

CARDINAL COURIER



Rivals to Teammates

The story of how athletes
go from high school rivals
to Fisher teammates



New Rules

• Changes to
Policies on
Sexual
Assault on
Campus

MAJOR Development

• Sustainability
• Becomes a
New Major
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On the Cover: Isabelle DeStefano, left, and Tara Marcello seem to be fighting for the ball. And a few years ago in high school, they might have as members of rival teams from Greece and Spencerport. But now they're teammates, and good friends, on the Fisher women's soccer team. Photo by Jessica Chung

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The Cardinal Courier was created to provide the St. John Fisher College community with quality news coverage. Not only will this news agency work to seek, investigate and report the news, it will strive to do so with honesty and integrity. The Cardinal Courier will provide the campus with a medium in which to read interesting news articles, thought-provoking editorials and entertaining features. Cardinal Courier staff members hope to inform and educate their readers.

CARDINAL COURIER

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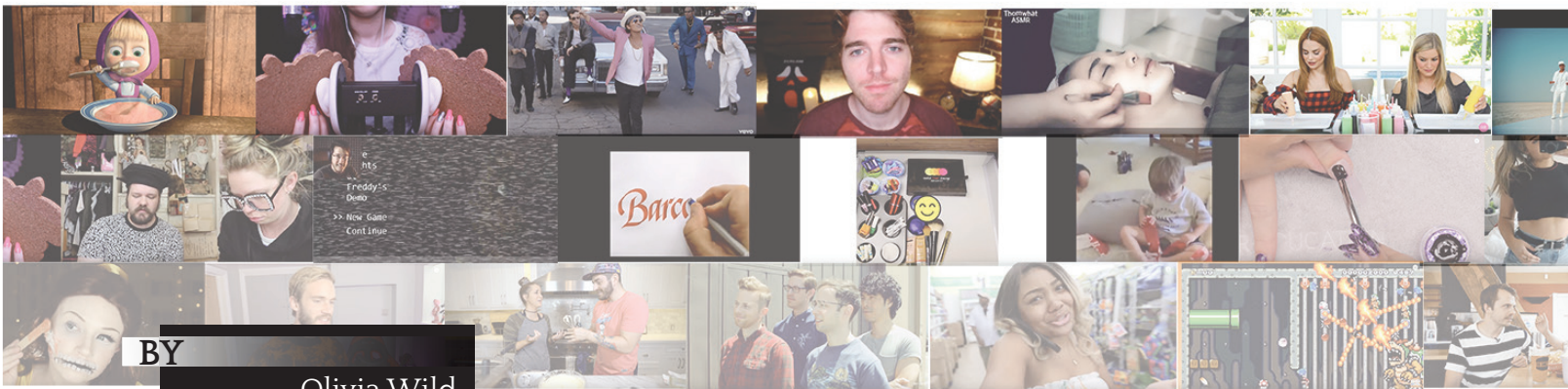
Written by Colin Witman



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You-ser Friendly



BY

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Graphics made by Olivia Wild

Instead of just being a place to share videos, YouTube has transformed into a more social platform that anyone could share their lives on. In the process, YouTube has become a staple in people's routine lives and could arguably be as impactful as TV has been.

"YouTube is an extension of television as we now know it," said Todd Sodano, a media and communications professor at St. John Fisher. "It's not the television that I grew up knowing but it's a television more of today's college students are appreciating and understanding and again it's the ability to curate the content that they want by the way of channels."

A Twitter poll was conducted to display what people are using more, YouTube or TV. The question that was asked was "What do you use/watch regularly, YouTube or TV?" The choices provided were YouTube, TV, Both, or None of these. There were 33 respondents. The answer with the highest percentage was YouTube with 39 percent, making it around 12 out of 33 people who use YouTube over TV. The second highest percentage was for the usage of both YouTube and TV, which came to 27 percent.

Not only do people use YouTube for their personal lives, teachers use it in their classes to teach a lesson or make learning easier for their students.

Sodano said "I use the platform

routinely for my classes, either to show existing works or to have students upload the works that they have themselves create." He uses the platform for both personal and classroom use.

For students, the effect of escape from studying and other aspects of life is watching YouTube just like they would TV.

Lyndsay Sheerin, junior biology major with a chemistry minor, likes to watch makeup channels like Jeffree Star, Kathleenlights and Nicol Concilio.

She said, "I think it's interesting and it's something to take your mind off of everything and just watch other people do anything."

Many YouTubers, people who reg-

ularly upload videos on the platform, have a massive amount of subscribers and receive billions of views a year.

Compared to classic TV, TV and movie celebrities are the equivalent to YouTubers. The only difference is the content that these YouTubers are in and how they are viewed by their subscribers. Sheerin is on the fence about even calling them celebrities.

"I guess you could call them famous; I actually just watched a video on this the other day, like it was talking about 'are they technically celebrities or not?' because, I mean, if you look on like their Twitters like they have millions of followers, they have millions of subscribers on YouTube and like they are technically very well known. But you don't think of them of them as like celebrities," said Sheerin.

Celebrities are traditionally in movies and TV shows that are not about their personal lives but YouTubers traditionally upload videos about their own life, such as their career, family, personal issues and more. That is why for some it's hard to classify YouTubers as traditional celebrities.

The internet gives anyone who uses it tools with limitless opportunities and it does not stop at YouTube. Since YouTube is more than just a source of for information, fun, and personal topics for anyone to watch, it allows even more people to connect

on a social level. An example is in the comments section because people can comment on videos about the content or something related to the topic that is being presented. People could also discuss videos they have watched and also recommend channels to people who also actively use YouTube.

The benefits of YouTube do not stop there. Everyone essentially watches YouTube videos because they are featured everywhere in the endless realm of social media, such as Facebook and Twitter.

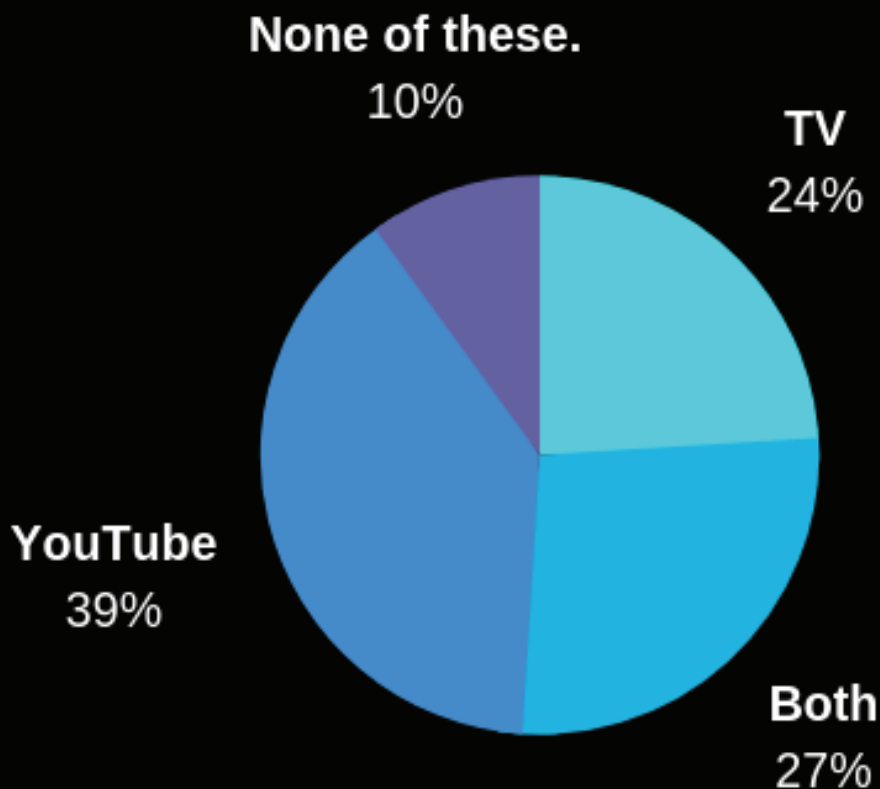
"I think some of the benefits include easy accessibility," Sodano continued. "The ability to view them at the click of the button as opposed to somebody like me who as you are sitting in my office behind you are dozens of VHS tapes that are impossible to watch stuff and cue them up for a class and in fact I have to take

that tape, put it in that VHS deck, cue it up, watch it, rewind it, bring it to the classroom, hope that there's a VHS deck in there, pop the tape in, play it and hope that it works, as opposed to YouTube you could just pull up a link."

While to some there is a similarity between YouTube and classic ways of watching videos, to others there are major differences.

Tom Proietti, a former media professor at Fisher and Monroe Community College, said "it is not inherently different. It is video and sound. But the platform is free and free wheeling in ways assigned channels, stations, and networks could never imagine. There are very few rules (even in terms of porn) and there are very few boundaries -- either nations or intellectual. You can watch it on a screen but the similarities begin and end there."

What do you use/watch regularly, YouTube or TV?



HOOK LINE & SINKER

New Starfish system helps keep students, faculty connected



Lavery Library's main level has been renovated to include student services. // Photos by Will Maskrey

BY

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If you have at least walked through the doors of Lavery Library you probably noticed that something is different. One of the major remodeling projects that took place over the summer has brought together what was once two separate offices here at St. John Fisher.

The offices of Academic Advising and Career Planning are now unified in the new office suite found on the main floor of Lavery. This new one stop shop is just a small part of the an overall Strategic Plan known as the Fisher Edge. This new set up will assist students by streamlining the process, professional advisors are assigned by majors.

What students may not see is the

additional tools at their disposal on the portal system, a new link to something called FisherLink. FisherLink is replacing the old system, known as Early Alert, a homegrown system that allowed faculty and advisers to make reports to a cross-disciplinary early alert team. This Early Alert system was used for two and half years, but did not allow everyone involved with students on a day to day basis to be involved.

According to Dr. Michelle Erklenz-Watts, the director of academic student support, this new system will allow for a "closing of the loop." She explains "referrals were being made, say to the Writing Center, and the person who made the referral would never know. Now there is this close the loop feature that allows the Writing Center to say yes, they showed up on time."

FisherLink, also known as Starfish,

is being rolled out for the first time this fall semester to undergraduate students, with graduate students obtaining access in fall 2019. FisherLink combines several small programs used by the college into one easy-to-navigate system. When students log into FisherLink, they are introduced to their support network, including all of their instructors, advisors and coaches. Freshman and new transfer students who attended orientation were introduced to this program before the beginning of the semester. Returning students are slowly finding out about these benefits as they progress through the semester.

FisherLink also makes setting up appointments easier for students as well, by combining several schedules modules into one. Dr Erklenz-Watts explains, "Instead of using their cognitive time to figure out our pro-

cesses, I want your cognitive time to go to your classes. Not trying to figure out what is going on, on the administrative side of the house.

Initial reports are

promising, considering how new the system is still. At the time of the interview Dr. Erklenz-Watts reported "we a just shy of 400 flags, referrals and kudos and have had 80 appointments scheduled through FisherLink. Eighty-two different uses, including faculty, staff and students in one month's time. Starfish thinks that is incredible."



which the old system did not do," Dr. Erklenz-Watts continued. Student control is one of the biggest benefits of this system. FisherLink allows students to confidently "raise their hand" when they need help in a variety of different areas. Whether it's something related to a specific class or financial aid or even if they just need help and don't know who

"Every day we have more students raising their own hand; my favorite thing about the new system is it allows for students to advocate for themselves,

to ask.

The overall hope of FisherLink, according to Dr. Erklenz-Watts, "is to increase student success, and to have that success be defined by each student. We have never had a student come here and say that that I don't want to finish here. Most students when they come here, their plan is to complete college and then move on to whatever their next step is. I'm hoping is that FisherLink is going to help us have the support pieces in place when the student tells us that they need it."

The changes to the physical space in the Library and the addition of FisherLink, though not intentionally simultaneous, will serve the students of St. John Fisher College well, if they choose to use them. Only time itself will tell if students take advantage of such resources. If students or faculty want to find out more about how to use FisherLink they can go to the web page for the Center for Career and Academic Planning and search FisherLink.



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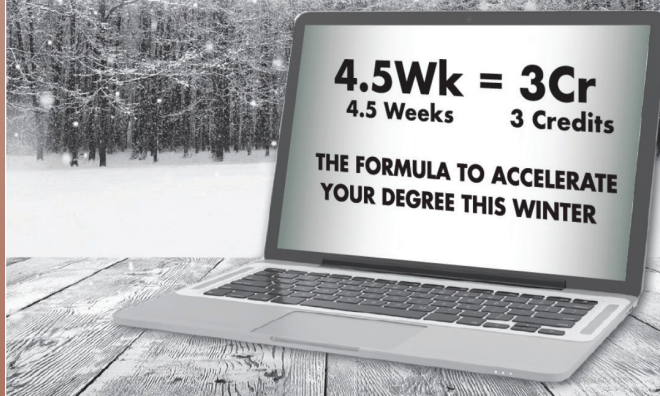
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Dr. Michael Boller // Photo by
Allie Baird

MAJOR

Development: Sustainability
Becomes a
New Major
on Campus

BY

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It all started with an Environmental Science class. Dr. Michael Boller, newly hired to St. John Fisher College with expertise in Ecology and Plant Biology, was assigned to teach this as his first order of business. That class opened the gateway to the formation of a sustainability minor, which looked at environmental issues then applied solutions. What began as a minor had 30 students by 2014 and Dr. Boller believed it had the potential to reach major status.

The process to form a new major was no easy feat. First learning outcomes needed to be formulated and the curriculum had to be designed. Luckily there were plenty of current courses with content that tied into this subject area. To give St. John Fisher College a competitive edge research went into examining successful sustainability programs at other colleges. Once all the finer details were taken care of the next step was the internal St. John Fisher College paperwork process.

Starting with a proposal to the Curriculum and Instruction Committee, a vote at the faculty Assembly, and the final approval by the president and board of trustees. That was not the end of the process though. For success to be fully attained, the new major status needed to be bestowed by New York State's Department of Education. This was officially granted in August 2018. What had started as an idea in 2016 was finally realized this fall. The sustainability major officially entered the 2018 catalogue right before the semester began.

Already at least five students have declared the sustainability major, and three upgraded from the minor and will graduate with that degree in May 2019. Brenna Sherman had wanted to major in sustainability but since it was not offered as a major, her only recourse had been to make her own interdisciplinary major. Now she will be one of the first people to graduate

with the official sustainability major. Sherman, who is also minoring in ethics and management, sees sustainability as an avenue that fits well with many other areas of study and that would be a beneficial background for work in any field.

What makes the sustainability major versatile is its interdisciplinary nature. There are many interconnections between not just science majors like biology and chemistry but also business, ethics, sociology,

anthropology, history, english, math and even sports.

Indeed the first learning outcome is to give students "a broad variety of perspectives." The second learning outcome, also tied into this key concept, is to "develop the capacity for integrative thinking," to solve individual and global problems. The third learning outcome is what really sets the Sustainability major apart from

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Top Photo // Dr. Michael Boller at the Sustainability Fair // Photo by Allie Baird

Bottom Photo // Sustainability Fair Table // Photo by Allie Baird

others by pairing students with community partners. This not only gives real world, hands on experience in positively addressing sustainability issues but also builds a net-

“Sustainability can make both the company and the natural world work in harmony, which is what we desperately need as a society.”

— Julia Greene, Fisher Alum

work of resources for future careers. Christopher Coriddi, a dual major in economics and sustainability, values this initiative of getting communities engaged and making sustainable concepts more accessible. He sees the real value of the sus-

tainability major in making students “better stewards of the world.”

Sherman agrees and sees the sustainability major as being “personally beneficial to reflect on how your choices affect the greater community and world.” Coriddi remembers the first sustainability class he took with Dr. Boller, who told them the goal of sustainability, is to “preserve the resources of the world today for future generations.” Sherman reinforces this concept as the underlying factor of any major, “without the environment we can’t do anything else we are learning about.”

For students in the sustainability major there are many avenues after graduation. Beyond graduate school, students looking to enter the job market have a competitive edge with businesses looking to go green. Coriddi’s career goal is to, guide companies in how to be more sustainable without an economic burden or debilitating cost. Sherman agrees seeing sustainability as “on the up and up,” with benefits of making graduates “more profitable for future employers.”

A great exemplar of this is Julia Greene, who graduated from St. John Fisher with the sustainability minor in 2018. Through St John Fisher’s community development partners, Greene was able to meet Michael Waller, sustainability director at Rochester Regional Health. This connection resulted in an internship within his department that has evolved into Greene’s active involvement on multiple initiatives at the hospital.

Greene summarizes the core benefits and values for St. John Fisher students enrolled in this new degree, as all encompassing, “Sustainability can make both the company and the natural world work in harmony, which is what we desperately need as a society.”



Dr. Michael Boller // Photo by Allie Baird

Renovations Expansion: *opening more research space*



BY

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Skalny Science Center // Photo by Will Maskrey

Over the summer, many of St. John Fisher's labs in Skalny Science Center underwent renovations. This includes rearranging teaching labs and expanding space for students to conduct research.

Biology professor Dr. Noveera

Ahmed hopes that these lab spaces will help more undergraduate students to take on independent research projects. "The renovations will help students for decades to come. They'll be able to take advantage of these spaces and it'll definitely be a great recruiting tool to be able to bring in new students," Ahmed said.

Ahmed is a Fisher graduate, class

of 1999, and remembers a time when it was rare for students to conduct their own research. "There was really no undergraduate research program. There was really no opportunity for me to be able to do that [research]. So that's why I love that I'm able to offer research opportunities," she

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Continued from Page 11

explained.

One of the students who recently took on a research project is senior biology major John Miller. Miller started his research this summer on *Pseudomonas aeruginosa*, a bacteria species that can cause pneumonia in immune compromised individuals, looking at its secretion systems. Miller recently moved his research materials in the newly created microbiology research lab.

Miller explained that the new lab is made to handle Biosafety Level 2 organisms, like *Pseudomonas*, which pose a moderate disease risk. Miller said that, over the summer, he was worried that the bacteria he has working with might contaminate the work space of other student researchers and affect their results.

Now, Miller feels much more comfortable, knowing that he will have

a large space to work in. "I'm pretty excited to start working in there, because it's a definitely a really nice space and it'll be interesting to see how future students will use it," he said.

One of the people who helped to organize the creation of the new lab spaces was biology lab manager Jennifer Gantress-Green. "It was a lot of work and it was a lot of fun at the same time," she explained.

Gantress-Green was Fisher's point of contact to LeChase Construction Group, helped design the labs, and

communicated to faculty members about what they wanted their lab spaces to look like. This included helping to create the microbiology

"I think the new spaces are going to promote a lot of research. We have been increasing the number of research students in the biology department over the past several years. With the addition of the new center for research, I think we'll see a lot more interest."

— Jennifer Gantress-Green

lab space that Miller is planning on using. "We opened up the [microbiology] space and put some additional equipment in there, so that we can designate the lab specifically for that work [BSL2 microbes] and to avoid contaminating somebody else's research project

in another room," she explained.

Gantress-Green has seen an increase in the amount of students tak-



Above // New Lab in Skalny // Photo by Will Maskrey

Page 13 Photo // Mikaila Ryan Looking at a Hip Bone // Photo by Will Maskrey

ing on research projects. Part of the reason for this is the creation of the new Center for Student Research and Creative Work, which helps students conduct research by finding faculty mentors, earning research funding, and giving students opportunities to present on their work.

"I think the new spaces are going to promote a lot of research," Gantress-Green said. "We have been increasing the number of research students in the biology department over the past several years. With the addition of the new center for research, I think we'll see a lot more interest."

Gantress-Green explained that each professor got to help in designing their own lab and research spaces to fit their needs. "All the faculty for biology had a hand in designing their [research] spaces to see what was going to work best for them," she said.

For example, Ahmed was able to design the cell biology lab in a way she believed would best help students learn. "In consultation with the other instructors in cell lab, I got to have a big say in how this lab was laid out and where we would have benches, where we might have cabinets, where the sinks are," Ahmed

said.

Ahmed is happy with the way the newly renovated cell lab turned out, since it seems much more student focused.

"The lab benches were in the same orientation as the way before, but we changed where the instructor stands so that it's much more student focused than instructor focused," Ahmed explained. "Because students had their backs to the instructor the way labs were set up before and now we're in a situation where everybody

labs. Ahmed likes this design, since it allows students and faculty members to have access to the equipment in the teaching labs, while having their own separate lab space.

"You'll see in all the existing lab areas that are attached to existing teaching areas. Those spaces just got expanded because we got rid of offices spaces and we instead have research areas in there," Ahmed said. "So that absolutely increased the areas that we can use for research."

Another change to the cell lab and all of the other labs in Skalny is handicap accessibility. Before the renovations, only the lab spaces in the newer science building, IHIS, were handicap accessible. Ahmed thinks that this is an important addition and hopes that it will attract

more handicap students interested in science to Fisher. "If there is a handicap student, that [non-accessible lab spaces] shouldn't be a hurdle for them to be able to become a scientist," she said.

Another change that Miller really likes is addition of windows in many of the lab spaces. "You walk down that hall and you've got this big window to see into the research space, to see what people are doing," Miller said "It might pique people's curiosity and I think that'll be a good thing for the sciences here."

More Photos of Skalny Renovations page 14



can see the instructor."

Part of the renovations to the cell lab also included creating a room of the fluorescent light microscope. Ahmed thinks this addition is a big improvement, since the low light in the room helps students visualize cells better.

Fisher has managed to expand research lab spaces by getting rid of old

office spaces near teaching labs and turning it into connecting research

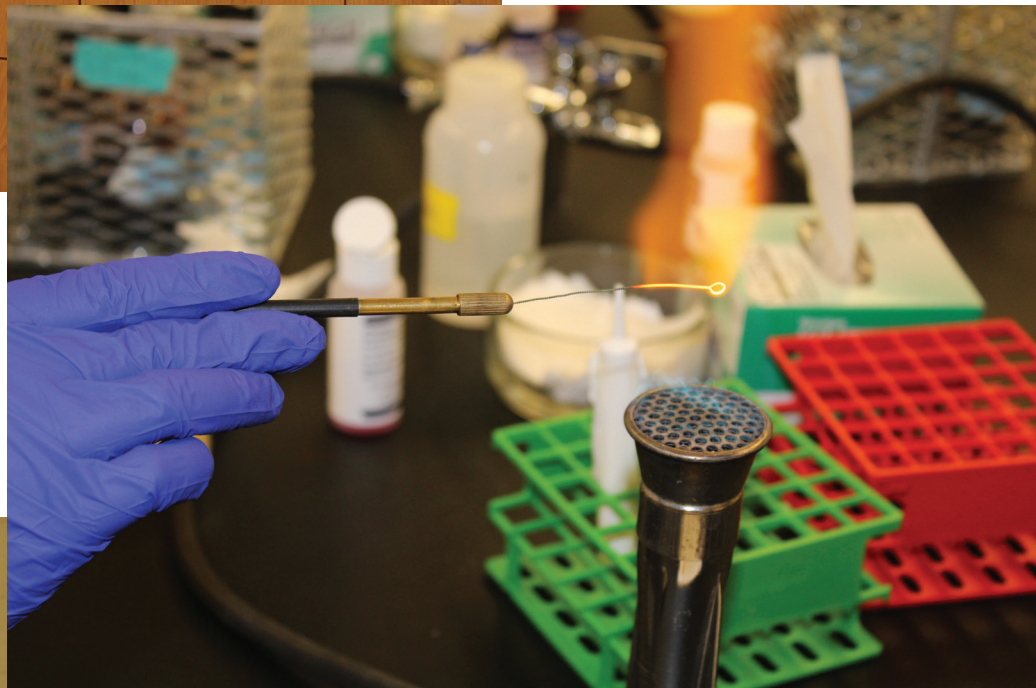
office spaces near teaching labs and turning it into connecting research

"You walk down that hall and you've got this big window to see into the research space, to see what people are doing. It might pique people's curiosity and I think that'll be a good thing for the sciences here."

— John Miller, Senior Biology Major



Left // Emily McDermott, a Senior Biology Major, doing Gel Ferices // Photo by Will Maskrey



Right // Leanne Noto, using a Bunsen Burner to do Bio Gram Staining // Photo by Will Maskrey



Left // Edward Tsyapura, a Biology Pre Pharmacy Student, Working with Petri Dishes // Photo by Will Maskrey

Rivals to Teammates



BY

Jamie Malloy
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Isabelle DeStefano
and Tara Marcello
Photo by Jessica Chung

The world of athletic sport is competitive, especially among high school rivals. So what happens when such rivals become teammates in college?

Continues on Page 16

Since Fisher is a diverse school with many student athletes, mostly from around New York State, memories of what happened on the field are not always as important as the friendships built off the field.

Eight Fisher student athletes offered their perspective on how being rivals in high school relates to their being teammates at Fisher.

Teammates Mike Piccarreto (Webster Schroeder), and Tyler Swartz (Webster Thomas) from the Fisher men's soccer team knew when Thomas and Schroeder would play, it would always be intense.

"There was always intensity in both practices," Swartz stated. "I played against 'Piccs' a couple times in high school, and they had good teams and so did we. Just going back and forth was always enjoyable." Even though Piccarreto (2015) and Swartz (2016) graduated a year apart, they have known each other for a long time, and are now teammates at Fisher.

Thomas and Schroeder generally have great battles, but one game which was built up was at a sectional quarterfinal game at Schroeder Stadium on Oct. 24, 2014.

"I remember one game specifically," Piccarreto added. "It was a sectional game between Thomas and Schroeder, and while it was a friendly competition, it was definitely more serious than some other games."

Gianna Palma (Brighton), and Reghan Amoroso (Pittsford Sutherland) who play on the women's field hockey team, also played against each other in high school. While the two schools were rivals, they were friends who respected each other on and off the field.

"Our two schools were rivals, but

the people on both teams were really good friends," Palma stated. "We pretty much respected each other and we just went out and played the game."

The women also mentioned their coaches did not add any extra pressure despite most of the games being divisional battles.

"They were always competitive games between two really good teams," Amoroso added. "The coaches knew and our players knew so it was just really fun to play Brighton."

Now they are out of high school and are teammates at Fisher, so they don't really focus on it.

"It's kind of in the past," Palma added, "but it's also sometimes fun to joke around about or remember what we used to be."

Rivalry games are important to win even if it was just for pride and not for the postseason.

Soccer players Tara Marcello (Greece Athena) and Isabelle DeStefano (Spencerport) believed that whatever game was played, the schools were still rivals.

"I think it was always a rival no

matter what game was played between Spencerport and Athena," Marcello said.

DeStefano agreed, and elaborated on the subject.

"It was always a good matchup between the two of us (Athena and Spencerport.), so we were always excited to play them," she said.

Jake Thompson (Johnson City) and Matt O'Hara (Vestal) knew each other from playing football from schools in nearby towns.

"Johnson City and Vestal were really close to each other," Thompson said. "I had known Matt through sports and living in the same area."

O'Hara had his side of the story by saying he never met Jake in person before until transferring from The University of Albany to Fisher.

"I only knew of Jake from playing football against him," O'Hara said.

When players in high school are rivals, they want to compete with one another for sectional or state titles. Fisher teams have student athletes who were rivals, but are here to win championships together and build friendships.



Reghan Amoroso and Gianna Palma // Photo by Jessica Chung



New Rules

Photo Illustration by
Shannon Munier

Changes to Policies on Sexual Assault on Campus

BY

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According to the Washington Post Kaiser Poll from 2015, 20 percent of young women who attended college in the past four years were sexually assaulted. Sexual misconduct related crimes on college campuses have been prevalent for a long time, but with recent social pressure, more attention is being paid to them.

Title IX is a federal policy that forbids discrimination in higher education, and that includes requiring colleges to have rules and regulations to place about sexual misconduct policies. This is a document used by universities to help with the process when someone comes forward regarding sexual assault. The policy at St. John Fisher College has undergone review, and changes have been made for the 2018 academic year.

Megan Flaherty, Fisher's new Title IX coordinator, says there are three news aspects of the policy. "The first is the definitions of prohibited conduct. The explanations are more lengthy and give a more comprehen-

sive understanding of what is prohibited," says Flaherty. These definitions help clarify what actions are punishable.

The second change regards definition of responsible employees. "St. John Fisher used to have only 10 trained faculty on campus who acted as first responders to anyone who wished to disclose information to them," Flaherty said. "Now, all faculty and staff act as responsible employees. They have gone through trainings and act as a support for all students who wish to talk with them."

Continues on Page 18

Having the support of the entire St. John Fisher faculty and staff community is important because at SJFC students form relationships with professors that may not have been trained before.

Fisher junior Hayley Maguire states "It's good because it makes it more of an option and a resource, and students may feel more comfortable because its not as

formal and they can go to a teacher that they are comfortable with."

Senior Josh Michels says, "I didn't know about those changes but I do think it is good that a lot more people trained on that , a lot more people feel comfortable with some professors. Some people are a lot more comfortable."

The third change is the two main college disciplinary processes. Title IX coordinator says, "The Formal Disciplinary Resolution Process and the Informal Resolution Process are the two [paths for discipline on campus]. The Formal process looks very similar to the one in the past, and includes having a hearing and an investigation from the college. The informal process is a new option where someone can come forward and disclose information, with the intention of not getting the perpetrator in trouble. This is often used when someone thinks the perpetrator 'needs to learn' rather than undergo punishment." This is only an option for non violent and minor offenses

"It's a good way to figure out what

actually happened and who it was rather than jumping to conclusions", says Michels.

These disciplinary processes are important to students because there is now a choice that can be made regarding the assailant's actions. With the statistic of one in five women being sexually assaulted on college

campuses, something needed to change.

According to the Rape, Abuse, and Incest National Network (RAINN), 50 percent of all sexual assaults

occur in the months of August, September, October or November. In addition, it is said that students are at an increased risk during the first few months of their first and second semesters in college. About 11 percent of all graduate and undergraduate students experience rape or

sexual assault through physical force, violence, or incapacitation.

Director of Safety and Security at St. John Fisher Dave DiCaro says, "We take the whole Title IX process very seriously. All of our officers take training seriously." In regards to people coming forward DiCaro says "people can come here and get the privacy they need, we will follow their directions and respect their choices."

DiCaro says, "I don't sense that people are afraid to come forward."

Title IX Coordinator Flaherty encourages students to reach out to her, even if it is after hours. A student can simply say "I want to be in touch with Megan" and safety and security will put the person in touch with her without any questions being asked. All students have a right to privacy and do not have to disclose anything. The meeting does not have to be in her office, and can be anywhere on campus where the student feels comfortable.


If students are in an uncomfortable situation Flaherty can help relieve it by assisting with housing changes, or class schedule changes. She encourages students to speak up or come to her.

DiCaro explains the role security takes in the process, "We have handled Title IX investigations, and when requested we have assisted law

"It (the new policy is) good because it makes it more of an option and a resource, and students may feel more comfortable because its not as formal and they can go to a teacher that they are comfortable with."

— Hayley Maguire

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“Now, all faculty and staff act as *responsible* employees. They have gone through trainings and act as a support for all students who wish to talk with them.”

– Megan Flaherty



Photo by Shannon Munier // Megan Flaherty

enforcement in those investigations”. Each case is very different and security bases its involvement on the wish of the victim.

Flaherty agrees that there is an underreporting problem on St. John Fisher’s campus, but this is the same with all college campuses. “Part of my role is to establish integrity...and help people who want to report protect their confidentiality,” she says. “It’s also about climate... campus climate

and how much its talked about in general among the students, we need to establish ways to create safe and brave spaces for students.”-

The new changes to Title IX allows students to understand the document in a more clear way. There are so many resources for victims or students that are looking to talk to someone.

The Title IX coordinator Flaherty can be reached Monday-Friday, from

8:30 a.m. – 4:30 p.m., in her office (Campus Center 206), by phone at 585-385-8232, or by emailing titleix@sjfc.edu. After hours, individuals can contact her through the residence director on duty or through Department of Safety and Security.

The Department of Safety and Security can be reached in person at the Haffey Hall Lobby or 24 hours a day, seven days a week by phone at (585) 385-8111.

Be Our Guest Coach



Katrina Arndt, Susan Hildenbrand and Linda McGinley at Hartwick game Oct. 13



BY

Colin Witman
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Many know the common cliché where student athletes are pitted against professors who just do not understand the daily life of an in-season athlete. The St. John Fisher football team tackles this problem head on with the “Coach of the Week” program.

Starting in 1993, head football coach Paul Vosburgh created the “Coach of the Week” program where faculty of St. John Fisher can volunteer to be on the sidelines for practices, film sessions, workouts and the grand finale: a game on Saturday.

On the 25th anniversary of the program, Vosburgh reflects on why he began bringing in faculty to be coaches for the week on his football teams a quarter of a century ago.

“The staff has greater overall appreciation of what our players do, coaches do and a better connection between athletics and the college,” he

said.

The life of a student athlete at St. John Fisher comes with many different stresses throughout the day such as practice, homework, class, and weightlifting. The last thing a student athlete wants is a strained relationship with their professors.

With the help of the “Coach of the Week” program, student athletes can gain a stronger and more appreciative relationship with their professors.

“Our players have always enjoyed the support from the faculty and have built some better relationships with those that have participated. This is true for our coaches of the week and our staff as well,” Vosburgh said.

Throughout the 2018 football season several St. John Fisher faculty will don the cardinal and gold on the sidelines of Growney

Stadium or other venues. Those who are volunteering include Dr. Timothy Madigan and Drs. Katrina Arndt, Linda McGinley and Susan Hildenbrand who will participate during two separate weeks.

Dr. Madigan, a philosophy professor, has volunteered to be a coach of the week since 2004 when he became a faculty member at the college.

“I saw the dedication that the players have and the respect they had for the coaches and vice versa,” Madigan observed through his experiences as volunteer coach.

Dr. Madigan’s coaching career that kicked off in the year 2004 was inspired by his class, ethics and sportsmanship. Outside of the class, Madigan also wanted to be involved in the Fisher community and get to know the student athletes



Photos by Jessica Chung

on a level that was not as formal as the classroom.

This year, Dr. Madigan can be seen on the sidelines on Saturday, Nov. 3 in Alfred, New York when the Cardinals take on Alfred University. The football team will not be the only one in competition as Madigan will be in a friendly competition with a close friend who is a professor at Alfred.

"Every year I volunteer for the Alfred University game whether it's home or away," Madigan said. "A friend of mine in the political science department at Alfred have a friendly competition where the loser buys dinner afterwards."

Dr. Madigan will not be the only St John Fisher faculty member on the sideline this football season. Drs. Katrina Arndt, Susie Hildenbrand and Linda McGinley of the School of Education also served as guest coaches.

Dr. McGinley, the assessment coordinator for the Ralph C. Wilson School of Education, was partaking in the program for her first time in her three years as a faculty member.

"I see this opportunity as one that

will enable me to become more involved in campus co-curricular activities and to interact with more students and staff," said McGinley on her decision to kick off her volunteer coaching career.

McGinley was not a one-woman team when the Cardinals took on the Hartwick Hawks on Oct. 13. Two of her education department colleagues; Dr. Arndt and Dr. Hildenbrand -- both of whom have previous experience working on the staff as a volunteer coach -- joined her.

Dr. Hildenbrand, the associate dean of the School of Education, understands the unique challenges that the student athletes go through in college from having many football players and other athletes in her



classes. Hildenbrand, a college football fan herself, enjoys seeing the athletes outside of the classroom and in a different environment.

"I have had several football players in my classes over the years, and I

think it is a great way to see firsthand what it is like being a student athlete at Fisher," she said

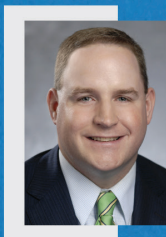
Another sideline veteran, Dr. Arndt, a professor of inclusive education, likes to make sure her impact around campus is just as significant as her impact in the classroom.

"Coach Vosburgh invites all faculty and staff to be guest coaches, and I like to attend events on campus when I can," she said. "A football game in the fall is a great way to connect with students outside of class."



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