



Astronomy returns to Ferris

Astronomy classes are coming back



Photo by: Sam Mulder | Torch Photographer

The dome atop the Science Building retracts for the telescope's view.



Photo by: Jordan Wilson | Multimedia Editor

The interior dome houses two telescopes that students will use.

Emma Walters
News Reporter

Astronomy courses will return to the university next semester for the first time in five years.

Astronomy, the study of everything in the universe beyond Earth, has informed humankind's knowledge of the inner and outer workings of space. The course offered at Ferris will satisfy general education requirements and include hands-on learning opportunities, such as astrophotography experience.

Physics professor Dr. Dinesh Shetty has spearheaded the new course.

Shetty explained that the course is designed to introduce students to various astronomical concepts.

"People have been won-

dering for ages, what is our relevance in this vast universe," Shetty said. "In this particular class, we talk a lot about how astronomy has evolved in different cultures and about interpreting the night sky."

The nearly 60-year-old observatory recently received an update with the addition of a new telescope purchased by the university. This purchase was a preparation for the course beginning in the spring.

The newly procured telescope for the observatory was chosen with the help of the Center of Teaching and Learning, the Dean's Office of the College of Arts, Science and Education and the head of the Physical Sciences department.

Before the purchase of

the telescope, the observatory sat unused for five years while Ferris searched for a professor to teach the astronomy course. Now that a class has been scheduled, the observatory will be utilized again.

The astronomy class is an introductory course focused on planetary characteristics, radiation concepts and distance determination methods.

The course offered currently contains one section, with the hope for expansion in the future.

Shetty also noted outreach efforts for community participation. These ideas include opportunities for people of all ages and majors to experience stargazing.

The added element of astrophotography to the course

is intended to give students the unique experience of seeing the stars in real-time, rather than on the internet.

"When I teach students in my astronomy class, I tell them that there's carbon in your DNA," Shetty said. "There is iron in your blood, there's calcium in your bones, there's gold in your jewelry. You are basically star material."

Students expressed excitement and interest in the return of this course as well.

Psychology junior Alexa Wohlscheid heard discussions about the new astronomy class that has circulated in the physical sciences department for quite some time now.

"It originally started because we had some high school students interested in

it as a dual enrollment class," Wohlscheid said. "We talked to some of the physics professors, and Dr. Shetty was really excited about it."

Wohlscheid stated that the class can provide not only students enrolled opportunities to learn about space but also the campus community with outreach efforts.

Much of the excitement stems from the class offering something different from the usual general education science courses.

"It's important to have diverse options for gen eds because it opens your field of view to so many different things," Wohlscheid said. "A lot of freshmen and sophomores don't know if they want to take organic chemistry or thermodynamics until they take a gen ed that focuses

on that."

Environmental biology junior Janelle Lekies also heard talk of the astronomy class around campus. The importance of a diverse education drew Lekies to consider the course.

"I think that being well-rounded in general is important for all majors, especially since we have a lot of education majors," Lekies said. "You can't just be biology or chemistry focused, because high school students might care more about something like astronomy."

The return of astronomy courses at Ferris marks an exciting chapter for students to indulge in their curiosity about the stars and to gain an appreciation of their place as star material in our vast universe.

One step closer

pg. 10



News

Ember St. Amour | News Editor | stamoue@ferris.edu

Internship tips

Isabelle Marks
Freelance Reporter



Advice

- Start applying early
- Network with peers, professors, alumni and professionals in the field
- Create a strong resume or update your current one
- Create a cover letter or update your current one
- Create a LinkedIn profile or update your current one
- Research internship opportunities and companies
- Practice your interview skills and prepare questions
- Attend career fairs (upcoming career fair Feb. 27, 2025)
- Join a registered student organization, most majors have a RSO aligned with the major
- Use resources such as the Career and Professional Success office or College of Business students can make an appointment with internship director Jennifer Njenga.

Concerns

- Not getting any responses when applying
- Low pay or unpaid
- Not seeing postings for the position they want
- Finding internships
- Difficulty balancing an internship and other commitments
- Possibly requiring relocation
- Networking barriers
- Competitive field



Benefits

- Job experience in the field
- Add internship to resume
- Making money
- Possible full-time employment after internship
- Ability to build a network
- Explore a career path
- Fulfill college requirements



Graphic by: Hailey Nye | Production Assistant

ON THE RECORD

Ember St. Amour
News Editor

Civil dispute in Newaygo

Nov. 25, 12 a.m. - Officers responded after a student who was at a party in Newaygo County reported that some people were making racial slurs and throwing items at him. The case was sent to judicial referral.

Break it and spit

Nov. 24, 4:05 a.m.- Officers were called to Brophy Hall after receiving a report of a disorderly student. The student broke a pool stick and spit at officers and was arrested.

The sound of music

Nov. 23, 12:21 a.m. - A complaint was made at Finch Court for music being too loud. Officers contacted a group of people and asked for the music to be turned down, which they did.

Graphic by: Harmony Goodman | Production Manager

Ferris receives the Quick Start grant

Grant to be used for academic advising



Logo courtesy of the Michigan College Access Network

The Michigan “Sixty by 30” has a goal of helping 60% of working-age Michiganders gain a postsecondary degree by 2030.

Caleb Nadeau
Freelance Reporter

Ferris received a \$75,000 grant from the state of Michigan aimed at “eliminating academic barriers and exploring strategies to improve the school’s advising.”

There were nine other institutions statewide to receive the grant, including Central Michigan University, Delta College, Eastern Michigan University, Grand Rapids Community College, Grand Valley State University, Kalamazoo Valley Community College, Lake Superior State University, Muskegon Community College and University of Michigan-Flint.

Director of Academic Advising Michael Zaborowski explained the purpose of the grant.

“The idea behind the ‘Quick Start’ grant, when we applied for it, was to identify areas of need on campus and elevate student voices in matters related to student success,” Zaborowski said. “In my view, there hasn’t been a comprehensive study of students’ experiences with advising that specifically elevates their input.”

He emphasized that faculty wanted a clearer understanding of academic advising from a student’s perspective. They found that much of the feedback had been anecdotal and wanted a comprehensive understanding of the situation. One way to achieve that was by applying for larger grants the state offered through the

‘Sixty by 30’ program.

The ‘Sixty by 30’ initiative aims to ensure that 60% of Michigan’s working adults hold a college degree or certificate by 2030. Currently, the educational attainment of working-age adults in Michigan is just over 50%.

“Across the state, adults who are 25 and above who have not received the credential attainment of a postgraduate degree or a professional certificate is at about 51%,” Zaborowski said. “And what they’ve done is created a series of funding opportunities that address things like student basic needs, retention metrics and other opportunities.”

Zaborowski noted the initiative’s dual purpose: boosting educational attainment and aligning graduates with high-demand jobs.

The grant will help Ferris make academic advising practices clearer and more transparent for students and faculty.

“There aren’t many offices where you can say, ‘I’m struggling with a math instructor and also don’t know what to do about parking.’ While it may not technically be their job, advisors often field those questions and help students navigate to the right resources,” Zaborowski said. “For advisors to do this effectively, they need to be able to understand how to answer those questions and pinpoint students in the right directions. And that is only possible through professional

development.”

The funding will also support ongoing assessments to identify where students struggle with advising and existing pain points. Ferris currently has 220–230 instructional faculty advisors and 16 primary-role academic advisors. The advising load is nearly evenly split: about 49% of students work with primary role advisors, while 51% are supported by instructional faculty advisors.

Zaborowski acknowledged challenges such as advisor turnover due to sabbaticals or retirements, which can disrupt students’ advising experiences. One goal is to ensure better communication when these advisor changes occur, with updates being sent via email.

Despite the grant’s goals, many students felt unaware of its purpose or potential benefits. Mathematics education sophomore Mason Brooks shared his experiences with advising.

“My experience with advisors has been good and bad,” Brooks said. “I changed my major recently and the transition process was great because of the advisor I talked to. Another advisor was more difficult because they pushed my requests to other people. One other downside was the person did not encourage me to meet up and discuss my plan going forward in college.”

Brooks mentioned that the advisor he originally had did not provide many sugges-

tions, only responding when prompted instead of recommending his next steps. He also expressed skepticism about how the grant would address such issues.

“I’m not sure how the money would help besides paying people to make surveys or do

extra work,” Brooks said.

Communications senior Cole Schepers shared similar concerns, questioning the grant’s lack of clear objectives.

“So many students would feel disappointed and betrayed if these grants don’t

follow their promises,” Schepers said.

It remains to be seen how this grant money will be used for advising at Ferris and if this change will produce a lasting effect. For now, it appears the need for change will be highly anticipated.

Ferris State Torch Retractions

The Nov. 20 edition of the Torch featured the story “Structure and Identity.” All quotes featured in this article were sourced from beyondthebuilt.com’s testimonial section. The testimonials all originate from the New York architects while the exhibit at Ferris State University is focused on multiple Michigan architects. The article fails to communicate the featured Michigan architects, which is the basis of the exhibit.

Corrections can be submitted through email at torch@ferris.edu

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Student intentions

What are students plans for the spring semester?



Photo by: Ciara Brooks | Torch Photographer

Many students at Ferris feel conflicted with their choice to attend, leading to high rates of dropouts and transfers.

Ni'Jah Rankin
Freelance Reporter

Over the past 10 years, Ferris State's ability to retain students has stagnated throughout the last five years, with the highest rate of 75% being nine years ago according to the student handbook.

As the fall semester closes, many students must figure

out what they are doing for their future semesters at Ferris.

Most will decide to stay, but the rest will leave right before the winter break, which could be for reasons including finances, academic failure or mental health issues. Some can be seen moving out of the dorms, suites or apartments as everyone leaves for

winter break.

According to the National Center for Education Statistics, the average full-time student retention rate is 76.5% of students in 2022 with a steady increase.

According to the latest University Factbook, Ferris' retention rate was below average at 71% during the 2022-23 school year.

Nursing sophomore Aubrey Lincoln had plans to stay at Ferris next semester and continue on the steady path of classes for her degree.

"Next semester I plan on staying and taking my chemistry class," Lincoln said. "I am hoping to pass if I can pass medical microbiology."

The majority of students, like freshman Khloe Groen-

dyke, an undeclared student, plan to stay at Ferris.

"As of right now I plan on staying here in my dorm with my roommate," Groendyke said. "I believe my roommate plans on staying as well."

Even though the majority of students continue their education at Ferris, students still may know a peer who has planned to drop out or contin-

ue their education elsewhere.

Childhood education freshman Emma Bennett plans on staying at Ferris, she talked to her roommate and discovered she wants to transfer to Central Michigan University.

"I like it here a lot, but I don't think my roommate plans on staying," Bennett said. "I don't think she likes it here as much."

Students switching from Ferris to other universities is not rare. Many leave mid-semester for that reason. Throughout the summer of 2022 and spring of 2023, Ferris calculated that 904 students transferred to other schools, with 38 students who transferred to CMU.

According to Pearson Accelerated Pathways, students drop out or transfer due to the lack of financial aid, support felt on and off campus and academic hardship. Some students also need more time to figure out what they are doing.

Freshman Mckenna Crawford, who has an undeclared major, is leaving next semester because she does not want to attend Ferris undecided.

"Being undecided was much more stressful than I thought it would be," Crawford said. "I want to declare my major before I return."

When it comes to students deciding whether or not they are going to stay at Ferris, they have to look into multiple factors of their student life and success.

MICHIGAN NEWS UPDATE

Caden Hofmann
Special Editions Editor

Columbus, Ohio - Following a Michigan Wolverine 13-10 upset over the No. 2 ranked Ohio State Buckeyes' temper flared when members of the Michigan football team attempted to plant a block M flag at midfield of Ohio Stadium.

Ohio State did not enjoy the Wolverines' planting of the flag and engaged in a brawl with opposing players, punches and words were exchanged when law enforcement stepped in.

According to the Detroit Free Press, police officers were seen pepper spraying members of both of the teams. An officer wearing a Michigan coat is the first officer seen spraying a member of the Ohio State team.

The Ohio State police department released a statement declaring that members of both police departments

deployed pepper spray.

The Franklin County Sheriff's Office is also being investigated to see if their officers deployed pepper spray.

"A viral video appeared to show an FCSO officer spraying pepper spray into the air," the office said, "The incident is being properly reviewed as part of standard protocol."

The Ohio State Police Department said that mace and pepper spray are commonly used as a method of crowd control to maintain order.

The Big Ten fined Michigan and Ohio State \$100,000 each for their involvement in the scuffle.

The incident is still a developing story and more punishments may be handed out.

GLOBAL NEWS UPDATE

Ember St. Amour
News Editor

Europe - Chemicals that are toxic to bees are found in most water sources.

Over the last year, the Rivers Trust and Wildlife and Countryside Link found that 85% of English rivers tested had neonicotinoid pesticides present, according to BBC News.

The pesticide was banned however, it was signed off for emergency use as a way to fight disease in sugar beet plants in 2023 and 2024. The Department for Environment, Food and Rural Affairs is currently under investigation by the Office of Environmental Protection.

There was an announcement on Monday that the government plans to fully ban the use of these pesti-

cides.

River Action campaign group member Amy Fairman commented on how the bees aren't the only thing impacted by pesticide pollution.

"River insects are right at the bottom of the food chain," Fairman said. "If we're destroying the bottom of the food chain in our rivers, this is going to have a knock-on effect."

There are also charities hoping that the waters are more closely monitored.

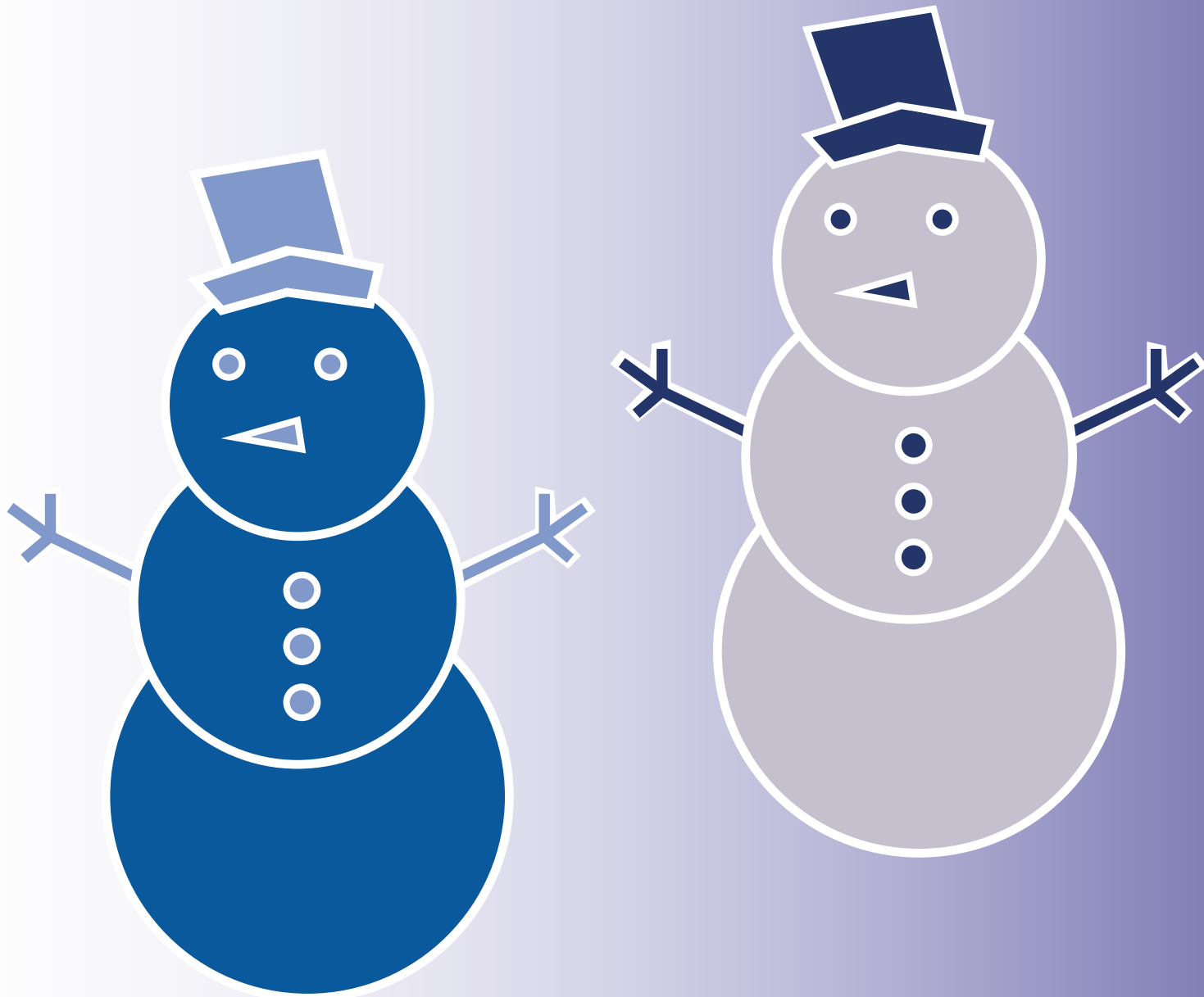


Culture

Blase Gapinski | Culture Editor | gapinsb@ferris.edu

Heading home for winter break

A time to reset, reflect and recharge



Graphic by: Harmony Goodman | Production Manager

Aiden MacLean
Culture Reporter

As the fall semester winds down, students prepare to transition from the fast pace of campus life to the comfort of home for a much-anticipated month-long winter break.

While excitement fills the air, each student's approach to the extended time off reveals the unique challenges and opportunities this period provides. From reconnecting with family to overcoming logistical hurdles, the break offers time for mental rejuvenation and reflection.

For many first-year students, this will be their first significant break since leaving home.

Sonography freshman Madeline Kessler shared her

excitement about returning to her family, especially her father, whom she describes as her best friend.

"Going home feels like a reset for me," Kessler said. "I love being around my family, so I'm looking forward to that month to recharge and get ready for next semester."

Adjustment to life away from loved ones has been a significant part of her first semester. Now, the break provides a chance to reflect on her journey and reconnect with her support system. For some students, the time at home offers a mix of joy and challenges.

Mathematics junior Alondra Reyna expressed her anticipation of being able to see her family and reconnect with her younger sibling.

"My little brother has been

asking me to play games and hang out. I'm excited to go back to my comfort zone and spend quality time with him," Reyna said.

Reyna also noted the significance of this period as a mental reset. The time away from rigorous academics allows her to focus on the emotional and familial bonds that often take a backseat during the semester.

While many students eagerly plan their trips home, international students face different circumstances. For some, traveling long distances can be financially and emotionally taxing.

Digital animation and game design sophomore Lily Loran highlighted the potential challenges for these students.

"I think traveling can

be stressful, especially for those flying overseas. Financial preparation is a big part of it," Loran said. "For those staying on campus, it might feel isolating, but it's also an opportunity to focus on themselves or connect with local friends."

The university community often steps up during this time to ensure international students feel supported, with some faculty and peers organizing events or gatherings for those remaining on campus.

Digital animation and game design sophomore Shane Fagan shared a different perspective on the break. For Fagan, the time off is crucial not only for mental rejuvenation but also for financial preparation.

"I have to make sure my fi-

nancials are in order to sustain myself during the break," Fagan said. "It's a time to focus on myself, ensuring I have enough resources to get through the month."

The extended winter break also raises questions about how students will transition back into academic life. Some, like Kessler, see it as a time to recharge and prepare for a strong start to the spring semester.

"I think going home will get me ready for next semester. It's like hitting a reset button after the stress of finals," Kessler said.

Others, like Reyna, recognize the challenge of stepping away from academic routines. The long break could make it harder to re-establish study habits, but the overall benefit of rest and

family time outweighs the potential drawbacks.

The winter break at Ferris is more than just a pause in the academic calendar. It's a time for students to reflect on their achievements, recharge mentally and reconnect with their roots. Whether it's spending time with family or getting ready for the next semester, the break offers a vital opportunity for growth and renewal.

As students disperse for the holidays, the campus community remains mindful of those who may face unique challenges, ensuring everyone can make the most of this special time.

Finals frenzy

A glimpse into finals week at Ferris



Photo By: Jordan Wilson | Multimedia Editor

Students utilize the David L. Eisler Center study deck year-round, but once finals week begins, seats are scarce.

Kate Babel
News Reporter

Dec. 9 to 13 marks the start of finals week, and students are using every strategy to prepare themselves.

Each exam is different, and each student is different. Regardless of the exam or final project, students are in full work mode, pushing to finish any remaining assignments, study for their upcoming final exams and complete their final projects. But what are they doing to prepare?

Many students shared their thoughts about their study tactics and rituals.

Automotive engineering sophomore Aiden Augustine explained one of his methods of study.

"A strategy I always use is to review your material before you go to bed and then when you wake up, that's how it usually sticks. I always use that and it's worked pretty well for me through freshman and sophomore year," Augustine said. "I start out by making a Quizlet and using my study material, study materials to make the Qui-

zlet, and then just study from there, pretty much."

Among the students interviewed, one of the most common study tools used was Quizlet. Augustine also talks about his upcoming exams, including a chastity electrical exam, an English paper, a material science exam and a chemistry exam.

"Chemistry is just my weakest subject. It's always been a struggle for me, even in high school. So it's just something I have to prepare for the most," Augustine said. "I'm a little nervous, but I'm a pretty good test taker, so I usually don't get too nervous about it, and I just go in and try to do my best. That's all you can really do."

Students would feel nervous because of the pressure from other classes. This could lead to feelings of pressure because it will affect their grade. With each class having a different grading scale, final projects or exams could be worth up to 100 points or higher.

Educational leadership senior Kylie Branscombe shared her thoughts about

an administration's practice final paper she has to write.

"I'm nervous about the big paper for administration's practice. I'm not gonna lie. I have not started it yet, and I haven't even looked at it. It's because it's very intimidating, but I am excited to finish it and turn it in once I get to that point," Branscombe said. "It is 100 points and it could drop me from an A to anywhere to a C, and I don't want to drop that far just because I've worked this hard this semester on keeping my A so it does make me nervous."

The points for each final paper or exam can vary depending on the class. However, what they all have in common is that they are all likely worth half of the entire grade of the class for that student. Aside from the high point influence one piece of paper can put on a student, in some cases, the professor teaching the subject can make it difficult as well.

Finance freshman Connor McDonough said that microeconomics was his hardest class.

"Microeconomics is a struggle because my professor is kind of tough. I like my grade in the class and I don't want it to go down," McDonough said.

Classes can be difficult. The material can be overwhelming. Teachers, like McDonough's microeconomics professor, can be tough, but one student does not have to go through it alone. Making time out of a busy schedule can save students the trouble of stressing out, and getting together with friends or classmates can help influence students to get more work done.

"I try to find to find some time in my day, probably at night, because I have hockey practice during the days, and find a quiet place," McDonough said. "Sometimes me and my teammates will get together and try to get some work done. So someone's in my class, they can help me out. My roommate and I are in the same history class, so we'll probably help each other out for that."

Sometimes it is not just a matter of who students study with but also where they

study. Depending on what a student prefers, study spaces can be quiet or crowded. Spaces can affect student concentration both positively and negatively.

"Maybe just space it out and try not to procrastinate. Like I procrastinate probably more than I should, but do a little each day," McDonough said.

Procrastination can affect all students. Having a large workload or a difficult teacher can influence a student's need to procrastinate. With this in mind, places like beds and dorms can easily affect students because it allows them to feel too relaxed to the point where procrastination is almost unavoidable.

Branscombe talked about how she utilizes FLITE.

"FLITE is my favorite place to do homework. Just because it's quiet on the third floor, I like to reserve rooms. I try not to do it at home because that's when I'll sit down and do Netflix or whatever. So I try to not go home. I try to either go to the [David L. Eisler Center] to do it or FLITE somewhere I'm not too

comfortable," Branscombe said.

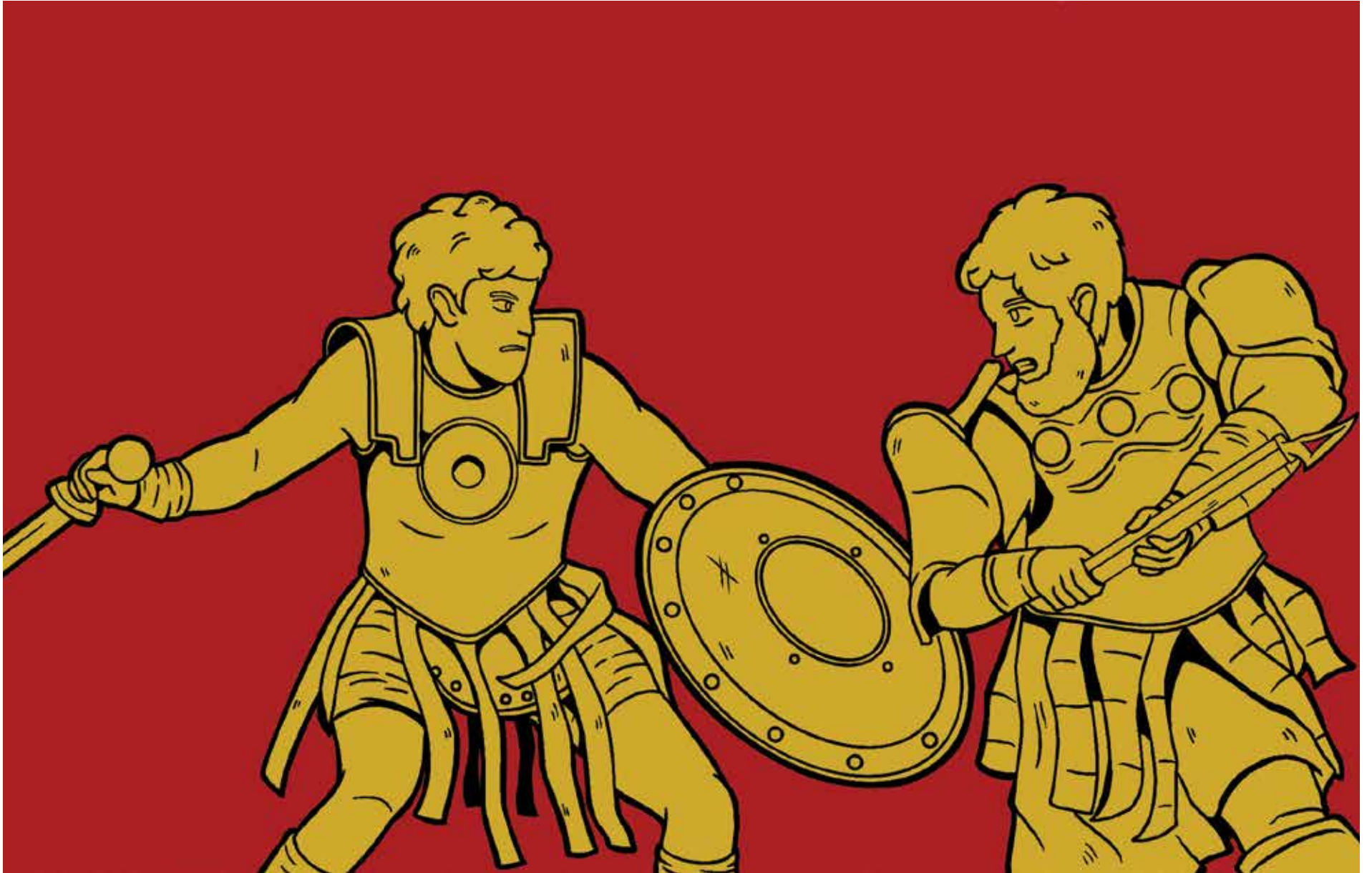
By using this tactic, Branscombe can hold herself accountable for her work while avoiding distracting environments. By limiting procrastination and learning to work with it, students can hold themselves accountable and shine.

"Try not to study where you're comfortable. Try to do it somewhere like the library, Biggby, Starbucks, those places you're not gonna lay down, like your bed. Try to always have a spot to sit that's not your bed, that's still comfortable, but not too comfortable where you can relax and go to sleep or anything like that."

Rest assured, when all exams are finished and the work is complete, students can relax for as many hours as they want. All it takes is the right amount of concentration, comfort and accountability towards work.

Media Minute

“Gladiator II”



Graphic by: Lucas Gill | Web Editor

Lucas Gill
Web Editor

While it doesn't reach the highs of its predecessor, “Gladiator II” is still a solid film and an excellent way to kick off the last stretch of 2024.

Director Ridley Scott's return to Ancient Rome was re-released on Nov. 22 and offers a continuation of the story of the original.

The narrative centers around Lucius Verusa after the death of Marcus Aurelius and his uncle, Emperor Commodus, Lucius is forced into exile for his safety as a power vacuum threatens to swallow Rome.

After 16 years, after building a new life in Numidia, Roman forces storm the North African kingdom and kill his wife in a battle to claim the territory. Driven by rage, Lucius eventually makes his way back to Rome in search of revenge, to slay the Roman General Marcus Acacius, unexpectedly finding himself captured and thrown into the Colosseum for the entertainment of the corrupt twin emperors Geta and Caracalla.

The defining feature of Scott's “Gladiator” franchise comes from the sheer size of each installment's production. Both films are fantastic at displaying the grand scale

of Ancient Rome with the set designs, locations and uses of extras.

Scott is known for exaggerating some aspects of his historical epics, choosing visual flair over historical accuracy in some areas. The “Gladiator” franchise displays an over-exaggeration of the real-world character counterparts, Roman siege technology and the use of domesticated animals in the Colosseum.

While it is important to criticize these elements, I believe these slight changes work well in the context of the movie's story and can be easily overlooked.

“Gladiator II” features some of my favorite performances of the year from its stacked cast. Paul Mescal, as Lucius, is an engaging protagonist. I commend him for his range here. While I wish he had a bit more screen time, Pedro Pascal is compelling as Marcus Acacius, with his moments to shine in the story.

My favorite performance by far comes from Denzel Washington as the gladiator master Macrinus. You can tell he had fun with his character and has such a commanding presence when he's on-screen.

The same can be said for Joeseeph Quinn and Fred Hechinger as Emperors Geta

and Caracalla respectively. I adore the line delivery from both of them.

I would be remiss if I did not mention Connie Nielsen reprising her role as Lucilla. She was the perfect choice for the character and brings so much passion to the role.

On a technical level, this film is a sight to behold. There are loads of shots that offer up some striking visuals. The camera angles and techniques used during the various fights in the Colosseum provide so much thrill and engagement to the action sequences.

Plenty of moments serve as callbacks to the original through the use of creative visuals. Several night scenes are flushed with blue as per its predecessor. We also get glimpses of the afterlife through Lucius's eyes, reflecting Maximus' experience.

There's much to be said about “Gladiator II” releasing at the tail end of 2024. This year has seen plenty of continuations of several series from Hollywood, with 16 of the top 20 highest-grossing films being sequels or additional installments in already existing franchises, according to Box Office Mojo.

While I can't read the minds of studio executives, I hope this trend doesn't serve as an excuse to greenlight

unnecessary franchise continuations.

While there are a couple of moments that I believe rely on the legacy of its predecessor a tad too much, the callbacks to its story are done sparingly and tastefully.

As a history buff and fan of “Gladiator,” I still found plenty

of enjoyment from its sequel. As a continuation alone, it's a diamond in the rough with quality.

I highly recommend viewing this film in theaters if possible. Seeing it on the big screen is the only way to give this film any justice. I could practically feel the impact of

every clash in the Colosseum while watching.

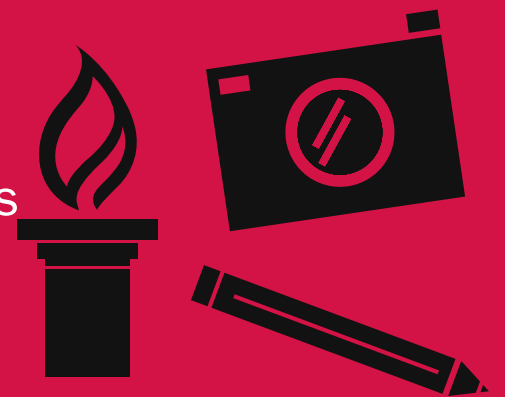
While there is no definitive streaming date as of writing, “Gladiator II” is set to come to Paramount+ sometime in early 2025.

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Contact The Torch Editor-in-chief Dylan Rider for questions and more.

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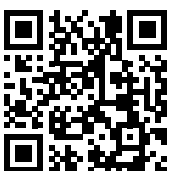
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EDITOR'S COLUMN:

To get it done or not

Reflecting on my procrastination and new-found senioritis



Graphic by: Hailey Nye | Production Assistant

Dylan Rider
Editor in Chief

If I'm being honest with myself, I've never given myself a fair opportunity to complete what I need to.

Ever since school became "serious," I never had a compelling feeling to be on top of my schoolwork all the time. After all, school was rather easy for me.

Now, that's not something I hold over anyone. I'm incredibly grateful that certain information and my understanding of things just clicked. For a lot of people, schooling isn't easy and they work their tail off. I envy you.

But perhaps this cushy "school is easy" thought process that I have coasted off of has instilled some rather bad behaviors.

With finals week on the horizon and my final semester at Ferris upcoming, I figured some reflection was in order.

I am a proven procrastinator. That 12-page paper is due at the end of the month? I'll wait until the last week to start it. An easy 10-point quiz that takes me three minutes? I'm waiting until 11 p.m. when it's due at midnight.

Ask Jackie Moglia, our opinions editor, too. She knows how much of a procrastinator I am when it comes to these editor's columns.

I've been asked why I do this to myself. I've given a variety of responses. "I don't know" or "I work better under deadlines" have been my most frequented answers.

The more I ask myself why, the more I wonder where it stems from. Perhaps, I'm just lazy. That's a simple explanation. It would be an honest one at that.

Or, perhaps it's built into the egotistical portion of my brain. With how my pursuit of education is trouble-free, I've proven I can deliver. Maybe I

take some weird pride in this, as counterproductive as it sounds.

Either of these options are valid. I think both are plausible. I'd take a shot and say there are more of me out there who do the same things for the same reasons.

The procrastination is already bad enough, no matter how much I make it work. But now I've caught the ever-so-common and infamous senioritis.

The push of four years of higher education has left me bone dry. I've got one foot out the door and am just fantasizing about being done. I know I'm certainly not the only one, either.

The passion to show up to that one class all the time has completely left me. The stress related to missing an assignment, either purposefully or accidentally, is gone.

Now, I'd never let myself fail too hard. I have standards that not even my procrastina-

tion or senioritis could break down.

However, those small things that have been a part of the higher education experience just don't matter to me anymore. I do not care. You couldn't make me care. I'm rather mentally checked out. I've already popped the champagne.

The big question is how bad is this? How valid am I and those who are like me to be feeling this way?

The existence of procrastination and senioritis isn't a secret. It's been felt before and will be felt for generations to come. But how damaging could it be?

Procrastination, coming from a serial procrastinator, depends on whether you still deliver. If you're not making the deadlines, your goose is cooked. What I do isn't some big save on procrastination. As I said at the start, I've never given myself a great opportunity to get what I need to

do done.

As for the senioritis, I don't know if I can ever blame someone for getting it. An extra four years of schooling following 13 mandatory years is a little rough. A lot of us have spent close to 20 years of our lives learning.

That's not a bad thing. But are we bound to catch a long-term burnout feeling right before the end of the finishing line? Absolutely. I'm not as motivated as I was to begin years previous. I don't think I could be if I tried.

The game now is making sure you get across the finish line. Will you sabotage yourself this close to the end? What are you doing? How much money to just blow it at the end? Finish as strong as you can, even if you're just limping to the finish.

For the seniors in the same boat, it's almost over. There's just one more semester. That's it. Just get it done.

Acting confident

Finding a love for theater



Photo courtesy of Liz Brown

Liz Brown and Kendall Paige performing in the theatre production “She Kills Monsters.”

Liz Brown
Podcast Manager

Actors have always fascinated me. The ability to go on stage or in front of a camera and become a whole new person is incredible.

Many of the shows I

watched growing up inspired me to act. “Wizards of Waverly Place” and “iCarly” were two major influences. I adored Selena Gomez and wanted to be on the big screen just like her.

Unfortunately, there were not many acting opportuni-

ties for children where I grew up.

My first experience with a stage show was “The Lion King” musical at the Wharton Center in Lansing. From then on, my mom would take me to see many more shows there, including “Shrek: The

Musical” and “Mary Poppins.”

There were finally some acting opportunities once I got to middle school. I participated in the shows “Suessical Jr.” and “Honk Jr.” but only in the ensemble. I never found the courage to go for a

lead role.

I took an acting class in my freshman year of high school but still never found the confidence to fully get into theater, which led to me quitting any performing arts I was involved in.

It was not until my senior year that I decided I wanted to be involved in theater again. I did tech for “Beauty and the Beast,” but all I could think about the whole time was how fun it would be on stage. That is what led to me becoming a part of Ferris Theater.

In the fall of 2022, I started my first semester at Ferris. I enrolled in an acting class and auditioned for the fall show, “Kinky Boots.” Due to the sheer amount of people who auditioned and my busy schedule, I did not get cast. While I was sad about that, I still had my class, which I was excited about. The professor at the time was Katherine LaPietra, one of my most influential professors.

Throughout the semester, she taught and encouraged me. She always gave helpful feedback and got me to step out of my comfort zone a few times. This pushed me to audition for the spring show, “She Kills Monsters,” and take another acting class. I got cast as Liliith, a lesbian demon queen. This was a secondary main role and a crazy one at that.

I soon discovered the spring semester was LaPietra’s last show as she was retiring. Not only was I excited

to perform as this character, but I was honored that she trusted me to play this character in her final show.

I met some of my best friends and most amazing people while doing that show. I also felt so much more confident in myself and my acting ability. I learned that it does not hurt to try something. I also learned that you can fake confidence even if you are terrified. None of it would have happened if it weren’t for LaPietra.

Since then, I have continued doing theater at Ferris and have met so many kind and incredible people. I was able to be a part of “Working,” “Radium Girls” and “Urinetown.” I have also grown a deeper appreciation for theater, especially after our trip to Stratford, Canada.

We got the chance to see some unique theaters, as well as three very different shows. Stage actors are so talented, and I love seeing the passion in their performances. Everyone involved in a show puts so much time and effort into it that they become a family. The time leading up to a show is such a special experience.

Live theater is such an important art that I think everyone should experience at least once. I know it changed my life for the better, and I hope to continue acting or being involved in theater for the rest of my life.

A surprise present



Sports

Connor Grypma | Sports Editor | grypma@ferris.edu

One step closer

A playoff-high 78 points propel Ferris football to Super Region Three championship



Photo by: Abe Kraus | Torch Photographer

Wide receiver Brady Rose runs past a Broncho defenders with protection from his Bulldog teammates.

Caden Hofmann
Special Editions Editor

Following a first-round playoff bye, the Ferris State Bulldogs dropped 78 points to advance in the postseason.

The No. 1 seeded Bulldogs (11-1, 7-0 in GLIAC) defeated the No. 4 seeded Central Oklahoma Bronchos (11-2, 8-1 in MIAA) by a score of 78-17 in the second round of super region three in the DII national playoffs on Saturday, Nov. 30.

In the snowy conditions, Ferris outgained Central Oklahoma 688 yards to 422 including a staggering 485 yards on the ground.

Head coach Tony Annese was proud of how his team was able to control the game in the trenches on the ground.

"Coming in we knew establishing the run would be key and we thought that we could do that well," Annese said. "When we have been good on offense it has been because the offensive line has dominated, and they dominated today."

Junior running back Kan-

non Katzer led the Bulldogs in rushing, he totaled 200 yards and three touchdowns, including a 176-yard quarter coming in the second quarter of the game.

Junior quarterback Trinidad Chambliss was second on the team in rushing with 18 carries for 116 yards and four touchdowns on the ground.

The game was tied 7-7 at the end of the first quarter and the Bronchos took the lead on a short field goal following a Ferris punt to make it 10-7 early in the second quarter.

The Bulldogs took back the lead on a 38-yard touchdown run for Katzer and never looked back.

Ferris forced Central Oklahoma turnovers on three straight possessions and capitalized on those miscues by scoring a touchdown off of each Broncho giveaway.

Junior linebacker Sefa Saipaia, who had an interception in the game, was happy with how his defensive group was able to force turnovers against the nation's top offense in Central Oklahoma.

"We are just one as a unit, we can't win by ourselves," Saipaia said. "We have such a great mentality and we all just know the job that we have to do."

In addition to the four turnovers forced, Ferris also held Central Oklahoma to just 33% (5-15) on third down conversions.

Even though the Ferris offense struggled early with a turnover and missed plays, Chambliss trusted his high-caliber defense.

"It's the best defense in the nation," Chambliss said. "I know that they have our back just as much as we have their back, there are always gonna be mistakes in football but we just have to keep pushing."

The score quickly multiplied as the Bulldogs held a 41-17 lead at halftime due to the 34 points scored in 7:46 to close out the second.

Chambliss loved his team's big play ability as they scored six touchdowns from 20 yards out or further.

"Coming into the game we had to set the tone early, we knew they had a lot of playmakers," Chambliss said.

"We had to make a lot of plays today and our playmakers showed up on the field."

Through the air, Chambliss completed 50% of his passes (9-18) for 206 yards and one touchdown.

The Bulldogs scored 37 points in the second half with

no answer from the Bronchos and cruised to their first playoff victory since 2022.

Ferris will move on to play the defending national champions, the Harding Bisons, on Saturday, Dec. 7 at home.

With only eight teams left standing the Bulldogs will

need to win two more games before they can complete the journey to Texas in search of their third national championship in the last four years.



Photo by: Abe Kraus | Torch Photographer

Senior wide receiver James Gilbert rushes to the end zone.

Chasing brilliance

Bulldog volleyball takes on the NCAA DII playoffs



Photo courtesy of Ferris Athletics

The Ferris State volleyball team advances to the Midwest Regional Tournament after winning the GLIAC 2024 Championship.

Nolan Matthews
Sports Reporter

Bulldog volleyball advances to the Midwest Regional Tournament in hopes of capturing their first championship since 2013.

Ferris looks to continue its undefeated run into the playoffs. Not only were the Bulldogs selected as the number one seed in the Midwest Regional, but they were also chosen as the host for the tournament.

This will be the seventh time in school history Ferris has hosted NCAA tournament play and is the 13th consecutive NCAA tournament bid the Bulldogs have received.

The Bulldogs first opponent will be the eight-seed Missouri-St Louis Tritons (19-8, 8-5 in GLVC). The Bulldogs hope to get even with the Tritons, as they have sent Ferris home on multiple occasions. Missouri-St Louis defeated Ferris in the regional championship in 2023 and earlier this year at the conclusion of the 2023-24 campaign.

The Bulldogs capped off their regular season with a GLIAC tournament championship, their 15th in school history. Ferris defeated Purdue Northwest 3-0 in the tournament quarterfinal, Michigan Tech 3-2 in the

semifinal and rival Grand Valley 3-0 in the championship.

The Bulldogs finished off their best regular season to date, going 31-0, losing 11 total sets the whole year. Multiple athletes earned regular season awards as senior setter Kaylee Maat set the all-time GLIAC record for assists and the team claimed five of the six major GLIAC awards such as senior outside hitter Olivia Henneman-Dallape earning GLIAC player of the year and head coach Tia Brandel-Wilhelm earning GLIAC coach of the year.

Henneman-Dallape explained that the team's mindset hasn't changed heading into the tournament.

"I think the most important thing is going to be one game at a time," Henneman-Dallape said. "Every game we play from here on out is going to be a great game and it is going to be tough, so we need to stick to who we are, but the most important task is taking our practice and focusing on the things that are going to give us one more step of growth."

The squad looks to get over the hump of the regional championship game. For the past three seasons, the Bulldogs have lost in the Midwest Region Championship.

In the years leading up to

those the Bulldogs lost in the regional semifinal and quarterfinals, and have yet to make it to the NCAA Playoff quarterfinals in recent years.

The last season the Bulldogs made it to the National Quarterfinals was in 2013, where they went 25-9 and lost to the BYU-Hawaii Seaside.

For many Bulldogs, this is their last crack at a championship. Players like Henneman-Dallape, Maat, outside hitter Claire Nowicki, middle hitter Chelsie Freeman and libero Leah Bylut are all in their senior season.

Senior middle hitter Syann Fairfield knows the team lives for these moments.

"I think our game plan is to continue bettering our own play just that 1% better every day," Fairfield said. "We just need to prepare for the next game, and obviously we know every game is a huge challenge, especially at this point in the year, but we live for these moments and the challenge."

If the Bulldogs defeat the Tritons, they will have to face off against either the Lewis Flyers or the Rockhurst Hawks, then a potential rematch against Grand Valley.

If the Bulldogs win the Midwest Regional championship, they will be placed in the NCAA DII Playoff Quar-

terfinals and play against the other playoff favorites in the No. 2 ranked and one-seed St Cloud State Huskies, who may be the toughest team the Bulldogs have the potential to face this season.

Brandel-Wilhelm knows it's an honor to host the Midwest Regional, and it represents the hard work the

team has done.

"Of course we are excited to host the Midwest Regional, it is a cool honor to have and it represents the hard work this team has done," Brandel-Wilhelm said. "But it really does not matter where we are playing, you have got to win the games and work hard, and every opponent in

our region is really good and have a chance to win the whole thing, and we have to get and be ready to play."

The Bulldogs face off against the Tritons on Thursday, Dec. 5 at 3:30 p.m. in the first round of the Midwest Regional Championship at Ewigleben Sports Arena.

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Holiday hustle

Catch up with Bulldog athletics' activity over Thanksgiving break



Photo courtesy of Ferris Athletics

Junior Mykel Bingham dribbles past a Findlay Oiler guard during the game on Nov. 23.



Photo from Torch Archives | Sam Mulder

Grace Lyons passes the ball to Kadyn Blanchard during a match against Great Lakes Christian.

Connor Grypma
Sports Editor

Over the Thanksgiving break, Ferris athletics remained busy. A multitude of matchups took place, so here's what you missed.

Volleyball earns GLIAC tournament win.

Following an undefeated regular season where Bulldog volleyball went 28-0, Ferris hosted the GLIAC tournament in Bulldog Arena where they took home their fourth straight GLIAC championship. The Bulldogs have now won 10 of the last 11 GLIAC championships.

Ferris took on Purdue Northwest in the opening round 3-0 victory before a five-set thriller against Michigan Tech to advance to the championship. Sweeping the Grand Valley State Lakers clinched the title once again for the Bulldogs and improved their record to 31-0.

Head coach Tia Brandel-Wilhelm praised the group of seniors in their conference victory.

"They've gotten better every day of every year," Brandel-Wilhelm said. "They've gone through the ringer and when you struggle during your career, it builds a stron-

ger foundation and that's what this group is built on."

The Bulldogs will move on to the DII Regional Championship this week, starting Dec. 5 where they take on the eight-seed team from Missouri St. Louis.

Men's basketball picks up two wins

The Bulldog men's basketball team continues to roll as they tallied two more wins to extend their record to 8-1 on the young season. Ferris defeated the Findlay Oilers 100-76 on Saturday, Nov. 23 and beat Grace Christian 106-47 on Tuesday, Nov. 26.

The No. 9 ranked Bulldogs have eclipsed the century mark twice through their first nine games and continue to put their high-scoring offense on display. Through the first nine games, Ferris is averaging 87.6 points per game while only allowing 65.8 to its opponents.

A large factor in the Bulldogs' wins comes from their rebounding. Over their past two wins, Ferris outrebounded its opponents with a 98-59 margin. The majority of these boards come at the hands of junior Nathan Claerbaut who currently averages 7.4 rebounds per game.

The Bulldogs will begin GLIAC conference play against Lake Superior State before this story is printed on Tuesday, Dec. 3 and then hit the road to take on the Roosevelt Lakers on Saturday, Dec. 7.

Head coach Andy Bronkema is looking forward to GLIAC conference play starting in December.

"It's a marathon," Bronkema said. "It'll be a heavy-

weight fight against Lake [Superior] State and it won't be the only one in the GLIAC. There's a lot of teams that are prepared to be here and beat each other up so we just have to be ready for it."

Women's basketball battles rival Ashland

On Saturday, Nov. 23, the women's basketball team fell to the Ashland Eagles 69-59. The Bulldogs defeated the Eagles last season in the DII Midwest Regional Finals but failed to come back in the regular season matchup despite scoring 26 points in the fourth quarter.

Ferris fell behind by as much as 28 points in the third quarter before cutting into the lead in the final frame. Senior guard Kadyn Blanchard tallied a team-high 29 points in the game alongside eight rebounds.

Despite the loss, the Bulldogs sit at a 5-2 record and are ranked No. 16.

Head coach Kurt Westendorp had mixed feelings about the result of the match.

"I'm proud of the heart and hustle our team has but we have to execute better and I have to coach better," Westendorp said. "Ashland is a physical basketball team and we have to be able to handle that better and be tougher if we want to beat teams like this."

The women's squad will also take on Lake Superior State on Tuesday, Dec. 3 at 5:30 p.m. to kick off conference play.