

features

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to do is be hands on, and know as many things about what it’s like to be a head coach, so when that transition finally happened it wouldn’t be a huge shock to the system.” Clarke said.

Clarke notes that as the head coach you have to formulate more of the training sessions, be more specific with critiquing the techniques of players during film, and maintain connections across campus.

“It kind of just multiplies everything by 10,” Clarke said.

Clarke said the support he received from the athletic department relieved him of the stress that accompanies a new head coach.

“Right away talking to the athletic director, Al King, he put me at ease saying ‘we’re here to do whatever we can to help,’” Clarke said.

Although there was an acclimation process as expected, Clarke’s transition was aided by the backing of the athletic department.

“Every coach has questions going into the season, so that wasn’t anything new, but just having the support has been the biggest factor in helping that transition go smoothly,” Clarke said.

With Krispinsky stepping down, there was also a necessary transition process for the 31 women on the team.

“It is different without him being here because I’ve known him since my sophomore year of high school,” redshirt-junior Dejah Swihart said.

Krispinsky’s nearly 60 wins would not have been possible with-

out the investment of his players, and he has been able to receive that commitment because of the relationships he has developed with his players.

“I don’t think I’ve ever met someone like him and his wife that are more supportive, caring, and loving,” Swihart said.

Swihart points out that Krispinsky’s kindness and genuine nature were factors that made her want to play for Ashland.

Upon finding out about Krispinsky’s deteriorated health, the team got together and sent him a video proclaiming their appreciation for him.

“I guess it took him a little while to watch, it got very emotional,” Swihart said.

The players have been in communication with Krispinsky to offer their support and assurance as the leader of the program despite his absence.

“They were obviously in contact and just made sure that he’s felt the love and that he’ll always be a part of this program no matter what the capacity of the role looks like,” Clarke said.

“Letting him know that he’s played a huge role in their development as soccer players but more importantly as people, and that’s been clear.”

Krispinsky looks forward to strengthening the relationships he has with his players by supporting them throughout the season and being present as much as he is willing to.

“I’ve recruited every single one of these girls and had a relationship and connection with all of them, so now I want to continue to be a

role model and somebody that they can come to and I just enjoy them, [I] enjoy their presence and company,” Krispinsky said.

Even though the man who has reestablished Ashland University women’s soccer will be missing from the sidelines this season, the show must go on and what he built must be sustained.

Krispinsky has urged his players that the soccer team is bigger than him and the team has to preserve regardless of his attendance.

“I wouldn’t want them to stop what they’re doing, I’m encouraging them to keep going,” Krispinsky said.

“It doesn’t matter who’s in charge, nothing changes as far as what’s expected with the team and the program.”

The Eagles have had to seek out leadership and guidance from within the roster this season to accommodate for the loss of their head coach.

“That’s been our focus: to ask people to step up and take on bigger roles and make a bigger impact for us as a program,” Clarke said.

Nine seniors from the 2017-2018 team passed through the program including three-time All-GLIAC striker Morgan Bittengle, two-time All-GLIAC center Julie Lacock and single game assist record holding forward Kelsey McKernan.

Graduation of these three players has left a void in leadership that must be assessed, applied and assumed.

“For our group now they can take the experience that they saw from last year and the year before and really lead by example going forward,” Krispinsky said.

Swihart and junior Sydney Wright are the teams captains and seniors Leanne Prandi and Sam Malleo also contribute in leadership roles as veterans on the team.

“They’re awesome voices, on and off the field for us, and those four have really taken this group and said ‘okay, here’s what our goals are and here’s what we need to achieve them,’” Clarke said.

Even in his absence, Krispinsky is still developing his players as a more reserved Swihart has been called to step out of her comfort zone and assume the position of a vocal leader.

“I think I lead more by example than I am a vocal player, so I guess my role this year was to be more of a vocal player,” Swihart, the former 2015 GLIAC Freshman of the Year, said.

The first team All-GLIAC selection in 2016 said that she is learning to embrace the role of the ‘team mom’ despite her reserved nature.

Swihart’s willingness to extend herself to the team is a testament of Krispinsky’s commitment to developing individuals into committed, selfless, leaders as they go through his program.

“We have a great group of girls here because of what coach Krispinsky has done to help develop good people who are going to be great when they leave AUWS,” Clarke said.

In return for his work as an architect for the AU women’s soccer program, this year’s team wants to reward Krispinsky with something that he’s always strived for: a GLIAC conference championship.

“We’re going to try to win the

GLIAC for him, that’s our goal, because we know he wanted it so bad,” Swihart said.

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Student Spotlight: Nathan Langdon

BREE GANNON
@BreeGannon

A student who thought he knew everything about video aesthetics, realized he entered a program where there was room for growth and improvement.

Nathan Langdon, a pretty knowledgeable incoming freshman, came to learn more about video editing but knew that he was not one of the top editors in the Digi-

Langdon learned a lot about editing at Ashland High School and tested the waters with his projects. The projects helped him realize that he wanted to further his video production education.

“I knew I wanted to do this going into the video production program at AHS but I wanted to make sure,” Langdon said. “After doing some of our larger projects such as a lyric video and commercials in

Langdon about what to expect in the journalism and broadcasting field from his own experiences. After that, he continued to learn more from Carr until he graduated from AHS.

Even during the most difficult of projects during his time at AHS, Langdon still found his love and joy for editing and producing videos.

“I did a lot of bad projects and

self of every time he started a new project.

“I think the best piece of advice that [Carr] gave me was don’t settle and always keep trying to get better,” Langdon said. “Don’t feel comfortable where you are because you can always improve, there is always something to improve and build upon. There is always something more you can learn.”

Langdon has reached for the stars

“What I try to do is do something I have never done before and present myself with a problem, whether its a concept of fact, I try my best to do it even though I currently do not know how too.”

Langdon says by following that method, it is how he learns to achieve the use of the effects he commonly uses. He also forces himself to do something different in every video which pushes him to make better content.

Landon’s first big college project was a music video he made for the JDM 133 class, Video Aesthetics. He made a video along to the song Everything Black by Unlike Pluto and it turned out to be a absurdist comedy.

“I added different levels of unnecessary story to it and it was to make the idea of it weird and random,” Langdon said. “It follows the character battling with anxiety in a unique way.”

Langdon has a while ahead of him before he is ready to venture out into the world and pursue a career in video production but it has not stopped him from thinking about it.

“Some things I am interested in, I would want to try and incorporate my knowledge of fine arts, which is my second major, into my videos,” Langdon said. “I might want to start looking at motion graphics, visual effects or maybe a concept artist or I might want to go more toward video.”

Langdon’s vast knowledge of video effects and editing has led him to start a YouTube channel where he posts all of his videos and tutorials on.

“Often times when I make a new video I’ll post it and whatever new techniques are in there I do a tutorial on them,” Langdon said. “The idea is that the channel is meant to portray the idea that we are all learning, even if I am teaching anyone that is watching the video, I’m still learning as I am teaching you.”

To find Langdon’s music videos, projects and tutorials you can visit his page KrossKhaos on YouTube.com.



SAGE HAINES

Nathan commutes from the outer part of Ashland. When he is not in class, he spends most of his time editing with his equipment.

tal Media Department at Ashland University.

“Going in to the program, I was stuck up and thought I knew everything already,” Langdon said. “I quickly realized there is a lot to learn.”

an environment where we had the programs and things necessary, I figured it was something I wanted to do in the future.”

He even had a favorite teacher in high school, Mr. Bradford Carr, who taught him the basics and told

you have to milk those for all they are worth because you can always learn from them to make yourself better,” Langdon said.

When starting classes at Ashland University, he carried on advice from Carr that he reminded him-

when it comes to his abilities with editing and has looked into what he wants to improve on by the end of his freshman year.

“In the spring when I take more video classes I want to start making larger projects,” Langdon said.