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Alfred University Marches for Our Lives

Kelsey Oliveira, Guest Writer

Alyssa Alhadeff, Scott Beigel, Martin Duque Anguiano, Nicholas Dworet, Aaron Feis, Jaime Guttenberg, Chris Hixon, Luke Hoyer, Cara Loughran, Gina Montalto, Alaina Petty, Joaquin Oliver, Helena Ramsay, Meadow Pollack, Alex Schachter, Carmen Schentrup, Peter Wang. These are the names that were chanted down academic alley on March 14. These are the names that rung out with the bells 17 times. These are the names that prompted the youth of the nation to walk out of their classrooms and into the streets to send a single message: enough is enough.

Alfred University's students, faculty, staff, and local community members had the opportunity to part take in this message. Fear was undeniable as it was laced with concern of consequences and repercussions. At the start of the march this proved true when only seven people started at the meeting point. Having worked with multiple students and faculty to make it happen, worries and fears just increased. Were students going to fear consequences? Was there going to be backlash? Was there enough support in the community? There were many questions lingering in the air as to why we did not have a large crowd. However, having spent nights writing about these seventeen individuals and working to make it happen, it was clear that even having only two people marching was just as big of a statement.

So when we began walking down Academic Alley, the names were chanted followed by the words "we remember." As a group, we recognized that the lives lost were just statistics and their names were being forgotten. Part of saying enough is enough was to rehumanize how we process tragedies by emphasizing that these numbers are people. Slowly



Photo Credit: Kathy Woughter

but surely the community of Alfred recognized that. One by one people stopped and watched before joining in and walking to the bell tower with us. By the time we reached the bell tower, over 100 people were gathered.

The cold and the snow had no power over this march. As the crowd thickened, so did the atmosphere. Every time the bell rang a poster, which displayed a victim's name and picture, went up and everyone stood in silence embracing the consequences that gun violence had caused. A clear emphasis on the victims sent chills throughout anyone's body knowing that at any moment that could have been someone they knew or even themselves.

Around campus echoed the same sentiment of the nation. Why do this? What is the point? How is this effective? The most important recognition is to understand the empowerment that comes along with each individual as they left their classroom. Youth are finding a voice arguably unlike any other generation. With every student

that stepped out of their classroom, a closer step was taken to strengthening the youth's voice, which is a goldmine of potential that has yet to be tapped.

These protest also help us recognize all the work that still needs to be done. After the moment of silence, people had the opportunity to express their emotions through a community based art project. Hosted by Art Force 5, it encouraged members of the community to reflect on the education system and consider what teachers needed to be armed with rather than more gun violence by using the hashtag #ArmMeWith. There were many encouraging words written on the piece including higher pay, diversity, resources, training, and more.

However, there were also lines written that incited more violence. Some had suggested adding more predators, providing whiskey, concealed weapons, armed security guards, and automatic rifles. While this is not an attempt of removing all guns from everyone, it is raising awareness that individuals clearly feel strongly about adding more weapons to stop gun violence. Arguably some of the other comments may stem from immaturity or ignorance but there is a deeper underlying cause as to why these comments are being made. Better understanding each other's fears and educating one another on other viewpoints can bring us to better solutions to gun violence, especially in schools.

These protests and rallies help us recognize that our community needs work and that we need to start the conversation about why people feel certain ways. It is time we call upon members of the Alfred community to start this conversation. It is time we reflect inward and no longer hide from topics that cause us fear. It is time to speak up and say enough is enough.



Photo Credit: Logan Gee

ALL ABOUT ALFRED

Alfred University Fitness Center Gets a Facelift

Jessica Scoones, Guest Writer

Athletes, coaches and community members all agree the upcoming fitness center renovations will not only benefit the athletes, but the whole community.

"To be Saxon strong, we need to make it so the entire community can excel because not just athletes are Saxons," said Women's Head Lacrosse Coach Erin McGaffigan.

Plans have been made to perform a roughly \$900,000 renovation on the overcrowded, outdated Gibbs Fitness Center located in McLane, according to Associate Director of Athletics Tony Aquilina. The fitness center currently serves students, faculty, staff and community members all in one facility, with some 20,000 visits a year.

One of the greatest weaknesses of the current set up is a lack of equipment and space, says community member Chris Gorman. In addition, other weaknesses are combining the athletes and community in one facility and the need for more versatile equipment, says Gorman.

The renovations plan to address all these weaknesses, according to Aquilina. The remodel plans to split the facility into four parts, comprising of a cardio space, a free-weight room, a strength circuit room and an athlete-only portion. The current facility forces everyone into one compact space. The new layout will add 2,400 square feet in workout space.

Construction started on Feb. 12, beginning with the squash courts being closed for renovations. The courts, with

their high ceilings, will be split into two levels – a classroom for athletic training and health science majors upstairs and the cardio room below, says Athletic Director Paul Vecchio.

As for the current equipment, it will be divided into three categories, says Aquilina.

The first category is equipment in good condition that will be kept, such as the leg extension machine. The second category is equipment that will be disposed of because of wear and tear. The final category is machines that will be traded in for credit with Advantage Sport & Fitness to purchase new equipment.

The cardio equipment will be all new, on lease from Advantage Sport & Fitness. The cardio room is expected to be ready for usage in May. When classes end, the fitness center will close for renovations. The new cardio room should be open throughout the summer.

For the duration of the summer, a community pass to the Alfred State College weight room will be \$70 for three months. Proper identification and a waiver (available on the Alfred State website) will be required. The total renovations will hopefully be completed by Aug. 1, according to Aquilina.

Funding for the renovations is coming from three main donor families through AU University Relations: Frederick W. Gibbs '54, Charlie Joyce and Sherry Walton '80, and Mena and Rick Hansinger '73, '75 (respectively). All the donors hope to encourage a healthier lifestyle on the AU campus.

The renovations will not only benefit the entire Alfred community, they will also benefit the future AU community – specifically recruits. Roughly 45 to 55 percent of the incoming class is comprised of student athletes, about 200 currently, and there are hopes of increasing this number, Vecchio says. These students must be able to excel in the classroom as well as on the court because academics comes first in Division III (DIII) athletics, adds Vecchio.

Men's Lacrosse Assistant Coach, Adam DuPree, described the renovations as a huge leg up in the Empire 8 Conference. The renovations make AU



Photo Credit: gosaxons.com

more comparable to Division I schools in New York since it is rare for DIII schools to have athlete-only workout spaces, but standard in Division I competition.

"I already have recruits itching to see it," Dupree said.

Many say the new fitness center will eliminate the "intimidation factor" – the angst students often say they feel when forced to work out with those doing heavy lifting, such as football players. Athletes and non-athletes alike often agree the "intimidation factor" comes from being in a cramped space surrounded by those lifting 70 pounds while they are looking for the 10 pound weights.

One of the biggest concerns in student athletes' minds is that the renovations are purely for the football team, that it will dominate the athlete-only portion — limiting space and time for other teams.

Every team will have the opportunity to get stronger, with 12 racks available

for teams to use and timeslots for individual team workouts, says AU Strength and Conditioning Coordinator David Preston.

New types of equipment will be purchased, including sleds, sand bags, tires, logs and a Jacob's ladder.

"There is something for everyone ... it does not matter what team, everyone will benefit," said Preston.

The new fitness center will be able to cater to both athletes, nonathletes and community members equally, giving each a better, more worthwhile work out experience. The students spoke, and the athletic department listened, according to Vecchio.

"For five years, the student surveys asked for a better fitness center, for them and the community. The opportunity came along. If you were in my shoes, what would you do?" says Vecchio.

FIAT LUX

Logan Gee	Editor-in-Chief
Kelsey Oliveira	Guest Writer
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Caleb Scott	Staff Writer
Bryan Rosado	Guest Writer
Alexiane Bacle	Staff Writer
Jonathan Ugalde	Alumni Submission

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\$300 Theft Fee Rumor: False

Caleb Scott, Staff Writer

A rumors that the University charges students a 300 dollar "theft coverage fee" as part of tuition is revealed to be false.

One version of this rumor, which was circulated by word of mouth among unofficial campus groups, said that students were charged the sum either at the beginning of the year or the semester to cover anything that the student might steal or destroy while attending. If this had turned out to be true, it would have created a significant issue of fairness because not all students steal regularly and, even among those who do, very few, if any, manage to steal 300 dollars worth of property.

This rumor has been floating around campus for some time. Many students from all academic years report having heard the rumor at some point during their time at AU. Some report that they heard it as far back as 2-3 years ago.

Students who believed this rumor

were left with a dilemma as the existence of such a fee would seem to encourage theft as a regular practice in order to make back the money they were being charged.

One student says that she heard the rumor two years ago and knows many people who have been stealing regularly because of it.

It has been revealed that the rumor had very little hard evidence backing it and of those who claimed to hear the rumor, few could even recall where they had heard it. A quick look at AU documents and a few phone calls revealed that there was no validity to the rumor. The rumor may have arisen due to misreading a section of the AU Tuition, Expense, and Financial Aid document that outlines the 300 dollar acceptance deposit, which follows:

"The \$300 acceptance payment is non-refundable to those who do not

attend the University. For those who attend, \$200 is held as a deposit as long as the student is enrolled. The remaining \$100 is credited against the University tuition for the first semester. The \$200 is returned, less any unpaid charges, after graduation or following the student's formal withdrawal, if done according to the official procedures. Students who do not notify the University before the semester begins that they will not be returning, forfeit their advance deposit."

Executive Director of Student Financial Services Jane Gilliland explained that these kinds of deposits are staples of almost all universities and are by no means a "fee" having any relation to theft or property destruction.

"It's truly an enrolment deposit," Gilliland said. "It confirms the students intentions to attend the university."

Criminals of Permission

Bryan Rosado, Guest Writer

Do you ever cross the street when a police officer is on the same sidewalk as you? Do you ever get nervous when police officers are around you and you haven't done anything wrong? Do you ever feel unsafe when a cop approaches you? Well, most likely if these questions have never crossed your mind before, then you don't have to worry about being put in danger by a police officer.

In December I was pulled over for the very first time. This was an experience that I will never forget. I pulled over to the side of the road and the police officer approached my vehicle. The officer yelled loudly: "Are you going to put your windows down or what?" Now, I have never been pulled over before so I did not know the procedure. Once I told the officer that I don't know the procedure because this was my first time getting pulled over he immediately got

aggressive and threatened to arrest me if I didn't follow protocol. Frustration was all that I felt because I didn't have prior knowledge and the officer treated me as if I was committing a dangerous crime. Later on, questions were getting thrown at me simultaneously. While this was happening, my cell phone started ringing. I reach for my phone in order to turn it off and the officer got angrier, telling me not to touch it.

Once the officer got back from checking my record, he gave me a ticket and I was on my way. This situation could have gone smoother if he had spoken to me in a more civilized tone. This story, along with the endless stories by others who have also had interactions with police officers paint a mental picture of the things wrong in the police department.

In the last few years, police officers haven't had the best image. From Alton Sterling to Michael Brown to Philando Castile, police officers

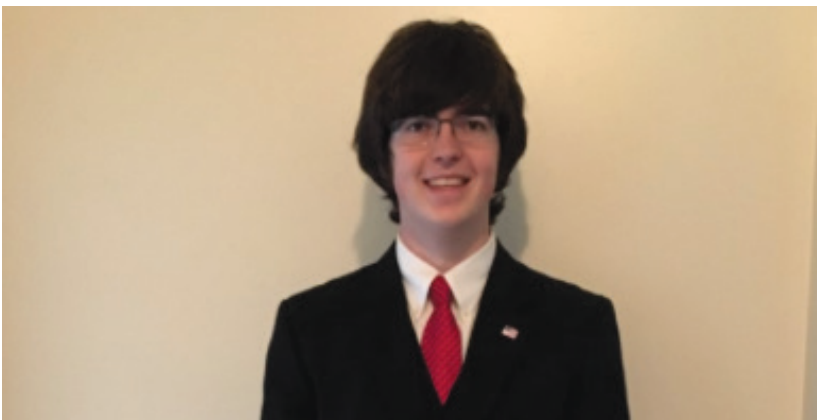
have seemed to protect themselves more than the citizens they swore an oath to protect. However, these tragic killings don't make every police officer bad or unstable to do their duty. There are plenty of "first steps" that can be taken to improve police officers and the way they handle situations. To start, body cameras should be installed to every police officer uniform in order to view every situation as it happens and find the best way to handle them as they happen. Second, every firearm should have rubber bullets in order to give a "warning shot" to those who are escalating the situation. With these new methods the rate of police officers killing civilians could potentially decrease.

Overall, there are plenty of hurdles ahead for there to be trust between civilians and police officers. It is up to us, the civilians, to know procedures when they occur and also know when they have overstepped

their boundaries. For police officers, they need to know how to handle every situation differently in order for there to be no escalation. As a society, we need to always stay mindful of the different opinions about police officers because some people could see them as protectors while others see them as criminals of permission. It is up to you to figure out what your definition and meaning of a cop is and stand behind your belief.

Student Senate President and Vice President Announced

President: Matthew Hinz



Vice President: Keshawn Laplante



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The Journey of Becoming A Clinician

Jonathan Ugalde, Alumni Submission
Jonathan graduated with his Bachelors in 2013 and Masters in 2015, both from Alfred University.

Submission also found on:
<https://jonugalde.wordpress.com>

What does it take to be a mental health clinician? Generally, whether a physician, or mental health professional “a clinician is a health care professional that works as a primary care giver of a patient in a hospital, skilled nursing facility, clinic, or patient’s home. A clinician diagnoses and treats patients.” Once you enter the mental health field you are always striving to be the best mental health clinician that you can be; fostering your own internal clinician.

However, where does that fit in the context of the workplace? Are there some positions that make you more of a clinician than others? In the mental health field there are a variety of jobs (and each one having its own level of clinical thinking) but after a review one finds that the following progression occurs in a mental health career:

1 Intern – Shadowing, assisting, and developing clinical knowledge and skills within the context of a secondary education institution. Goal of this type of position to be a sponge for information, interventions, and theory to be implemented as able.

2 Counselor – A term used more and more (within the mental health field) to describe entry level positions at residential facilities, group homes, Medicaid based agencies, etc. that do not require a state license to practice. More often than not this requires direct care such as supervising clients, following individual service plans, and assisting with daily living activities. Starting to develop and utilize your own clinical mind more so than your supervisor’s.

3 Resident in Counseling (Optional) – After completion of the educational requirements and gaining initial experience a residency is entered into in order to gain licensure. Utilizing counselor positions to continue developing, refining, and practicing clinical thinking and intervention.

4 Clinician – A term and position that describes an individual who utilizes clinical knowledge, and skill to design, implement, and evaluate therapeutic interventions. Typically, this includes assessment, diagnosis, conducting therapy sessions, and supervising entry-level workers. Preference is for these individuals to hold a state license but can be held by individuals who are in their residency.

5 Therapist – A term used most often for individuals who provide therapy in the context of outpatient clinics, private practice, individual/group/family sessions in a high level of care (residential/inpatient) that require a state license in order to practice; occasional exceptions made for residents.

Life is full of challenges, surprises, and in some cases things that feel like miracles. Looking back on how my career in the mental health field has started I can only feel amazed and

generally positive. My journey started with a small rural university in Upstate New York called Alfred University. While at Alfred University (AU) I completed my Bachelors in Clinical/Counseling Psychology with minors in Music and Theatre. There is never a dull moment in Alfred – all you need to do is wander around a bit to find a social justice campaign, students having a blast with Nerf guns or medieval gear, participating in a 5k run around campus, and more.

While at AU I conducted a research study focusing on whether there are trigger words that cause communication struggles in cross gendered friendships. The results of that study showed that when giving others criticism the shorter the statement the more profound of an affect it has on the other person. While it was a general study to set up the structure for a future study focusing more on the question of “Do trigger words exist?” it helped me establish my understanding and familiarity with human behavior and my desire to provide direct clinical care for them.

That desire led me to my graduate program for a Masters in Science in Education with a Certificate in Advanced Study in Mental Health Counseling at AU. The university still held it’s undergraduate charm but at the same time took on the stress and challenges that come with graduate level coursework. I was challenged in what I believed my way of interacting with others meant, what I thought about myself, and most importantly how I would be able to help clients in the future. Through a lot of self-reflection and memorizing the most recent research on developmental psychology, abnormal psychology, counseling theory, counseling techniques, and psychological assessments I was able to gain enough knowledge and experience to graduate and even earn certification as a National Certified Counselor (NCC).

A majority of my clinical experience leading up until this point had been in a halfway house, intensive outpatient substance abuse clinic, a campus outpatient clinic, and a community based program called Multi-Systemic Therapy. Utilizing my skills developed over summers working at a summer camp near Syracuse, NY I developed my counseling style integrating various theories, practices, and interventions as I started my first post graduate employment at Blackwater Outdoor Experiences. Blackwater Outdoor Experiences provided me with a look at what it means to provide direct clinical care for a client 24/7 for 22 days in the wilderness while also learning what it means to work as part of a multi-disciplinary treatment team to ensure the clients are receiving the best clinical and medical care possible. It was in this position that I also took on the task of becoming a resident in counseling in an effort to become a Licensed Professional Counselor (LPC).

Through the Blackwater Outdoor Experiences treatment team, the clinical director Margie Crow, LCSW, and my

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licensure supervisor Anthony Lea, LPC I was able to start recognizing even more concretely how theories and academics of counseling were implemented into direct clinical work. Most importantly I gained the knowledge of what it means to assess an individual’s capability to participate in activities of daily living, communicate with others, effectively manage their medication, and the different levels of support that exist for individuals struggling with mental health disorders.

Following my departure from Blackwater Outdoor Experiences I started to learn about the Medicaid based programs which include therapeutic day treatment (TDT), intensive in home (IIH), and mental health skill building (MHSB). These Medicaid funded programs allow for intensive mental health counseling programming to assist children under the age of 21 (for TDT, and IIH) and supportive skill development for those over the age of 18(for MHSB). I learned that such programming is extensive, and provided by Bachelors (entry level) providers who are being supervised by an individual with a Masters in a Social Science field. I grew in my knowledge and experience with clients who are experiencing mental health disorders that have more devastating symptoms that the more common generalized anxiety disorder, major depressive disorder, etc. After some time of providing this level of care as a counselor I was lucky enough to get my newest job.

I now serve as a Clinician at Brothers Keeper, Inc. (BK) in Chester, VA. In this position I am responsible for conducting psychological assessments and typing

up clinical reports to send to Medicaid insurance companies, clinically supervising two counties of the BK Therapeutic Day Treatment program, review clinical notes and services plans, conduct a staffing/training once a month with each county, and provide counseling for an IIH client. At this new level of responsibility there are challenges of incorporating clinical knowledge into learning experiences for entry level staff but also utilizing your clinical knowledge to produce countless clinical arguments to the Medicaid insurance companies.

Throughout all of these experiences I have found myself critiquing my interventions, being challenged to revisit diagnoses, treatment strategies, and the basic questions used to assess an individual’s clinical situation. What I’ve found, is that at each level and position your internal clinician grows and becomes more confident so that you are able to provide the best care and make the best decisions for your clients. Through this continual growth you develop the following skills and more:

- Develop a safe and empathic relationship/environment
 - Reflect thoughts, feelings, and meanings
 - Question and assess what is typical versus atypical
 - Provide multiple perspectives to a single situation
 - Consider the drivers of a client’s behaviors based on their history, behavioral presentation, and observation
- Determine a client’s struggles and validate their experiences

Vicki Eaklor, retired history professor and social justice advocate, passes away

AU Office of Communications

Vicki Eaklor, who taught history at Alfred University for more than three decades before retiring two years ago, passed away Thursday, March 8. She was 63.

Vicki was a well-known professor who received numerous honors and awards during her tenure at Alfred University. She was the recipient of the Abigail Allen Award in 2004 and in both 1998 and 2005 received Excellence in Teaching Awards from the University.

“Time and again, when I talk to Alfred University alumni, I hear about professors who mentored and guided them,” said Alfred University President Mark Zupan. “As a professor of American history; as a drummer and teacher of percussion; as a leader in our Women’s Studies program, Vicki Eaklor had that kind of profound impact on our students for more than 30 years.”

Added Beth Ann Dobie, dean of the College of Liberal Arts and Sciences at Alfred University: “Dr. Eaklor was a superb teacher. She had high expectations and her students

loved her. Often one would see a flock of students talking with Vicki in the halls of Kanakadea.”

Vicki was born Nov. 24, 1954, the daughter of Warren and Josei Eaklor, and grew up in Grand Junction, CO. She had a passion for both history and music and would go on to earn BA degrees in history and music education from Adams State College (Colorado) in 1976. She earned MA degrees in musicology (1979) and American Intellectual/Cultural History (1980) from Washington University in St. Louis, MO. She also earned her Ph.D. from Washington University, in 1982.

She was appointed professor of history at Alfred University in 1984 and taught at AU for 32 years, until her retirement in 2016. She also taught the course, Women in Society, and created the first-ever history courses at AU in Queer America and Queer Hollywood.

Vicki’s academic accomplishments also include dozens of published articles on music, history and gender issues. A published author, she wrote the books “Queer America: A GLBT History of the 20th Century” and “American Anti-Slavery Songs: A Collection &



Photo Credit: Alfred University

Analysis.” She also edited the book “Bringing Lesbian & Gay Rights Into the Mainstream,” by Steve Endean.

“Vicki Eaklor was a faculty leader, always stepping up for what she believed was right and fair even when it was difficult to do so. She was a mentor and a role model for many of us, especially the female faculty,” said Dobie. “Vicki was a passionate advocate for social justice. She was a pioneer in Women and Gender Studies at AU, and provided a faculty

voice and vital support for lesbian and gay students.”

A talented percussionist, Vicki’s performances on the drums – with AU’s concert band, its orchestra, and in smaller musical ensembles -- were nothing short of spectacular, and she often gave private percussion lessons to Alfred University students.

She is survived by her partner, whom she was with for 29 years.

Joining the Family

Alexiane Bacle, Staff Writer

All Alfred University students had to face the same scary process before getting into the school: admissions!

What is the process? How are students chosen to become a part of AU? And why do students choose AU for their education?

The AU admissions committee receives an average of 3,500 applications for around 2,500 spots, according to Jacob Yale, Director of Admissions.

The first step of elimination? Incomplete files are automatically rejected. What comes next for cautious students who actually complete their application? GPA. The average high school GPA of an AU student is 2.9. If a class rank was completed, admissions will also look at it. The strength of one’s high school will also be taking into consideration, according to Yale.

Nevertheless, what can tip the scale one way or another? Students’ preparation for a considered major, according to Yale. If a student wants to earn a science degree but has failing high school grades in biology and chemistry, he does not stand a chance. However, if a student failing in biology and chemistry says his is undecided, his extra-curricular activities could make the difference. Involved in clubs? Good. A planner of social justice events? Even

better. Not involved in high school extra-curriculars? Not great, but possible.

Work experience and resumes are also taken into account. And it is not one experience that counts, but the “over-all” person, according to Yale.

Who are the applicants? Students come from every county of New York state and surrounding states. Currently, more than 25 states are represented at AU. And while around 300 international students apply every year, only a dozen make it to Alfred.

What do they want to learn? Most don’t know – they are “undecided.” A decision on their major comes later.

At AU, students are more than a number. What makes the difference when it comes to getting into AU are personal interviews, preparation and interest. For example, a student who is not prepared to live on a small campus in a rural area, and has no idea of this is not likely to make the cut.

“The best fit are students passionate about the majors we offer, come from various backgrounds and walks of life and are attracted to the area and campus,” said Yale.

If one needs one more reason to apply to AU, it is scholarships.

“The better the student, the more they get in their scholarship,” said Yale.



Photo Credit: Alexiane Bacle

For President Mark Zupan, coming to AU is like joining an already big family. Students should want to be a part of AU history.

“We are looking for individuals interested in making the world a better place through education,” said Zupan. “We want people who can be a good member of the community.”

Entering AU is only the first step to a whole new life, says Zupan, once

accepted, the real adventure can begin. One of the best things to observe is students changing and discovering new passions while exploring the possibilities AU offers, says Zupan. Alumni tell him that at one point in their AU adventure a faculty member or even another student took interest in them and changed their lives.

“That is that magic that happens here,” concluded Zupan.

WANT TO WRITE FOR THE FIAT?

EMAIL: AUFIATLUX@GMAIL.COM

Softball Ends Spring Break With Mercy Rule Win Over Webster

From gosaxons.com

The Alfred University softball team split on its final day of the 2018 Spring Break Training trip to Florida with a loss to Plattsburgh State University and a win over Webster University on Saturday afternoon.

“I think we finished the week on a high note, but losing that first game to Plattsburgh was tough. Shannon [Schaefer] was very good in the circle and we hit the ball hard, but we stranded eight runners and you just can’t win games when you do that,” Head Coach Luke Wesneski said. “However, I was proud of how they responded against Webster. They executed well and hit with runners in scoring position. That was really the difference between the two games. I was also very happy to see some of our younger players step up and get the job done. They were very instrumental in Saturday’s win.”

Game One

The Saxons (7-5, 0-0 Empire 8) were edged in the final inning of play as Plattsburgh scored two runs on a walk-off single for the 3-2 win. Just one inning prior, senior Haley Powers (Newark, DE/St. Georges Tech) got her first home run of the season as she smacked one to left center field, scoring junior Lu Krawczyk (West Seneca, NY/West Seneca West) on the play as well to overcome a second inning, one run deficit, putting the Saxons on top, 2-1.

Sydney Saucedo (Whittier, CA/La Serna) went 2-for-3 on the day to lead the Saxons’ batting. Senior Shannon Schaefer (Westfield, NJ/Westfield) picked up only her second loss of the season as she pitched 6.1 innings with a game-high six strikeouts and a game-low five hits and no walks.

Game Two

Alfred University bounced back despite being physically beat up with



Photo Credit: Kylie Kahlig

the 11 games in five days prior to the meeting with Webster. The Saxon bats lit up the scoreboard in the third, fourth and sixth innings of play as they eight-run-ruled the Gorlocks in six innings.

Webster took an early two-run lead in the first inning, batting against Schaefer as the Saxon pitchers were depleted with injuries. They tacked on another run in the top of the third before the momentum shifted towards the purple and gold.

Junior Becca Alexander (Middletown, DE/Middletown) hit a double to left center with bases loaded to tie the game, 3-3, scoring Saucedo, Schaefer and Chantel Singleton (Olean, NY/Olean). All three runs were unearned. The following at-bat was Krawczyk who also doubled to left field to send Alexander home for the Saxon, 4-3 lead.

The Saxon lead continued to grow as Schaefer got to first on a fielder’s choice bunt, sending Saucedo to third but

allowing Brenna Alvis (Costa Mesa, CA/Costa Mesa) to sneak home as the throw home was not quicker than the first-year.

Singleton stepped up next to hit a single (advancing to second on the throw) that scored both Saucedo and Schaefer for the 7-3 Saxon lead. Sophomore Elena Ceja (Redondo Beach, CA/Redondo Beach Union) reached first on an error by the Webster pitcher that allowed Singleton to paste another run on the scoreboard, 8-4.

Webster attempted to fight back in the top of the fifth with a run, but the Saxon sixth allowed AU to get out of the game early and gave the Saxons a win as they left Florida the same day.

Ceja singled to right center that sent Singleton home for a 9-4 Saxon advantage. Powers, who homered in the first game of the day, hit a double to right center as well, scoring Ceja, Alexander and Krawczyk for the 12-4, eight-run-rule victory.

Singleton was 3-for-3 with two RBI’s and three runs to lead Alfred University’s offense. Powers and Alexander both had three RBI’s while Alexander went 2-for-4 with two runs. Ceja also had two RBI’s and went 2-for-4 for the game with one run.

Alfred University also had five stolen bases against Webster with two coming from Saucedo.

Schaefer picked up the win in 4.0 innings with three strikeouts and five hits. First-year Moreta Dyke (Milesburg, PA/Bald Eagle Area) pitched the final 2.0 innings with two strikeouts and one earned run on two hits.

The Saxons are next slated to host Keuka College in a non-conference double-header on Saturday, March 24 with the first game at 1PM at Harrington Field.

Saxons Ousted by the Polar Bears in Men’s Lacrosse Action

From gosaxons.com

The Alfred University men’s lacrosse team fell to visiting Northern Ohio Saturday afternoon 9-6 in nonconference action. Coming into the game, The Polar Bears averaged just over 15 goals per contest.

The Saxons (4-2, 0-0 Empire 8) were led by senior attack Jake Lynch (Whitney Point, NY/Whitney Point) with three points (two goals, one assists) while junior attack Joe Fornataro (Rochester, NY/Greece Athena) and senior midfielder David LaSpina (Webster, NY/Webster Schroeder) each finished with two points (one goal, one assist). Senior attack Allen Vitale (Rochester, NY/Brighton) and senior midfielder Samuel DiRisio (Prattsburgh, NY/Penn Yan) rounded out the scoring for Alfred.

Alfred got on the board early in the first quarter Fornataro was able to find the back of the net off the feed from Lynch at the 12:49 mark. Ohio Northern responded with a goal of their own from Shane Olsen to make it 1-1 with 11:24 left in the first.



Photo Credit: Peter Mangels

Vitale was able to regain the lead for the Saxons in the second as LaSpina set the goal up with 8:39 left before halftime. The Polar Bears were able to tie things up once again as Anthony Provone scored to make it 2-2 with 4:28 left in the second. The Saxons were able to take a 4-2 lead going into halftime with goals scored from DiRisio and Lynch.

Ohio Northern was able to open up the third quarter on a 2-0 run to tie things up a 4-4 before Lynch notched his

first goal with 11:15 to go in the quarter to make it 5-4. The Polar Bears were able to gain the lead at the 3:33 mark of the third quarter and were able to push the lead to 9-5 with 5:08 remaining in the fourth quarter. Alfred cut the deficit to three as Lynch scored his second goal with :51 remaining in the game.

“We shot well in the first half. We were shooting a lot of bounce shots and they were sinking but in the second half, we got

away from that and that was just a mental mistake on our part,” Head Coach Jason Lockner said. “It’s something that we’ve got to clean up and we have to do it for four quarters if we want to get it done. When you face a good team and any time you make mental mistakes, a good team will capitalize on them. We’ll be focusing on that in practice.”

LaSpina and senior goalkeeper Drew Gardner (Whitney Point, NY/Whitney Point) tied the team in groundballs with six each while junior attack Anthony Ricottilli (Cortland, NY/Cortland) had five groundballs and sophomore midfielder Garrette Briggs (Horseheads, NY/Horseheads) finished with four. Sophomore defender Shane Weber (Hull, MA/Hull) and midfielder Frank Gavigan (Yorktown, NY/Yorktown) each had two caused turnovers.

Briggs had another strong outing in the circle as he went 13-for-19 in face-offs.

Gardner went the distance in goal, making 13 games on 22 shots faced.

The Saxons look to rebound as the host Oswego College next Tuesday, March 20, at 4 PM.

Stamp Qualifies for Zone Championships

From gosaxons.com



Photo Credit: Peter Mangels

Senior Sam Stamp (Oneonta, NY/Oneonta) took first in the novice fences at the Zone II Region I Championships on March 4th at Cornell University in the Oxley Equestrian Center while the Saxons earned Reserve High Point team honors.

Stamp was the only Saxon to qualify for Zones after taking first place in the novice fences during the regional championships. Three other AU riders made their way into the top-four spots on the day to earn the Saxons the honor of being named the Reserve High Point team (2nd place) in IHSA Zone II Region I.

Senior Kelsey Evoy (Medina, NY/Medina) and junior Kendra Brywa (Wasilla, AK/Colony) earned third place in the intermediate fences and novice flat, respectively. Senior Nellie Burch (Wells, VT/Long Trail) finished fourth in the walk trot canter division.

Stamp will compete in the Zone II Championships held at Centenary College in Hackettstown, NJ on April 8th, 2018. The top-two riders in each category advance to the IHSA National Championships Show held in Harrisburg, PA at the Pennsylvania Farm Show Complex from May 3-6, 2018.

Hyde Throws Past Her Own School Record Three Times in Third Place Finish at ECAC

From gosaxons.com



Photo Credit: Peter Mangels

Senior thrower, Brynn Hyde (Homer, NY/Homer) broke her own school record not once, not twice, but three times on Saturday morning during the Eastern Collegiate Athletic Conference (ECAC) Indoor Division III Championships at The Armory.

Hyde made the finals of the weight throw with a toss of 13.85m. During the final three throws of the day, Hyde hit a 14.26m distance on her first, a 14.76m on her second and a 14.80m

with her final throw of the day. All three surpassed her school record of 14.16m set during the Empire 8 Indoor Championships last weekend at Houghton College.

Hyde also finished third out of the throwers in attendance. She was less than a foot away from second place and just over a foot from winning the event.

Spicer Earns Second All-American Designation

From gosaxons.com

Senior Seth Spicer (Corning, NY/Corning-Painted Post) stormed his way to his second All-American performance at the NCAA Division III Indoor Track & Field National Championships on Saturday.

Spicer finished eighth in the men's heptathlon with a score of 4,973 during the 2018 NCAA Indoor Track & Field National Championships; marking the second time he has earned All-American designation in his career (place 4th during 2017 National Championships). He is the first track & field All-American at Alfred University since Glenn Clinton '97 finished third in the 55-meter hurdles in 1995.

Spicer mentioned about his finish, "Not quite as sweet as last time. Eighth certainly isn't as good as fourth, but I got to take something home, so I'm happy with it."

The multi student-athlete from Corning, NY opened the day in eighth place, but moved up to seventh following the first event of the second day. Spicer ran an 8.71 in the 60-meter hurdles to earn an edge on the competition. From there he moved on to the pole vault where he posted a score of 3.90. His opposition overstepped him in the event, dropping him to ninth overall in

the heptathlon.

"Going into the last event, I was ranked ninth," Spicer added. "I was a good 100 points behind the top-eight heading into the race. I was hoping to gain a little more than I did, but those guys must have known that I was coming for them. The goal was to make it hurt as much as possible and walk away top eight; it did – a lot, and we did. Check," he said chuckling.

Spicer ran a personal best in the 1,000-meter run (2:37.29), more than four seconds faster than his previous PR. He earned 904 points in the race and jumped into eighth place to earn a spot on the podium.

When Head Coach Angie Taylor was asked about the performance she said, "Wow, what can I say? I couldn't be any more proud of him. He is a great competitor and he was able to move from each event and refocus. Just to see him run the amazing 1,000 meters he did at the end, just shows you how great a competitor he is and how great of a student-athlete he is."

Assistant Coach William Sortore spoke about what the All-American designation meant to him and the program. He said, "I have been with this kid for nearly four years. After the tough year we had last spring, I told



Photo Credit: gosaxons.com

[Seth], he is the type of kid that will bounce back. And he did. This is an All-American trophy sitting in front of me. And it happened because of the type of kid that he is."

Spicer finished, "There is room to grow. And that is exciting heading into

the outdoor season. That is something I can take away from this weekend."

Spicer now turns his attention to the outdoor season where the Saxons hit the road on March 24th to compete in the California University of Pennsylvania Invitational in California, PA.

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The Cultural Bowl is coming back to Alfred on Friday, March 23rd from 12-2pm! Please come through the second floor of Powell Campus Center by the Community Table to purchase a handcrafted bowl for \$10 and get some free home-made food. Money will be donated to the Alfred Food Pantry and the Hornell Area Humane Society. Asians in America is still looking for bowl and food donations, so please email aia@alfred.edu for any comments, questions, or other general concerns. Hope to see you there!

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