Pro Humanitate:
Our History and Heritage
I sat in the Wake Forest Admissions Office building as I did almost a year ago to the day. A year ago, I was waiting to be interviewed for admission to Wake Forest University, and I was incredibly anxious. This time, however, I was slightly less nervous because the tables had turned: I was waiting to interview Dean of Admissions, Martha Allman.

Eventually Ms. Allman came down the black and gold staircase with a young, hopeful applicant. She handed the applicant back off to her parents and thanked them for coming by, and turned her attention to me. Her pleasant smile and warm handshake was enough to put any nervous high school student at ease—something I am sure she does on a daily basis. However, when I sat down with Ms. Allman I found that her position as Dean of Admissions prevents her from having any type of daily schedule.

“Admissions is cyclical, my schedule varies with different parts of the year,” replied Ms. Allman, when asked to describe a typical day at the Admissions Office. “During the winter months, starting around Thanksgiving all the way through March, it’s paper: It’s application reading, admissions committee meetings where we make decisions about the applicants, scholarship applications and scholarship awards. April is the month where we’re encouraging students who have been admitted to come, and summer is a lot of planning. We have a lot of tours and visitors then, so more interviews are conducted as well. But we also are looking ahead to what the next year is going to be. So I guess that’s more like a typical year.”

Ms. Allman has been working at the Admissions Office since her graduation from Wake Forest in 1982. She received her B.A. in History and her M.B.A. in 1992 from the Babcock School of Management. So how exactly did she become the Dean of Admissions at the same
school she applied to as a nervous high school senior? For her, it was somewhat circumstantial: “I think most people end up in admissions accidentally,” she replied, when asked how she got to be here. “I loved history and I got my teaching certification, I did my student teaching, and then I didn’t think I really wanted to teach anymore. When I graduated, the admissions office had two positions for graduating seniors, now we have five, but back then there were two. So I applied for that, thinking in two years I’d be able to decide what I really want to do. So I did that for two years, and that’s when President Hearn came. He expanded the admissions office and began the Presidential Scholarship for the Fine Arts and I was asked to stay to work on that, as well as on the Alumni Volunteer Program. I guess I just woke up one morning and I had been here 30 years.”

Considering the amount of time Ms. Allman has worked at the Admissions Office, it is no surprise that quite a bit has changed about both the Admissions process and Wake Forest itself. Any current Wake Forest student would agree that the application process at Wake is incredibly unique, if not challenging. Between optional test score submission, required interviews, and what seem like never-ending supplemental questions, the Wake Forest application is unlike any other. “I think the fact that we don’t use a formula,” Ms. Allman replied when asked what it is about the Wake Forest application has enhanced the experience for both the applicant and the admissions officers. “We really do look at students individually. Our overall goal is to construct a class of students who are academically top notch, who have good character, but who have a lot of different viewpoints and come from a lot of different backgrounds. The fact that we interview and have these application questions that are more extensive than our peers use has really allowed us to select the students best fit for our unique community.” That being said, it is no secret that the extensive admissions questions asked of the Wake Forest application is a turnoff for many college-bound seniors. “Our application absolutely affects the type and number of students who apply. Many students are turned-off by the extensiveness of our application questions. But you know what? That’s okay. If a student is unable and unwilling to complete our application, they may not be the best fit for our community. Wake Forest students tend to be hard-working, as anyone completing that application must be.”

Discussion of this “community” that is so often used to describe Wake Forest led me to inquire as to how she had seen Wake Forest change since her time as a student here. “I’ve seen Wake Forest change in a lot of ways,” she replied. “It has certainly grown numerically: more students, more buildings, more programs, and more diversity. But I think the core of it is really very much the same. There is still a lot of emphasis put on student-faculty interaction and on community. I live on faculty drive and I have students in my home a lot. I play in a student faculty music group. There are just so many overlaps that has allowed for this unique community to develop. I think it’s still a very personal place, even if it has grown and become more complex.”

Amidst discussions of a “Master Plan” for Wake Forest, it is comforting to know that while our beloved school may be getting larger in size, it is still a unique and personal community that fosters intellectual, spiritual, and personal growth.
My final question for Ms. Allman is where things truly came full circle: I asked her one of the most unique and often puzzling questions from the Wake Forest application (so prospective students, listen up!): her Top 10 List. And here it is:

Martha Allman’s Top 10 List
1. Loved ones - family, friends, and four-legged
2. Being part of a greater good
3. Epiphanies that lead to solutions
4. Animals—all kinds
5. Appalachian string band music
6. The Blue Ridge Mountains
7. Snow
8. Lights—Candles, fireworks, stars
9. Beautiful language
10. Laughter

While I don’t recommend prospective students copy and paste this list into their application, it does provide some insight into the woman who ultimately decides the fate of every Wake Forest applicant. I know I will always remember her fluid signature at the bottom of my long-anticipated acceptance letter. While a few tears of joy may have smudged the ink, her name is still legible. Martha Allman is a very hard-working and vital woman to this university: she (along with the rest of the admissions staff) hand picks this community that we call Wake Forest. If that’s not an important job, I’m not sure what it is.
Though Wake Forest University is growing in both size and campus population, Wake Forest University also continues to strengthen its technological advancements. One of the main contributors to the recent eruption of research development in the field of nanotechnology is the Center of Nanotechnology and Molecular Materials, directed by Dr. David Carroll. Through the direction of Dr. David Carroll, the Center of Nanotechnology and Molecular Materials, has produced numerous research papers, filed and licensed dozens of patents, and earned media recognition with news channels like CNN and Discovery Channel. On June 1st, 2012, Carroll was also featured in The New York Times in an article titled: “32 Innovations That Will Change Your Tomorrow”. Dr. David Carroll has not only served as the backbone for the growth of nanotechnological research at Wake Forest University, but also serves the greater community with involvement in promoting science education with contributions to the Board of the North Carolina School of Science and Mathematics, and teaching physics courses like Surface Analysis at Wake Forest University. Though his present day contributions to the school are recognized,
his life before nanotechnology is uncovered, delving deeper into his interest in science and familial ties to Wake Forest University through a special question and answer session:

**How and when did you first become interested in science?**

Growing up in a household that was predisposed to the subject of science, Dr. David Carroll was destined for a love in the field. His stepfather even read him books of relativity, further cultivating his interests. By 1981, Carroll participated in his high school’s science fair. He was able to apply the knowledge he had learned over the years, to build a new laser for use. Claiming the first place title in an overall science competition of Winston Salem County Schools, Carroll showed scientific promise. He continued to develop his interests by working afternoons at Wake Forest University. Growing up on the campus, Wake Forest was claimed to be like his “second home”.

**What influence has Wake Forest University made on you or your family?**

For around 300 years, the Dr. Carroll’s family resided in the Winston-Salem area. With a long-standing history with the school, Dr. Carroll’s family supplied a generous donation of land during the school’s move to Winston-Salem in 1956. Carroll emphasized the importance of Wake Forest’s move to the Winston-Salem community, commenting that the school “kept the city together and thriving”. Without Wake Forest, he states that Winston-Salem may not have been the same. Through his familial ties to the University, Wake Forest proved to be fundamental in not only the community in which he grew up, but with his growth as a student.

**When did you first become interested in Nanotechnology?**

Though the exact origin is unclear, Dr. Carroll states that his interest in nanotechnology was influenced by his interest in the science of length scales. Though nanotechnology was not a concrete field during the 1980s, Carroll realized the importance of length scale in different physical processes. Though this was not a very popular interest, Dr. Carroll still pursued his interest in the nanotechnology field. His interest really took flight when attending the Mocks Planck Institute in Germany. Partnering with his colleague Pulickel Ajayan, Carroll and Ajayan were able to study carbon nanotubes in large quantities. At the time, carbon nanotubes were not frequently studied. Together, they were able gain some inspiration from the few papers written on nanotubes. Carroll commented that there were so few papers, they could have “taken all the papers written, and read them in one afternoon”. However, this did not defeat Ajayan and Carroll. Publishing dozens of papers on carbon nanotubes together, Dr. Carroll was able to explore firsthand what the field of nanotechnology had to offer. He characterizes himself as someone who likes to study “new territory”. He even uses the analogy that he isn’t a scientist that would research a lifetime to refine his results to the “last decimal point”, rather explore the “edges of the sea” to see what there is to offer outside the reigns of ordinary or conventional science.
What influenced you to move your group to WFU in 2003?

After serving as an assistant professor in the Department of Physics at Clemson University, Dr. Carroll knew he wanted to expand his research interests in nanotechnology. Though he received many offers from top standing Universities, Carroll knew he wanted to partner with Wake Forest University. With his familial history and own personal experiences with the university, along with the offer to serve on the faculty with strong academic standing, Dr. Carroll and his group voted unanimously to come to Wake Forest University. He continues to be impressed by the students and faculty who encourage great science.

What do you enjoy most about being a physics professor at Wake Forest University?

Enjoying the company of fantastic students and working with top-notch faculty, Dr. Carroll describes that he has the best of both worlds. He enjoys the challenge that Wake Forest presents to its students to work to be better than “what they were” and into developing them to “who they will become” by testing their ability to think outside the box. He encourages these ideals and presents these challenges in class.

Dr. David Carroll has made his mark on Wake Forest University, not only by his role in directing the onset of nanotechnology in both the national and international realm, but by encouraging and relating to his students who share his love for science. He paints Wake Forest University as a beautiful and intellectually thriving university. So beautiful that he hopes after he dies, he can share a coffee with God outside the library. Talk about Demon Deacon Pride!

Go Deacs!
Written by: Grace Yook

Photo used by permission of: Dr. David Carroll
What was your first experience hearing about Wake Forest?
I first heard about Wake Forest from a family friend who attended the same church as my family. She had on a student organization t shirt, and she explained it to me, and introduced me to Wake Forest. Up to that point I was planning on applying to Emory, but then I became interested in Wake.

What other universities did you consider attending or apply to?
I considered Emory, but applied early decision to Wake and was accepted.

What about Wake Forest made you choose the university?
This is the cheesiest story, but… When I came for the admissions interview, the weather was awful, but during the interview and tour the campus felt right. I felt a positive energy throughout the campus even though the weather was disgusting.

What was your best memory from your freshman year?
In my freshman year Wake upset Texas in the NCAA finals, and I remember it very well, because I was sick passed out in my bed. As soon as “Ish” (Ishmael Smith) scored with 2 seconds left, the building just shook and everyone went into the quad. That’s one of those times when I knew I made the right decision to come here.
If you could give 2 pieces of advice to the freshman at Wake Forest what would it be?

First is to go abroad. That is the one thing I will regret. Second is to not put your professors on a pedestal, respect them because they are accomplished, but don’t feel like you can’t engage them and understand the nuances in the subject manner.

Coming into your freshman year, did you ever think you would be student body president, and who were important influences in guiding you?

I came into freshman year decidedly being against student government. I knew I wanted to come to Wake and do something different. Trying to deny things like this you get into trouble. I love it. I love what student government is able to do for people. Realizing that student government was an awesome way to get things done for an awesome group of individuals.

How did you get interested in student government?

Spring of freshman year, I participated in the program CHARGE for Wake Forest’s emerging leaders. I had just finished that program, and people said I should be in student government. The next year I ran for legislature and won.

Who has been influential in your time in student government?

This is going to sound very selfish, but given who I am and all the different pieces that make me up, there have been people who I have been friends with who were encouraging, but for the most part I chartered my own thing. I regret that I didn’t find a mentor early on, but now in this position there are plenty of people who help me along.

What are some common issues that students bring to you and how do you address some of these issues?

Everyone always talks about parking, and the biggest thing with any structure is communication. Students at Wake want to know what is going on, what decisions are being made, and why. If you can give a Wake student a logical answer why something is happening, then they will understand the reasoning behind why things are the way that they are.

What have been some events or accomplishments that you have lead as student body president that you are especially proud of?

The Presidential Leadership Conference is where we come up with some goals for the next year and years to come. Campus leadership council was revived and I am very happy with the direction that is going. Seize the Quad was talked about as this big event for drinking, but there truly aren’t many other events at Wake where students can come and just be students, and Seize the Quad was the vehicle for that. This year, I was very happy that people were not making poor decisions at Seize the Quad, and that was a great event.
What is your biggest goal as student body president you wish to accomplish?

My biggest goal is to get students who are here now to be connected to the university so they stop thinking about the short term, but start thinking about the long term and about what Wake can do for future students. We often forget the big picture, and if I can look back and see students appreciate what Wake did for them, and where it will be in 10 years down the road, then I will view my tenure as a success.

What other groups or events have you been a part of that have had a significant influence on you during your time at Wake Forest?

Freshman year I went all out for theatre joining Anthony Aston Players, a lovely lovely group of individuals. It taught me a lot of things about performance, loving people for who they are, and to always be mindful about people and their situations.

While on campus, where is your favorite place to get lost in your thoughts?

Standing on the lower quad looking up at the back of Reynolda Hall at night is my favorite spot on campus. Everything is very symmetrical, and its one of those spots on campus that doesn’t get a lot of attention. It is very aesthetically pleasing, and a very calming place on campus.

What has been your favorite Wake Forest experience so far?

Most are sports related, but I remember starting a Wake Forest chant last year at one of the games. I definitely started the chant, and I got goose bumps after starting the chant and then having an entire stadium screaming behind you. And if anyone tells you they started that chant, then they are lying.

What is one thing that Wake Forest offers that you wish you had taken advantage of?

Study abroad. I had plans to go to London but they fell through, I would have loved to go to Prague or Johannesburg, places that people don’t usually go to, for their interesting areas and culture.

In what direction would you like to see Wake Forest go after you graduate?

In the way that things are going currently, we do not need to grow the school, and I don’t think that is going to happen. I believe Wake should continue to always expand the educational opportunities for the people who don’t always have these possibilities. During my time this summer at Deacon Camp, I was blown away by how confident and interesting the class of 2016 was, and I hope that future classes continue to expand on these characteristics.
One of the main influences in the Biology department here at Wake Forest University, Herman Eure’s goal in the classroom is to have every student walk away from his classroom with a much higher understanding of the evolution of life. Professor Eure has had the opportunity to train new faculty and engrain what it means to be a member of the Wake Forest community as the Associate Dean. Set to retire in 2013, he has set a high precedent for the next generation of Biology professors.

What interested you in Biology as a young person?
I grew up in a rural eastern North Carolina where I was outside a large majority of my childhood. Also, my tenth grade biology teacher formally introduced me to the subject I love today.

What do you see in Wake Forest’s biology department that sets it apart?
Most universities divide their biology department into sub disciplines while Wake Forest retains a unified concept with a general Biology degree. The university brings to the table a variety of expert specialists under the same umbrella.

Where do you see the Wake Forest Bio program in twenty years?
The same unified concept will be retained, but more specialists will be brought in to teach the students. Very few general biology teachers will remain in twenty years as a product of the society we live in today and highly qualified specialists will lead the way.
What would you say to a young person today that is deciding between multiple career paths, one of which is Biology?

I will not persuade any young person to go on one path or the other. He or she must decide for himself or herself. Whatever you do, make yourself indispensable and remember that society’s most constant characteristic is change. Make people need you and do what you love, not what necessarily brings in the most income.

What’s your favorite memory during your career here at Wake Forest?

When I was honored by Tri-Delta sorority as an outstanding teacher and when I was asked to be the Founder’s Day speaker. Professor Eure was the first person to talk on Founder’s Day who was familiar with and loved WFU as his own. This speech was held in 2008.

Did you enjoy your term as Associate Dean?

I enjoyed it very much because I was able to teach other faculty members how to be a Wake Forest University professor and how to create the best environment for the professors and other faculty members as well as the students.

Were you glad to get back to the laboratory and classroom?

I was very glad to get back to the classroom because I knew my time as Associate Dean was up and I had done my part. I had accomplished my goals and it was time to get back to the department I know and love so well.

If you could study a completely different academic field, what would it be?

Anthropology, a field I have always found very interesting
The first time that we introduced this project in class, the intro was preceded by a brief power point of suggested names for interviews. Each slide was accompanied by a couple of accomplishments and activities that each interview subject was involved with. Straight away, I thought Donald E. Flow, our Chair of Board of Trustees, would be an intriguing person to interview, so I gladly chose him. The first thing that I think needs to be stated is that Mr. Flow is a man of all trades. Driving through the Piedmont Triad area you can see Don Flow’s name printed on billboards, car dealerships, and nationally publicized tennis tournaments. Not only does Don Flow have an immediate impact at life at Wake Forest, but he also intertwines life between Wake Forest and the community. This idea of community and Wake Forest collaborating brings to mind the university’s motto of Pro Humanitate: “for humanity.” There is no better representation of this than Don Flow.

Donald E. Flow has accomplished many things in his life so far:
· Received Bachelor of Science in Commerce from UVA
· Varsity athlete at UVA, member of All-Academic ACC team
· Received Master of Business Administration from Wake in ‘83
· Graduated first in class at Wake and received Judson DeRamus award
· Chairman and CEO of Flow Companies, Inc. (23 dealerships)
· Served as Chairman of Board of Visitors at Wake Forest School of Business
· Served as Board of Trustees at Wake Forest
· Chairman of the Board of Directors of Winston Salem Business, Inc.
During my interview with Mr. Flow I discussed many of his roles at Wake Forest and the community. I first asked him about how he determines the agenda for meetings, as the Chair of the Board of Trustees. He explained that he works closely with the president at Wake Forest and with the vice-chairs of the board to come up with the major issues they need to address for the next year. He also solicits issues from all the trustees to address topics that have come up from administration and other board members. His overall job as chair is to work closely with the president and administration and to ensure that the core mission of the university is vibrant for the future and relevant for its mission for its students today.

I then switched the interview to discuss specific events and activities that he is in charge of. I mentioned his involvement in the Winston Salem tennis tournament and I wanted to know how important he feels it is for Wake Forest to be involved in its community. He described universities as our most powerful cultural institutions today so the universities have an amazing impact on their community. He also stressed the importance of bringing the university and city together to levy each other’s resources for the good of everyone. Another project Mr. Flow is heading is the construction of Farrell Hall, and he talked about how important this building is to Wake Forest and how Wake Forest keeps on improving their teacher and student interactions. Mr. Flow stressed how Wake Forest is unique in its teacher-student interactions and he thinks that that aspect of Wake has no comparison to any other university he has heard of.

I could go on about the interview I had, and talk about other jobs he holds, or activities he is running and I could end up writing a book. The most important thing that I took from this interview was Mr. Flow’s love of this university and community because of its unique ability to create relationships that will last forever. Wake Forest and its community are both very successful in many ways, but the thing that makes each very special is that it holds the motto, Pro Humanitate, dearly to their hearts.
President Hatch has accomplished many things over the course of his career, including but not limited to:

- Graduated summa cum laude from Wheaton College in 1968.
- Earned his masters and doctoral degree from Washington University in St. Louis.
- Taught in the history department at Notre Dame, where he was then honored the university’s award of excellence in undergraduate teaching.
- Wrote *The Democratization of American Christianity* which was honored numerous awards. He has also published *The Search for Christian America* in 1983 *The Sacred Cause of Liberty: Republican Thought and the Millennium in Revolutionary New England* in 1977.
- Provost of Notre Dame for 9 years before coming to WFU.
- 13th President of Wake Forest University. He was inducted into office on July 1, 2005
- Currently the Chair of the NCAA committee.
During President Hatch’s time here at Wake Forest he is working to accomplish the following:

- Reworking the mission of Wake Forest and the University’s strategic plan.
- Bringing leaders to campus to influence the university.
- Improving the role of business and medicine to better the University.
- Making steps forward as a standardized test optional school while coming up with programs to benefit the students as well-rounded people.

What are some challenges and opportunities you thought you faced coming into your new position at Wake Forest?

One of the most prevalent challenges that President Hatch has faced since the beginning of his term here in 2005 has been the “faculty morale”, as he put in his own words. Being that Wake Forest is a top ranked university, it attracts many highly qualified students. This means that these students want to be taught by the best teachers. In order to have such phenomenal teachers they need to be competitive with the other schools similar to Wake’s standards. President Hatch stressed that years ago “the university said that they would try to meet certain benchmarks [for compensation].” However, the administration was never able to follow up with this claim. One of President Hatch’s top priorities once he took office was to make the compensation for the professors competitive. He started the President Trust for faculty. The schools raised $10 million dollars for this trust, and they continue to add to it now since they have included this cost into budget. Most importantly, in the eyes of President Hatch, if the school is able to have competitive compensations, they will be able to hire the best professors. President Tribble also faced similar problems. The athletic director pushed Tribble to give him a raise in his compensation. However, similarly to President Hatch, the professors that taught the students came first.

What have you gone through to help you shape your visions and goals for Wake Forest University?

As Dr. Hatch took the position as President of Wake Forest University in 2005, he chose the community as being something he could expand upon in his time here. In our interview, President Hatch discusses the one thing that many of our guest speakers have said make Wake Forest such a special place, the friendly community. As the President himself puts it, “…[Wake is a place] where all faculty members are committed to the well-being of the students as well as educating the person.” While President Hatch does not address passing friendly and smiling faces as you walk to class, he does address how caring and genuinely interested the professors are in mentoring the students. One of the four main goals for President Hatch to accomplish is clarifying the mission of the university. He and the administration have been emphasizing educating the whole person and making strides towards doing so.
Are you satisfied with the implementation of the Master Plan thus far at Wake Forest?

The master plan included an in-depth analysis of the campus to spot flaws and ways that the university could potentially improve itself in years to come. After this company had written up their findings, their analysis and solutions were put into a very thick book. However in the words of President Hatch, “I think it is very helpful so you don’t build a building and then realize, ‘Oh wow that messes up something more long term!’” Included in this master plan are the new dining services that will be located on the North Campus, class size expansion that began with the class of 2015, and the new health center to point out just a few. Because of a lead gift, building the new health and fitness center has become a high priority for the university.

During every football game, you walk through the student section, what made you start this tradition?

In the eyes of President Hatch he is trying encourage more students to stay until the end of each game. “I find it striking to me that a lot of students don’t stay until the end. I also find it really disappointing”. Then it came to President Hatch and his wife that possibly the students would react more positively to if he came over to the student section. He started this tradition mid-season last year. “What created this was that the team comes over to sing our alma mater”. To him, he wants to appreciate the players that dedicate so much of their time to representing the university whether they have the leading score on the scoreboard or not. “They are going to come over [to sing the alma mater] and I think we need to be there to support them.” While President Hatch and many other members of the university find it disappointing that many of the student’s leave before the end of the game, the only solution the President has is that is willing and open to working with students to come up with more ways to make people want to stay.

How do you envision the role of being Chair of the NCAA?

With President Hatch’s history of being deeply involved with Notre Dame, he was chosen to be the chair at the perfect time. To him, the addition of Notre Dame to the ACC will be a great addition and one that will help the ACC improve. However, while he was able to be involved in the decision to invite Notre Dame into the conference, he explained his position as “interesting but very complicated”. He was referring to many of the disruption the league was facing over the summer due to the Penn State incident. However while that was huge challenge that they were forced to overcome, “the NCAA has a whole reform agenda which I think is positive to upping the academic standards, ensure the well-being of student athletes, and try to make their role a little less cumbersome”, in the words of President Hatch. For the well-being of all the student athletes, the NCAA is raising the academic standards for individual athletes. Then “starting in two years, there will have to be certain graduation rate equivalents for teams to participate in national championships for all sports, including basketball and football”. One of
the reasons President Hatch likes the ACC so much is because they have one of the highest composite graduation rates and we keep it balanced athletically and with academics.

While the ACC is gradually expanding and is now up to 15 schools, including Notre Dame and Syracuse, President Hatch does not see the conference breaking up like it did during President Tribble’s time. According to him, “we are now in a different time” but also the ACC has major TV coverage for all sports so he does not see a division in the conference happening in the future. Not to mention ACC, like many others, have binding agreements to prevent schools from leaving the conference. For example, a school that wishes to leave the conference would be penalized with having to pay over $50 million dollars to exit. For Wake Forest, it is a great honor to have our President be representing our school and lead the NCAA board.

We just recently interviewed Tom Mullen. He said his favorite part of being a dean was interviewing potential faculty members, what has been your favorite part of being President so far?

There was a moment while President Hatch thought about the question until he decided “getting to know a wide variety of people” He is able to meet the faculty, students, alumni, parents, and other administrators. Not only is he able to meet such interesting people, he is able to learn about so many new topics that he otherwise would not have been as exposed to. He is able to work on many interesting things, from academics to athletics, medicine, investments, building, and core administration. President Hatch likes to do many things, so to him, being President allows him to know not much about everything but a little bit about everything. Overall, his responsibilities make him love coming to work because he loves the people that he engages with on a day to day basis at here at Wake Forest.

What do you want your legacy at Wake Forest to be?

This was the final question I asked of President Hatch, however it was one that he took the longest pause to reflect on. After a few moments of silence, he responds “I would hope that [my legacy] would be a community, a better community and a better Wake Forest than its been in the past. In some ways this could be different but it could be a place where students would come to get a great learning”. To President Hatch, not only would their Wake Forest experience include a great education but also being apart of a wholesome community where they would make wonderful lifelong friends. To the students, Wake would also be a place where they could think through what they are talented and passionate about to help them make strong decisions about their future. This is one of the reasons the administration has redesigned the Personal and Career Development Office. They hope that they will be able to help students make wise decisions about their life and how to reach their goals. At the end of each student's years at Wake Forest, President Hatch hopes “that Wake Forest would help students learn how to approach life.”
Dr. Betsy S. Hoppe
Associate Dean of Student Academic Affairs
Interviewed by David Lantz

Ph D, UNC-Greensboro (Higher Education Administration) - 2000
MBA, Texas Christian University - 1990
BA, Duke University (English/History) - 1981

I was delighted to attain approval to interview Dr. Betsy Hoppe, the Associate Dean of Student Academic Affairs. Dr. Hoppe was one of the first faculty members I had the pleasure of hearing speak when I was a prospective student. I attended Campus Day on April 15, 2011 and Dr. Hoppe was the keynote speaker for the business school breakout session. She was clear, precise, and without question devoted to helping students understand Wake Forest University’s Business School. I still refer to the notes that I took that day. Her presentation was very helpful. She offered her assistance to any student or parent in the audience and handed out her business cards to make that promise easier. Her presentation that day sealed the deal for me to attend Wake Forest University.

Dr. Hoppe is originally from North Carolina. She received her BA from Duke University, but then left the area for a period of time. She was living in Fort Worth, Texas, and was teaching at Texas Christian University when her husband had a career opportunity to move back to North Carolina. Her husband’s acceptance of this offer is what brought her back to the area. She accepted a position at Wake Forest University and loved being an instructor. When the assistant dean for the Department of Student Affairs passed away, she was asked to take over the position and accepted. During that time she, herself, returned to school to get her doctorate degree in Higher Education Administration at the University of North Carolina-Greensboro.
A typical day for Dr. Hoppe revolves around meeting with students which she truly enjoys. In partnership with the student she helps them problem solve, find answers to their questions, and connects the students with various campus and community resources. She is a student advocate and mentor who tries very hard to help each student with their academic questions or concerns. In addition, she is involved in the Master of Science Degree in Accountancy Program as the manager. All events connected to this program are under her jurisdiction.

When asked what she likes best about working with perspective and current business students, Dean Hoppe responds, “Everything: I love solving problems and no problem is really a problem unless you cannot find a solution!” Dr. Hoppe believes students should come to their professors or the administration early if they are having issues, so that someone can help them. The school is there to assist and partner with them, so they should not be afraid to get help. Graduate students are often accustomed to help undergraduate business school students as tutors and help session guides.

Being the Associate Dean of Student Academic Affairs also has its challenges. Dr. Hoppe commented how difficult it is personally for her to deny students admission to the business school. She feels for these students and comments that it is hard on her as well, but there are certainly many options and resources today for these students. The school stands ready to help the students understand the various opportunities and encourages them to look at new paths. Another challenge concerns parents who are not happy about a situation involving their child. Students do not always handle their own concerns, and at times, an unhappy confrontational parent can complicate issues for their child and the school. Working through this issue takes cooperation and patience. There are also times when students are not responsible and respectable. An angry, demanding student is difficult for any administrator or professor, and is seen as quite a challenge.

Historically schools and students change over time. Dr. Hoppe notes how much Wake Forest has changed since she first came to the school. Communication has evolved. Cellular phones, computers, and the Internet, have made communication easier and more sophisticated. She describes the school as getting larger, the resources being greater, and offerings that cover more venues. The diversity of the students has changed as it relates to student’s home states, religion, and ethnicity. Parental involvement at the university level has changed and increased at Wake Forest. Dr. Hoppe notes, “When I was in college, my parents had no idea what my major even was.” Dr. Hoppe also notes that the academic rigor of the business school has escalated and that the number of hours and the workload to graduate have increased compared to other majors.

The business school has strict selection criteria that a student must meet before gaining entrance. Dr. Hoppe comments that the entrance for students is data driven. The board looks at students’ transcripts and their cumulative grades as well as pre-requisite class grades. There is an essay question on the application that each student must write and this essay is reviewed, but does not carry the weight that the grades carry. When asked if Dr. Hoppe had any advice for
perspective business school students with the application process, she stated, “Do well in your classes. Digging out of a hole with your grades is impossible. Fraternity or sorority rush is very hard on a student’s grades. If a student does not get into the business school, it should not be viewed as a problem. Pick another major and go to graduate school, because even some Ivy League schools do not have undergraduate business schools and those students do just fine in getting great jobs.”

The business school has an excellent reputation. Dr. Hoppe discusses the faculty, advisors, and the top notch education as assets of the school. The faculty is accessible and willing to help the students. When students graduate, the goal is 100% placement in significant positions. A number of majors offer an Entrepreneurship minor, many resources, and advisors to help the students find careers. Dr. Hoppe states, “Accounting (fifth year option) and BEM-Business Enterprise Management major, which is a major that focuses more on general management, seem to place more students in jobs immediately out of school.” Studying abroad is encouraged at Wake Forest and in the business school. The business school, however, does like to know about a student’s interest in studying abroad early. The earlier the school is notified, the more flexibility it creates. With flexibility, the advisors are able to develop a class schedule for students that will keep them from falling behind.

Construction is underway for a new business school complex. The image above is an architectural drawing of the new Business School, Ferrell Hall. Dr. Hoppe spoke excitedly about the new building and the future. She is looking forward to the energy of the new building. She
does not believe that the opening of the new building will entice students to change their major to business. She believes students pick a major based on interest, content of the classes, and faculty; not merely on a building. When asked about how the new business school will change the environment for faculty and students, Dr. Hoppe commented that plans being made for Ferrell Hall could potentially change; for example, the number of study rooms for graduate and undergraduate students. The number of students accepted into the business school will not change for 2013, but the number of students will increase if the incoming freshman class grows. No new classes will be offered in the core curriculum, but there may be a few new electives. If she had the opportunity to change something about the business school Dr. Hoppe would change nothing of significance, but she does want to make sure that students get the attention they need when the merge happens.

The business school of the past and the business school of the future have much to be proud of. I am grateful to Dr. Hoppe for the opportunity for this interview.
Dr. Rogan Kersh  
Provost  
Interviewed by Ansley Fennell

What initially attracted you to Wake Forest as a student? What prompted you to come back as a faculty member?

Provost Rogan Kersh had the opportunity to visit Wake Forest’s campus through North Carolina’s Governor’s School program. Neither of Kersh’s parents had attended college, and he remembers being captured by the beauty of the place, describing it as a picture of what a college should be. As a senior at his high school in Brevard, North Carolina, he had a girlfriend one year older than him, a freshman at Wake Forest University. This provided him with more opportunities to visit campus and make friends. He described his family as one of “little means”, but the Reynolds Scholarship made his attendance possible. He also had an interview for the Morehead Scholarship, but on his trip home from that interview he stopped at Wake Forest. The warm welcome he received from faculty finalized his decision to become a Demon Deacon. Before returning as provost, Kersh had served on a committee dealing with scholarships and visited Wake every February. He stated “This place doesn’t really let go of you.” When offered the job as Provost, he took the opportunity to return to Wake Forest.

As a Wake Forest alumnus, how has our university changed since your graduation in 1986?

In the past 26 years, Wake Forest has undergone several changes to its surface, including the addition of 15 new buildings. Overall the university is larger, adding 40% more students and faculty. Wake Forest has also grown on a national scale. Rogan Kersh stated that he graduated from a small regional college, and returned to a national research university. Our profile is now more visible and Wake is more nationally recognized. We now attract more international students, as well as students outside of North Carolina and the southeast. Despite these changes, Kersh believes that Wake Forest’s heart, spirit, mission and values have remained unchanged.
Was there a particular experience as a student that had a significant impact on your life, or the person that you are today?

Rogan Kersh described many mentors and professors at Wake Forest that had significant impacts on his life. Professors Barfield, Best, Louis, as well as Ed Wilson and Dean Mullin had an impact on his development of character. He also mentioned his freshman adviser, Rick Matthews. These people ultimately shaped his career path. Along with the people, Kersh’s experience abroad in Venice, Italy also greatly impacted his life. After growing up in a small town in the North Carolina Mountains, studying abroad expanded his education and led him to be a more questioning American.

What aspects of the Wake Forest community make you proud to call yourself a Demon Deacon?

Provost Rogan Kersh takes pride in the fact that Wake Forest actually is a community, which is something you rarely find other places. He remembers being welcomed and embraced when moving back, which he did not find during any of the other numerous times he has moved. Despite the fact that everyone may know all your business, Kersh believes that life in a community like Wake Forest is a meaningful way to live.

How did your experience as the associate dean of NYU’s Wagner School of Public Service prepare you for the job of Provost?

The job of Provost at Wake Forest is much broader than it may be at others; however the job at NYU was also very broad. Kersh’s job at NYU encompassed a huge range of responsibilities, which has proved to be helpful experience in dealing with issues at Wake Forest. Rogan Kersh rarely encounters an issue, problem, or question that he does not have some background experience from his work at NYU.

Many people do not know exactly what a Provost of a University does. As the Provost of Wake Forest, what are your regular duties and responsibilities?

The Provost of a university largely handles all things related to academics; however Wake Forest also has a very strong dean of the college. Provost Rogan Kersh describes Wake Forest as a sum of many parts. He works closely with the law, business, medical and divinity schools, as well as the college, working to connect budgets and curriculum. He is also a member of a cabinet that helps shape the university in all other aspects, such as the environment or facilities. Kersh compares his job to that of a COO of a company; he has some hand in all operations of Wake Forest, specifically focusing on the coherent functioning of the university’s academic side.

What are your thoughts on the Master Plan that is currently underway?

Rogan Kersh explained that he is grateful to have inherited such a well-organized plan and is currently focusing on what comes next. He is looking back on the past, but also looking toward the future and finding ways to fit new challenges into the university master plan, such as
online education. Kersh seeks to balance the past and the future, honoring the traditions, mission and values of Wake Forest’s past and present, while continuing to move forward.

**What impact do you hope to have on the future of Wake Forest?**

Provost Rogan Kersh aspires to be someone who helps sustain the extraordinary mission, values, and traditions of Wake Forest in a way that makes sense for the future. He also strives to make the Wake Forest experience for current students as rewarding as it was for him.
Dwight Lewis
Associate Athletic Director for Student-Athlete Development
Interviewed by: Kent Garrett

Wake Forest University gets a large amount of its publicity from its student-athletes. Whether it’s what student-athletes do on their playing fields, or out in the community, some of the best ambassadors of the university are our athletes. However, it’s not just the coaches and our athletic trainers that lead to the success of our athletes, there are many people behind the scenes that help make our athletes successful. One of these people behind the curtain is Dwight Lewis. Dwight is the associate athletic director for student athlete development. Dwight makes sure that students have a smooth transition to not only collegiate athletics, but academics and college life as well. Dwight is in his twelfth year in working in the athletic department at Wake Forest. This interview discusses the daily life of Mr. Lewis, as well as some of his opinions on student-athlete life at Wake Forest, and some of his favorite Wake memories.

Dwight, I saw this is your twelfth year working in the athletic department at Wake Forest. Have you always been working in athletic departments?

Well when I worked at my previous university in California State, Chico, I worked in more of a student life field, like in housing. I also did some admissions work, as well as student recruiting. I didn’t begin working in the athletic department until I left Chico state and began working at the University of Oregon. I was at the University of Oregon for five years; I worked in the department of academic services as well as the life skills coordinator.
Well since you worked at Oregon, you know I have to ask this question...How nice was it having Nike as a nearby asset? For recruiting and other things of that matter? And accordingly, how does it help having Nike as our official sponsor of Wake Forest athletics?

Well I think being a Nike school is a great thing. Everybody around the world knows Nike. It’s nice to ask for the type of supplies you need for your student-athletes, and know that Nike will always come through. It truly does give us a lot more options, since Nike does a great job of supplying great uniforms and workout equipment throughout all sports. To compare the two schools…it’s very tough to do. Since Nike’s founder, Phil Knight, is University of Oregon alum, he has just done so many things for that school. He’s provided Oregon many things, not just supplies but opportunities that Oregon would not have without him. For what we have here, I believe Wake Forest being affiliated with Nike is a great thing. It’s not the same extent that Oregon has, for obvious reasons, but it’s still a great asset for us.

Well as a student athlete myself, I can agree it’s pretty nice having Nike as our official sponsor. Now back to your current Wake Forest duties...what is an average day in the office like for you?

I normally get in the office at 8:30, and the first thing I do is check voicemails and e-mails. The first 30 minutes is just responding to messages and things like that...the better part of the morning is talking with the coaches. I spend a lot of time with the track coaches, field hockey coaches, and many other new coaches in the department. We have many new coaches in the department, and I spend most of my time making sure everything is going smoothly so that they can be successful here. I spend a lot of time just getting new coaches accumulated to our department and Wake Forest as a whole. I spend a lot of time with the field hockey program since I’m a sport administrator for them. On top of that, many people know that our head volleyball coach has cancer. Her and I have always been close, so I spend a lot of time trying to be a support mechanism for her, and just checking in on her making sure everything is going well enough for her to be successful. In the afternoons I try to spend a lot of my time to find out how the students are feeling. Especially for the new students, just finding out how their transition is going, what issues they face and what’s on their mind? So the better part of my day is discussing student life with our new athletes. Recently, I’ve been spending much of my time in meetings discussing our new recreational center. There’s been abuzz about the new rec center, and accordingly we’ve spent many hours talking about it as a department. I also supervise our sports performance area because I know it affects every student athlete. Lastly, I’ll spend a large portion of my day doing student-athlete programming. I work allot with Julie Griffin in the life skills programming department, and we discuss certain programs that are beneficial or would be beneficial for our student athletes.
You mentioned when new coaches come to Wake Forest and the type of transition you go through with them. As freshman student athletes, we have to go through transition classes. Is that a new program that has been installed, and do they have a similar program for new coaches?

When I came to Wake Forest they did not have a transition class for student athletes. So I created the program in 2001. At that time we had twelve classes, and we recognized over the years that twelve classes might have been a little much since students didn’t receive academic credit for these classes. So we began to modify the classes and only had six classes. With the new class schedule we had to make more adjustments, because we lost the 11:00 am hour. Now we have three courses in the fall and three in the spring. We did this to keep the schedule for our student-athletes more flexible. We realized that the students are in a new city, so for one of the classes we brought in the district attorney of Winston Salem. We also had the president of the Deacon Club, Don Flow, come in and discuss the amazing opportunity it is to be a student athlete at Wake Forest. The last class we utilized campus personnel to help students understand all of the resources available to them. We do have something for our incoming coaches called ‘admissions 101’ as it relates to recruiting, official visits, unofficial visits, and how to document all of that. We also have an orientation for all new incoming coaches and staff.

Keeping on the topic of creating an environment for success at Wake Forest: How much do you think the addition of the new rec facilities will help our recruiting process and the prestige of Wake Forest athletics as a whole?

Well today’s young people are very visual, and when they see nice things they get excited. Now I’ve always believed that weights should have a little rust on them, but this generation is different. The addition of a new health and wellness center is a complete boost. For us, it really helps us out. From the volleyball courts, to a new sports medicine area, and a new sports performance area will add value for us in recruiting.

In recent news, we’ve learned that more schools will be joining the ACC (Pittsburgh, Syracuse and Notre Dame). Do you think the addition of these teams will help or hurt the prestige of Wake Forest in the ACC?

Well I can tell you this. When you add a school like Notre Dame, Pitt and Syracuse, you’re adding schools with great traditions both athletically and academically. These schools are known nationwide, and across the world. With the addition of these schools, our conference gets more stability moving forward.
Would you say that the high academic expectations and requirements at Wake Forest are an upside or downside to recruiting? Does our high academic reputation attract kids to Wake, or defer them?

Well it all comes back to the student himself or herself. When you get on campus, you recognize the beauty, the people of the campus, and the facilities of the campus and the people in the departments. But in the academic component, students have to realize that once they leave home, it’s time for them to grow up. That means you have to accept the challenges in front of you, and when students pass up opportunities in front of them because they think something is going to be ‘too challenging’ or ‘too tough’… that’s unfortunate. Life is full of challenges, and some student-athletes choose to embrace them. I think for us, in recruiting, our student-athletes choose to embrace these challenges. I look at all the surveys we’ve done of our student athletes, and when getting recruited the most important aspect to them was the high academic caliber of the university. Most students realize the challenge here at Wake Forest, and accept it. This commonly leads to our student-athletes being successful in life after college.

One thing the department has discussed highly is their mission statement: ‘Developing champions’. How significant is this mission statement, and how much time was put forth into developing this statement?

Most of the people that work in an athletic department are former athletes. And most of them have had some success. And when you’ve had that success, you recognize what helped you get to that particular moment in time. All of us in the department can agree on the factors that led us to be successful. We all agreed that to be successful, you had to have integrity and consistency. So for us, it was about having a commitment to getting it right. Leadership is vital. It’s so important that student athletes become leaders themselves. When you put these components together, that’s how you developed a champion.

One of the most notable pieces of recent Wake Forest history has been the recent individual success of Wake Forest alumni. From Chris Paul winning his second gold medal to Webb Simpson winning the US Open. How has their individual successes, or the success of individual athletes in general, led to other successes in our department? Have these successes changed the atmosphere in our athletic department?

When you have former student-athletes become a success on the world stage…how cool is that? How cool is that having Webb Simpson say ‘Wake Forest’ in his post match speech? How cool is that having Demon Deacons competing over in London in the Olympics? Those moments are PRICELESS. Having the opportunity to play professionally is one thing, but to be successful on a world stage is something else. It’s very inspiring for all of us in the department, and keeps us setting our goals very high.
In the past year or so, we’ve heard of other universities having to drop programs for a lack of funding or other reasons. How do we stay strong to the athletic teams we already have and have had for a long time?

We are fortunate to have GREAT leadership. Our Athletic Director Ron Wellman has done a stellar job in forecasting our future. He’s also done a great job of establishing that consistency one needs to be successful. That to me is the most important component in sustaining what you have. If you can look beyond your circumstances right now and see what’s needed ahead, that puts you in a different category. That’s why it’s important to have the right kind of people involved in your program, to keep it going strong. I think our leadership; all the way to our President, Trustees and our Deacon Board are the entities that have established the foundation. That widespread leadership has really provided us with stability and allowed us to grow and be consistent.

No matter how hard we try to avoid them, there’s always going to be a problem…what are two things that cause problems for student athletes?

One is the level of academics and the level of division one athletics. Student-athletes have to make adjustments to the studying, classes and balancing schedules, while at the same time, having to work through longer practices, longer seasons and the intensity of collegiate sports. Two tough adjustments.

What’s your favorite Wake Forest memory since you’ve been here?

We’ve had a number of great moments … when I first got here; we won back-to-back-to-back national championships in Field Hockey in 2002, 2003, and 2004. Wake Forest was ranked number one in basketball in 2004. We beat Georgia Tech in football to win the 2006 ACC Championship, and Men’s soccer beat Ohio State to when the National Championship in 2006. Women’s Golf winning back-to-back ACC Championships. On top of all of that, there is no better feeling than seeing your student athlete walk across that stage and get that diploma.

How often do you have student athletes that you’ve worked with come back and meet up with you, just to talk?

Great question. There was a young man named, Willie Idlette. Willie Idlette was a great wide receiver for Wake Forest. He was the one that made ‘the catch’ in the ACC championship game in 2006 that sealed the game. He came in here just yesterday and sat in the same chair as you and we reminisced for about thirty minutes. We talked not just about that catch, but the championship and other great memories. I’m pretty lucky; they come back all the time.
What about Wake Forest drew you in and helped you to decide to work here coming from larger public universities such as NC State and Florida State University? What about Wake Forest drew you in and helped you to decide to work here coming from larger public universities such as NC State and Florida State University?

Well I went to NC State as an undergraduate student and worked as an RA there, and received my doctorate at Florida State University and had experience with large public schools from both. Probably the one thing that drew me in about Wake Forest is that it has a great reputation academically and the students are very motivated to do well at everything. It’s not just like better at some things and mediocre at others, but that there is a real palpable drive to be the best, whether that is at sports, academics or service. Another factor is that I am an avid sports fan and that I love the ACC athletics. Finally, the housing program at Wake has always been very reputable and I wanted to work with their talented team.

What challenges have you encountered with the building of the two new upperclassman dorms?

Well we used several different approaches in order to construct the dorms. One of the great things about being a part of an international organization is that we are able to pull on a large amount of research that is already out there about the construction of dorms and what other campuses are doing. That gives us a base about several of the beginning stages, and then we throw it back to the students in order to let them contribute to how our campus is shaped. Four years ago, there was a committee composed of administrators, faculties and students that came together and decided what should and shouldn’t be in the dorms. So we listened to that and
applied it to the dorms. One of the large challenges with that is compromising between groups such as the research already out there, our data, and the conflicting student opinions.

**What are your favorite aspects of being the Dean of University Housing?**

Probably the best part has been working with the RA’s and seeing a slice of what makes up the student body reflected through that group. For the largest part they are phenomenal. We were able to introduce a panel of five RA’s to the board of trustees where they could ask questions and just watching these RA’s answering them and showing off what they could do was amazing.

**What plans do you have for more improvements to campus housing following the construction of the two new dorms?**

There are LOTS of plans. In fact, we engaged the same architectural firm that the Master Plan was created with and got our own plan. South Hall was the beginning of that plan, the two new dorms will continue with that plan and then what will come after will be new renovations of older buildings such as the quad buildings. The plan is actually viewable at our homepage on the Wake Forest website.

**What moment in your job has been the most rewarding or fun in your opinion?**

Just seeing projects come to fruition that students have been a part of or started. For example, Pigskin Pigout has been going on for nine years and was cosponsored by the Student Housing Association and started by the Resident Student Association. This event really brought a authentic part of North Carolina to campus and it is really fulfilling to see that.
A reflection on the modern history of Wake Forest University would be incomplete without including the input of the enthusiastic Dean of the School of Law, Blake Morant. Dean Morant joined the Wake Forest community in 2007, prior to which he practiced law with a private firm in Washington D.C. and then began teaching at various law schools around the country, including at Washington and Lee. Dean Morant’s connection with Wake Forest began with a phone call from the Wake Forest dean search committee, while he was working as a professor at Washington and Lee. That phone call set in motion what Dean Morant describes as “a grueling two-and-a-half day interview.” Though the interview was grueling, Dean Morant was struck by the sense of community at Wake Forest, saying “every group was committed to this community.” This great sense of community provided Dean Morant with the sense of family that he needed to move his family to Winston-Salem and begin his tenure as Dean of the Wake Forest School of Law.

As the Dean of a “top-tier” law school, Mr. Morant, like every other dean in the country, feels the pressures of both instate and national competition, including from the media such as *US News and World Report*, to maintain and improve the Law School’s reputation. Dean Morant has accomplished this difficult task by focusing innovation in three areas. The first area is the redevelopment of the admissions operations of the Law School. Wake Forest has to been able to recruit the best and brightest students, through more readily available scholarships and from the work of a talented admissions staff. The second innovation is the requirement that faculty members be “good teachers” who are not only concerned with scholarly work, but also take a genuine interest in the students they teach. With an eleven-to-one student to faculty ratio, Dean Morant has ensured that students truly do come first. Finally, the Wake Forest University School of Law has reinvented its curriculum in a manner that not only helps students understand the theory of the law, but also helps them appreciate how this theory applies in actual legal practice. This dual mission of the curriculum has been enhanced through “experiential learning” in the
As Dean of the School of Law, Dean Morant’s direct contribution to the modern history of Wake Forest is the production of “professionals.” Dean Morant’s definition of professionals is, however, a little different from an “average” lawyer. The lawyers fashioned at Wake Forest are not only prepared as young lawyers, possessing important legal skills and having strong work ethics, but also inspired to give back in a professional manner. Dean Morant seemed particularly pleased to say that law students at Wake Forest “volunteer over 20,000 hours a year” doing pro-bono legal work, a significant figure for a school of only 455 students in total. Despite the importance of academics, Dean Morant was quick to point out that the School cannot “ignore Pro Humanitate,” a motto he truly believes to be critical for young lawyers. He strongly believes “to whom much is given much is expected.” This emphasis on service helps create an unrivaled “family-like attachment” within the “student centered” Law School.

Dean Morant’s role at Wake Forest is not only to oversee the transformation of students into professionals but also to guarantee these professionals utilize their Wake Forest degrees in a way that spreads “Pro Humanitate.” The creation of professionals who embody the motto of Wake Forest in their careers is the impact Dean Morant and the Wake Forest University School of Law have on the modern history of Wake Forest.
On November 6, 2012, I had the chance of sitting down with Dean Reinemund of the Business School.

**What effect did serving as a marine for five years have on your career in business?**

Well I think the leadership you learn in the Marine Corps and the ability to lead others at a young age is something that has become very valuable to me. In those days, and it’s fairly true today, when I was in the marines you have the responsibility as a platoon commander for the entire lives of your young marines in their physical life, their social life, and their spiritual life. And, that is a pretty big responsibility. At age twenty-two, to have that kind of opportunity and responsibility carries over in life beyond the marine core.

**How has your service in the marines affected you here at Wake Forest?**

Well it has been so long ago that I served that I don’t think I could give a direct comparison, but I think about going back to the caring for the whole person, which is what you do as a marine lieutenant, platoon commander, and executive officer. It’s similar to caring for the whole student in all aspects of their development.
Why did you come to Wake Forest to be dean of the business school?

Well, I share in the commitment that our president Nathan Hatch has for what he’d like to see happen here, which is really a continuation of the history of the school in the last hundred years. That is the educating of the whole person and particularly in the business side we want to educate business leaders but we want them to have values beyond simply making a profit. That’s not bad, but that’s just not enough. It’s necessary but not sufficient for what our responsibility in business is. The noble profession of business has to be led by people who are trained and develop the characteristics and the values that we believe in here at Wake Forest. So, I was attracted to that. I was attracted to the idea that we want to be a place where students can come to find their calling, find their vocation and help them, in particular for the students who come here for the business school, help them find the connection between what they learn in the liberal arts and the success they have in high school and their life here as a college student and how do you translate what you like to do and what you’ve been successful in doing with an opportunity in the workplace. I feel like thirty years in the business I have an understanding of how to make that connection and help students do it.

Since becoming Dean of the Business School at Wake Forest in 2008, how have you seen the school change?

Well, the biggest change is that now the graduate school and the undergraduate school is now one. We have one faculty and one vision. That vision is to educate students to be holistic in their thinking and to learn the technical knowledge they need to be successful and, then, to understand the value in the importance of character and to develop those simultaneously at all levels and in all programs. And then, the vision is also to help initiate the students who are hopefully going to go out and get results with integrity in the marketplace. So, that’s what appealed to me. Now, the biggest change physically is going to happen when we move in to the new building next year. The raising of the funds to make that happen, I think, shows the support that the business community, parents, and alumni have for the future of the school.

What will some of the tangible effects be of having the 128,000 square-foot facility of Farrell Hall as the new home of the business school?

Having everyone together in one spot is going to be terrific. We had three major objectives in the construction of this building. One, we wanted to create common space that allowed us to really capitalize on the commitment that Wake Forest has always had, which is to create that collegial learning experience that happens in the classroom but also happens outside the classroom between faculty and students and between students and other students. There needs to be a place to do that. So, we’ll have this 8,200 square-foot space that we’re calling the Founders Living Room. We want it to be a comfortable place where students will come and faculty will come and interact. So, building that common space that will be not just for business
school students but we want all students to feel that they have a place in the building. So, social space was one. Second, we wanted to build classrooms that facilitate the bridging of the gap between how students learn today and how faculty teach and make that a closer connection, so that students will have a better learning experience. Then, third, we wanted to integrate all aspects of the school seamlessly so that there isn’t a separate section for faculty, a separate section for classrooms, and a separate section for social space. Instead, it’s all interactive. The faculty offices for the most part will be open offices that will intermingle with the classrooms and the social space. Those are the three things we look to achieve here. It’s also going to be a beautiful building.

**How does the merging of the Calloway undergraduate and the Babcock graduate business schools improve the business program here at Wake Forest?**

We’re a small program here; all of our programs are small. But, coming together allows us to use the collective force of the programs for what I call an umbrella program, which goes over all of our programs that are similar in nature. For instance, the character and ethics programs that we are developing and the resources it takes to fund that will now spread over all the programs. All of the graduate and undergraduate programs will now have the same character influence, although taught differently in each program. We couldn’t have afforded that without the coming together. Secondly, we’re going to build a retail center for students who are interested in going into the consumer products and retail space and consulting space. That we are going to be able to leverage over all of our programs. For recruiters, it helps to be able to come in and have access to all students rather than just one program or another.

**What are some of your long-term goals for our business program?**

We are working on a number of them. One, as I have mentioned already, is this character and ethics center, so that we can be known as a place where students can come and be grounded in the whole idea of values and character and what that means to them as individuals and how they formulate their own thoughts about what is right and wrong and take what they brought from their homes and from their families and solidify that in terms of the way they’re going to act and develop their moral compass. So, character and ethics is one. The second area of focus is on the area of analytics, bringing more of a stringent analytics side to the program which in today’s business world that’s something that is really important not just to collect data but to understand how to interpret that data and making practical business decisions. We are going to have much more emphasis on that in our retail center. So, those are a couple of things that we’re working on in addition to building the new building.
In the ‘How I Got Here’ series of Bloomberg Businessweek, you discussed your progression from working at a fast-food restaurant to leading PepsiCo. How has working for an hourly wage at Roy Rogers affected the way you think students should learn business?

I think to lead a business you have to understand what the front line does and what motivates people on the front line to work and why do they work and how different are their motivations and aspirations than your own. Frankly, they’re not different. To be able to understand what it’s like to be working at two o’clock in the morning after a ten hour shift and to just be exhausted physically and that’s what the life’s like for many people every day is essential. If you haven’t actually experienced it, it’s hard to understand how the changes that you might make in a leadership position might affect the people who do the work on the frontline. If you haven’t been out there, you can’t understand that piece of business.
What are your duties as Dean of the Library?
Well I guess my main duty is total oversight of the entire library operation. I have about 50 or so people who work for me and they do the actual work of the library, meaning they teach the classes, do the technology and check out the books. My job is just to make sure that what they do is what our students and faculty actually need from the library.

What made you want to become a librarian? Is the term librarian even appropriate for your position?
Oh yeah definitely, I am a librarian and that's still an appropriate title. Well to be honest when I was a junior in college I didn't know what I wanted to do because I was a classical Greek major and that was not very practical. There were no clear job paths ahead of me so I literally sat down with a career guidebook and said, “what can I do with my life with a Greek major?” I saw that library science was a profession. I liked libraries and I liked to read and I thought I could do that so I went to library school. When you are a librarian, you get a master’s degree in library science, so I did that and then I became a hospital librarian for the first eleven years of my career. After that, I changed over to academic libraries and then I came here to Wake Forest in 2004.

What does being a hospital librarian entail?
It's a lot of fun! You provide information for the doctors. Most teaching hospitals have libraries. Teaching hospitals meaning they have interns or residents who are still learning how to be doctors so they have research assignments and you really want them to have the right information so they know what to do. It was a lot of fun, I really enjoyed it. We also served nurses and allied health professionals and the administrators. It's a very small operation. My first library was about the size of this office and I was a one person library, so I did everything in that job and then later I worked in larger ones, but it was a lot of fun.
What resources in the Z. Smith Reynolds Library are unique to Wake Forest?
Probably our strongest area is the Baptist Historical Collection because Wake Forest serves as the official repository for the North Carolina Baptist State Convention and has for many years, a hundred years probably. We have materials that no one else has in the form of church records from Baptist churches all over the state and the official papers of the Baptist State Convention. There is a national cataloging facility that all libraries in the country contribute to and if you look in that you will see that there are some things for which there is only one owner, and that is Wake Forest University. We also have some original papers and manuscripts that are unique to Wake Forest in our special collections. We have for example Maya Angelou’s film and media archive. She was a writer, director, and actor in a number of performances, she was also a playwright, all those kinds of things are here in our archive and those are original manuscripts that no one else would have, so that's very interesting. We have the history of the university that no one else would have, so if you want those original papers of the presidents or any of that, you would find it in our university archive.

Do students actively take advantage of these resources? If so, how does it benefit them?
Yes, they do. People are sometimes surprised at how busy our library is and how much students use it. Maybe ten years ago or so there were predictions that academic libraries would fade away once more materials were online and made digital but we haven’t seen that at all. We have very high utilization of the building, its collections, and services. I will say that there may be fewer print books being checked out than in previous years, there is probably a slight decline in that but there is certainly no decline, in fact there is an increase, in the use of materials overall and using the services that we offer to help them use the materials overall.

How often are new books and materials added to the inventory?
Daily, hourly, constantly. We have about a four million dollar budget for materials, and that includes print materials, print books, print journals, and then the electronic materials that we have, online journals and other kinds of electronic resources. Because four million dollars is a large amount of money, we have about twenty to twenty-five people who are charged with buying materials for each department. They submit orders throughout the year, and then we have whole team of people who place those orders and receive them and catalog them and get them ready and so I wasn't lying, everyday new materials are added because you have to keep them flowing, you can’t do them all at once. Everyday a new truck of books is ready, and it’s fun.

What area of interest generates the most use by students?
Our collection follows pretty closely the curriculum of the university. The biggest majors are probably the biggest demand. History is big, political science is always big, communications is big, and religion is a particular strength for us, so that's also big. We serve the divinity school as well and they are very heavy users of the collection. I think it’s fair to say that whatever is most popular as a major in the college is probably our highest area of demand.
How modern, in terms of technology and social networking, is the library?
Extremely. We like to pride ourselves in the fact that we like to do things first on the campus. So we were the first to use twitter and Facebook in the curriculum back in the day, five or more years ago when they were first getting going. In 2007, I was part of a sociology class that was offered every other summer and went to the Deep South, a social stratification class in the Deep South, and that was the first time that we used those kinds of social media tools. The second time the class was offered in 2009, it was actually taught out of Facebook, as that was the platform for the class. That was pretty early, now it’s pretty common and everybody on campus (not just student body, but some of the departments of the university as well) uses it extensively. We like to teach faculty how to incorporate it into their classes. It’s been that way, that the library has been a leader in technology on campus, back to 1996, which was when the decision was made to offer to give laptops to students, so it was called plan for the class of 2000 because the students who entered in 1996 and graduated in 2000 were the first to receive laptops. Back then, technology, well computers, were new to faculty, and so we did have to have training sessions on how to use these computers. The history of the library being in that technology movement has continued ever since.

Now that internet books and resources are easily and readily accessible, have you seen a decline in the amount of paper editions?
Yeah, well it's a big topic. Let me just start with journals, those have gone almost entirely to electronic editions, to the point that the print editions have stopped being published. I would guess right now we are over 80% electronic, in terms of the journal literature that comes in. Of the four million dollar budget, about 80% is spent on journals, so they are very expensive and they have almost completely gone digital. Books are a different matter; they have been slower to change. It’s really only been in the last couple of years that popular books have reached the tipping point where the electronic version, ebook version, is as popular as or more popular than the printed book. Amazon has really been the driver in that, with their kindle, and with pushing content and pushing the publishers to offer the digital format. This hasn't been as true in the academic market. While I read probably half of my leisure reading online, and I’m not atypical in that, our faculty in particular, as well as our students, say they don't really want to read their textbooks online yet, or when using books in research, they don't like to use books online. We in the library think that's how it will go eventually, and we want to be ready for that and lead the way for that and be prepared for that, and so we are continually encouraging faculty and students to make use of ebooks by providing them in our catalog and providing ereaders to lend from the Bridge and promoting it as much as we can but we also know you just can’t change people faster than they are ready to be changed. You can make it available, but if they really don't want to do it, they aren’t going to do it. Ebooks are changing slower than ejournals and I’m really happy to see that your class is publishing an ebook because that's the future and in my view, the sooner we get to the future the better. Your class is a little unusual, and a little ahead of the game in doing that.
Do you expect these printed editions to ever become extinct?
Yes, eventually yes. I don't think in my lifetime, certainly not in my career, but in fifty years, yeah, probably. A hundred years, certainly. Will it take ten years, twenty years? I don't have that fine of a vision, but eventually, yes. Let me just say, that's okay, because people started out reading in scrolls and then when the moveable type and the printed book was invented that was a huge leap and that's been with us for five, six hundred years, and eventually that will give way to another technology. To me, a book is a book in terms of that its someone’s thoughts and ideas recorded in some way as opposed to it has to be print on paper. To me print on paper is not a book, it's a very lovely and enjoyable form of accessing that knowledge, but it’s not the only way.

What are your feelings about nooks, Ipad, and kindles?
I love them! I read my books on an Ipad, because I like my Ipad and I can do a lot of other things on my Ipad, but everyone in my family has some kind of ereader. My husband has a kindle, my daughter has a nook, and my sons also have kindles, and they are all big readers!

If you could make any changes to the library, would you?
Yes, what I would do is update the building, because it was built in the 1950s and you can tell in some places. It hasn't been updated as much as I would like so I have actually a five year plan with the university to do things like provide more electrical outlets, which is what all students want. We would like to have electricity at every seat, and we would like to have more seats because you won’t find a seat during finals, which is the height of the season! We would also like to have more comfortable seating, and have more places for collaborative work, for students to collaborate either with themselves, in groups, with faculty. We would like to have more space to try out new technologies, and we would like to have more space for our special collections unit because it’s kind of in small rooms scattered throughout the building. We would even like to have an edition out the front end! I have lots of plans, it just takes money.

Has this five year plan started?
Yes, it has started. We have done some renovations so far, but it’s pretty much dependent on securing funds from donations. The university is about to launch a capital campaign, and we are hoping a lot of funds will come from that capital campaign.

Do you foresee any major changes happening to the library?
I see changes to the building. I only see a stronger library and more people to help students, because what I think doesn't change over time is the need for assistance in accessing and using information, no matter what form it is. When the books are all in the stacks and there are 1.4 million books, and you need to find one, you need help on how to do that. When what you need is digital information that's online somewhere, but a Google search didn't find it, you need help from a librarian in trying to find that. That doesn't change, and I don't think it will change. People who have predicted that we won’t need libraries or librarians anymore, I think are short sighted and they just aren’t taking a broad enough view that what we are really talking about is how to
find specific pieces of information that are just hard to find, because there is so much of it. What I sometimes say is bad information is easy to find, but good information is a lot harder to find, and that's what we try and help our students do. What I think will change is the format of the information, progressively more digital and I think a physical facility that needs to change to help students be more comfortable and help them in their studies.
How did you go about getting the job here at Wake Forest University? (Experience, education…)
I received my undergraduate and master’s degree from Central Missouri State. Before Wake Forest I spent two years at Texas as the Associate AD and eight years at UAB. I got this job here at Wake Forest through networking. I was friends of a friend of Ron Wellman (Athletic Director). I really liked the administrative side of things at Wake Forest.

How has the women’s athletic program changed since your term here?
Before I got to Wake Forest the women’s program was not fully funded and now it is. We have improved our staff and as a result we now have more full time staff. Our program has the maximum amount of staff members the NCAA will allow. All our teams are becoming more competitive. The women’s field hockey team has won 3 NCAA Championships since I have been here.

What are some of the biggest changes in Women’s sports as a result of Title IX?
Because of Title IX, there are more opportunities for young girls to go to college for free and play a sport. The amount of women participating on a college team has risen over five percent before Title IX. More women’s sports have been added since Title IX, and now there are a total of fourteen different ones.

What are some of your favorite success stories concerning women’s sports at Wake Forest University?
By far the women’s soccer team this year going into Chapel Hill, North Carolina and taking down number one ranked Carolina. That was the first time we ever beat Carolina at home. That is definitely a big highlight that stands out to me. Also, you cannot forget about the three NCAA’s the field hockey team has won.
Where do you see women’s athletics in 10, 20, 30 years from now?
We definitely have to get a handle on all of the influences outside of our sports. Women’s sports fly under the radar so we need to get more noticed. Whether that is on a national stage or not it needs to start somewhere. You never hear about women athlete’s accomplishments on TV or in the media too often. As a result you also don’t hear about the troubles women athletes have off the court or field and that is a positive thing that will keep us going for a long time.
Tom Walter
Baseball Coach
Interviewed by Stephanie Escalona

What circumstances brought you to Wake Forest University?
Well the job opportunity, first and foremost. The ACC baseball conference is the best conference in the country. I was at the University of New Orleans which at the time was a good program, but we had just been through hurricane Katrina, and the school was struggling financially, so I felt like I had to make a career move. The Wake Forest job came up, and obviously I am very attracted to the university as a whole.

How have your experiences with baseball helped to shape you into the person you are today?
Baseball has taken me to places I would have never been. And I came from a small, cold mind, steel mill town, in Western Pennsylvania, and baseball has brought me to Georgetown University, which exposed me to a whole new set of people, and expanded my horizons. So I certainly met people that I wouldn’t have otherwise met, and been places I wouldn’t have otherwise been without baseball.

When you were in high school, did you have any idea that baseball would be your future career?
Well when I was in high school I thought I was going to play in the major leagues. I think all high school baseball players think they will play for the Yankees, so I was hopeful that baseball would be my career, but I thought it was going to be as a player, not as a coach. I had no idea back then that I would be a coach, so that was something that wasn’t on my radar screen until after college.

What gave you the courage and willingness to reach out to Kevin Jordan?
It was really spur of the moment, it was just me sitting in that doctors appointment, listening to that doctor describe everything that Kevin had just been through and everything he
was about to go through, and I just wanted to be tested on the spot, without thought. It wasn’t until after the doctor’s appointment that I did my homework and learned what I actually was signing up for.

**What sorts of emotions were you feeling when you first found out what was happening to Kevin Jordan?**

I would say at first I was confused because nobody knew what the disease was, we knew that he was sick and was not doing well but nobody knew it was a kidney related issue, they thought it was just a 24 hour virus. So as the spring of his senior year unfolded and he continued to get more and more sick, it was a situation where confusion was the only word I can use to describe it, because no one knew what was going on. And then once June hit and he was finally diagnosed correctly, the feeling was concerned, more than anything else. It was not a feeling of concerned about him as a baseball player necessarily, but mostly about him as a person and his long term health. And also the thought: is he going to live a normal and healthy life or not. And so I guess the feelings were first confusion, concern, and then third it transformed into determination, you know: what we need to help Kevin Jordan return.

**Besides baseball, what other things were you most passionate about while growing up?**

Besides baseball I loved basketball. I loved playing for the school team and on the playground. When I wasn't playing baseball I was playing basketball.

**If there is one person in this world who really helped and inspired you throughout your life to get you to where you are today, who would it be and why?**

My biggest inspiration has always been my Mom. She had me and my sister before her 19th birthday and was on her own shortly afterwards. When she was in her mid-30's she went to college for the first time and got her accounting degree. She now has a great job with People for the American Way. Everything she has ever done she has done for my sister and I. She was always working hard, always sacrificing.

**What would you regret not fully doing, being, or having in your life?**

The two things in my life I am most passionate about are baseball and my kids. I couldn't live without either one.

**Which is worse, failing or never trying?**

Never trying is much worse but it’s also part of human nature. People are afraid to fail. The best players I have ever coached were not afraid to put themselves out there. It's a rare quality.
If life is so short, why do we do so many things we don’t like, and like so many things we don’t do? What do you think?

I think people do the best they can. Their decisions don't always make sense when you look back at them but they are the best decision at the time for a variety of reasons. The key is to control what you do moving forward and concentrate on the here and now. People who are incessantly looking back are filled with regret or guilt and never accomplish all they should.
Dr. Edwin Wilson
Provost Emeritus
Interviewed by Preston Metz

What about Wake Forest has kept you here for so long?

I fell in love the first night. From that time until now, I have found everything in my life and career here. I have found that there is nothing quite as pleasant as a college campus. One is always around young people, and is able to experience a richness of life. It is hard to compare to anything else. Essentially, I fell in love with college; I fell in love with Wake Forest. After graduating, I told myself that if the opportunity came, I would return. That opportunity happened after the war. I didn't know what I was going to do after college because of the war. But, I got a call saying that many veterans need education and are attending an understaffed Wake Forest. So I taught for a year. After that, I went to Harvard to receive my PHD. Since I had made so many relationships here, they knew me and remembered me. So, I received another call from Wake Forest, asking me if I would return, and I did.

What initially drew you to Wake Forest as an undergraduate student?

Well, everyone who lived in North Carolina went to a North Carolina school. I fell in love with Wake Forest on my visit. I was not Baptist, but I liked the people that I met.

What are the major differences between Old Campus and the one we have today in Winston-Salem?

One major difference was that most men lived in private homes. So they could interact with faculty. Also, the college and town were one, since it was so small. Here, on the other hand, the campus is in a suburb. The Old Campus didn't have a dining service of its own. Everyone had to take all of their meals in town. As a result, those on campus got to interact with the town.
You were on campus during WWII before you served, what was the campus like then?

There was a sense that everyone would eventually be drafted. Week after week, I had friends going off to war. Gradually, the student body became smaller and smaller. By my senior year, I just wanted to apply to the Navy instead of getting drafted by the Army.

What drew you to specialize in Romantic poetry?

As a result of graduate school, I had to narrow my focus of study. I took a [Romantic] course in graduate school and fell in love with it. I am, by nature a romantic, as opposed to practical or scientific. I am sentimental in nature. I believe that Romanticism reaches out to claim all expectations that life may offer you. Romantic literature confirmed who I am.

As the first provost of WF, how did you define that role? What were your duties?

Well, first I was the Dean of College. President Scales recognized that the college was growing, and therefore created the position [of Provost]. Since I was the Dean, I received the position. The major difference between the two roles was that I was only in charge of the Undergrad School as Dean, but as Provost, I looked over everything except the Medical School. I simply acquired an increased responsibility. However, the transition was not difficult.

You not only served WF academically, but athletically as well, even becoming the president of the ACC. What was that experience like? Do you have a fondness for sports?

I personally never excelled in any sport. I liked to play baseball, but I was not any good. In 1988, Wake Forest needed to fill the position of ACC President. In the ACC, each school needs an athletic and faculty representative because The Athletic Directors were believed not to be able to make decisions. Hooks (The Athletic Director at the time) asked me to fill the roll since I was Provost. The experience exposed me to a realm that had been previously closed to me. I learned a lot of things about college athletics.

In 2002 you received the North Carolina Award for Public Service. Did your interest arise from Wake Forest and its Pro Humanitate motto, or have you always had a strong sense of service?

I have taken an active role in groups beyond Wake Forest. I always felt that being a citizen of North Carolina, when asked to volunteer, I should do it. As a result, I have been across state in many activities.
How did Wake Forest shape you as an undergraduate student? Also, was there any of your leadership roles, from an English professor to provost, that especially had an impact on you?

I was Episcopalian, so I had to reconcile with that at a Baptist college. Every position allowed me to, more and more, try to understand Wake Forest. I resisted any offers to go anywhere else. Wake Forest became home in every sense of the word.

What do you do today?

The college has left an office for me to use, so I do whatever comes along. I do not like the idea of retiring. I am fortunate enough to be my own boss. The days continue to be crowded and busy. I do a lot of lecturing and talks. I have found that when you are around, things tend to happen that are missed when you are not around.
You have been a teacher, dean of the school of law, and now the VP of Student life, which of these jobs has been the most fulfilling to you?

That’s pretty easy, the one I’m in now. It allows me to meet with student leaders from throughout the university and to watch their growth in mind, body, and spirit. That’s very rewarding. It’s very rewarding to watch a freshman move through the stages of human development in college and emerge as a vitally interested, accountable, and authentic human being. It’s exciting to see young men and women discover their passions, which is what you do in college. It’s very interesting and fulfilling to see them as they were, and as they are when they leave here as practicing adults who are engaged in community and political life. However, I’ve always enjoyed being a teacher, in the law school and the college, and continue to teach a course every semester. I’m going to enjoy returning to teaching and devoting more time to writing and research, as well as interaction with young people in the classroom, and hopefully continuing to coach and guide as people want me to. It won’t be as dynamic and exciting though, because when you’re in a position to effect positive changes in people and programs, and fashion programs that will serve students’ developmental needs better and you can see them come to fruition, that’s very exciting. Student Affairs work, when you walk in the office, is a new challenge every day: and you never know where it’s going to come from. A lot of people in Student Affairs get addicted to that, because they’re living vicariously the lives of their students…it’s the Peter Pan Complex, none of us want to grow up.
**What kind of issues are you most often faced with?**

There are a huge variety of issues so it’s hard to say what the common issues are. Senior administrators are involved in everything from staff development, strategic planning, financial issues, enterprise risk management, policy formation, the development of new interventions, and so on, so it’s hard to say what the common problems are that we deal with. Student Affairs work takes you into every dimension of student and academic life. For instance, I could be having a meeting with the provost about ways to promote student wellness, and another meeting could be about developing online materials for Title IX training. Other times, I could be meeting with student government leaders to talk about how to plan an event like Seize the Quad and what dangers are associated with that event. There is just a myriad; the interesting part of this position is that it is unlike any other administering position at the university. My office touches every office, from the graduate school to the police. I could be involved with a student crisis at 3 in the morning as well as establish other crisis management teams for different reasons. We work with students so that they can manage the college experience in purposeful ways. Everyday is different. During the academic year, I’m on call. I live on faculty drive so that I am always available. Sometimes I can hear the different barn activities going on. My wife and I enjoy opening the windows and listening to the music on campus because we know the students are having fun, and that’s a very pleasant rhapsody for us. Wake Forest is an extremely special place. It’s all about student development outside of the classroom as well as partnerships in the class.

**In your dealings with students, are you ever surprised by what they present to you?**

Of course, but the surprise element is diminished over years in the position, however, each student presents their unique positions and challenges. Your generation is the first since the great depression to go through a major financial crisis, which adds to your stressors, because the world you’re entering is more uncertain than it has been in a while. These stressors seem to move students to the edges of behavior, and that’s something we worry about. A lot of students come to me, and it’s that contact with students that I find challenging as well as equally rewarding. We have care teams whose purpose is to identify people of concern so we can get them the help they need. If a student is struggling in any way, we encourage them to contact us, that’s why we live on campus. During the year, I’ll have a handful that will call up and come over to the house and we’ll talk about it. That’s why we give you our phone numbers; we want to hear about your problems. It’s moments like that where you really grow, I know, because I had that same kind of mentorship. Those kinds of moments gave me insight into directions that I pursued, and have remained with me throughout my life. I can get romantic about this kind of stuff.

**Have you ever had a life changing experience from an interaction with a student?**

There are a number of them… when you’re as old as I am. They have been serendipitous, meaning if you are open to opportunity, stretching, and taking risks outside of your safety zone. I have found opportunities and challenges come to you, as long as you have been diligent in
fulfilling the duties you have been assigned. A seminal moment in my life was that I survived a botched appendectomy. I was given a second chance. A second life changing experience happened when my friend, dying of Lou Gherig’s disease, asked me to live his life for him. That stuck with me. He was a hero in my life. In terms of my profession, another seminal moment happened when I was at the law school. One day, a third year law student knocked at my door and entered with a refugee from Poland. She was a Polish activist against communism who had faced much persecution, and escaped to the United States. The only person she knew in America was my student, who had studied abroad in Poland. I had never practiced immigration law before, but there was no other choice, she was seeking political asylum. I represented her in several hearings, she lost, and I appealed to the Board of Immigration Appeals. I waited to write my brief because I was waiting to see the outcome of a Supreme Court decision which liberalized the standards for political persecution. Now for the unusual part of the story. In order for you to make a case for political asylum, you had to make a case to show the probability of political persecution upon return to your country and you have to have proof. You couldn’t research the press, because it was dominated by the government, so we had to get her mother, who was well known in Polish society, to America. So I contacted a senator to ask for help in getting her mother a visa, as it was incredibly difficult. We couldn’t call the embassy and use names, the phones were tapped, and it’d endanger them both. I had him call the embassy and told him to tell those at the embassy, there will be a person who mentions the name, Ken Zick, extend her every courtesy: meaning give her a visa. It turns out, the counselor official in Warsaw, had been a Wake Forest law student. Her mother got out, and with her testimony, allowed her daughter to gain political asylum. These were all very warming experiences. They were experiences that work to shape you.

What are your feelings toward retiring from your position of VP of Student Affairs?

Even though I’m not leaving, as I will continue to teach after a one year leave of absence, it’s bittersweet. Like students, I’ll be graduating. I’ll be graduating with students I know, children of students I have taught, and my daughter, who is graduating from the master’s program in counseling here. So it seems to be a fitting time to graduate. The good memories begin to loom much larger than the nuisances of life. I think it is important, though, for the VP to find time, if they’re going to be a dean for students, to be with students, and I don’t have much time, which has been frustrating me. In that sense, I won’t have to worry about meeting those standards anymore, which will be a relief to me at this point in my life. I won’t have to worry about students’ safety as I have had to, which will also be a major relief.