

THE DECREE

since 1960 “of, by, and for the Wesleyan community.”

NORTH CAROLINA WESLEYAN COLLEGE, ROCKY MOUNT, NORTH CAROLINA 27804

Charlie Long Moves from Dugout to Development Post

Charlie Long has retired from coaching and moved into the Wesleyan Office of Advancement.

The Rocky Mount native, 51, came to Wesleyan in 1991 to serve as a women's volleyball coach and an assistant baseball coach under John Fox (now the head coach at UNC-Chapel Hill). Long is a 1989 graduate of Mt. Olive College, where he majored in history and political science and played second base on the baseball team.

He and his wife, Tammy, are the parents of five children, Zachary, 24, Holly, 22, Justin, 20, Colin, 18, and Savanna, 16. The oldest two are Wesleyan grads, Long noted.

In 20 seasons as head coach, Long compiled a record of 475 wins, 416 losses and 5 draws, and led the Bishops to the Division III World Series title in 1999.

The Decree interviewed Coach Long about his career and his new position.

Q. What made this the right time to retire from coaching?

A. The time was definitely right. I want to finally catch up with my family and give them the full attention they deserve. It's nice to have weekends free (so far).

Q. Let's go back to the beginning of your Wesleyan career. What were you doing just before you came to NCWC in 1991. What attracted you to the position and the school?

A. I was a graduate assistant at Campbell University and was coaching in the Valley League in Front Royal, Virginia. Coach Fox called me and said they were looking for a full-time assistant. I had always followed Wesleyan and admired the success Coach Fox had at the school. He didn't have to ask me twice if I wanted the job. It was a dream come true to coach in my hometown.

Q. How did you like coaching volleyball?

A. I enjoyed coaching volleyball. We did struggle quite a bit in the three years I had the program, but we made small strides each year with recruiting and wins. When I took the team, we only had seven

NC Wesleyan Storm Stories

In mid-September, Wesleyan canceled classes for a week as Hurricane Florence hammered the Carolinas, dumping record rainfall and causing devastating floods.

While the Rocky Mount campus escaped serious damage and injury, many students and staff were still affected by the storm.

Decree writers compiled stories from that week; here are three:

Wilmington: Brooke Bayse

When you live at the beach, the word hurricane is not a scary word. I grew up never thinking hurricanes were bad and that they would ever be too serious.

I was raised in Wilmington and still live there whenever I'm not in school. My house is right off of Interstate 40 and about 10 minutes from the coast. I live back home with my mother, father, and my two dogs, Maggie, a 13-year-old beagle/lab mix; and Bella, a 1-year-old pit-bull/boxer mix. We've had so many hurricanes before—Floyd, Fran, Irene, and Ernesto. We've lost power for days and seen floods, but this time was different. Hurricane Florence came in like nothing I had ever seen before.

In every storm we'd encountered, I was able to sit in the house with my mother and father, but this time I wasn't home. I was so nervous for them. I had people telling me that they needed to leave the area, and one friend even told me, "If your parents don't leave, they're going to die. They better give you their life insurance information." Of course I was very anxious when I found out they were finding ways to stay at home with the dogs and the house. If something bad happened to the house, they wanted to be there to fix it.

On Thursday, September 13th, they lost power at 5 a.m. and that was just the start. Not only did they lose power, they soon ran out of food and gas for the generator, and there were lots of trees that fell around our house, though none fell on the house.

Saturday morning, while waiting out the hurricane with relatives in Youngsville, I got call from my mom. She told me about my father's ordeal. It began when he was

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Charlie Long Photos by SI and G. Wallace

players so the struggle was real without any depth. The toughest part involved juggling practices. I coached baseball in the afternoon and volleyball at night. I would get home around 10 every night, so the days were long. I didn't think the dual role was fair for the volleyball players. They deserved better and I was excited for the program when athletic department decided to hire a full-time volleyball coach.

Q. Your first baseball position was as an assistant coach. Describe what it was like to serve as Coach Fox's assistant?

A. Coach Fox was the most prepared coach I've ever been around. His detailed practice plans displayed his incredible organization skills. Coach also instilled traits in our teams that made every game a fight until the last out. We never quit.

Q. Characterize your first few years as head baseball coach. What were you doing well; what were you not doing so well?

A. The first few years were fun. We had a great deal of talent on the mound. When you pitch well, coaching is overrated. My only tough decisions was when to take out one power arm to replace it with another one. We were blessed with Sean Fleming and Jayson Sigley during that time. They're still numbers one and two in career strikeouts. With those guys starting and Buddy Hernandez coming in to close, we racked up the numbers and took the pressure off of the offense. In response to the second question, I would sometimes over-coach. I learned that preparation before games was much more important than in game decisions. Well prepared players usually controlled the results in our favor.

Q. How has coaching changed since you came here in 1991?

A. Coaching hasn't really changed much. It's still about relationships. Our better teams have had good senior leadership and have communicated well with the coaching staff. Our poorer teams have experienced roadblocks that were a result of poor communication on both sides. Division-III athletes are the same today as they were 27 years ago when I began. They all have something to prove to all of the DIs and IIs that may have overlooked them. That's the main reason I love DI/II so much.

Q. In what specific ways have the student-athletes changed during that period?

A. The biggest change is that the current student-athletes have so many more things occupying their time now.

Q. And what changes did you make over the years to adapt?

A. I became less rigid with my practice length and looked for ways to keep the guys engaged with the team. We moved around the schedules, sometimes scheduling two or three different practice times and doing more work with smaller groups.

Q. You were known by some as a disciplinarian. Is that a fair characterization?

A. I tried to always put the team above the player. I guess this is what made me a disciplinarian. Our punishments were consistent and spelled out for the players so that they clearly understood consequences for their actions.

Q. What was the highlight of your career?

A. There are many, but the one that comes to mind was the final out of the 2006 NCAA Regional Championship game. That team was amazing in their drive and determination to get our program back to the College World Series. I can still see Rob Johnson stepping on the third base bag in the bottom of the tenth for the final out.

Q. Describe that 1999 championship season, that group of guys. What stood out about that season and that team?

A. I'd say it was the team chemistry. I know you hear that all the time, but those guys really fed off of each other. After starting

1-2 in Atlanta, we reeled off 19 wins in a row. During that time, we had contributions throughout the lineup. The pitching staff was phenomenal. The team played amazing defense during our title run and came up big when needed. The biggest win came in game 1 of the regional tournament when we scored 2 in the ninth to tie after being down to our final out. Seniors Andy Jones, Jeremy Stewart, and David Capobianco refused to lose. Seven wins later, we were national champions.

Q. A lot goes into shaping a Wesleyan student. But how did you want to influence every player that went through your program? What did you want to see in your seniors by the last month of their final season?

A. My goal has always been to prepare our players to be good husbands and fathers one day. My coaching philosophy was based more on what our guys could do for each other and their community than what they could do to put their names in our record books. I also wanted to teach the guys respect for the game itself. There is no other game like it. And I wanted to impact on their spiritual lives. I hope that the players always knew where I stood when it came to my faith in Christ.

Q. Let's turn to lighter subjects. What was your philosophy when it came to dealing with umpires?

A. I liked to let the umpires do their job. This was a great lesson I learned from Coach Bauer and Coach Jerry Carter way back when I played American legion in Rocky Mount. There were times when it was necessary to protect our guys and then the lessons I learned often went out the window. I could always tell when an umpire could

be "worked" that day just by the lineup exchange. It's amazing during the course of going over ground rules how you know whether to give your team a heads-up or not about the umpires. I don't recall a time that I went out with the intention to get tossed to fire up the guys. Some things can't be staged because the players are smart enough to know better.

Q. Explain the art of giving signs while coaching third base.

A. That's a tough question. Our signs were very simple, but could be as complicated as needed if we thought someone was picking them up. Even now, I feel guarded about sharing too much information. The main thing is practice and then it becomes second nature.

Q. Can you think of a funny story that happened when a player missed a sign?

A. We've had a few hit-and-run signs that we got right. The intention of the hit and run is to get the ball on the ground. I remember a game at Averett when Mark Wooten decided to hit a ball about 425 feet for a homer—Nice hit-and-run. We've had several candidates over the years that just couldn't get it, but I'd like to withhold the names to protect the innocent. The penalty tended to be a glare from a teammate. Sometimes additional sprints were done at practice.

Q. Let's go into your new job. Tell us your title and describe your responsibilities. What do you most like about this position?

A. My title is Assistant Athletic Director/Community Relations and the Director of Athletic Alumni Advancement. I'm responsible for the fundraising aspect of our Battling Bishops Club. I also promote our teams and future games in the community. We're doing

all we can to get our community to more of our athletic contests. I also reach out to as many former student-athletes as possible to keep them engaged with Wesleyan. The best part is the people. I have an opportunity to share with our alumni and our community all of the good things going on with our programs. In my job the ultimate goal is to enhance the student-athlete experience with additional funds that make a real impact on their programs. I also want fans in the seats. The students work hard and deserve that.

Q. What does your family think of your new job?

A. There was an adjustment period because they've been around the ballpark so long. But overall, they're happy to see me more. At least I hope!

Q. Will you be watching more or less Major League Baseball on TV?

A. It all depends on the A's (the Oakland Athletics). This year, yes. When they trade everyone away, no. I will watch more. The love I have for the game will never go away.

Q. What will you miss most about coaching baseball here at NCWC?

A. The day-to-day grind. I don't mean that in a negative way. There was always something different and challenging every single day. I'll miss the daily relationships with the players and coaches. That's hard to put into words. I always felt like God had called me to be there for the student and blessed me with the opportunity to learn from them as well. The great part is that even though my ministry location has changed, the calling to make a difference in a student's life is still just as strong as ever.

Wesleyan's Enrollment Hits All-Time High Percentage of Freshmen Athletes Dips

Wesleyan's enrollment continued its steady rise, as the college attracted 463 new students for the fall 2018 semester.

Total enrollment stood at 1,115 in the day program as of mid-September, college officials reported. That represents an overall increase of 88 students from the reported total of 1,027 in mid-September 2017. President Dewey Clark has set a goal of 100 new students each year until the college reaches enrollment of 2,000 in the traditional-day program.

Interviewed during the first week of classes, freshmen offered a range of reasons for selecting Wesleyan—from the small size and "family-like atmosphere," to the availability of scholarships, to recommendations from family and friends.

Danielle Barnes was attracted by a host of features, including the college's biology department and biomedical science program, as well as the financial aid package she was offered. "I felt at home on this campus," she added. "It's pretty diverse."

Braxton Bland said a childhood friend helped persuade him to attend Wesleyan, while Dylan Gainey found the faculty-to-student ratio and the small and "kind" campus appealing. Lizbeth Gonzalez likes the college's Christian orientation and the fact that campus is close to her home in Wilson.

Megan Mackey was impressed by the women's soccer program. "Wesleyan was the first school to watch me play. I love the team here and the coach is great," she said, referring to Beverly Bincur. "It seemed like a good fit for me."

Besides 415 freshmen, Wesleyan's new students include 48 transfers.

In recent years the college has sought to improve the gender breakdown on

campus. The freshmen class includes 251 males and 164—almost 40 percent—females. Last year, 133 females made up 38 percent of freshmen.

According to VP Judy Rollins, transfers include 11 males and 37, or 77 percent, females.

Here is a profile of the new students, based on data provided by the college:

- Number of North Carolina residents: 291 (248 freshmen, 43 transfers), or 63 percent
- Number of other states represented: 11 (South Carolina, Georgia, Florida, Virginia, Maryland, Pennsylvania, New Jersey, Ohio, Michigan and Tennessee, as well as Washington, DC.)

- Number of students from Nash and Edgecombe counties: 50. "We've been cultivating relationships in local markets for years and it's paid off in a big way," Rollins said, adding that Wesleyan attracted 26 students from Wilson and Halifax counties. "Some local high schools are starting to become feeders for us."
- Number of international students: 62.

The total includes freshmen and transfers, bringing the number of foreign students on campus to 136. Among the groups are the first Wesleyan students from Morocco, Saint Lucia, Uganda, and Uzbekistan.

- Average high school grade point average (for freshmen only): 3.27.
- Average SAT score (for freshmen): 988.

That represents a substantial jump from 2017, when the reported average was 909. But Rollins pointed out that the test was changed in 2016 and most students perform better on the new version. Last year, some incoming freshmen had taken the older test, she explained.

Rollins said that the college has tweaked its scholarship process, allowing it to secure 15 more high-achieving students. Each was

granted a President's scholarship, which comes with a \$20,000 award, up \$2,000 from the previous year. She explained that each of the 15 had interviewed for the Heritage or Trustees scholarship, but were not selected for the awards. "It's a very effective strategy, as we typically lose most students who are not awarded the Heritage of Trustee," she said.

(The Heritage covers tuition, books, and room and board while the Trustee pays for full tuition and books.)

- Median SAT (for freshmen): 970 (Median SAT information was not provided in 2017).
- Total number of athletes: 167, or a little more than 40 percent. That total is in sharp contrast to last year's class when 67 percent of freshmen (231 of 350) came to play a sport. Five transfers student are on a team.

Rollins said that as the college continues to bring in more freshmen, it will see a decline in the percentage of student-athletes. She noted that, in recent years, coaches have recruited around 100 football players and 80-100 athletes from all other sports. "We all want football to begin reducing their number of players," she said. "We believe we'll see that in fall 2019."

Here's a breakdown of new students from selected sports teams and campus organizations:

- Football players: 96 freshmen (or 38 percent of total first-year males) and five transfers
- Lacrosse: 7
- Men's cross country: 12
- Women's cross country: 4
- ROTC: 7
- Cheer: 7
- Music (Wesleyan Singers, pep band, Spectrum): 9
- Dance: 0

Citing preliminary data, the college reported that 63 percent of last year's freshmen (209 of 329) returned for fall 2018. Scott Marsigli, analyst in the college's Institutional Research Department, said that 329 was the number of freshmen enrolled after last fall's drop-add period.

Provost Evan Duff reported a total of 854 students in the college's ASPIRE program. That number is down from 1,001 students last year. ASPIRE has lost 360 students in the past two years.

Dr. Duff attributed the decline to a stronger national economy, among other factors.

(Editor's Note: The Decree will provide additional coverage of the ASPIRE program in upcoming issues.)

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From the class of 2022: Lizbeth Gonzalez (l-r), Danielle Barnes, Andrew Bryant, Dylan Gainey, Megan Mackey and Braxton Bland.

B. Grattan photo

NEWS & OPINION

Upper-Classmen, Faculty and Staff Offer Free Advice to Freshmen

(Editor's Note: Decree staff writers Ali Cucinotta, Jovan Pope and Qa'lexus Taylor interviewed members of the Wesleyan community and asked them to share advice for the new freshman class.)

Ali Cucinotta

Starting college is often viewed as a difficult stage in life. Members of the North Carolina Wesleyan College community reflected on personal experiences and gave a range of advice to incoming freshmen.

Sophomore Isaiah Matta urges students to have the right mindset before stepping foot onto campus. "Make sure you come in with a mature mind," he said. "You're coming here for a reason and you want to make sure you follow through with that reason."

During his first semester, Matta struggled with balancing his social life and school work. He understands that once you're on campus, it's difficult to adjust to college. "You have to experience college life to learn how to thrive in it," he said. "If you ever have a moment when you ask 'Am I making the right decisions?', act on it to make a positive change in your lifestyle."

Another student, senior Sydney Smith, has similar advice. "If I could go back in time and give myself advice as a freshman, I would tell myself to focus on school," she said. "Coming to college, I was so caught up in partying and having fun with my friends that I forgot why I was really here. Because of that, my grades suffered."

Smith assures freshmen that there is a time for fun. "Just make sure your school work is your main priority," she said. "If not, you're gonna be a senior playing catch-up or retaking classes because you didn't take it seriously enough the first time. And then you're rushing to get classes done or taking 18 or more credit hours, all because you decided that a party was more important than a paper."

Aaron Meade, a fifth-year senior, emphasized the importance of making the right decisions, whether it's declaring a major, taking the right approach to your studies, or managing money. "Just because your parents aren't with you, that doesn't mean it's time to be reckless," he said. "Still be smart with every decision you make."

Other advice came from father and professor Daniel Elias. He stresses that being proactive is imperative. "It means so much," he explained. "This means knowing your schedule, reading the syllabus, knowing when tests are and when homework is due, and knowing when and how to study."

Dr. Elias, an assistant professor of environmental science, has a unique perspective, as his son is entering sixth grade. "I tell my son that no one is going to tell him that he has homework due, or that he has to study for his test tomorrow," he said, offering similar advice to college students. "It's up to you to take the steps to being prepared for everything you are required to do."

Math professor Gail Stafford recommended that students make themselves teachable. "Be a student who wants to learn," she said. "This requires you to read when the professor tells you to read, ask good questions in class, take advantage of your professors' office hours, and use the resources the college offers to you."

She used to teach swimming lessons and she came to an interesting conclusion. "There was a difference in teaching the kids whose parents forced them to be there and the kids who actually wanted to learn how to swim," she said. "It was much easier to teach the kids who wanted to learn how to swim."

Professors play a huge role in the success students have at college, upperclassmen noted. "We're blessed with a school where most professors want to know who you are and are willing to help you, so take advantage of that," junior Ariana Aysanoa said. "Ask questions and go to their office hours if you need clarification. There are so many resources that are given to us to succeed. You might as well take advantage of them."

While some students focused on academic advice, others felt that other aspects of one's college experience are just as important. Sophomore Rebecca Solis reminds freshmen not to stress over finding a group of friends. "It comes naturally when you join organiza-

tions," she said. "Form study groups in classes and get to know people in your dorms."

She also feels that it's important to be selective when finding your friend group. "If they're not a positive influence, it's okay to let them out of your life," she said. "In college, these are some of the most influential people, who will shape your experience, who you are, and where you're going in life."

Similar to Solis' piece of advice, senior Michaela Nicholas advises freshmen to "find their place." "It doesn't matter if it's a sports team, a campus job, a club or organization," she added. "Just find a place on campus that will make your four years enjoyable."

Lottie Meadows, the assistant lacrosse coach, takes it one step further by telling freshmen to leave their comfort zone. "Do things that you wouldn't normally do," she explained. "Make friends with people who might not like all the same things you do. Spread kindness to those who you wouldn't normally interact with. This is the time to explore and experience many avenues."

Senior Sarah Grossman believes it's important that freshmen learn time management skills. A student-athlete, Grossman brings a planner to every class and records every detail of homework to ensure she does not forget anything. "Some people set reminders in their phones," she said. "Find a way that works for you and stick with it. It'll make your life a whole lot easier."

Grossman also wants to warn freshmen of the trap that is procrastination. "If you're deciding between homework and Netflix," she said, "always choose homework first. If you choose Netflix, your work will never get done."

Jovan Pope

North Carolina Wesleyan welcomed a large freshman class during the fall. The students will have to adjust and become familiar with new responsibilities, study habits, and, most

important, their time-management skills.

Michael Haney, a sophomore, reminded freshmen that college is different from high school. "In high school you could procrastinate on assignments and you'd be fine, but in college doing that isn't the best idea," he said. "When you manage your time the right way, you can gain more free time to do whatever you want instead of cramming for certain assignments."

Haney advises freshmen to plan out a schedule, "so you have time to study and get ahead of the game. That's what kept me going as a freshman."

Senior Trevor Harris agrees that time management is important and can always be improved. "I didn't enhance my time-management skills until my junior year, and my life greatly improved," he said, explaining in that one semester he achieved several personal goals—raising his GPA, finishing his major in biology, and joining a fraternity. "When a student can learn to prioritize and schedule in adequate time for working and relaxing, he'll find improvements in grades, relationships, and mental health."

Alton Farmer, a junior, urges freshmen to always get their work done, then have fun. "Hobbies should come after curriculum," he said. "When I was a freshman, I'd wait to the last minute to complete an assignment. I'd rather hang out with friends or play basketball, than do an assignment. My advice is to do your work before it's due and get your priorities straight."

Dr. Jung Choi reminds freshmen that they should always put forth their best effort, whether it's in school or outside the classroom. "Quality is more important than quantity as far as work. When focused, you can spend less time on work," the religious studies professor said, adding that it's important to get adequate sleep.

Lacrosse player Brescia T. Reynolds advises her new teammates to enter college expecting change. "Come in with an open mind because the position you played in high school will most likely not be the position you will play in college," she said. "I made plenty mistakes, just as everyone else would, that made my coach criticize my playing style."

Reynolds advises freshmen to accept the criticism, whether it be in a classroom or on the field. "Take that advice and improve on your mistakes," she said. "Not only will it benefit you, it will create a better chemistry between you and your team."

Associate Dean Jessie Langley encourages freshmen to be more open. "This means being open to all kinds of new experiences and personal growth, so they can develop into who they are and reach their full potential," she said. "Listening to what others have told us we 'can' do will only limit us."

Leonardo Guzman, a junior, thinks it's important to get involved in campus activities and enjoy college. He urges freshmen to join a club. "They should develop their interests and take advantage of the opportunity they have in front of them," he said. "College is what you make of it, so you will get what you put into it."

Jaylen Brown, a junior, agrees that participation in campus activities is key. It's an approach he took his first year, when he joined BSA (Black Student Association). "You meet a lot of new people," he said. "Whether it's joining an organization, or participating in the different weekly events on campus, it builds great relationships with the students, faculty, and staff." He added that joining a campus organization can help students to become closer to members of the Rocky Mount community.

Dr. Brent Dozier challenges freshmen to be successful. "Finish your degree at Wesleyan. Persist to graduation," the math professor said. "I dare you."

Qa'lexus Taylor

As the semester opened, Wesleyan students gave a range of advice to freshmen—everything from developing a strong work ethic to participating in campus events.

Sophomore Kate Avila encouraged freshmen to explore "Rock the Mount" and get involved in the surrounding community. "Always be open to trying new things," she said.

Justin Sabdo echoed Avila, telling freshmen to become more active in campus activities, an approach he took his first year. He joined the NCWC cheerleading and the cross country teams. "I made the best decision," he said. "I've built great relationships with both students and faculty on campus."

While a few returning students gave positive advice, others warned freshmen about their past choices, ones that sometimes led to bad outcomes.

Kore Shumate, a sophomore, exhorted freshmen to go to class. "Unless you're super exhausted, go," he said, noting that he often elected to sleep later rather than attend a morning class.

In college it's normal for new students to become overwhelmed with the transition from high school. With parental guidance, freshmen must learn to become independent.

This change often leads students to slack off in the classroom and drift behind in their assignments, resulting in low or even failing grades.

Junior Jonathan Joyner agreed with Shumate about the importance of attending classes. "When I was a freshman, I didn't think class was important and didn't find a

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called into work at Lowes Foods, which was not open, but still had power. This store is a 30-minute drive from my home. Despite the dangerous conditions, my father drove to work, checked on the store and then went to open the Lowes gas station. Once there, he was not able to open the safe, so he had to get a co-worker to open it up for him. While driving to the co-worker's house, my father ran into a flooded area. He slammed on the brakes, but, unable to stop, his silver Chevy Silverado ended up in a sink hole where it became stuck. Thankfully, my father was able to get his window open and use that as an escape hatch. He stood on top of his totaled truck and waited for someone to stop and help him. He got a ride back home and a tow truck took his truck to a local tire shop.

Jump ahead to day eight. Still without power at my house, my father had a rental truck, and we had fallen trees in our yard, but my parents and dogs were safe and happy to say they had survived a scarier hurricane than any of us expected.

Rocky Mount Campus:

Jadeja Robinson

(as told to Ali Cucinotta)

"Many resident advisors were allowed to evacuate campus and go home. I wasn't one of those lucky few. Seven days. I was stuck on NCWC's campus for seven days, and I didn't even have a choice in the matter. When I was told that I had to stay on campus, I was upset. I wanted the option to go home and weather the storm with my family, just like everyone else. Then I was reminded that that I had a duty to be available to my residents who couldn't go home, and it was a duty I believed in.

So I made the decision to make the

best out of the time that I had to spend on campus. I planned to be productive and get all my assignments, projects, and proposals completed. Spoiler alert: That didn't happen. Instead, along with some of the residents in Edgecombe and Petteway, I found company in each other during this seven-day period. We created a group chat; played unbelievable amounts of Uno; had deep conversations; danced until two in the morning; ate breakfast, lunch, and dinner together; complained about tornado warnings waking us up at 7 a.m.; and created strong friendships. Seven days. It took seven days for Hurricane Florence to create bonds grounded in the fact that we survived a hurricane AND boredom, TOGETHER."

Goldsboro: Tanisha Williams

Hurricane Florence was one of the biggest storms to hit the coast of North Carolina. As a resident of Goldsboro, I believed that the storm was not going to be as bad as everyone predicted on the news. On September 11th, my classmates and I received an email from Mr. Wayne Sears, head of security. It informed the students and staff that classes were to be canceled for the rest of the week and that if we were able to leave campus, we should go home and be with our families. I went home to ensure that my family and I had all the necessities to ride out the storm together.

The hurricane made landfall and took down power lines, uprooted trees, flooded highways and destroyed homes. My home was not badly damaged in comparison to other homes in the area. We lost power the second day into the storm, but all in all, the storm wasn't so bad. Two years ago, during Matthew, my town was hit so hard by flooding that members of my family lost their apartment and vehicle. For this storm to just uproot a few trees was a blessing.

While the power was out, my family and I bonded. We talked at length, listened to the radio, even played games like "Twenty Questions" and "Name that Tune" (without the power, we had to sing the songs ourselves). We listened to small animals that took refuge in our house. The activities made the time fly and kept up our spirits. Laughing and enjoying each other's company, we forgot about the storm happening around us.

My family is now trying to repair our home, fixing as many problem as possible. The damages were limited to few leaking spots in the kitchen, hallway, living room and my parents' room. One part of collapsed ceiling exposed our animal friends, two new-born squirrels. I am sad to report that the babies did not make it through the storm, leaving an ugly hole in the ceiling and in our hearts.

needed to go," he said, noting that his attitude resulted in bad grades one semester.

But now Shumate and Joyner have buckled down and become more disciplined. The two have learned from their mistakes. "I'm a lot better and more disciplined with a 3.5 GPA," Joyner said. "The sky is the limit."

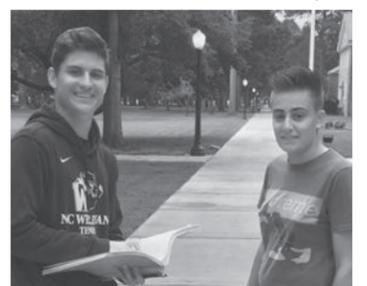
Junior Antonio Johnson warned freshmen not to repeat the mistake he made his sophomore year. "There's no shame in asking a professor for extra help on challenging assignments," he said. "If you don't ask, you'll never get help."

As an example, Johnson talked about an experience with a math assignment. He learned how to put his pride aside and ask for help. With the professor's guidance and his own hard work, Johnson earned an "A."

Sophomore Dion Cox emphasized the need to stay up to date with homework. Recalling a time he had to put in extra work to earn a B average in a biology class, he said, "Don't blow off your homework" and, when necessary, ask for help.

NCWC cafeteria worker Crystal Fletcher took a different tack in giving advice. She told incoming students to remain humble, adding "When things seem to go wrong, don't worry about the pressure. Just keep fighting."

ENROLLMENT from pg 1



The freshman class includes 62 internationals, including Ilya Skobelev of Russia and Andgelka Nanovic of Serbia. A. Stern photo

President Clark Reacts To Record Enrollment

In an email interview, President Dewey Clark reflected on this year's incoming class.

Q. What have been the keys to the continued growth of enrollment?

A. I-We have probably the best admissions and marketing department of any private school in our state. They've had five years of record classes and the quality of students has improved each year. In essence, we're doing a very good job of selling the "Wesleyan experience."

2-We're committed to continuous improvement. We're trying to get everyone focused on QUALITY and doing things better. There are many examples of this such as having the TV station for our communications major, and adding new majors and minors. Other examples include renovations of classrooms, bathrooms, locker rooms, the bookstore, the WOW café and the cafeteria. We've also added key personnel in areas such as Career Services and ROTC.

3-Success breeds success. There is excitement in the air and prospective students can feel it when they visit.

4-Fund-raising has allowed Wesleyan to improve in key areas such as classroom renovations and athletic facilities.

Q. What stands out about the new students?

A. The diversity stands out the most to me. We have students from over 20 different countries and 20 different states. That's amazing for a college our size. Lastly, the size and quality of this class stands out. Before this year, our largest class was around 415. At 474 (463 new students and 11 readmitted ones) this class is 59 more students than we have ever recruited and the average SAT is up over 100 points from five years ago.

Q. Do you agree or disagree that this steady growth will be harder to sustain, the closer the college gets to its ultimate goal of 2,000 students.

A. The plan has been to grow by 100 students a year for 12 years. Given that aggressive plan, we should be at 1,150 by now. Our current enrollment is around 1,115, or 35 behind. The 100 students increase per year has always been a guideline.

On our climb to 2,000 students, we'll encounter problems along the way in terms of housing, classroom space and adding personnel. However, these are problems found on every vibrant college campus. I think we would all trade these problems for the alternative ones of low enrollment and limited financial resources.

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since 1960
"of, by, and for the Wesleyan community."

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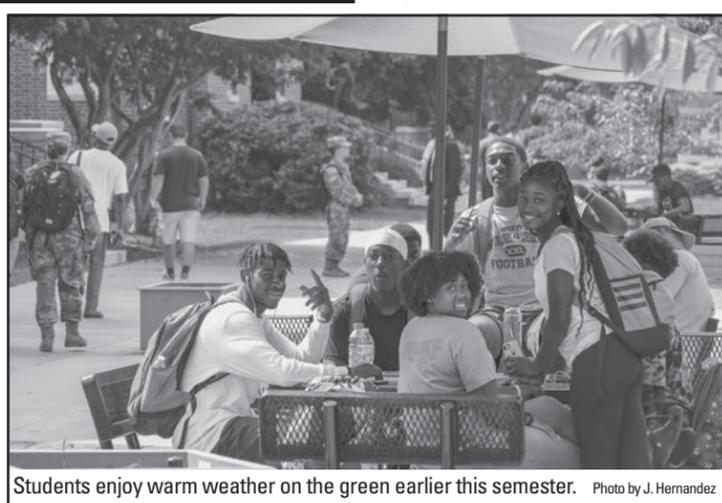
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Students enjoy warm weather on the green earlier this semester. Photo by J. Hernandez

SPORTS

Coach Marshall Directs Growing Cross-Country Program

Coach Leonard Marshall is out to build the women's and men's cross-country teams into strong, perennial competitors in the USA-South Conference.

Now in his second year at the helm, Marshall began the fall season with nine new male runners and six new females. All came to Wesleyan with cross country as their primary sport. In recent seasons, Wesleyan's teams have drawn athletes from other sports—e.g., lacrosse, tennis—as well as ROTC in an effort to field a full roster.

"We've added talented, experienced runners to both teams," Marshall said.

Both teams ran in four meets during September and early October. Among the highlights, the men's squad placed second in a six-team field at Virginia State Invitational and then finished first among Division III schools at the Greensboro XC Invitational. The women matched the men's performance in the Greensboro event, and placed fourth at Virginia State.

The Decree interviewed Coach Marshall about his two teams in September.

Q. I'm sure you're happy to have athletes from other teams (lacrosse, etc.) participate, but I imagine the goal is to have a team of runners all brought here for your team, not two-sport athletes?

A. My goal is to have a team full of dedicated runners and we're working our way towards that direction. I've always been a

coach that accepts athletes from other sports and I'm willing to share them with other coaches. I've always believed that some athletes need to be multisport participants because of their talent. When they get to the college level, there's a push for specification and the focus shifts toward one sport. But I'm always open to an athlete who wants to welcome the challenge of our sport.

Next school year, 2019-20, we'll be adding women's track to our athletic program and that will help us attract female runners dedicated to our sport.

Q. What's the optimum number of runners for both the men's and women's teams? What's your ultimate objective and how long will it take to achieve?

A. Our long-term goal is 40 runners on each cross-country team. I want to bring in 10 runners (for each gender) each season. I think it'll take us four to six years to get to that total. I'm working hard at recruiting, looking for student-athletes who want to be part of a new program. I've spoken to many coaches of national championship teams; they all stress numbers. All said that large teams create healthy environments and great training sessions.

Q. In what areas are you focusing your recruiting efforts? Is North Carolina a strong state for scholastic runners?

A. My focus has been North Carolina and Virginia. We're so close to the

Virginia border; it's almost part of North Carolina, ha. I've had the most success with smaller schools and small-town athletes because they like Wesleyan's small-school feel. I've reached out to our neighbor states, but I've had the most success with North Carolina and Virginia. But to be honest, I was lucky this season and got a recruit from Florida who's super talented.

Q. Describe your international efforts. Where do you intend to concentrate and why?

A. I haven't started recruiting overseas yet, but I have talked to Coach (Frankie) Taal about his contacts overseas and I'm trying to get into the groove with that issue.

Q. I noticed that there are no home meets this fall for either team. This raises two questions: Where do you run (in team practices) to simulate the conditions of a meet?

A. Our practices are a variety of long runs and sprint workouts. We also hop onto the bus and travel to a variety of local places that have different terrains to run as part of our workouts. Our favorite place is Battle Park, with the hills there.

Q. The related question: What does NC Wesleyan need in order to host a meet, ei-

ther the conference meet or an invitational?

A. That's a great question. I don't think we're in position to host a meet. We would need to find a course that wasn't on campus. If we hosted a race now, the runners would have to run over a variety of roads, which isn't safe.

Q. Let's talk on a more basic level about your sport, since it may be foreign to many of our readers. Explain the race format and scoring process in cross country.

A. Our team consists of seven runners; the first five finishers count as your scorers. The sixth and seventh runners become your tie-breaker runners, if necessary. The way we score our

races is the top 5 finishers on your team are added together. You add up all the placings (e.g., 3, 7, 11, 22, 23 = 66 total points); the lowest team score wins.

The women run 5-kilometer and 6-kilometer races during the season, with the championship races being 6K. The men run 5K and 8K races during the season, with the championship races being 8K. In regular-season meets, we can run as



Coach Leonard Marshall
SI photos

Looking to Rebound, Football Opens 2-0 in Conference

Now 2-0 in the USA-South Conference, Wesleyan overcame a long layoff due to Hurricane Florence to win its first two matchups, beating LaGrange and Greensboro in successive weeks.

Here is a week-by-week rundown of the season so far:

Wesleyan 35, Thomas More 28

The team opened the 2018 season with a 35-28 win in non-conference action against Thomas More College, as it tries to rebound from a subpar 2017.

Trey Lancaster was the offensive star, catching 11 of Nate Gardner's passes for 210 yards and two touchdowns, including a 46-yard score to clinch the win in the last minute of play. For his efforts, the senior wideout was named USA-South Conference offensive player of the week.

The game marked the return of Gardner, who enjoyed success as the starter in 2016, but lost his starting job in 2017. He completed 23 of 38 passes for four touchdowns.

Following a strong training camp and opening game, Gardner has regained the starting position, according to fifth-year coach Jeff Filkovski. "Nate's done a great job coming into camp and grabbing a leadership role," he said right after the first game. "He worked hard through camp and stayed the course. I'm proud of him."



Trey Lancaster

The coach stressed that the senior must remain consistent through the season. "When Nate is staying in the moment and disciplined in his reads, he has the talent to be special," Filkovski said. "He showed that through the first half of the game and performed very well. If he continues to stay focused every snap and lets the game come to him, he'll be successful. He has had the tendency to force the game at times and that's when he struggles. He must stay disciplined with his eye and trust the system for our offense to be a well-oiled machine. Consistency is his key."

Filkovski believes he's got two strong starting quarterbacks. He said he would like to see backup Donielle Totten take some snaps in the next two non-conference games. "Donnell deserves to play. He's a good player, but Nate is our starter," Filkovski said.

Shenandoah 59, Wesleyan 0

In week two, Wesleyan yielded 59 points in a loss for former USA-South Conference foe Shenandoah (2-0). Senior linebacker J.T. Lichtenberger said he and his teammates were unhappy with their effort following the season-opening win. "Shenandoah had more passion and effort than we did on Saturday and it showed on the scoreboard," said Lichtenberger, who recorded 10 tackles on the day.

Playing at home, the Hornets jumped to a 14-0 lead and built it to 24-7 by half time. "We didn't handle the fast-paced tempo of Shenandoah's offense early in the game," Lichtenberger said.

The half-time score would have been closer, but the Bishops failed to capitalize on two second-quarter opportunities. Caleb Mann missed a 21-yard field goal after a Wesleyan drive stalled at the Hornets four. Eight minutes later running back Adrian Minondo was stuffed for a two-yard loss on a fourth-down play from the one.

The Bishops opened the third quarter with a 14-play drive that culminated in a one-yard score by Jeff Black (40 yards on 16 carries). The Hornets countered with their own 73-yard drive and then, less than a minute later, intercepted a Nate Gardner pass to set up a two-play 29-yard TD drive.

"That play (the interception) seemed to steal all the momentum," Lichtenberger said.

Despite the loss, Lichtenberger is optimistic about the defense's prospects under Coach Brian Williams, the third defensive coordinator in Lichtenberger's time at NCWC.

"He's knowledgeable and passionate about football," Lichtenberger said, adding that it will take time for the Bishops to adjust to the new defense installed by the coaching staff.

Wesleyan 35, LaGrange 14

After a three-week layoff, the Bishops jumped to 35-0 lead early in the third quarter en route to a three-touchdown win over the LaGrange Panthers at home.

Coach Jeff Filkovski said the coaching staff wondered how his team would respond after a bye-week and the cancellation of one game due to Florence. "Our biggest concern was whether we'd be rusty or not," he said. "It was a long layoff and we went 11 days without putting on the pads. I was happy with the way our guys responded."

Nate Gardner was 12 of 18 for 182 yards and two touchdowns, while Jeff Black tumbled in his second 100-yard game of the season. Pointing to his team's 299 yards in

total rushing, Coach Filkovski cited the unheralded work of his offensive line. "Any time you rush for almost 300 yards, it's testament to the offensive line, full-back and tight ends," he said. "The guys got after it. We were much more physical than we were against Shenandoah."

On defense, Isaiah Williams and JT Lichtenberger led the way with six tackles apiece. Filkovski noted that the Panthers had been averaging 30 points per game. "We're continuing to learn a new system and we're getting better each week," he said. "Coach (Brian) Williams has emphasized the importance of tackling and creating an identity on defense."

Wesleyan 38, Greensboro

A week later the defense pitched a shutout on the road, and quarterback Donielle Totten and running back Adrian Minondo led the offense.

Totten, starting for an injured Nate Gardner, completed an efficient 10 of 14 passes for 202 yards and two touchdowns. He struck early, connecting with Trey Lancaster on a 70-yard TD pass on the second play of the game. Against the Pride, Minondo, a senior, returned to his early form, gaining 159 yards on 20 carries.

The Bishops received a team effort on defense. Linebacker Antonio Johnson was among the leaders with three tackles and he returned an interception 45 yards for a touchdown.

Quinn's Picks: Major Pro Baseball Awards

By Quinn Tobias
Editor-at-Large

(Editor's Note: Prior to the beginning of the MLB playoff season, Decree Editor-at-Large Quinn Tobias predicted the following award winners)

American League MVP

1--Mookie Betts (Boston Red Sox, outfielder): Betts leads the best team in baseball in most offensive categories as well as the league in batting average, on-base percentage, offensive WAR (Wins Above Replacement) and overall WAR. He has also shown prowess in right field, posting a 1.9 defensive WAR while accumulating 530 putouts with 10 outfield assists. Betts joined the 30/30 club (30 stolen bases and 32 home runs in one season) for the first time in his career. His team enters 2018 playoffs as the favorite to win the World Series.

2--Mike Trout (Los Angeles of Anaheim Angels, outfielder): Regarded by many as the best player in baseball, Trout again put forth an excellent campaign in 2018 in support of the underwhelming Angels. Throughout his career Trout's play has dwarfed that of

many athletes as we want to bring; in the NCAAs were limited to seven per team.

Q. The casual fan is familiar with sprinters (from the Olympics, etc.) as well as marathon runners. What specific abilities/talents make for a successful runner in collegiate cross country?

A. Our sport requires our athletes to be mentally tough, as they spend a lot of time alone on the course. The cross-country athlete must run at a steady speed for an extended period and have the ability to change speed (surge) when they pass a runner, or a runner tries to pass them. For runners to be successful they must be able to fight through the pain that their body is signaling.

We train on a variety of different terrains to prepare for the different courses we see during the season. One course might be flat and the next course might be full of hills. Some courses might be on a concrete surface and others might be on a dirt path with tree roots.

Q. What's a typical practice/workout like for Wesleyan's teams? Please describe.

A. We start with a five-minute run and then we go into our dynamic stretching. After that, we really get into our practice. We have a variety of different workouts that we do throughout the year, and I do my best to switch them up to help keep our runners engaged in the workouts. Doing the same runs every day can wear a runner down.

Here's a list of some workouts we do: • "Hill-repeats" where we sprint up a hill multiple times

• Distance runs at a pace where you can talk to your teammate
• Repeat runs (1 mile, 1200 meters, 800 meters 400 meters 200 meters). For example, we'll repeat a one-mile run six times. The goal is to repeat that distance and hit a certain time every time.

Q. In the "old days," runners would load up on carbohydrates (pancakes, pasta) prior to a race. What's the recommended diet for your runners?

A. I like them to eat lean foods as much as possible. Fish and baked chicken are great. Pasta is always good for our athletes the night before a race. I always stress to them to eat light—no steaks or big cheeseburgers.

Q. Talk about the toughest teams in USA South for both women and men?

A. Berea and Covenant represent the top programs in both men's and women's cross country. Both teams have fast runners that are mature in age. On the men's side, our main rivals are Methodist and Piedmont; with the women, we haven't created a rivalry yet, but we're aiming to be competitive with Methodist in the near future. What makes a team good is having fast athletes that run very close to the same speed. You don't want other runners to finish between your runners. You want to finish back-to-back-to-back-to-back-to-back.

his teammates. He placed 2nd in offensive and overall WAR in 2018, batting .318 and amassing 34 home runs and leading the league in runs created with 142. Trout patrolled centerfield with a 1.000 fielding percentage.

3--Matt Chapman (Oakland Athletics, third base): Without Chapman's emergence, Oakland would not be in the playoffs. In his second year he improved his approach at the plate, raising both his batting average and on-base percentage by more than 50 points. He ranks third for position players in WAR and leads all of baseball in defensive WAR. He has saved 28 runs more than the average third baseman, according to baseballreference.com and ranks first in most defensive categories. While Chapman's baseball card stats are pedestrian, we cannot ignore the overall value he brings to Oakland.

NL MVP

1--Christian Yelich (Milwaukee Brewers, outfielder): Yelich escaped the annual ineptitude of Miami and found success with the Brewers. While the Marlins sold off their team, the

See BASEBALL pg 4

Bishops Sports Briefs

Men's Soccer

For the second straight year, the men's soccer team got off to a slow start, losing its first four matches, before ripping off an extended winning streak.

The Bishops lost both games at the UMW Fall Classic, losing to two familiar foes. Wesleyan opened the season with a 2-1 loss in its annual matchup with former head coach Jason Kilby and tourney host Mary Washington. After it was shut out by Johns Hopkins, the Bishops fell to former USA-South Conference rival, Christopher Newport, 3-2, with NCWC goals coming from Ryan Halliday and Cadribo Godfrey.

Wesleyan's losing streak reached four games when it lost 1-0 to William Peace and its rookie head coach, Ryan Huber, a former Bishops assistant. In the loss, WP's goalkeeper Jacob Smith repelled six shots.

Wesleyan got its first win of the season September 22 on the road against Pfeiffer, 4-1, as Sheriff Secka recorded a hat trick to pace the offense. Matteo Costa scored a goal and chipped in two assists.

The Bishops then won their next three games, taking down Huntingdon and LaGrange on the road. Against the Panthers, sophomore striker Aly Cadet tallied all three goals, including the winner in overtime.

Against Covenant, Aazah Daniel became the third Bishop to turn in a 3-goal game, in a 5-1 victory.

Volleyball

Wesleyan's volleyball team put on one of their best efforts of the season on October 4 in defeating conference rival Methodist University in five sets at home in front of an enthusiastic crowd.

Wesleyan dominated the first set, a 25-15 win. Methodist then came back to take the second set 25-19 before the Bishops went right back to work and won the third set, 25-21. Methodist came on strong late in the fourth to edge the Bishops, 25-20, but the home team won the deciding game, 15-10.

Wesleyan improves to 7-11 overall with the win and 2-4 in the conference while Methodist falls to 8-5 and 2-3 in the USA South.

Hannah Thrasher led the Bishops with a .600 hitting percentage and 10 kills and only 1 error with a team-high 5 blocks while freshman right-side hitter Sydney Barnwell led the offense with 12 kills overall. Autumn Spence also played well with 11 kills, 5 digs, and 2 blocks while freshman libero Devin Lassiter added 16 digs with 2 assists and an ace.

Callie Cline played every point of the match in getting 9 kills and a team-high 17 digs with an ace and 2 blocks. Haileigh Riesenbeck led the Bishops with 28 assists to go with 2 digs and 2 aces while Augusta Preston had a season-high 8 kills and 3 blocks.

(Article courtesy of Sports Information)

CAMPUS LIFE

College Appoints New Director Of Counseling Services



Karen Lynch Harley's "Harvest," part of an exhibit titled "Vintage Barns and Buildings of Halifax, Warren and Nash Counties." It ran through September in the Mims Gallery. J. Hernandez photo

Quenetta Johnson has joined the Wesleyan community as the colleges' new director of counseling services.

Johnson comes to Wesleyan from Louisburg College, which is in her hometown. She succeeds Lindy Kitchin, who left the college last year.

Johnson earned a B.S. in health promotion and a B.S. in exercise and sports science as well as a M.Ed. in mental health counseling from UNC-Pembroke. She holds NCC licensure.

Besides working at Louisburg, Johnson was in private practice as a mental health counselor. In a previous position, she was a health educator with the Nash County Health Department.

Dean of Students Ed Naylor was impressed by Johnson's background and credentials.

"After the interview, it was apparent that Quenetta was a perfect fit for Wesleyan,"

he said. "She possesses the necessary intelligence, professionalism and skills, but, more important, she's a good fit for our students, who will find it's easy to talk to her. She cares a great deal about helping others."

The Decree interviewed Johnson in mid-September.

D. What attracted you to the job at Wesleyan?

QJ. I liked the population size. I enjoy working on smaller campuses because it gives you a chance to connect with the student body. I was also intrigued by how fast NCWC is growing and I wanted to be a part of the growth.

D. What led you into your career as a counselor?

QJ. I saw the profession on television and I liked the idea of being able to help people in their time of need. I also shadowed a counselor for a few years in high school to get an idea of how a counseling office works in real

life and I really enjoyed my experience.

D. What subject areas most intrigued you in graduate school?

QJ. Research and evaluation. I loved the professor and he just made the class really interesting to me.

D. Describe your previous jobs and responsibilities. In what specific ways will that earlier experience help you in this new post?

QJ. In my previous roles I've served as a family counselor with juvenile delinquents and their families, provided in-home outpatient therapy, and worked as the substance education coordinator at Louisburg College. At Louisburg I met with all mandated students who were caught with alcohol and other drugs. All of these roles have prepared me because I was exposed to a variety of experiences where I had to deal with crisis on a weekly basis and



Quenetta Johnson J. Hernandez photo

variety of people from various backgrounds.

D. Describe your main responsibilities at Wesleyan.

QJ. It's to provide mental health services on campus to the student body.

D. What are some of the main psychological issues college students face?

QJ. Based on the research, anxiety, depression, suicide and eating disorders are the top concerns of college students. Studies have also shown that social media has increased the levels of depression and eating disorders because of the constant comparing of one's life to other people's highlight reel. As we all know, social media only shows a glimpse of everyone's "Best life" and it's caused a lot of people to judge their own reality in a negative way because they deem their situation as not as good or not good enough.

D. What are some warning signs that a student may be struggling with emotional problems?

QJ. Changes in mood and behavior. If someone seems confused, irritable, or anxious and this is outside of their typical behavior, it may be a sign of distress. Other signs may include lethargy, rapid speech, delusions, even a change in their personal dress or hygiene. Faculty and staff might look for repeated requests for special considerations, late assignments, frequent absences and tardies, students often leaving class early, students needing more time than usual to complete simple tasks and overall deteriorating academic performance.

Often when we know an individual, we may notice such shifts before others; at that point, you may check with the individual and see if you can help. And you can inform them of my services here on campus.

D. What are some immediate goals in your new position?

QJ. As of right now I've been working to build relationships with the student body and other departments. I've created forms for faculty and staff members who may want to refer a student for services. I'm working to add more resources on the website and I've created walk-in counseling hours with extended hours for better accessibility. I have a lot of things that I would like to do in the future and as of now I'm focused on starting out well.

D. What would you say to students who may be reluctant to use your services?

QJ. I would say that coming into my office across from the cafeteria may be a scary thought, as I have heard from students. If that's a reason you're reluctant to receive services, please take the option of walk-in hours held in Nash and Edgecombe residence halls. Walk-in hours are every Wednesday from 1:15-2 p.m. and 3-4 p.m. in Nash and 4:15-7 p.m. in Edgecombe Hall. If you don't have access to get into either building, you may send a text to 252-591-1557 to be let inside.

D. How will you interface with Jessica Brys-Wilson and the health center?

QJ. We encourage students to utilize each other's services and we serve on the Behavioral Intervention Team together. It would be awesome if one day we could share the same space, so that we may be more of an integrative office. Our mental health affects our physical health and vice versa, so Jessica and I meet and talk about trends that we're seeing in our offices and then discuss how we may help the student body.

D. Now let's turn to your life outside of work. What are your hobbies?

QJ. Watching documentaries and T.E.D. talks, traveling, and cooking.

D. Describe a favorite memory from your childhood.

QJ. One of my favorites is riding horses on the weekends with my dad. I had a horse named Red that I adored.

D. Identify favorites from following list: QJ. Cuisine: Mexican.

• TV Shows: All-time favorites: "Golden Girls" and "Criminal Minds." Current shows: I watch a lot of shows on the ID and Reelz channels.

• Movie: "The Temptations."

• Musical Artists and Genres: J. Cole, Jhene Aiko, Big Krit, and Drake, to name a few. I listen to a lot of R&B, pop, and hip-hop.

• Favorite Book: "The Alchemist" by Paulo Coelho.

• Personal Motto: "Old ways won't open new doors."

Three Full-Time Faculty Begin at NC Wesleyan

Christopher Lusby

JOB TITLE: Visiting Assistant Professor of Criminal Justice.



HOMETOWN:

Annandale, Virginia.

DEGREES

EARNED: Campbell Law School, Juris Doctor; NC Wesleyan, BA Criminal Justice; Radford

University, BA Political Science; Pitt Community College, Basic Law Enforcement Training Certification; Wilson Community College, Intermediate Law Enforcement Certification.

PREVIOUS JOB EXPERIENCE: Attorney since 2017; seven years in law-enforcement with Wilson Police Department.

TEACHING EXPERIENCE: I've been teaching since 2010. In 2010 I began teaching other law-enforcement officers within my department (Wilson PD) as a field training officer. In 2013 I began teaching other law enforcement officers across the state as a law enforcement general instructor. In 2015, while in law school, I began teaching as a "Teaching Scholar" for Professor B. Boyd. I taught supplemental classes in conjunction with Professor Boyd's criminal law class to the first-year students.

TEACHING SPECIALTIES: Criminal law, legal ethics, American legal history, law-enforcement ethics, legal writing and research. **COURSES THAT YOU'LL TEACH AT WESLEYAN:** Criminal Law, Criminal Procedure, and other law-specific classes for in criminal justice (i.e. Evidence) as well as Legal Environment of Business (for the Business School).

WHAT ATTRACTED YOU TO

WESLEYAN: Wesleyan holds a special place in my heart. I was attracted to teaching for this fine college in part because I enjoy teaching and like the prospect of teaching at a well-renowned learning institution.

However, there is more that attracted me to Wesleyan; and that's because I would like to give back to the institution that allowed me to find achievement beyond what I would've ever thought possible. NC Wesleyan is that institution. While working full-time, and raising a family, I attended the Goldsboro ASPIRE program and that allowed me to attain my undergraduate degree in criminal justice, and then use my new skills to find success in my career. It was with the support of the Wesleyan staff and instructors that I was able to accomplish my goals.

YOUR TEACHING PHILOSOPHY:

Learning involves choices. Some of those choices are: What class to choose? How to engage with the learning material? How much effort to put into thinking critically about any given topic? and What will my ultimate take-away from the class be?

While as a teacher I may have no influence on what class you choose, I can have a great impact on how my students engage, how much effort my students want to put into the topic, and how my class helps students achieve a goal. My style challenges the learner to put on their "thinking" cap. I use visual, auditory, and multi-media tools in my classes to capture my students' attention. I'm not there to perform for them; I want to convey to students that my goal is to help provide something for them. I use real-world stories, mine or others, to make the lessons come to life and provide context. I enjoy connecting with students. I like it when that "ah-ha" moment happens. **YOUR HOBBIES:** Christian devotion with family, boating, snowboarding, hockey (playing and watching), weight training, reading dystopian novels.

FAVORITE TV SHOWS: All-time favorites: "Early Edition," "The Pretender." Current shows: "Game of Thrones," "Stranger Things," "Mindhunter."

FAVORITE MOVIES: "Tommy Boy," "Gladiator."

FAVORITE MUSICAL ARTISTS:

Elevation Worship (contemporary Christian); Taking Back Sunday (90's alternative/ punk / ska).

FAVORITE CUISINES: Vietnamese (Pho), Middle Eastern, BBQ.

FAVORITE SPORTS TEAMS: Washington Capitals, Hershey Bears.

Dr. Kimberly Pigford

JOB TITLE: Visiting Professor of Biology.

HOMETOWN: Burgaw, NC (20 minutes north of Wilmington).

DEGREES EARNED:

B.S. in zoology, M.S. in science education, M.S. in zoology, Ph.D. in science education, all from North Carolina State.

TEACHING EXPERIENCE: I have over five years of experience teaching biology courses, most often with incoming freshmen.

SPECIALTY AREAS: Undergraduate

biology education, student motivation, organismal biology.

COURSES THAT YOU'LL TEACH AT WESLEYAN:

Introductory Biology and Introductory Biology Lab.

WHAT ATTRACTED YOU TO

WESLEYAN: I liked the smaller class sizes and the ability to form close working relationships with other faculty members within biology. I do a lot of student-centered, hands-on learning in my classrooms. This works best with smaller groups. Wesleyan's class sizes allow me a lot of freedom in the types of activities and projects I can share with my class.

YOUR TEACHING PHILOSOPHY: My overall goal is to ensure that when students leave my classroom, they're closer to becoming the lifelong learners I strive for them to be. I believe that learning is an active process of personal meaning making. I can't transfer knowledge from my own head to the student's head. Instead, I'm a guide for my students as they engage and think about the subject matter that I provide them. In my classes I try to place a higher importance on comprehension over memorization. To that end, I try to limit my lecturing to five- or ten-minute sessions that are broken up by chances for students to work with material on their own or with peers. I think providing PowerPoint presentations and handouts that provide students with basic information and key concepts is crucial. Instead of rushing to copy down every detail, students have the chance to think about the material and ask questions to ensure they understand what's being presented. I aim to have at least one classroom activity per class session. Examples include group-thought questions, case studies, physical or online models, and demonstrations.

YOUR HOBBIES: Horseback riding, reading, pottery.

FAVORITE TV SHOWS: "Atypical," "Supernatural," "Daredevil," "Iron Fist," "Jessica Jones."

FAVORITE MOVIES: "Mulan," "Back to the Future," "Howl's Moving Castle."

FAVORITE MUSICAL GENRES:

Classical, movie soundtracks, modern compositions.

FAVORITE CUISINES: Asian-inspired cuisines.

FAVORITE SPORTS TEAMS: NC State Wolfpack.

Dr. Doreen Thierauf

JOB TITLE: Assistant Professor of English.

HOMETOWN: Rostock, Germany.

DEGREES EARNED: B.A. English/German; University of Rostock, Germany (2006), M.A. English/history; University of Rostock, Germany (2009), Ph.D.

English and comparative literature; University of North Carolina at Chapel Hill (2017); graduate certificate in gender studies from Duke (2017).

TEACHING EXPERIENCE: I taught

English composition and literature at UNC-Chapel Hill between 2010 and 2018 while I was a graduate student in the Ph.D. program and during my year as a postdoc at UNC.

My teaching experiences include a wide variety of research-intensive writing courses in the humanities, natural sciences, and medicine, as well as courses

in nineteenth-century and contemporary literature, cultural studies, and gender and sexuality studies.

SPECIALTY AREAS: Victorian studies, gender and sexuality studies, popular culture, critical theory.

COURSES THAT YOU'LL TEACH AT WESLEYAN: Introductory and advanced writing classes as well as courses in British, world, and genre literatures.

WHAT ATTRACTED YOU TO

WESLEYAN: It's wonderful that the school values small class sizes so that students can forge long-lasting professional relationships with their teachers. I previously taught at a large research university, and because of the sheer number of students in my classes, I often couldn't give individual students all the attention they deserved. At Wesleyan, it's possible to devote a lot more time to my students and that not only makes teaching so much more rewarding, but students get a lot more out of their college experience.

YOUR TEACHING PHILOSOPHY:

It's a big part of my pedagogy to help new students adjust to college life. I put a lot of emphasis on explaining unfamiliar institutional processes and maintaining a culture of transparency. When assigning literary texts or research projects, I always spend some time going over my rationale for each of the tasks we complete in class. In my writing classes, for example, we go over the skills that are honed with each assignment and think about how students can transfer new skills and insights over to their own field, once they start taking upper-level courses in their major or after they graduate from Wesleyan. I also make sure to include regular conversations about post-graduation options, maintaining a work-life-balance, and professionalization opportunities. Finally, I'm committed to ensuring that all students feel safe and respected on campus and I hope that becomes visible in the way I conduct class.

YOUR HOBBIES: Hiking with my dog, reading for fun, doing cross-stitch, gardening.

FAVORITE BOOKS: "Pride and Prejudice" by Jane Austen. I first read it in high school and it sparked my interest in the 19th century. Other favorite authors: George Eliot, James Baldwin, Octavia Butler, and Margaret Atwood.

FAVORITE TV SHOWS: "Star Trek," "Battlestar Galactica," "Westworld," "Sharp Objects," "Better Call Saul."

FAVORITE MOVIES: "Fight Club," "Blade Runner," "Terminator," "Onegin."

FAVORITE CUISINES: Asian-inspired cuisines.

FAVORITE TV SHOWS: "The Walking Dead," "Game of Thrones," "Stranger Things," "Mindhunter."

FAVORITE MOVIES: "Tommy Boy," "Gladiator."

FAVORITE MUSICAL ARTISTS:

Elevation Worship (contemporary Christian); Taking Back Sunday (90's alternative/ punk / ska).

FAVORITE CUISINES: Vietnamese (Pho), Middle Eastern, BBQ.

FAVORITE SPORTS TEAMS: Washington Capitals, Hershey Bears.

TEACHING EXPERIENCE: I have over five years of experience teaching biology courses, most often with incoming freshmen.

SPECIALTY AREAS: Undergraduate

biology education, student motivation, organismal biology.

COURSES THAT YOU'LL TEACH AT WESLEYAN:

Introductory Biology and Introductory Biology Lab.

WHAT ATTRACTED YOU TO

WESLEYAN: I liked the smaller class sizes and the ability to form close working relationships with other faculty members within biology. I do a lot of student-centered, hands-on learning in my classrooms. This works best with smaller groups. Wesleyan's class sizes allow me a lot of freedom in the types of activities and projects I can share with my class.

YOUR TEACHING PHILOSOPHY: My overall goal is to ensure that when students leave my classroom, they're closer to becoming the lifelong learners I strive for them to be. I believe that learning is an active process of personal meaning making. I can't transfer knowledge from my own head to the student's head. Instead, I'm a guide for my students as they engage and think about the subject matter that I provide them. In my classes I try to place a higher importance on comprehension over memorization. To that end, I try to limit my lecturing to five- or ten-minute sessions that are broken up by chances for students to work with material on their own or with peers. I think providing PowerPoint presentations and handouts that provide students with basic information and key concepts is crucial. Instead of rushing to copy down every detail, students have the chance to think about the material and ask questions to ensure they understand what's being presented. I aim to have at least one classroom activity per class session. Examples include group-thought questions, case studies, physical or online models, and demonstrations.

YOUR HOBBIES: Horseback riding, reading, pottery.

FAVORITE TV SHOWS: "Atypical," "Supernatural," "Daredevil," "Iron Fist," "Jessica Jones."

FAVORITE MOVIES: "Mulan," "Back to the Future," "Howl's Moving Castle."

FAVORITE MUSICAL GENRES:

Classical, movie soundtracks, modern compositions.

FAVORITE CUISINES: Asian-inspired cuisines.

FAVORITE MUSICAL ARTIST(S) AND MUSICAL GENRES: I enjoy blues and any guitar-heavy music, like rock, heavy metal, and folk. When I was growing up, my favorite bands were Metallica and The Red Hot Chili Peppers, and I still have a soft spot for them. Right now, I'm listening to acts like Greta Van Fleet, Tedeschi Trucks Band, Gary Clark Jr., and Knower.

FAVORITE CUISINES: I like everything! My favorites include Indian, Thai, Chinese, Mexican, and Mediterranean.

FAVORITE SPORTS TEAMS: Georgia Bulldogs! (especially when they beat Alabama).

BASEBALL from pg 3

Brewers obtained an MVP-caliber center fielder. Yelich leads the NL in offensive WAR, slugging percentage, on-base percentage, OPS+ and batting average. With 36 home runs and 110 RBIs, Yelich led the Brew Crew to their first post-season appearance since 2011 and only their fifth chance at a title in franchise history.

2--Paul Goldschmidt (Arizona Diamondback, first basemen): Goldschmidt began his 2018 season poorly, quipping to the Arizona media that he "sucked."

Since his slow start, Goldschmidt has torn the cover off the ball, propelling the Diamondbacks into a race for the last NL wildcard spot. He led his team with 33 home runs, batting .290 and getting on base about 40 percent of the time.

3--Lorenzo Cain (Milwaukee Brewers, outfielder): The Brewers prioritized improving their outfield in the off-season, and the move paid dividends. Along with teammate Yelich, Cain's MVP resume looks handsome. He leads the NL in both overall WAR (6.7) for position players and DWAR (2.4).

Cain reached base at .399 clip, setting the table for the rest of the Brewers lineup. Cain has struck out fewer than 100 times and sports an impressive 1:1 walk-to-strikeout ratio. A former Royal, he brings a World Series experience to the Brewers as they embark on their 5th playoff appearance.

Here are my picks for other major awards:

AL Cy Young

1--Chris Sale (Boston Red Sox—12-4 record, 2.11 ERA, 237 Ks)

2--Blake Snell (Tampa Bay Rays, 21-5, 1.89, 221)

3--Justin Verlander (Houston Astros, 16-9, 2.52, 290)

NL Cy Young

1--Jacob Degrom (New York Mets, 10-9, 1.70, 269)

2--Max Scherzer (Washington Nationals, 18-7, 2.53, 300)

3--Aaron Nola (Philadelphia Phillies, 17-6, 2.37, 224)

AL Manager of the Year

Bob Melvin, Oakland Athletics.

NL Manager of the Year

Brian Snitker, Atlanta Braves.

AL End-of-Year All-Star Lineup:

P) Chris Sale. C) Salvador Perez.

1B) Matt Olson. 2B) Jose Ramirez.

3B) Matt Chapman. SS) Francisco Lindor. OF) Mookie Betts. OF) Mike Trout. OF) J.D. Martinez

NL End-of-Year All-Star Lineup:

P) Jacob Degrom. C) JT Realmuto. 1B) Paul Goldschmidt. 2B) Scooter Gennet. 3B) Nolan Arenado. SS) Manny Machado. OF) Christian Yelich. OF) Lorenzo Cain. OF) Nick Markakis