reduce their brick-and-mortar footprints and make the necessary investments into e-commerce.

Although these investments will certainly be large and difficult to fund, the truth of the matter is that those who continued to lag behind this shift in consumer behavior, will surely fail in the long run. We've already watched it happen to some of the largest department stores the world has even seen, and it won't be long till it occurs again. The future is now and only the companies with a long term vision will prevail.

## Letter to the Editor: The Pandemic Blues

Articulating exactly what feels so wrong about this year of social isolation has been surprisingly hard.

At our faculty meeting last week, my department colleagues briefly discussed whether we wanted to continue offering our fall courses in the current hybrid model. The faculty quickly bellowed out a chorus of negatives. We had plenty of complaints. High among them was teaching students who hide behind Zoom's black squares. While some students may shield themselves for good reasons, we instructors have to wonder when we call on the person behind that cloak and find no one is there.

Yet, even as we say them, these complaints seem insufficient to explain that profound sense of loss we all feel as we round into the pandemic's year two. The shock has worn off. We are all wearily used to the absence of simple rituals like birthday celebrations, dinner with friends, movies on the big screen, as well as the grander ones like graduations and weddings.

For those of us lucky enough to have kept our health and our loved ones from the harshest wounds of this plague, our sense of loss comes with a sting of survivor's guilt. What have we suffered compared to the terrible grief and loss all around us? What right do we have to grieve?

I found an answer this morning (April 2) in a column by my favorite commentator, David Brooks of The

New York Times. According to a survey by the Making Caring Common Project (great name!) at Harvard, 36% of Americans and 61% of young adults are experiencing “serious loneliness,” Brooks wrote.

“I feel surprised,” he said, “by how much it feels like not just a social problem but a moral one.” We all know that sense of purpose we experience when serving a cause that is larger than ourselves. “But I've learned this year how much having a feeling of purpose depends on the small acts of hospitality we give and receive each day, sometimes from people we don't know that well.”

On the Wednesday before Easter break, four students and I shared a birthday cake for a graduate student from Nigeria. We turned off the lights, lit candles (poked into just one slice of cake so that he would not have to blow them out across the top of the whole cake), sang happy birthday and explained this American tradition. He clearly misses his home, where as many as 100 people might have gathered for his birthday dinner. He rose to his feet to express his gratitude and tell us of his January journey on foot with his luggage across the Nigerian border to escape a travel ban to come here and begin his studies. The gallery view of Zoomers had gone blank by now, but those of us in the classroom set the timer on an iPad and laughed when the camera caught us still scrambling to get into our group pose.

These little acts — and even

much smaller ones — “turn out to be tremendously fortifying,” as Brooks wrote. In the ‘time before,’ we could chat for a moment after class with a student whose frustration crossed her face during a lecture or discussion. We used to meet a student or a friend in one of our campus's common places — Starbucks or the law school's coffee shop or the Union lounge. We see one student rest a hand on another's shoulder, giving comfort or counsel. Perhaps they commiserate about a bad grade or news that parents are divorcing. A small group bends over a table covered with tablets and texts, as they prepare together for a test or assignment. And the whole of their sharing becomes larger than the sum of its parts.

In the absence of these moments, our own and those we see others share, work and time on computer screens have expanded to fill the void. No wonder we are burned out with it all. Our overworked minds can go blank, and we wander into rooms and forget why we came there. Our hearts miss the nourishment of simple caring. We are all hoping and longing for a fall semester when we find ourselves surprised by tears of joy as we walk into a classroom and find expressive faces turning up to greet us.

Best,  
Margaret Patterson  
Professor of Journalism

## STAFF EDITORIAL

### Our Commitment to Diversity and Inclusion

Anyone picking up this paper — a little heavier than normal, with extra pages for content — will flip through and see the majority of stories are centered on race at Duquesne. I mean, it's in big font on the front page. The majority of people this special issue consists of are Black.

Except our staff.

There's no ignoring the irony at best and hypocrisy at worst of an all-white staff dedicating a 16-page issue to sharing the stories of what it's like to be Black at Duquesne. Publishing this paper without acknowledging this would be a failure on our part as your student journalists; it would be as if a newspaper dedicated an entire issue to supporting women's rights and rejecting misogyny, but written by an all-male staff.

We see what you're seeing. As we talk about the lack of racial diversity at Duquesne, we know that our very own staff doesn't reflect the diversity the voices in these pages are calling for. And we know that we will never be able to fully understand the daily obstacles and challenges our fellow Black students have to face just because of the color of their skin.

*The Duke* staff acknowledges that the people included in these stories know a very different Duquesne than we do. And we know that without sharing their voices and perspectives, many other non-Black Duquesne students would leave this school after four years without recognizing the struggles of their own classmates.

The past year has been nothing short of a wreck. We live in a nation where freedom is determined by the color of your skin and even a global pandemic is politicized. Cries for justice continue to be hushed by individuals and groups who disregard the very real challenges faced by their neighbors. White Americans complain on social media that not everything needs to be a “race issue” as Black sons and daughters are being murdered down the street.

We don't want this pain to be ignored or brushed over. We want this injustice to be acknowledged outside of our Duquesne bubble. We want the voices of our fellow Black classmates, roommates, professors and staff to be heard and acknowledged.

For the 2020-2021 academic year, *The Duke* has been sponsored by the Poynter Institute for Media Studies to execute a project titled “Black Voices Matter.” We dedicated this project to intentionally projecting the voices of Black members of the Duquesne and Pittsburgh community with the hopes that they would use the student newspaper as a platform for sharing their unique perspectives.

When the mother of a Black Duquesne student calls for justice over her son's death and a white professor uses the N-word repeatedly in a lecture, the voices of Duquesne's Black community need to be heard and shared.

However, we know that words aren't enough, and that we as a staff need to do more than just acknowledge this

see Staff Ed — page 14



## *It is time for the energy jobs of the past to remain in the past*

**TROY SMAJDA**  
staff columnist

Driving on Route 22 from my home in Johnstown (a town with a long history of blue-collar work) to Pittsburgh (a town with an even longer history of blue collar work) I can't help but notice some of the billboards telling drivers that nonrenewable energy jobs need to be saved.

This issue has been heavily discussed in America, with petroleum and natural gas still making up around 30% of the energy we consume as Americans, but it has been especially discussed throughout my home state of Pennsylvania with its numerous nonrenewable energy jobs, and especially with the dawn of real, sustainable renewable energy coming very soon.

And on my drive I can't help but ponder this issue and wonder why these jobs are so heavily fought for, especially with their entire nature being predicated on harming the Earth. So I felt the need to explain my views on why these anachronistic jobs should stay in the past as we, as a planet, move on to renewable energy sources.

First of all, if there is an en-

tirely new facet of an industry forming that helps the Earth, and the old way of doing things in the industry was painfully harmful to the Earth, then I just can't see how the salaries of a few people today outweigh the long-term health of the Earth for millennia to come.

Next, if the energy industry is going in a new direction that is completely uncharted territory, doesn't that mean there will be more than enough opportunity for jobs in this new direction?

A cursory example: if the coal mining industry is replaced with windmills, doesn't someone have to finance, plan, build, oversee, and operate the windmills? I'm pretty sure they don't grow on trees, so I'm assuming there will be jobs needed for windmill construction, implementation, and operation. Maybe, just maybe, the coal miners could work those newly created jobs that don't harm the Earth.

I've heard the argument to this point that you can't just turn coal miners into windmill technicians; that this issue is not that easy. To me, this is like pretentiously saying to a whole subset of the population "you can't teach these old dogs new tricks," which I, on the

other hand, think is a bit presumptive about coal miners' and blue collar workers' ability to adapt and learn new trades. I optimistically can't see why these workers, with perseverance and innovation, couldn't learn some new skills.

At the end of the day, we're all playing this game of capitalism, and I guess it is because I see firsthand all these other industries dying off and nobody up in arms about them, that it makes me confused as to why this outdated industry predicated on a finite amount of resources needs to be fought for when its source is running out.

It just seems like we're collectively making this more complicated than it has to be, like we're tearing the Band-Aid of nonrenewable energy off slowly to the detriment of the Earth and future generations, instead of just reckoning with it and ripping it off quickly and prudently.

Another road you can take from Johnstown to Pittsburgh is Route 30, and along that route is the Westmoreland Mall where my father works doing leasing for the company that owns that mall and many others. And it is because I see firsthand the retail industry he's devoted his entire



COURTESY OF UNSPLASH

Renewable energy is the fastest-growing energy source in America since 2000.

life to rapidly dying away as Amazon pillages it under the guise of "progress" that I can't seem to understand why nonrenewable energy jobs (that actually do stand in the way of real human progress) are so adamantly fought for.

The death of Blockbuster Video never called for civil discourse and angry billboards; it was inevitable. The death of the movie theater industry is simply a meme now, a sigh of re-

lief from all those not involved; it couldn't have been avoided given the circumstances, right? Heck, the "Dirty O" in Oakland closed and nobody batted an eye. Industries change all the time. Improvement, out with the old and in with the new, is the entire foundation of capitalism. I just can't see why the old industry of nonrenewable energy shouldn't be replaced with the renewable.

## *Derek Chauvin's trial underscores the need for police reform in America*

**ALYSE KAMINSKI**  
staff columnist

"I can't breathe." The three words that have been in all our minds since the news of the murder of George Floyd broke last year. The weight those three words carry — it's immense.

As Floyd's murderer, Derek Chauvin, stands trial, and as each witness gives their testimony, I cannot help but think that Chauvin is guilty. But for me, it does not take this trial for me to have made up my mind. I watched the viral video. I saw the anger and hatred in Chauvin's eyes as he killed Floyd. I saw how none of the other officers did anything to stop it. We all saw it. There is no denying we all watched the video of a murder that did not need to happen.

There is so much riding on the trial that we are watching: All of the protests that occurred last summer to advocate for justice for George Floyd, Breonna Taylor, and the hundreds who so needlessly died at the hands of a corrupt policing system.

As I check the coverage of the trial, I feel annoyed at what to me seems like needless details. I know it is important to present all of the evidence and facts of the case, but I am sick of hearing about what drugs may or may not have been in Floyd's system. He was nonviolent. He was handcuffed and while handcuffed and pinned to the ground, he was certainly not a danger to Chauvin.

Floyd's drug use and the fact that his murder could be justified because he was an addict unveils a bigger problem about how we view addiction. Whether or not George Floyd used drugs, he was a person. A person who got mixed up in bad things, but a person nonetheless.

I was relieved to hear that the Minneapolis police chief, Medaria Arradondo, testified and said that Chauvin defied police protocols. Chief Arradondo said, "Clearly when Mr. Floyd was no longer responsive — and even motionless — to continue to apply that level of force to a person prone out, handcuffed behind their back, that in no

way, shape or form is anything that is set by policy, is not part of our training and is certainly not part of our ethics or values." It would have been sickening to hear that kneeling on someone's neck was part of protocol.

Another positive about Arradondo's testimony is how much it weakens any possibility of a defense from Chauvin's team that Chauvin was just doing what police officers should do. Hopefully the jury is convinced of Chauvin's guilt.

An interesting point about Chauvin's defense was made on CNBC by contributor and civil rights lawyer David Henderson. While there is no doubt that Chauvin killed Floyd, there was an opportunity for the defense to make a larger statement about the systemic problems in policing. By making this defense, first, real change could be enacted, but second, it lessens the image of Chauvin being one bad apple. Instead, he would drag down all the other bad apples with him.

And let's be crystal clear, there are bad apples and they



COURTESY OF WIKIMEDIA COMMONS

The trial of Derek Chauvin sheds light on America's failing criminal justice system.

are not as few and far between as people make them out to be. Policing in America is corrupt and part of an inherently racist system that dates back to the Fugitive Slave Laws. Policing in America is rooted in criminalizing Black people, but that's another article in itself.

Even so, Derek Chauvin was certainly one of the bad apples.

And he needs to be held accountable. Furthermore, if those who are part of the policing system want Americans, particularly Black Americans, to believe that they are not part of a racist system, and are actually here to make us all safer, then the racist murderers within it, like Chauvin, need to go to prison.





## DUKE SERIES: MINORITY-OWNED BUSINESS SPOTLIGHTS

## Get lost in the sauce: Bringing a 'Big Easy' flavor to Pittsburgh

EMILY AMBERY  
staff writer

When looking for the perfect complement to a meal, some people might get lost in the sauce. Uncle Jammy's Sauces, owned by Jamal Etienne-Harrigan, can offer some flavorful assistance.

Uncle Jammy's Sauces creates small-batch, all-natural and preservative-free sauces, seasonings and dry rubs in Pittsburgh.

"Pittsburgh is a food culture kind of city; definitely food-positive," Harrigan said. "Pittsburgh is starting to be pro small business and trying to help people grow."

Harrigan began making wing sauces and dry rubs 14 years ago when a coworker asked him to come up with sauces for a Monday night football party. Harrigan accepted the challenge and came up with his first sauce: "Area 51," a neon green, avocado, jalapeno and tequila concoction that wowed the football crowd.

"Getting asked to do something creative was the catalyst for everything, and that's why I jumped on the opportunity," Harrigan said. "Searching for recipes, techniques and other things kept my creative drive really alive."

Harrigan's love for flavor and cooking stems from his home family kitchen. His influence comes from his father's Caribbean background and mother's Louisiana roots. Harrigan also incorporates a New England cooking style into his food, as he grew up in Connecticut.



COURTESY OF UNCLE JAMMY'S SAUCES

Jamal Etienne-Harrigan's all-natural and preservative-free sauces can be found in stores around Pittsburgh.

Each sauce, seasoning and rub comes with a creative name, unique flavors and a story detailing its conception and creative process. Along with the story, Harrigan details the best pairings for each sauce and rub, whether it is best on wings, pulled pork or homemade chips.

Some names of sauces include "Funkalicious," "The Gods Must Be Cajun BBQ" and "Your Arrogance Amuses Me!"

"I really do like to be different — not contrarian, just going out on my own tangent," Harrigan said. "My process is a little different.

Usually what happens is I get enamored with a name or idea and it starts from there, and then I make the recipe to fit the idea. I just let the process happen."

While Harrigan comes up with a lot of the sauces on his own, he occasionally gets requests from fans of Uncle Jammy's.

"My favorite part is definitely the end user stage when you can react and interact with people who are using your product," Harrigan said. "Interacting with people who go to the grocery store to buy your product and the

love for your product is surreal."

Uncle Jammy's sauces can be found in stores all around Pittsburgh, such as Giant Eagle and Love, Pittsburgh. Harrigan has also branched out into other locations in Pennsylvania, Virginia, Maryland and New Jersey.

Harrigan explained the advantages to starting a business in Pittsburgh. The mid-sized city provides a way to create a name for products or services rather quickly. Harrigan also expressed Pittsburgh's positive movement toward supporting small businesses.

"The most important thing to do to get into the Pittsburgh food industry space is to research programs. There is a lot of funding for small businesses," Harrigan said.

Harrigan touched on the importance of networking and awareness as a small business, and especially as a minority-owned small business.

"People don't know what they don't know," Harrigan said. "So networking — overload on the networking events — sometimes other people just don't know your segment of the population is there. Get in front of people and educate them."

Harrigan is optimistic about the direction small businesses are taking in Pittsburgh as he continues to grow his own. He encourages everyone with a passion for something to stay with it even when it seems like the bad days are overwhelming.

"Use your passion," Harrigan said. "Passion is going to get you through. When you get up without having someone to push you, that is what passion feels like."

## Health science professors talk race, bias awareness in classroom

KATIA FAROUN &  
GILLIAN FITZGERALD  
the duquesne duke

Everyone has different lived experiences that are unique to them as individuals of unique backgrounds, but understanding these differences is what actually makes a difference — especially when it comes to health care.

Because of this, Duquesne health science professors make it one of their key objectives to teach on racial sensitivity and bias awareness in order to prepare students for interacting with patients of different racial, socioeconomic, gender and religious backgrounds in their careers.

For School of Nursing assistant professor and undergraduate programs chair Torrie Snyder, this bias awareness training starts right away, with first-semester nursing students already being lectured on how to treat patients of different backgrounds.

"We want to definitely discuss race and how equity is really important in nursing," Snyder said. "A lot of students may not see how race affects them, especially if you're not a person of color and you have your own experiences as others, so we want to expose our students to that."

However, when it comes to teaching students — especially ones without much exposure to different cultures or people of diverse back-

grounds — there's a need to recognize the gap between the knowledge and exposure they come to the classroom with and the level of awareness needed in their respective fields. What's important to Snyder is meeting students where they are and helping them recognize the biases they may be carrying with them.

"First we try and allow our students to be aware of their own biases, and then how can we get a handle on that and make sure that we aren't allowing our biases to interfere with care that's being provided," Snyder said.

Educating students on how to recognize their biases doesn't only happen in nursing school lectures. Physical therapy professor Gregory Marchetti is dedicated to helping students in the Rangos School of Health Sciences not only acknowledge the biases they may have, but also to helping the students navigate them and learn how to not let them control how they treat their patients.

"I do think it really starts with checking your own biases and recognizing that no matter how hard you try, you're not going to completely leave them out of those interactions," Marchetti said.

There's no way to leave equity out of health care, especially in the United States, according to Snyder and Marchetti. Because of the diverse backgrounds patients have — whether it be their race, their culture, their religion or just their personal lived experiences — no two patients are the

same, and no two patients should be treated in the same way.

"The biggest pet peeve of mine is when I hear nurses or people in my profession say, 'I treat all my patients the same,'" Snyder said. "That's not a good thing."

Each person has different needs as an individual, so treatment shouldn't be solely based on physical wellbeing, but emotional wellbeing too. Marchetti believes that training and teaching future health care providers to recognize that is imperative in a system that was created around treating white males — something that is considered the norm.

"We have to be more willing to have that cultural connection and be willing to meet each other where we are culturally, and understand how particularly the white culture has played the dominant role in a system that nonwhite people are trying to function in," Marchetti said.

It's important to note, according to Marchetti, that white health care professionals will never be able to fully understand the experiences of their patients with different social, cultural and racial backgrounds. But a key way to bridging this cultural gap between patient and provider is by listening and having experiences working with patients of different backgrounds.

"It takes listening, it takes interacting with people of different cultures and different ethnic backgrounds and trying to understand their needs," Marchetti said.



GRIFFIN SENDEK / MULTIMEDIA EDITOR

Health science professors are dedicated to educating students on racial sensitivity.

The schools of health care at Duquesne dedicate themselves to making sure their students graduate not only being aware of this gap, but end up using this knowledge to better treat patients of all different backgrounds.

Within the nursing and health sciences schools, diversity and inclusion committees work with faculty and the student body to create learning opportunities, such as in-services and expert-led series surrounding specific topics, including race or gender equity. Other students collaborate with professors, such as Marchetti, to do research and presentations on equity in health sciences, earning them that out-of-classroom experience that professors believe is so important.

"We invite experts in that can enhance our knowledge on these various topics when it comes to race, gen-

der and culture, and that's one of the ways we are trying to make a change," Snyder said. "And these are things that, for example, I may not be totally comfortable with, but in order to become comfortable, I have to learn and I have to educate myself."

While these educational programs and in-class lessons are important for teaching students how to recognize and work through their own biases, the most fundamental part of becoming a healthcare professional is being empathetic and focusing on what unites patient and provider: humanity.

"It all comes down to a basic level of humanity and thinking about where that person may be culturally, so we can see how different we are culturally so that we can meet them as best as possible in their space," Marchetti said.



# Henne: Pirates must move on from Gregory Polanco

**LUKE B. HENNE**

assistant sports editor

The Pittsburgh Pirates' first roadtrip of the 2021 season went about as poorly as one could imagine, dropping five straight games by an average of 5.4 runs after an Opening Day victory.

The offense was abysmal by all accounts, hitting .199 and driving in just 17 runs while striking out 59 times.

To this point, one player's offensive woes are sticking out more than others: Gregory Polanco.

The former top prospect, now in his eighth MLB season, simply hasn't gotten the job done. Entering Thursday's home opener at PNC Park versus the Chicago Cubs, Polanco is 1-for-17 (.059) with zero extra-base hits and seven strikeouts.

Polanco's numbers should not be so concerning, especially given that the team is just six games into a 162-game marathon. What makes his poor performance so alarming is that his career has become a clear pattern of inconsistency.

'El Coffee' started his career as hot as one could imagine. An 11-game hitting streak, highlighted by an astonishing 5-for-7 performance with an extra-inning home run in a June 2014 victory over the Miami Marlins, brought much promise to the future of the Pirates outfield.

Just a few months later, Polanco was briefly demoted to AAA Indianapolis after a poor stretch. He would finish his rookie season with a sub-modest .235 average, unable to crack the starting lineup in the team's National League Wild Card Game loss versus the San Francisco Giants.

The next three seasons brought similar mediocrity from someone with once-limitless potential. Polanco slugged 22 homers and drove in 86 runs in 2016, but each of the three seasons produced a batting average just over the standard benchmark of .250 (.256 in 2015, .258 in 2016 and .251 in 2017).

The 2018 season looked to be Polanco's breakthrough season. Entering a Sept. 8 contest versus the Marlins, Polanco was batting .254, but had hit 23 bombs and drove in 81 runs with three weeks left in the season.

That night, while trying to stretch a single into a double, Polanco jump slid into second base. He injured himself, and would miss the remainder of the season with a dislocated shoulder.

Since then, a once-golden arm from right field has not looked anywhere near the same. A promising athlete that could once gun down runners at the plate now struggles mightily.

By no fault of his own, Polanco was rushed back to action by April 2019. Polanco would play just 42 games, hitting a subpar .242 before missing the remainder of the season with shoulder inflammation.

In a truncated 2020 campaign, Polanco batted an abysmal .153, striking out in 41% (65 of 157) of his at-bats. Despite this, Polanco was given yet another chance to prove himself in 2021, and it simply hasn't worked out.

Holding onto Polanco seems smart from a front-office perspective. His 2021 salary of \$11,600,000 accounts for over 20% of the team's entire payroll, per Spotrac. If he can hit his way out of his slump, the team could hypothetically deal him in the



COURTESY WIKIMEDIA COMMONS

Assistant Sports Editor Luke B. Henne writes that the Pittsburgh Pirates need to move on from right fielder Gregory Polanco, who hasn't lived up to his former top prospect billing eight years ago.

way it has dealt the likes of Josh Bell, Joe Musgrove and Jameson Taillon over the past four months.

Well, bad news: He's not hitting his way out of this slump. His track record to this point makes that very clear. And it's at the point where he's holding minor league players back.

Young outfield prospects like Jared Oliva and Travis Swaggerty are waiting

for their chances. Keeping Polanco in the lineup on a daily basis is hurting their respective developments and progressions.

It's clear that the Pirates won't be competitive over the next couple of seasons. Despite his genuinely good and fun-loving character, moving on from Polanco would expedite the process of restoring competitive baseball to the North Shore.

## Duquesne Sports Roundup: FB, Bowling ready for postseason

**ADAM LINDNER**

sports editor

In a mundane year, there's a case to be made that there isn't much left for the Duquesne football team to tackle at the Northeast Conference level.

Since joining the league in 2008, the Dukes have captured five NEC championship titles and two FCS playoff berths. Coach Jerry Schmitt has been at the helm of the Duquesne program since 2005, posting a 102-67 overall record in that span during an unmatched run of NEC dominance.

Now, following a postponed fall season, unbeaten Duquesne (4-0) finds itself with home-field advantage ahead of Sunday's NEC title game against Sacred Heart (2-1). The tilt is set for 2 p.m. at Duquesne's Rooney Field.

The past 12 months, of course, have been anything but mundane. The NEC decided to postpone its fall sports seasons in an attempt to curtail the spread of COVID-19 on college campuses. Accordingly, the Dukes are now facing an unprecedented challenge on the gridiron this spring.

For the first time in NEC history, a football championship game will be sponsored by the conference. Typically, the league designates its champion based on regular-season standings

and tiebreakers.

For example, in 2018 — the Dukes' most recent championship run — a Nov. 17 win at Central Connecticut State served as the defacto title game. The teams each entered the contest 4-1 in NEC play, and the Dukes' 38-31 win gave them the championship.

A week later, Duquesne secured its first-ever win in the FCS playoffs with a win over No. 16 Towson.

This time around, fans will enjoy a bonafide title game — the first in Northeast Conference history. The fact that the game is set to be played on a Sunday in mid-April makes the contest all the more unique.

Duquesne outscored its opponents 102-54 through four games during its truncated spring season. Its closest contest, a 30-27 victory, came in its opening game March 7 against Sacred Heart.

The Pioneers' Julius Chestnut, a star running back, scored a whopping four touchdowns and recorded 209 yards from scrimmage against Duquesne that afternoon. Schmitt told the Tribune-Review's Tim Benz that Chestnut was an "unbelievable talent."

"To earn a championship, you have to play the best. And he is the best running back in our league," Schmitt told Benz on Wednesday.



COURTESY DUQUESNE ATHLETICS

The Duquesne Dukes football team will play Sacred Heart University in the NEC Championship Sunday, April 11 at Rooney Field.

**see ROUNDUP— page 11**



# Keeping up with The Dukes: Spring sports in full swing

from **ROUNDUP**— page 10

## BOWLING:

The ninth-ranked bowling team fell to Sacred Heart before topping Roberts Wesleyan on April 7 at the NCAA Regionals in North Kansas City, Mo. The bowling program, in its fifth year of existence, qualified for its first-ever NCAA tournament this season following a 34-15 regular-season showing.

The Dukes face Sacred Heart once again at 10 a.m. on Thursday for the right to play No. 1 seed McKendree at 3 p.m. Thursday.

Regional play in NCAA tournaments is double-elimination, and McKendree went 2-0 Wednesday. Therefore, Duquesne — which went 1-1 Wednesday — would need to defeat Sacred Heart at 10 a.m., then McKendree twice in order to advance (the first match would begin at 3 p.m., and if Duquesne were to win, the rubber match would begin immediately afterwards).

The bowling team's NCAA tournament bid makes the program just the fifth to earn an NCAA tourney appearance in



COURTESY DUQUESNE ATHLETICS

The Duquesne women's bowling team earned an at-large bid for the 2021 NCAA Bowling Championships, taking place this weekend at North Kansas City, Mo. The bid is Duquesne's fifth program in school history to earn an NCAA Championship appearance.

school history. Men's and women's basketball, volleyball and women's soccer are the other Duquesne programs to appear in NCAA tournaments.

## WOMEN'S SOCCER:

The women's soccer team hopes to rediscover its groove Thursday afternoon at St. Bonaventure. Losers of four straight, the Dukes (1-5-1) will face a hapless Bonnies team (0-6) at 2 p.m. Thursday at Bonaventure's Western New York campus.

St. Bonaventure is the only team Duquesne has defeated so far this season, posting a 1-0 triumph over the Bonnies on March 18.

Duquesne will remain in New York following its game Thursday for a Sunday afternoon showdown with the Bonnies.

This season, the Atlantic 10's soccer teams are playing select common opponents multiple times — both Duquesne's men's and women's soccer teams are playing schedules consisting of only Dayton, Saint Louis and St. Bonaventure.

The women's team has gone 1-0 against St. Bonaventure, 0-1-1 against Dayton and 0-3 against Saint Louis.

Duquesne's April 11 game at St. Bonaventure will conclude its regular season.

Only the A-10's top four teams will qualify for this year's conference tournament.

## MEN'S SOCCER:

The Duquesne men's soccer team will play its regular-season finale at Saint Louis at 7 p.m. April 10.

Following a 5-1 loss at Dayton April 3, the Dukes will look to get back to .500 in A-10 play with a win over the Billikens on Saturday.

Duquesne fell to No. 4 Pitt 1-0 Feb. 27, then went 1-1 against St.

Bonaventure, 0-2 against Dayton and 1-0 against Saint Louis in A-10 play.

The Dukes' 1-0 win over Saint Louis March 20 came in double overtime.



COURTESY DUQUESNE ATHLETICS

Dukes' RB Garrett Owens (25) runs the ball down the sideline during a game at Rooney Field this spring. Duquesne will play Sacred Heart in the championship game Sunday.



COURTESY DUQUESNE ATHLETICS

The Duquesne women's soccer team celebrates during a game.



## Music programs embrace cultural diversity on campus

CAPRI SCARCELLI  
a&e editor

Music is the art of telling a story. In order to listen with an open mind, Duquesne University's Mary Pappert School of Music has made an increased effort in culturally-responsive pedagogy — including a more diverse ensemble repertoire, carefully-crafted lesson planning and encouraging open conversation about the experiences of music's students of color.

Dr. Caron Daley is Mary Pappert's choral director for Pappert Chorale and Voices of Spirit, as well as assistant professor of music, ensemble coordinator and co-leader/founder of the Diversity, Equity, Inclusion & Access (DEIA) Taskforce.

This newly implemented organization attempts to survey students, faculty and staff on the music school's overall approach to creating a comfortable, collaborative classroom environment that welcomes every voice.

According to Daley, culturally-responsive teaching is about "seeking to understand [students'] backgrounds, experiences and challenges in order to respond to what is going on in the world."

"The choir is made up of an incredible diversity of individuals," Daley said. "They come from different levels of experience with music and different cultural backgrounds. In order to be culturally-responsive to individuals in the choir, I try to get to know them. I try to build relationships with them and learn more about them."

This semester, Daley asked her students if they considered themselves to be "culture bearers." In a brief written assignment, students were asked to give background on their culture, offering choral pieces that could be used in the future for the ensembles to sing. In this semester alone for Voices of Spirit, Daley has included gospel, folk, French, Baroque and African spiritual pieces, with 50% of those pieces being composed by racially diverse female composers.

"The cultural representation of the class does affect how I choose repertoire, but then I also try to choose diverse repertoires beyond even what we may have represented in the class so that students could be exposed to different styles. That is an important part of musical education," Daley said.

Freshman music education major Natalie St. Hill, a DEIA board member and Voices of Spirit singer, said that Daley does

"a really great job" at "embracing and expanding the repertoire with different cultures."

"One of our discussion board assignments during Black History Month was to find a different Black or African-American composer and talk about their choral music and a little background on it, which was really interesting," St. Hill said. "We weren't turning a blind eye to it. Dr. Daley said, 'Let's talk about it, and let's talk about how it has to do with music.'"

Senior music therapy major Carlie Lalo, a University Singers member, said she was excited to hear that her native language would be represented in the song "Rosas Pandan," a Filipino piece included in the spring concert repertoire for April 9.

"At first I was really surprised because that usually never happens," Lalo said. "I had to ask my mom and she helped me with the pronunciations. I knew some of it growing up, but I was able to help the choir with it, which was really cool."

Lalo also mentioned how she would like to see more Asian representation in required music therapy courses outside of choir.

"I feel like especially in music classes, my major specifically is not as diverse, and being of an Asian culture is not as seen in my major, and I feel like it would be important to talk about in class outside of just this choir class," Lalo said.

Musicianship professor Dr. Benjamin Cornelius-Bates poses the question: How do we make classes accessible to those with different cultural experiences, and how do we broaden our horizons based on that?

"Often times piano repertoire consists of old dead European white guys, such as Bach, Handel, Brahms, Mozart and Beethoven, where we hold these composers to a philosophical, mythic status," Cornelius-Bates said. "We need to continue to expand and humanize this musical experience."

Two years ago, Mary Pappert developed a history in hip-hop course, which dives into the global and cultural impact that this genre has had on the music scene. According to Cornelius-Bates, hip-hop has become the most-listened-to genre in the world, though Hollywood still holds ingrained cultural biases of the genre, which affects how it is addressed in an academic setting.

"We need to deflate that narrative. Racism is a white person problem," Cornelius-Bates said. "I am a white person talking about Black culture, so re-writing the curriculum is hard, but it is absolutely necessary."



GRIFFIN SENDEK / MULTIMEDIA EDITOR  
Duquesne's School of Music gives a vulnerable perspective on cultural diversity.

"We need compassion, empathy, and to understand the perspectives of students so I can continue to adjust mine," he continued.

St. Hill said she wishes she could take culturally-diverse courses such as jazz, hip-hop and opera workshop, though cannot due to the packed scheduling of the music education program.

"There's just no room in our schedules right now because of the strict, 18-credit semesters," St. Hill said. "A genre like jazz is not only important for cultural diversity, but also how [music education majors] are all going to be teachers at some point, and most public schools have a jazz band. Having a jazz background in Mary Pappert would help us expand that culture as well as expand our knowledge on its historical context."

According to St. Hill, an issue with the education system is "getting [students of color] into the field." Because of music boosters and differences in socioeconomic status, public education differs in opportunities for music programs, which may result in bad experiences for Black students if not given the opportunity to excel in high school.

"It's a tricky thing. Public education wants to be more diverse with their representation, but a big thing is when you have Black or African American students going into education, a lot of them honestly don't want to. I know that first-handedly, a lot of Black students have a hard time going through their educational journey. It's hard to hire more Black educators when some have had those bad experiences," St. Hill said.

To address these topics in the choral department, Daley invited composer Rosephayne Powell to a virtual rehearsal, where she

discussed the stylistic interpretation of her piece "Still, I Rise," as well as the challenges faced as a Black female composer in the composition field.

"It was really powerful. It was generous of her to join us on Zoom because I know she gets a lot of presentation requests," Daley said.

Speaking on behalf of the choral department, Daley said she wants to continue to "exercise humility, sensitivity and examine historical practices."

"I need to be willing to consider in what ways I have been exclusionary," Daley said. "I took out gender names in the Pappert Men and Pappert Women's Chorale two or three years ago because we have transgender students, we have students who identify as male but sing soprano and alto. This year, I got rid of uniforms in the choir to be sure that it is no longer a financial hurdle. I am taking small steps to continue to try to make the choirs more inclusive, and I just need to keep going in that direction."

In a meeting through DEIA, all music majors gathered virtually on Feb. 17 to discuss the honest conversation of addressing diversity in the school of music and where the program can continue to grow.

"In music education, I am the only Black biracial student in my year," St. Hill said. "In a predominantly white major, how do you appeal to more diverse people? I've had my fair share of moments where I was overlooked because of my race in high school. Here it's different. Here I get more recognition and I get to start a new chapter. There's more to me, and that's something I really like about being here."

## WEEK'S EVENTS

Socially Distanced Ballroom Lesson  
Thursday, April 8 @ 8 p.m.

Come learn the basics of ballroom in a fun and safe socially distanced dance lesson! Register on campus link or email Hannah Clark (clarkh4@duq.edu)

Dante Pop: How to Become an Icon in Just 700 years  
Friday, April 9 @ 3:30 p.m.

Join us for this special seminar series that marks 700 years since the death of medieval poet and philosopher Dante Alighieri.

## UPCOMING RELEASES

Fearless (Taylor's Version)  
Taylor Swift  
Friday, April 9

Taylor Swift's 2008 hit takes a new spin with her re-recorded tracks, including six songs from the vault.

Voyagers  
Friday, April 9

A sci-fi psychological thriller, this movie follows a futuristic narrative where humans are sent off to a distant planet, consumed by their own fear and emotions.

## CAPRI'S COMPLAINTS

Vaccinations: First Come, First Serve

Recently, Duquesne was ecstatic to announce that they would be administering COVID-19 vaccinations along with their testing.

However, the second the email was sent out, every vaccination slot was filled — even when my cursor was hovering over the portal.

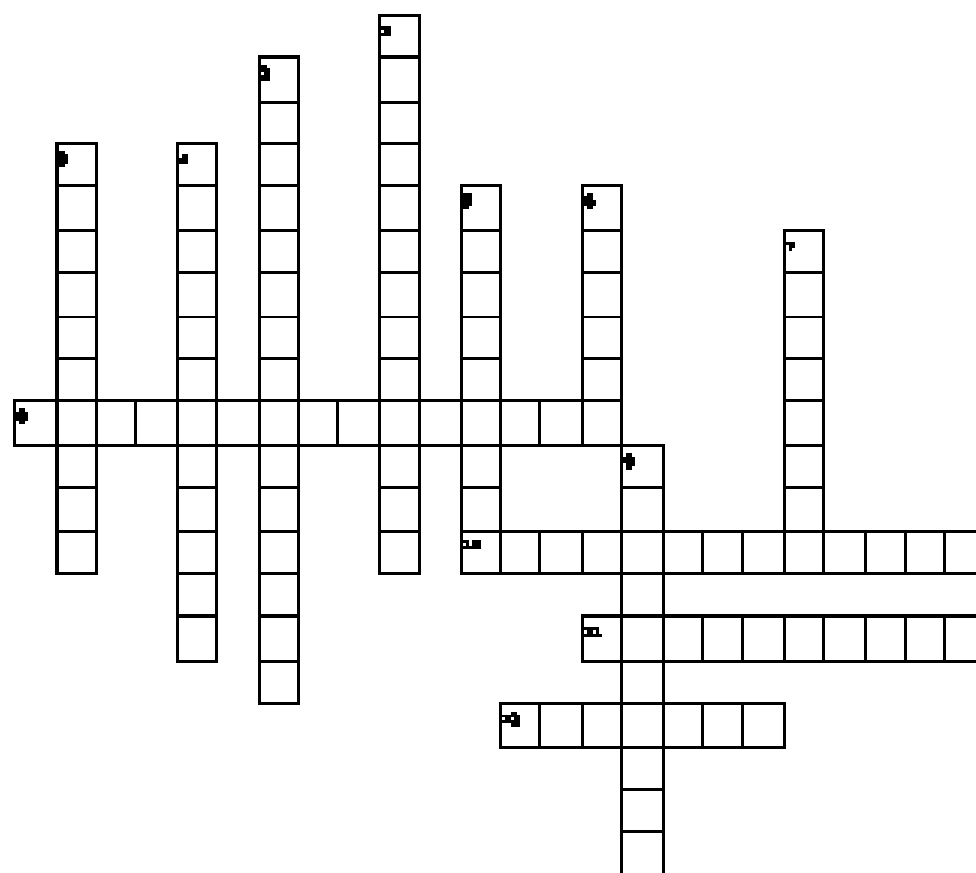
There was so much buildup to the email that I felt as though it wasn't worth it to have such an important installation almost inaccessible.

With the semester coming to an end, it makes it even more difficult for students to efficiently receive their vaccination without having to travel to get both dosages. Clarity on the availability would be helpful for next time.

— Capri Scarcelli



## Fearless (Taylor's Version) Crossword Puzzle



### Down:

1. 'cause I was there when you said
2. but I miss screaming and fighting
3. waiting for you and your
4. so i'ma stay through it all
5. romeo take me
6. the walls that we put up
7. drive me head first
9. i'm five years old

### Across:

8. you're on the phone with your girlfriend
10. all this time I was wasting
11. do you ever stop and think about me
12. 'cause when you're

Experience the revamped album this Friday, April 9!  
Available on all streaming services.



## *The Duquesne Duke's commitment to Diversity and Inclusion in the Newsroom*

*staffed — from page 7*

irony. Without including Black students in our staff and hiring Black individuals to be part of the editorial team, we will continue to be a part of the problem. We are committing ourselves to making the diversity we're calling for happen in our own newsroom, knowing that without diversity, this newspaper will fail to be the voice of all of Duquesne.

To the Black members of the Duquesne community, know that we hear you. We love you. And we know that this newsroom needs to change.

Thank you for your support and your grace, and for using these pages as a platform for your voices.



**LISTEN  
LIVE 24/7**

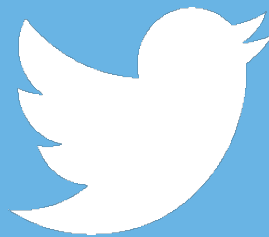
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A message brought to you by The Office of DU Cares & the Pennsylvania Liquor Control Board

Alcohol Medical Amnesty in Pennsylvania

As the temperature rises, so do the opportunities for drinking...

Good people drink;  
Good people underage drink;  
And sometimes good people drink  
too much

If you see someone under the influence and you are worried about  
their medical safety,

**MAKE THE CALL**

Get your RA, RD, or call  
412-396-2677 on campus  
or  
911 (if off campus)

**NO ONE SHOULD DIE or GET HURT**  
because they drank too much alcohol and people are afraid to  
make the call.

Safe Harbor for Underage Drinking Violations

'Though illegal to consume alcohol under the age of 21, a 2018 amendment to the Pennsylvania Crimes Code provides immunity for both an individual seeking medical attention for another and the individual needing medical attention due to an alcohol-related emergency.' \*

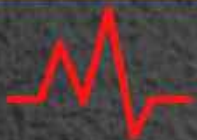
Generally, there are four steps to immunity:

1. An individual must call for emergency assistance with the belief that the individual in jeopardy requires immediate medical attention.
2. The individual who calls believes he/she is the first to call for emergency assistance.
3. The individual who calls provides his/her name to the 911 operator.
4. The individual who calls stays with the individual in jeopardy until emergency assistance arrives. \*

(\*Pennsylvania Liquor Control Board, Act 80 of 2018, 6308 crimes code, summary 6301.1 safe harbor for violation of section 6308(A))

Make the Call, Be a difference maker!  
You are the eyes and ears at the party!

Hopefully no one will ever need you to make this call for them, but if they do, be the person who takes the action to call!



Under 21? Zero Tolerance

21+? Enjoy Responsibly

"The program is made possible through a grant funded by the Pennsylvania Liquor Control Board. The opinions and statements expressed in the advertisement do not necessarily represent the views of the Pennsylvania Liquor control Board"



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## TECH ETHICS MAKE-A-THON

April 9, 3 p.m. - April 10, 3 p.m.

The Carl G. Grefenstette Center is proud to announce the first ever Grefenstette Center Make-A-Thon! **All Duquesne students, undergraduate or graduate,** are welcome to join us in developing new ideas, policies, apps, research, and projects related to ethics in technology during this 24-hour event.

**1<sup>st</sup> Place: \$1000 Cash Grand Prize**  
**2nd Place: \$500**  
**3rd Place \$300**  
 PLUS \$20 per person for food money!

Register at [duq.edu/tech-ethics](https://duq.edu/tech-ethics)

**What's a Make-A-Thon?** A Make-A-Thon is an idea showcase where people get together to build cool things on a very short timescale and demonstrate how to change the world!

**What do I have to do?** Be creative and solve problems! You can write a program, develop an app, craft a policy, draft a poster, create a video, build a robot, write a proposal...creativity is encouraged on the way to solving problems!

**What kind of project will I be building?** The Make-A-Thon theme is Ethics in Technology but a specific challenge (or set of challenges) will be issued within this theme at the start of the 24-hour period. All teams will then compete to deliver a proposal, code a project, draft a policy, solve a problem, create a video, design a prototype, or simply amaze the judges with some previously unknown act of practical tactical brilliance!

**How long do I have?** The Make-A-Thon runs for 24 hours, from 3pm Friday to 3pm Saturday. Anything you and your team can do in 24 hours is fair game!

**Team?** Teams of up to four people can compete as a group. Any Duquesne student, graduate or undergraduate, is eligible! You can compete alone or as a team.

**Where will this happen?** The contest will run on Discord and Zoom.

**Questions?** Email us at [GrefenstetteCenter@duq.edu](mailto:GrefenstetteCenter@duq.edu) or go to [duq.edu/makeathon](https://duq.edu/makeathon)

## CLASSIFIEDS

### Apply to Become an AmeriCorps Member

Help immigrants and refugees thrive, gain professional skills, meet new people as a full-time Compass AmeriCorps member. Service year runs September-July. Stipend, health-care, and educational award. Apply at [compassamericorps.org](https://compassamericorps.org)



# 16

## Learning from a “mistake”

Originally, sophomore Kaytlin Black thought Shank’s conduct was just a mistake.

“In class I was uncomfortable, but I realized he was human,” she said. “As time went on, I realized he went out of his way to say it. He could have and should have omitted it. It didn’t help our learning; it did not promote whatever we were learning.”

She said that teachers advocate for marginalized voices. She wanted to be a teacher to advocate for students whose voices aren’t always heard, and that Duquesne presented her with “various opportunities” to become the equitable teacher that she strives to be.

“Duquesne should elongate the social justice course,” Black said. “It would create more equitable teachers.”

As a white woman and future teacher, Black said that white privilege needs to be addressed.

“I had the chance to reflect and change my opinion,” Black said. “I really wanted Shank to be a good guy. But with what I was reading, it doesn’t seem like it. He knew it was wrong.”

The Shank decision, to Duquesne alumni Madison Ware, “sets a horrible precedent.”

“It’s OK to make a mistake, but [Shank’s] mistake was saying a racial slur that lots of people know not to say,” Ware said.

Ware, who graduated in May 2020, said that being a Black woman at Duquesne can be difficult. As a business major, she was often the only Black student in her classes.

“When race came up in class, I was the ‘advocate,’” she said. “I always sat in the front to prove a point...for people to take me seriously and to gain respect.”

Having students take a required course on diversity – not just race – could be a step in the right direction, Ware said. The University of Pittsburgh implemented a course in August titled “Anti-Black Racism: History, Ideology, and Resistance.” The one-credit course is an online, asynchronous pass/fail course that is free.

“People don’t want to talk about race because they don’t think they can do anything. There’s an attitude of, ‘it’s not about me, so I don’t care.’ If you want to see change, you have to be uncomfortable,” Ware said.

For learning to occur, Ware believes that there needs to be an understanding that everyone comes from different backgrounds, and that to have these conversations, “it’s not a bad thing to be uncomfortable.”

“You should see color – when people say, ‘I don’t see color,’ that’s a very dangerous set of words,” Ware said.

Renee Fullum, a 1977 Duquesne graduate, said that it wasn’t about the word being OK when he was growing up, but maybe *where* he was growing up.

But Fullum, the first Black RA in St. Ann’s Hall, said that she believes Shank does deserve a second chance – if he completes all the criteria, and passes with flying colors, Duquesne should let him come back.

“If anything, hopefully it gives courage to other students to step up when something’s wrong,” Fullum said.



## Open and honest conversation: teaching race in predominantly white classrooms

In a predominantly white classroom, psychology and race should be “taught with a level of sensitivity,” counselor Quanesha Johnson said.

“Psychology was not created with Black people in mind,” she said. “To understand the audience, the educator needs to do the work. They need to understand the impact of their words and be culturally sensitive to their audience.”

“When you’re teaching to a white viewpoint, a lot of that is not valid for all audiences. It’s coming forth with a cross-cultural understanding of psychology and an understanding of where the field came from.”

For Shank to return to Duquesne, he will be placed on a “performative improvement plan with a specific emphasis on teaching methodology,” and will work with Duquesne’s Center for Teaching Excellence (CTE) to “restructure, rewrite and organize his lessons in all courses.”

Erin Rentschler, associate director of Faculty Development at CTE, said that while CTE does not talk about individual faculty or courses, the center does provide inclusive teaching practices widely recommended to the campus community. For white professors at predominantly white institutions, the first step to teach topics like race effectively is to do “some deliberate self-reflection,” and question what they know about the intersections of race and their discipline.

“Teaching about race and racism needs to be done with intention and purpose, and it needs to recognize the realities and the significant impacts of racism in our society,” Rentschler said.

While talking about race and racism can be uncomfortable, that doesn’t mean it can be ignored, Rentschler said. When discussing these topics, teachers and professors should create spaces that are

both “safe” and “brave.”

“Setting ground rules for respectful conversation and having a protocol for resisting microaggressions can set a foundation for productive dialogue,” she said.

Rentschler said that there are a “wide array of inclusive practices” that CTE recommends, from “creating ground rules for conversations; to diversifying syllabi and course materials so that students see themselves represented; to establishing a sense of belonging; to designing transparent assignments.”

Rentschler said that CTE is a “support resource” for faculty and graduate students who teach, but no one is “required” to use their services or follow their suggestions.

“Addressing issues of social justice is a cornerstone of a Duquesne education, which asks students to walk with those on the margins,” she said. “To me, that means we look within ourselves and within our campus community to see how to do better by those who are marginalized, underserved, or under resourced on our own campus and beyond.”

Patterson said that common challenges white professors face when teaching race and social justice issues is the fear of doing it wrong.

“The things I hear most often are that ‘I’m scared to do this’ or, ‘I don’t want to do it wrong,’” Patterson said. “People are afraid of being the next professors being called racist – that’s definitely a fear. Another challenge people have is the fear that they’ll never know enough to do it well. They’ll say, ‘I can read all this literature, and do all the workshops, but I’ll never understand what it’s like to be a person of color.’ While I think that’s true, I think that people can channel the empathy we have naturally for others and lean into that. Saying, ‘I

can’t do it’ is an overly convenient response.”

That “conflict avoidance approach” of white professors being afraid to offend students – or fellow white peers – if they center race and social justice in the classroom, Prier said, is counterproductive.

“Such an approach negates the sum total of lived experience communities of color struggle through on an everyday basis,” Prier said. “This colorblind approach privileges ‘state standards’ without political consideration of what should be the standard for anti-racist pedagogy.”

“In addition, have we considered the violence of silence to students of color when they feel their identities, voices, cultures and contexts are not integrated into content or instructional practice?”

According to Prier, white faculty can “fill in the gap between theory and practice” by inviting the local community to assist with hosting topics, conversations or lessons on race and social justice.

“The first steps for white professors to curb systemic racism in higher education, Rentschler said, involve “open and honest conversation.”

“If the climate isn’t welcoming, and people don’t feel as if they belong, policy changes alone aren’t very effective,” she said. “As in any community, we need to hold each other accountable if we expect to see larger systemic change, and we need to continue holding each other accountable once change occurs.”

If these challenges are to be overcome, Prier said that professors must center equity and social justice within the entire structure of pre-service teacher education.

“This re-centering of equity expands rather than limits the possibilities for what schools of education might become,” he said.

## A reporting (and support) system

Bias Education and Response Team (BERT) has been formed “in light of Gormley’s focus on diversity and inclusion, and in response to global and campus issues,” said Jessica Mann, co-chair of BERT. The group was formed to come together to think about a proactive and reactive approach to incidents of bias, and to acknowledge that bias exists and create a common understanding as to what it is.

Previously, Mann said that incidents could be reported – students had a standard conduct channel through the Office of Student Conduct, and faculty could go through The Administrative Policies (TAPs) – but BERT will offer an opportunity to centralize a “filter” to report incidents.

“BERT is not a disciplinary body; it will just refer incidents to the appropriate channels,” she said. “It will promote educational responses of bias to the campus community.”

Reporters can self-identify themselves in reports, or they can submit anonymously. Mann said that reporters who self-identify will be contacted within 48 hours and will inquire about the reporter’s welfare, give advice, ask what support is needed and discuss options to follow-up on the report. At this point, the online reporting system for BERT is still being developed.

“Every submission will be addressed, but will be addressed case by case,” she said.

Mann said that an example of implicit bias is when a faculty member unconsciously labels someone by easily identifiable instances: and that they run on assumptions, rather than truth.

“Educators typically ask people from underrepresented groups to speak on behalf of those underrepresented groups,” Mann said. “We need to create places for faculty to think about how they think about others.”

Penn State education professor Ashley Patterson said that implicit bias is the subconscious thought of thinking about people is “normal.”

“It’s not reasonable to get rid of [implicit bias], but what we can do is be aware of them and interrupt habitual ways of thinking,” she said. “Start by making the familiar strange. Question, ‘why do I think that?’ That’s where you start to dismantle implicit bias.”

Mann said that there is a lot of research on bias and its effects, and that if someone feels stereotyped, disrespected, unwelcome or unsafe, then they are going to underperform in the classroom.

“If someone is in the classroom, and they’re feeling judged, then they are going to underperform,” Mann said. “They aren’t getting the experience that their white colleagues and peers are having.”

Counselor Quanesha Johnson said that “everything is systemic,” and that racially charged incidents impact how students of color feel in school.

“If universities want good students, they have to support them,” she said.