

THE DECREE

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Survey: Many Wesleyan Students Not Worried about Global Warming

By Jordyn Matlock
Decree Staff Writer

In a recent survey, NC Wesleyan University students expressed mild concern over the issue of global warming. One hundred and fifty traditional students responded to the unscientific survey, which was conducted in Wesleyan general education classes in October.

If you're reading this, you just survived one of the hottest summers ever recorded in the U.S. According to the National Oceanic and Atmospheric Administration, we just endured the warmest September in the last 174 years with a global surface temperature of 61.59 degrees F, or 2.59 above the average of 59.0° F.

As the planet continues to heat up, the World Health Organization predicts that between 2030 and 2050, there will be 250,000 yearly deaths from poor health because of climate change.

Following is a summary of the Decree survey results:

Question 1: On a scale of 1-10, how concerned are you about global warming? (0 = not concerned at all, 10 = extremely concerned)

The survey revealed an average score of 5.3 and a median score of 6 (meaning half of surveys gave an answer higher than 6 and half gave one below 6).

Wesleyan's environmental science and biology faculty shared mixed responses on hearing the results. Dr. Daniel Elias said he was surprised that the number was that high. Based on his interactions with Wesleyan students in a range of environmental science courses, he had expected a lower figure. He would like to see Wesleyan students more in line with others from their generation.

"I believe older generations don't see it as a critical global challenge," he said. "However, younger generations have grown up hearing about global climate change and global warming. And they're now living with the consequences of it. They see the more extreme weather events such as hurricanes, droughts, and wildfires."

Dr. Emily Weber, an assistant professor of biology, expressed disappointment but acknowledged the results as understandable. "With the college demographic at that age, back then, I wasn't that concerned about it either," she said. "They're more than likely concerned with homework, exams, and their social lives."

Biology Professor Heather Louch said the results were to be expected. "College students aren't very plugged into current events surrounding climate change," she said. "Many are in bubbles and don't know many news sources outside of social media."

In fact, when it comes to their concerns about global warming, Wesleyan students appear to be outliers among their international peers. In a study spanning 19 countries, the Pew Research Center found that 75 percent of respondents deemed global climate change as an outstanding matter, followed by 19 percent who identified it as a minor threat, and 5

percent who did not view the matter as a threat at all.

Question 2: In terms of politics, where does global warming rank as far as your concerns: top third, middle third, or bottom third.

The results showed that 22 students, 14.67 percent, categorized it as top-third concern, while 77 students (51.3 percent) voted it middle-third, and 51 students (34 percent) ranked it as bottom-third.

"Not surprising because humans are short-sighted," Dr. Louch said. "One-hundred-and-ten-degree weather in July and August and now we're experiencing 80-degree weather one day and 55 degrees the next in November. Will people that expect a change vote for proactive politicians or take on the responsibilities themselves? Probably not."

The Pew Research Center reports that 37 percent of Americans believe that the president and U.S. Congress should prioritize tackling climate change, followed by the 34 percent who acknowledge its importance but not as a prime concern.

Question 3: Have you witnessed the consequences of global warming in your daily life?

The results were split down the middle. Seventy-three students (48.67 percent) agreed that they have seen the effects firsthand, while 77 students (51.33 percent) said they have not witnessed any effects.

In detailing their observations, many students noted last summer's record-breaking temperatures, not to mention the milder winters of recent years. Following is a sampling of other responses:

"Sea levels have risen significantly," one student wrote. "I live on the edge of England right by the sea, so this has not only impacted myself, but other residents as well."

An Australian student connected global warming with irregular weather patterns that have lasted for months and brought extreme weather events like El Niño and La Niña.

Water-related disasters don't just stop there. "Extreme flooding has caused major destruction of forests," said a student from Vietnam, who expressed pessimism about the future in light of such "devastating effects."

A Ugandan student described the insufferable effects of the humidity and consistent atmospheric fogging that have made it difficult for their countrymen to breathe.

A North Carolina native noted that his favorite fishing pond had begun to dry up.

Question 4: On a scale of 1-10, how concerned are you about the effects of global warming on fish and wildlife? (0 = not concerned at all, 10 = extremely concerned)

The survey showed that the average level of concern about the effects of global warming on fish and wildlife landed on a 6.

Wesleyan faculty noted that many do not realize that what may seem trivial on a surface level has a wider impact outside the human race.

"Global climate change affects migration patterns, the availability

of resources (food, space, mates, etc.), changes in diseases (warmer temperatures increase the range of tropical diseases)," Dr. Elias explained. "It will most affect animals that have evolved to narrow changes of temperature."

Dr. Weber reminds students that species are a daily part of our ecosystem, adding that "this enlightening survey propelled me to do a better job of educating and emphasizing in my 101 classes the overall significance of global warming."

Question 5: What's one step your government should take to combat global warming?

While global warming is rooted in human activity, we also have the power to change it. Among the most common responses, students want their leaders to:

- encourage alternative forms of energy to eliminate carbon emissions
- provide more funding to researchers to promote awareness and develop healthier habits among Americans
- invest in safer, cleaner public transportation
- administer fines for regional violations
- implement stricter laws on energy production and conservation that all nations should be required to sign.

Question 6: What's one step NC Wesleyan can take as an organization to help address global warming?

Actions do not solely fall on

NC Wesleyan Student-Athletes Describe Their Ideal Coach

By Mary Alice Butler
Senior Staff Writer

Colin Scoggins, a third baseman on the baseball team, shared insights into his preferences and experiences with coaches. The junior said he likes a coaching style that allows for self-discovery, particularly in fixing aspects like hitting. Scoggins values passionate coaches who care about their players, believing that this commitment translates into success on the field.

Scoggins was one of the several accomplished Wesleyan athletes interviewed about their personal preference on coaching styles and behaviors. Players were asked what types of coaching they respond to best, and how different coaching types play into their individual success.

When it comes to feedback, Scoggins acknowledges the usefulness of both constructive criticism and positive reinforcement, understanding the importance of timing and context. High repetition, such as taking ground balls daily, stands out as a crucial method for improvement, helping him to grasp different situations. "This helps me

understand how to recover from mistakes and helps me build off of it every day," he said.

Scoggins responds positively to challenging coaches who foster a competitive mindset. He prefers to handle setbacks independently or with teammates rather than relying too heavily on support or pressure from coaches. Scoggins states that he looks up to humble athletes as an inspiration. While staying humble, he identifies his short-term goal as winning the conference championship and the Division III World Series, with long-term aspirations centered around learning life lessons from the sport.

He values progress measurement in the form of statistics but refrains from looking at them until the end of the season, preferring to focus on consistent execution during play. For maintaining motivation throughout the season, Scoggins emphasizes the importance of measurable progress outside of in-game stats, such as gains in the weight room, to improve confidence and fuel his drive for continuous growth.

Amber Pierce, a sophomore defensive specialist on the volleyball team, expressed a preference for a hands-on coaching style that is direct in pointing out areas for improvement, as long as the communication is not overly harsh. "I like a coach who is direct and tells me what I'm doing wrong," Pierce said. "I like knowing what I need to work on and how to do it."

She highlights her 16-year experience in club volleyball as particularly impactful. She stated the coach's belief in her and emphasis on her importance to the team as key factors in her growth. When it comes to feedback, Pierce finds a balance between positive reinforcement and constructive criticism most effective, stressing the importance of maintaining a supportive tone. Pierce responds best to nurturing and supportive coaches, acknowledging her own tendency to be hard on herself.

Some suggestions were more extreme. One student wanted to ban cars from campus.

Others showed less optimism as they accepted what could be Earth's irreversible fate, and others remained perplexed by the issue. "There's not much we can do since we're so small in the world," said one student who had ranked global warming as the least of their concerns.

Question 7: What's one change you can make in your

daily life to help address global warming?

Climate change experts believe that it's not too late for Americans to combat the crisis.

Climate change is inevitable, but it doesn't have to be accelerated. An individual's actions may seem miniscule in a world population of eight billion, but collectively, we can make a significant difference for generations to come.

Climate experts have predicted catastrophic effects if global temperatures rise 1.5 degrees C (2.7 F) in coming years. But in a recent journal article, Jeff Tollefson suggested that it's still possible to cut carbon emissions and limit global warming with a surge in wind and solar power. He has called for such alternatives to make up 70 percent of energy sources.

See WARMING pg 4



Wesleyan students took a guided tour of Costa Rica over summer break. See story page 4.

Photo courtesy of A. Modlin



The Bishops men's basketball team opened the season with a win over Randolph College. Kyrn Kelly led the way with 14 rebounds and 13 points. Turn to pages 5-6 for sports, including a profile of Wesleyan assistant coach Cornelius Snow (pictured). Photo courtesy of Jackson Thompson

When facing setbacks, he adopts a mindset of indifference to maintain focus and confidence. Patrick Mouratoglou's philosophy, rooted in individual effort and discipline,

See COACH pg 4