

ampersand

MAGAZINE OF THE COLLEGE OF ARTS & SCIENCES



DEAN

Mark Lawrence Kornbluh
kornbluh@uky.edu

EDITOR

Jennifer T. Allen '00
jennifer.allen@uky.edu

OFFICE OF PHILANTHROPY

Laura Sutton '89
lsutton@uky.edu
Faville Donahue '17, '20
faville.donahue@uky.edu
Debra Gold
debra.gold@uky.edu
Teresa Gotthardt
teresawg@uky.edu

DESIGN & ILLUSTRATION

Veronica Pendleton, Art Director
veronica.pendleton@uky.edu

WRITERS

Jay Blanton
Madison Dymont
Richard LeComte
Julie Wrinn

PHOTOGRAPHERS

Bobby Blanco
Gary Bogdon
Kris Chappel '19
R. Wayne Cross
Sydney Janda
Jake Klein
Evan Martin
Dana Rogers '13

Direct comments or questions to:
Director of Communications & Creative Services
UK College of Arts & Sciences
901 Patterson Office Tower
Lexington, KY 40506-0027

Ampersand is published for alumni, faculty and friends of the
College of Arts & Sciences at the University of Kentucky.

We'd like to hear from you. Send letters and story ideas to
Ampersand, at the address on the back cover.

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providing opportunities to people regardless of economic
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color, ethnic origin, national origin, creed, religion, political
belief, sex, sexual orientation, gender identity, gender
expression, pregnancy, marital status, genetic information,
age, veteran status, or physical or mental disability.

ON THE COVER | Photo by Bobby Blanco

Students work together with Department of
Statistics TAs in one of the Technology Enhanced
Active Learning (TEAL) classrooms in the Don &
Cathy Jacobs Science Building. TEAL classrooms
on UK's campus were pioneered by William Rayens,
professor and chair of the Department of Statistics.

BACK COVER | Photo by R. Wayne Cross

Students utilize the many study spaces in the Don &
Cathy Jacobs Science Building.

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Alumna and professor in the Department of Sociology,
associate director of the Center for Health Equity
Transformation and a faculty affiliate of the Center for Drug
and Alcohol Research

Dear Friends,

Research is at the heart of the University of Kentucky's mission to create new knowledge and further understanding. For an example of how our faculty are excelling in Kentucky and beyond, I encourage you to read about the latest award-winning research of History Professor Amy Murrell Taylor on p. 20. Dr. Taylor's acclaimed book, "Embattled Freedom: Journeys Through the Civil War's Slave Refugee Camps," tells a fascinating and poignant tale of a people's struggle for survival and freedom after enslavement.

I am delighted to share with you the story of Dr. Bing Zhang (M.S. '91, Ph.D. '94), who with his wife, Rachel, has made a significant investment in the future of our Department of Statistics. Their pledge of \$6.3 million will support graduate students, a visiting professorship, and other priorities for the department. In recognition of the Zhangs' generosity, the department will be renamed the Dr. Bing Zhang Department of Statistics. Dr. Zhang's story is an inspiring one, and I urge you to read more about him on p. 16. His philanthropy is motivated by a desire to give back to those who helped him. The Zhangs' gift marks the first named department in the College and is at the vanguard of building a culture of philanthropy at UK.

Another milestone gift came from Bruce Lunsford (B.A. Political Science '69), who last summer pledged \$1 million to establish the W. Bruce Lunsford Scholars Program in Citizenship and Public Service. This program will allow students in the College of Arts & Sciences to take advantage of opportunities beyond the classroom including internships, education abroad, undergraduate research, and service-based learning. As Bruce said, "I think you miss something if you don't spend some portion of your time in some form of public service, and I'm hopeful that this program will encourage people to do that." The Lunsford Scholars Program is a testament to Bruce's lifelong commitment to public service, and I hope you will read our interview with him on p. 26.

Like many of you, Bing Zhang and Bruce Lunsford have a passion for their academic home and are grateful to the faculty and students who made a difference in their lives. I am thankful for all of our alumni who give so generously of their time, attention, and resources in order to play a crucial role in keeping our promise to a new generation of students.

Sincerely,



MARK LAWRENCE KORNBLUH

Dean, College of Arts & Sciences
kornbluh@uky.edu

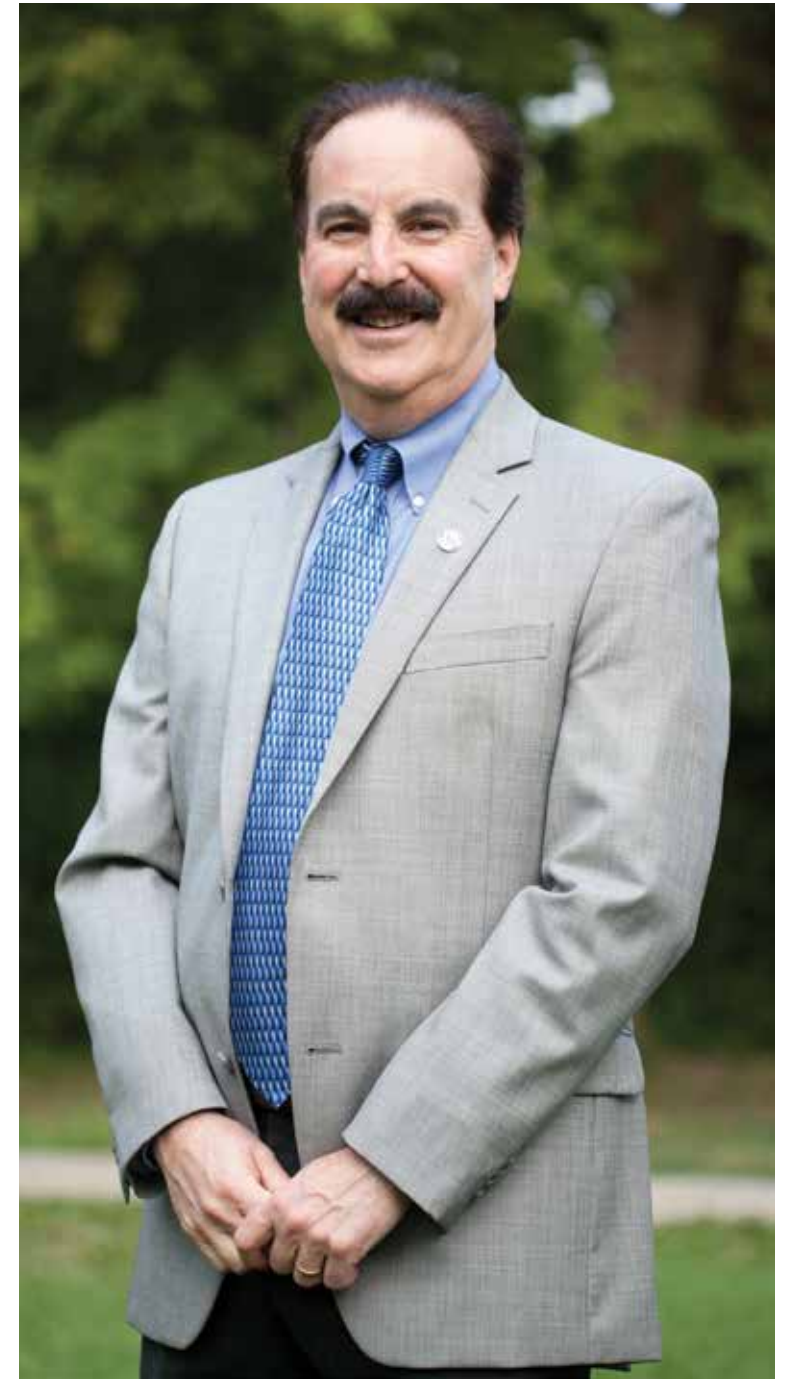


PHOTO BY DANA ROGERS

News & Notes

Lipscomb 100th Birthday



On Oct. 24, 2019, the Chemistry Department celebrated what would have been the 100th birthday (Dec. 9) of William Nunn Lipscomb Jr., a 1941 B.S. graduate who is one of UK's two Nobel laureates. The event was held at the William T. Young Auditorium.

The afternoon symposium featured scientists associated with Lipscomb: Marjorie Senechal, mathematics professor emerita at Smith College; Douglas C. Rees, a chemistry professor at the California Institute of Technology who grew up in Lexington (Rees earned his doctorate under Lipscomb); and Irving R. Epstein, chemistry professor at Brandeis University, who also earned his doctorate under Lipscomb. Lipscomb's widow, Jean Evans, and his three children also attended the event.

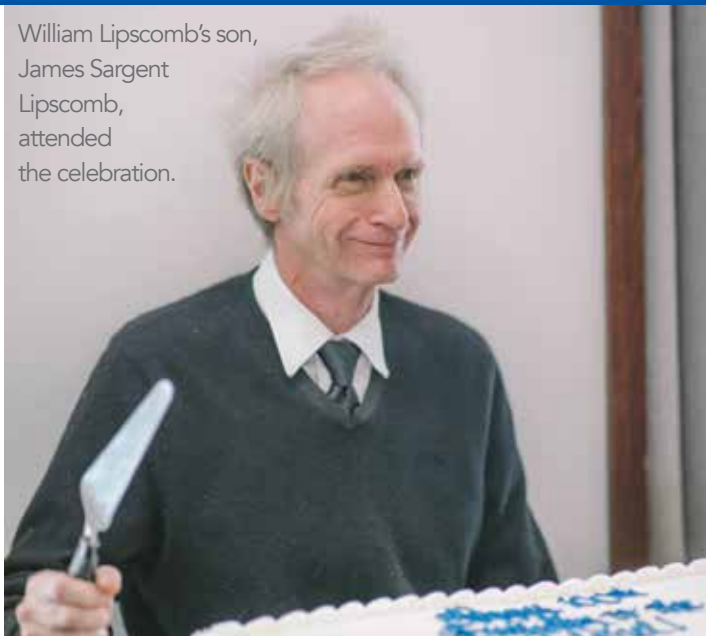
The celebration was a mix of first-rate science, interesting history, anecdotes and affectionate remembrances. The audience included many students and the coffee break featured birthday cakes decorated with images from two of Lipscomb's best-known papers.

Lipscomb, a chemistry major, attended UK on a music scholarship and was a lifelong performing clarinetist. He earned his doctorate at Cal Tech under Linus Pauling. Lipscomb started his academic career at the University of Minnesota in 1946 and moved to Harvard in 1959.

The 1976 Nobel Prize in Chemistry was awarded for Lipscomb's work on boron hydrides, work that expanded understanding of the chemical bond. Later, Lipscomb was equally well known for his pioneering work on the three-dimensional structures of proteins.

Lipscomb retired in 1990 but continued to publish for two more decades. He died in 2011 at 91.

William Lipscomb's son, James Sargent Lipscomb, attended the celebration.



PHOTOS BY SYDNEY JANDA

Tomasky Leaders Scholarship Fund

The new Tomasky Leaders Fund will encourage students to pursue political engagement, higher office and a life of activism. Established by Susan Tomasky (Topical Major BA '74), the Tomasky Leaders Fund supports internships and travel to attend conferences. The Department of Gender and Women's Studies manages the fund, which is designed to inspire and prepare the next generation of leaders.

"I want to provide these internship opportunities as a way for UK students to learn what it's like to put their values to work in practical ways," Tomasky said. "I hope they will learn that advocacy is much more than having a point of view; it's also about listening to others, finding consensus and figuring out concrete steps to take to make a difference on issues they care about."

The Tomasky Leaders Fund welcomed its first cohort of students in the 2018-2019 academic year. Students participated in a range of experiences, from attending the National Young Women's Leadership Conference to visiting Capitol Hill to discuss climate change and economic inequality with congressional staffers.

Creating a scholarship that promotes activism is in line with the life Tomasky herself has led. She was a politically engaged student, founding the UK Council of Women's Concerns while on campus. After completing a law degree at George Washington University, she built a career first in government and then in the corporate world. Still active today, she serves on several corporate and nonprofit boards.

Learn more by visiting www.as.uky.edu/tomasky_scholars.



2018-2019 Tomasky Scholars: (left to right) Sebastiana Smith, Rory Barron, Jasemine Jones, Erin Hoskins, and Michelle Kuiper.

See What Arts & Sciences Can Do—Kentucky Can Campaign

In 2018, the University of Kentucky announced its ambitious *Kentucky Can: The 21st Century Campaign*, designed to dream anew about what's possible. To date, the College of Arts & Sciences has raised more than \$56 million to create and endow priorities including scholarships and special opportunities for students, such as study abroad, internships, hands-on research, and conference travel. It is also providing enhanced support for faculty positions to help attract and retain the best teachers and scholars, and research funding to help address critical challenges facing our Commonwealth and the world.

Thanks to you and others like you who care about College of Arts and Sciences departments and programs and believe in the value of our College, we are playing a leading role as the University continues to grow its endowment to \$2.1 billion. But our work is not finished.

By participating in *Kentucky Can*, donors can choose what is most meaningful for their philanthropy, for example, science education and preparing tomorrow's teachers; or a speakers series that exposes students to a wide world of leading thinkers and researchers in their field; or named professorships and named departments to draw more faculty visionaries to the UK community; or continued revitalization of learning facilities such as the Chemistry-Physics Building.

The College of Arts & Sciences needs you now, more than ever, to show the world what Kentucky can do. Please contact Laura Sutton, the College's Director of Philanthropy, at (859) 257-3551 or lsutton@uky.edu, or visit as.uky.edu/make-a-gift to learn how you can further the College's impact on students, the Commonwealth, and the world.

Celebrating Excellence

Hall of Fame 20 Year Anniversary

THE COLLEGE OF ARTS & SCIENCES INDUCTED SIX NEW MEMBERS INTO ITS HALL OF FAME



PHOTOS BY SYDNEY JANDA

Alumni Inductees

Anne C. Deaton, English '67, has focused her career on the socio-economic, health and public policy issues related to seniors. In Columbia, Missouri, Deaton co-founded the Children's Grove, an organization devoted to promoting a culture of kindness and supporting the health of young people through community education, the arts and the environment.

Gerald L. Smith, History '81, '83, '88, served from 1997 to 2005 as director of the UK African American Studies and Research Program. He is a full professor of history and former Theodore A. Hallam Professor and Martin Luther King Center Scholar-in-Residence. His awards include induction into the Martin Luther King Jr. Collegium of Scholars of Morehouse College and the Evelyn Black Award from the UK Black Student Union.

Steve Sullivan, Geology '79, worked the waste-water approval process that paved the way for Toyota Motor Manufacturing Kentucky; the environmental documentation needed to approve construction for Yatesville Lake in eastern Kentucky; the redevelopment of the property in Louisville that is now Waterfront Park; the development of the Louisville Slugger Stadium; and the expansion of the Louisville International Airport.

Robert N. Trunzo, Political Science '78, became the eighth president and chief executive officer of CUNA Mutual Group in 2014. He served as secretary of commerce under Wisconsin Gov. Tommy Thompson, where he directed the state's economic development efforts. He also served as chairman of the Southeast Wisconsin Professional Baseball Park Board of Directors.

20 YEAR ANNIVERSARY



Faculty Inductees

Bradley C. Canon, Department of Political Science, came to UK in 1966 and retired in 2008. He taught such courses as "Civil Liberties in the U.S.: The Supreme Court, Constitutional Interpretation and Privacy Law and Issues." His primary focus was on the impact of court decisions and what happened afterward. He wrote a book on judicial impact, "Judicial Policies: Implementation and Impact." He also served as chair of the University Senate and acting dean of the College of Arts & Sciences.

Penny Miller, Political Science '64, '86, Department of Political Science, founded the Metro Group Homes and co-chaired the Lexington Jewish Women's Federation. A specialist in state politics, she wrote "Kentucky Politics and Government: Do We Stand United?" and co-wrote with Malcolm Jewell "Political Parties and Primaries in Kentucky and The Kentucky Legislature: Two Decades of Change." President Bill Clinton appointed her to serve for eight years on the White House Commission on Presidential Scholars.



INDUCTION CEREMONY
& RECEPTION

SAVE
THE
DATE

OCTOBER 2 2020

Make plans to join us for the Arts & Sciences Hall of Fame Induction Ceremony & Reception on Friday, Oct. 2, 2020.

This year's alumni inductees are:
Ouita Michel (Political Science BA '18), George C. Wright (History BA '72; Sociology MA '74; Honorary Doctorate '04), Winn F. Williams (Sociology BA '71), Bing Zhang (Statistics '91 MS & '94 Ph.D; Computer Science '93 MS), Ronald D. Eller (History) and Patricia A. Cooper (Gender and Women's Studies)

Visit
www.as.uky.edu/halloffame
for more information.

ALUMNI SPOTLIGHT



For his doctoral research at Princeton, Robert Stokes constructed a microwave radiometer for making observations at high altitude, as in this photo at 11,300 feet in the Colorado Rockies, March 1968.

ENERGIZING A CAREER

Robert Stokes' physics degree took his career from space science to energy technology.

By Julie Wrinn

Robert Stokes (Physics BS '64) came of age in the 1960s as part of a generation of American astrophysicists who were energized by the Soviet launch of the Sputnik satellite. He grew up in Ravenna, Kentucky, a tiny city in Estill County built up by the Louisville and Nashville Railroad in 1915.

His father, a dispatcher for the railroad, passed away when Stokes was 16. Although his parents did not have much formal education, they had always hoped he would be able to go to college, and thanks to his mother's dedication and a lot of help and encouragement from the close-knit community, Stokes managed to stay on track for college.

"I had a lot of people who really cared about me," Stokes said. "I had 'extra' parents, scoutmasters, and teachers who had an enormously positive impact on my life. During my junior and senior years in high school, I used to get up very early in the morning to watch Continental Classroom presentations about chemistry and physics on TV. My chemistry teacher often asked to go through what I had learned earlier that day for my class at school—a terrific reinforcement opportunity."

Thanks to scholarships, Stokes enrolled at the University of Kentucky in the fall of 1960. He was fortunate to be part of the first Honors Program group at the school. This group of 30 students participated in a colloquium that exposed them to a wide range of liberal arts subjects. Readings included Plato's "Timaeus," C. P. Snow's "Two Cultures" and "The Copernican Revolution." Stokes said the program broadened his outlook and connected him with lifelong friends who shared an interest in academic excellence.

With interests in math, physics and chemistry, Stokes originally leaned toward an engineering major, but when confronted with the upfront costs of drafting equipment and other supplies, he decided on physics as a major. During his professional career he managed large engineering organizations and was presented with an "Honorary Engineer" plaque from coworkers.

"One of the wonderful side benefits of the Honors Program resulted from Director Steve Diachun's frequent dinner parties at this home, where I was introduced to Professor

CONTINUED ON PAGE 8 »

» CONTINUED FROM PAGE 7

Wendell DeMarcus of the Physics Department," he said. "This initiated a long and fruitful personal and professional relationship that was very important to my physics career development and success in applying to graduate school."

Other significant mentors to Stokes during his time at UK were Fletcher Gabbard, Wasley Krogdahl, math professor Vincent Cowling and Wimberly Royster. Another important undergraduate mentor was Arnold Blackburn, an organ professor in the UK School of Music.

"I played piano and took organ lessons," Stokes said. "I eagerly anticipated my weekly practice sessions on the beautiful Holtkamp organ in Memorial Hall.

"At the end of my junior year at UK, I was selected to be part of one of the first Goddard Institute summer study courses in space science at Columbia University, organized by Robert Jastrow," he said. "After an intense summer of focusing on planetary astrophysics, our group was treated to a memorable tour of several U.S. space science facilities, traveling aboard a chartered DC-6 aircraft. The tour included visits to the NSF astronomical observatory at Kitt Peak, Arizona; the Marshall Space Flight Center at Huntsville, Alabama (the tour conducted by none other than Werner Von Braun); the NASA launch facility at Cape Canaveral, Florida; and NASA headquarters at Washington, D.C. As a result, my interest in space science was greatly intensified, and when presented with the opportunity to attend graduate school at Princeton, a focus on space science was a foregone conclusion."

At Princeton, Stokes quickly joined the graduate student cadre led by Professors Robert Dicke and John Wheeler and their junior colleagues Peter Roll, Jim Peebles, Dave Wilkinson, Mark Goldenberg, Kip Thorne and Bruce Partridge. Both Kip Thorne and Jim Peebles have recently been recipients of the Nobel Prize for their work associated with this group.

Robert Stokes graduated from UK with a bachelor's degree in physics in 1964 and earned his Ph.D. from Princeton in 1968.



"Much of the theoretical work was done by Dicke and Peebles, but there was a need to confirm the detailed spectral characteristics of the cosmic microwave background radiation to discriminate from the competing prediction of a steady state universe model," Stokes said. "Part of my work entailed the construction of a microwave radiometer and making observations at high altitude."

The second observational experiment was conducted at an altitude of 11,300 feet in the Colorado Rockies, as shown in the photograph on page 6.

"My subsequent career choices have taken me away from space science to energy technology associated with nuclear and renewable energy and to coal and natural gas conversion technologies. My most recent work involved development of ceramic fuel cell technology ideally suited for creating clean electrical energy from natural gas," he said.

Stokes retired in 2013 and lives with his family in Golden, Colorado. He stays engaged with the UK Department of Physics and the College of Arts & Sciences and attended the College's 20th anniversary Hall of Fame festivities in October 2019.

"I was so fortunate to have support from my community as a teenager and the wonderful mentors and opportunities at the University of Kentucky that opened up the world of scientific research and development for me," he said. "I feel very grateful to UK." &



My Ph.D. research was part of an early attempt to confirm the theoretical prediction of observable microwave radiation originating from the Big Bang that marked the beginning of the universe.



We can show the world what

ARTS & SCIENCES

CAN DO.



Through *Kentucky Can: The 21st Century Campaign*, the University of Kentucky is working to ensure that all students succeed and are equipped for lifelong learning.

Help us ensure the future. Please consider making a gift to the College of Arts & Sciences or one of its departments through your estate plans by creating a scholarship, faculty support, or program fund. Need help deciding how your gift will create the impact you intend? Contact the College's Philanthropy team at (859) 257-3551 or by visiting plannedgiving.uky.edu. We will show you how to maximize your impact, support the programs you love and make the best use of available tax planning options. Already included UK in your estate plans? Please contact us so that we can thank you for your support.



STEMCats Program Bears Fruit

By Richard LeComte
Photos by Jake Klein and Evan Martin

This Living Learning Program gives freshmen a mentored head start on the way to majoring in the sciences and mathematics.



STEMCats freshmen work with faculty in a BIO 199 lab where they are seeking to analyze the DNA of strawberries.

Started in 2015, the STEMcats Living Learning Program has helped students majoring within the many and varied areas of the sciences or mathematics find their way to success at UK. And STEMcats peer mentors are a big part of that effort.

"I have a group chat with my mentees about how things are going," said Keanu Exum, a STEMcats peer mentor majoring in biology and neuroscience. "I want to make myself known to my mentees—that I am a resource for them."

Getting students situated in STEMcats is having a positive effect on the academic careers of the participants, says a study conducted by Carol D. Hanley of International Programs in the College of Agriculture, Food and Environment. STEMcats is a program for first-year students who intend to study such fields as biology, chemistry, geological sciences, math, neuroscience or physics.

In 2014, UK received a \$1.9 million grant by the Howard Hughes Medical Institute to improve retention of students in the STEM disciplines of science, technology, engineering and mathematics.

Students spend their first year living in the heart of campus taking part in several key activities and services:

- FastTrack, a week-long program that allows students to move in early to campus to acclimate and start on STEM course work.
- BIO 101 introduces students to an array of STEM careers.
- BIO 199, a lab experience where students work on a semester-long project with faculty.
- A mentoring program where students are paired with a peer mentor who completed the STEMcats program in their first year at UK.

"We're excited, but not really surprised, that developing a community of scholars from freshmen to undergraduate peer mentors to graduate students and faculty, that opening an inclusive intellectual environment in which freshmen can feel comfortable, and that providing real research experience builds a sense of community that helps students succeed," said Vincent M. Cassone, Gill Eminent Professor and Chair of the Department of Biology, who serves as STEMcats director. "This is the essence and heart of the STEMcats program."

The FastTrack program presents an opportunity for students to find their bearings: they get to do a dry run of their class schedule, bond and meet with their mentors, other students and faculty—all before classes start in the fall.

"The most important aspects of the FastTrack program are the affective ones, in which students become more comfortable on campus and with campus life, meet new friends, learn to use UK's computer technology, learn the difference between coursework as a high school student and coursework as a college student and learn where to find tutoring help on campus," Hanley said in her study. "Upon reflection, students thought FastTrack was beneficial with their academic or campus life preparation."

Among the other findings in the study:

- STEMcats had a four-year graduation rate significantly higher than non-STEMcats students for the cohort that began in 2015.
- Students participating in STEMcats were somewhat more likely to persevere and graduate with a STEM major than other students.
- STEMcats felt that the BIO 199 experience honed their research skills.
- STEMcats students have published eight peer-reviewed publications, presented three papers at conferences, and created 65 abstracts, posters, or talks under their faculty advisers.
- STEMcats activities including BIO 101 and 199 keep students focused on their goals.

"They want to do something that works toward their degree," said Jessica Pennington, administrative director for STEMcats. "So we definitely try to think about their needs and try to have an academic focus for all the programs that we do."

The BIO 199 classes prove to be particularly popular.

"One student suggested that in BIO 199, he/she actually had to think, whereas similarly, another said he/she had to use more critical thinking skills," the report states. "Another stated the students in the BIO 199 labs were asking questions that no one knows the answers to, but they are trying to figure things out. Yet another reported that he/she did not use any science until he/she reached BIO 199."

One such BIO 199 class is analyzing DNA in strawberries; another looks at parasites that live on the necks of lizards, and students will be traveling to Miami for up-close-and-personal encounters with lizards to further their research.

"We're going to go out to the Everglades region and collect samples to see if they have parasites," peer mentor Exum said. "We're proposing a hypothesis that it benefits them because it gives them more coloration."

The peer mentors work to mix fun in with studies, including water balloon fights and pizza parties. The mentors, themselves working toward STEM degrees, find the program helpful as well.

"Being successful in the STEM fields isn't just about being good at science and math, it's about being good at people," said Urooj Nasim, a peer mentor majoring in biology and political science. "My time as a mentor has really helped me with that—I've learned how to figure out what others need and how I can use my skills to help them succeed at their own goals."

STEMcats continues to represent the kind of innovative programming the College of Arts & Sciences prioritizes to help students succeed.

"Having something like this really helps students keep up with a STEM major," Pennington said. "Interacting with peer mentors and faculty your first year helps you get to know the right people." &

High Impact

LEARNING OPPORTUNITIES



INTERNSHIPS



"I feel that working as an intern in the state legislature showed me the amount of work that goes in on a small scale and how it builds up to work in the grander scheme. Even things that I thought weren't necessary did end up coming in handy. Writing research papers helped me do research for bills."

DeMarea Brandy
Political Science/Psychology
double major

RESEARCH



"One of the most important things to help me grow as a scientist is to be able to travel and share my work and learn from other scientists. I've had the chance to travel and present my research at these really great places because of the Huffaker Travel Scholarship."

Alina Aleksandrova
Nuclear Physics graduate student

EDUCATION ABROAD



"I went to Grenada, Spain, for a little over two months to finish my Spanish minor. It gave me the fluency in Spanish that I wouldn't have been able to get otherwise. There's nothing quite like the immersion factor in refining your language skills."

Sara Rastoder
International Studies major



PROBING HISPANIC HISTORY AND ACTIVISM

College's New Latinx Professors Reach Out to Students of Similar Heritage

By Richard LeComte

Teaching his first classes at UK in fall 2019, Eladio Bobadilla—fresh from his doctoral studies at Duke—saw a lot of eager students waiting for him to share his perspectives on Latinx history. For many students in the class, Bobadilla was teaching something essential: their own histories.

"It was pretty amazing because a couple of the classes were largely Latino students who were really excited to have someone who looked like them teach them about their histories," Bobadilla said. "So that was a lot of fun for me. And it was exciting for them to find someone who cares about their history."

As part of a cluster hire program to bring new Latinx faculty to campus, the College of Arts and Sciences brought aboard two assistant professors: Bobadilla, in the Department of History; and Arcelia Gutiérrez, in the Department of Hispanic Studies.

Cluster hiring—hiring multiple scholars into one or more departments based on shared research interest—advances UK's commitment to diversity and inclusion and fosters an environment dedicated to collaboration and engagement.

"The Latinx cluster hire is part of broader, intentional efforts in the College of Arts and Sciences to continue to diversify the faculty and curricular offerings to better reflect the world around us, and to contribute to a more inclusive campus and support student diversity and inclusion," said M. Cristina Alcalde, associate dean of inclusion and internationalization in the College of Arts & Sciences. "These efforts are in line with and reflect the University's and College's commitment to the strategic goals of diversity and inclusion. We are very excited to

have Dr. Bobadilla and Dr. Gutiérrez join the faculty. They are excellent scholars who contribute to strengthening and growing the important field of Latinx Studies, and to the study of race and ethnicity across disciplines in the College."

The College's commitment to scholarship and teaching and UK's nurturing environment represent key assets when recruiting faculty.

"My fellow faculty are really intelligent people, and they're really committed to teaching and helping students do research while also being focused on giving back to the students—helping them to learn and succeed," said Gutiérrez, who grew up in Long Beach, Calif., and earned her doctorate at the University of Michigan. "I was very attracted to the fact that there's a large contingent of first-generation college students. I was a first-generation college student myself and therefore look forward to demystifying higher education and giving students a sense of belonging—so they don't feel like a fish out of water."

Bobadilla, who also is a first-generation college student, realized early on that UK would be a place for him to grow as a teacher and scholar.

"When I came here for the on-campus interview I quickly fell in love with the place. Everyone in the department was incredibly warm," he said. "It was the right kind of institution for me. If I got anywhere in life it was because of public universities."

Both Bobadilla and Gutiérrez focus their research on Latinx topics. Gutiérrez looks at the ways Latinx people are portrayed in the media. One of her specialties is the *telenovela* genre—

Latin American soap operas famous for their over-the-top plots and acting.

"I started with a project looking at *telenovelas*—soap operas in the Latinx community. There isn't a lot of scholarly work on that. The genre is viewed pejoratively as low-brow programming, yet it's so widely consumed."

Her work has moved into looking at Latinx activism revolving around the media, including protests against negative portrayals of Latino people in films and their lack of representation in Hollywood—the noted "Oscars so white" protests that were led by African American artists. One particular protest focused on the 1981 film "Fort Apache, the Bronx," which depicted African Americans and Latinos as criminals.

"The local Black and Puerto Rican communities were working against the filming of this movie because of the stereotypical and highly problematic images it portrayed," she said. "Oftentimes Latinx communities have responded in a competitive way to campaigns that are spearheaded by African Americans. It's seen as a competition in terms of participation in the media instead of a coalition or a strategy where we can all share. This protest, on the other hand, demonstrated what can be achieved when Latinxs work in tandem with the Black community."

Bobadilla is working on a history of the Mexican American farmworkers movement beginning in the 1950s and extending through to today. He grew up in Delano, California, where his parents and neighbors were immersed in the farmworkers' movement. He sees the movement as progressing from an anti-immigrant stance to one of support for Latinx newcomers.

"Really in the 1950s, most big Mexican American organizations were actually anti-immigrant, and then you see a major shift happening in the '70s," he said. "You see a number of Mexican American organizations opposing immigrants, saying that they're a threat to the U.S.-born Latin Americans. They're an economic threat and a cultural threat."

This spring, Gutiérrez is teaching U.S. Latino Culture and Politics and Latinx and Latin American Media Activism; Bobadilla is leading classes in historiography and in the history of U.S. social movements. As they work with UK students, their scholarship and teaching will help the College fulfill the goals of the Latinx cluster-hire program.

"My classes were very rewarding," Gutiérrez said. "It was the first time I had a majority of Latinx students in my classes. It was really enriching to have the opportunity to work with students to discuss Latinx histories and to meaningfully engage with these often-overlooked stories." &



Eladio Bobadilla (left) and Arcelia Gutiérrez (right) represent the new generation of Latinx Scholars at UK.

A PHONE CALL THAT MADE ALL THE DIFFERENCE

Statistics Department Named for Alumnus, Generous Donor

*By Jay Blanton
Photos by Gary Bogdon*

University of Kentucky faculty member Connie Wood accepted a collect call in 1989 from a student a world away who was in need of a connection and a path forward.

For Bing Zhang, the willingness of a director of graduate studies to accept that phone call and offer help in a time of need has made all the difference in a life's work and, now, what has been a lifetime of giving back.

CONTINUED ON PAGE 18 »





UK always welcomes students around the world with open arms.



-Dr. Bing Zhang

FLASH FORWARD MORE THAN 30 YEARS.

This February, President Eli Capilouto recommended and the UK Board of Trustees accepted a \$6.35 million pledge Zhang is making to the University's Department of Statistics, where he received his doctorate 26 years ago. The board also approved naming the Department the Dr. Bing Zhang Department of Statistics at the University of Kentucky. UK's University Senate voted in favor of the proposal to name the Department for Zhang.

It is Zhang's way of both giving back—and paying it forward—for efforts UK made to help him in his graduate education decades ago. The gift, a culmination of a number of donations he has given to UK and the department over the years, will focus on graduate education, specifically the creation of an endowed chair named for Zhang, travel and research support for graduate students and a visiting professorship, among other initiatives.

Dreaming of such support wouldn't have been possible decades ago for the young man from the countryside of Jiangsu Province in China. He had applied to graduate programs at 10 different universities.

None of them—except UK—offered help in the way of financial aid or an assistantship in teaching, the kind of experience a graduate student needs to succeed. UK's Graduate School and longtime professor and the department's director of graduate studies, Connie Wood, offered help. The paperwork and assistance were in order, but Zhang needed to finalize

arrangements. In 1989, there was no email. So, he called UK—collect. Wood answered.

"Dr. Wood told me that I was accepted with a teaching assistantship and that the documents had been sent to me by FedEx," Zhang said. "I was really excited to hear the great news. I applied for a passport and visa ... and came to Lexington on September 13th."

Unfortunately, Zhang had arrived at UK two weeks after school started, and his assistantship had been offered to another student. Once again, Wood stepped in. She arranged a new teaching assistant position the next day. "And I wasn't sent back home," Zhang said.

Zhang flourished at UK, diving deep into graduate statistics courses and work, tutoring in English, pursuing an active life in the department and experiencing life among a growing Chinese student population on campus and in the community. Later, joined by his wife, Rachel, they lived in a series of apartments and homes in the area. Two children were born in Lexington, "so they are Kentuckians," he said.

"My statistical knowledge was almost nothing when I started studying at UK," Zhang said. "I learned a lot of statistical theory at UK and got a high-quality education at UK that has led to a successful career and a fulfilling life for me. So, I'm really proud to be a member of the UK family, and I appreciate the high-quality education."

"UK always welcomes students around the world with open arms," Zhang said in explaining his continued support for the University and the Statistics Department. Zhang also wishes to "encourage more alumni and international alumni to give back to UK and help future students."

Armed with a doctorate from UK under the mentorship of Professor David Allen, Zhang worked for statistical consulting and pharmaceutical companies before striking off on his own, forming multiple companies that help with the strategic planning for drug development, the design of clinical studies and the statistical support in analyzing how drugs can save lives and treat diseases.

"We are thrilled and honored by the generosity of Bing and Rachel Zhang and their desire to give back to the University of Kentucky. By any measure, statistics at UK is on the rise. Graduate enrollment, stipends and grant and research productivity are increasing. With this momentum and a rich, 52-year history, the Department of Statistics is poised to enter the next tier of excellence with Dr. Zhang's support," said Mark Kornbluh, dean of the College of Arts & Sciences. "This gift will significantly enhance the reputation of the department and that of the College of Arts and Sciences. Future statistics graduate students who come to the University seeking the same quality education Dr. Zhang received will now benefit from this gift."



(Left to right): Munish Mehra, Statistics '96 Ph.D., Sangeeta Mehra, Statistics Professor Connie Wood, Rachel Zhang and Bing Zhang, Statistics '91 MS, '94 Ph.D., attended the Department of Statistics 50th Anniversary Alumni Reunion in 2017.

Over the years, Zhang has supported the department philanthropically, funding faculty positions and graduate students. He also has helped a number of students from UK find internships in clinical trial research and, ultimately, placement in jobs.

"This gift from the Zhang family will provide immediate and long-lasting benefits to our department. The recruitment of quality graduate students has become a very competitive enterprise. To continue to recruit students of the quality of Dr. Zhang, we need an edge. The Zhang family gift, focused on graduate education, helps provide us that edge," said William Rayens, chair of the Department of Statistics. "The majority of the gift will be used to attract the best graduate students available and to incentivize those students to make timely progress toward their degrees. We are humbled he thought about us and cared enough about our program to make this long-term contribution."

"A Chinese proverb teaches us that we are able to rest in the shade of trees planted by others a long time ago," said UK President Eli Capilouto. "Bing Zhang has not only taken that lesson to heart, he has spent a lifetime living it out, for his family and for others who made a difference for him at UK. This gift, and his incredible and gracious sense of generosity, will benefit students and those they teach, treat, help and heal for generations to come." &



UK Statistics Professor David Allen mentored Bing Zhang during his doctoral studies.

History professor and author Amy Murrell Taylor visited the Camp Nelson National Monument in Nicholasville, Kentucky, which played a major role in the transition of African Americans in the Commonwealth from slavery to freedom.



Amy Murrell Taylor's Award-Winning Book "Embattled Freedom" Chronicles the Camps Where Formerly Enslaved People Congregated in the Civil War

By Richard LeComte
Photos by Jake Klein

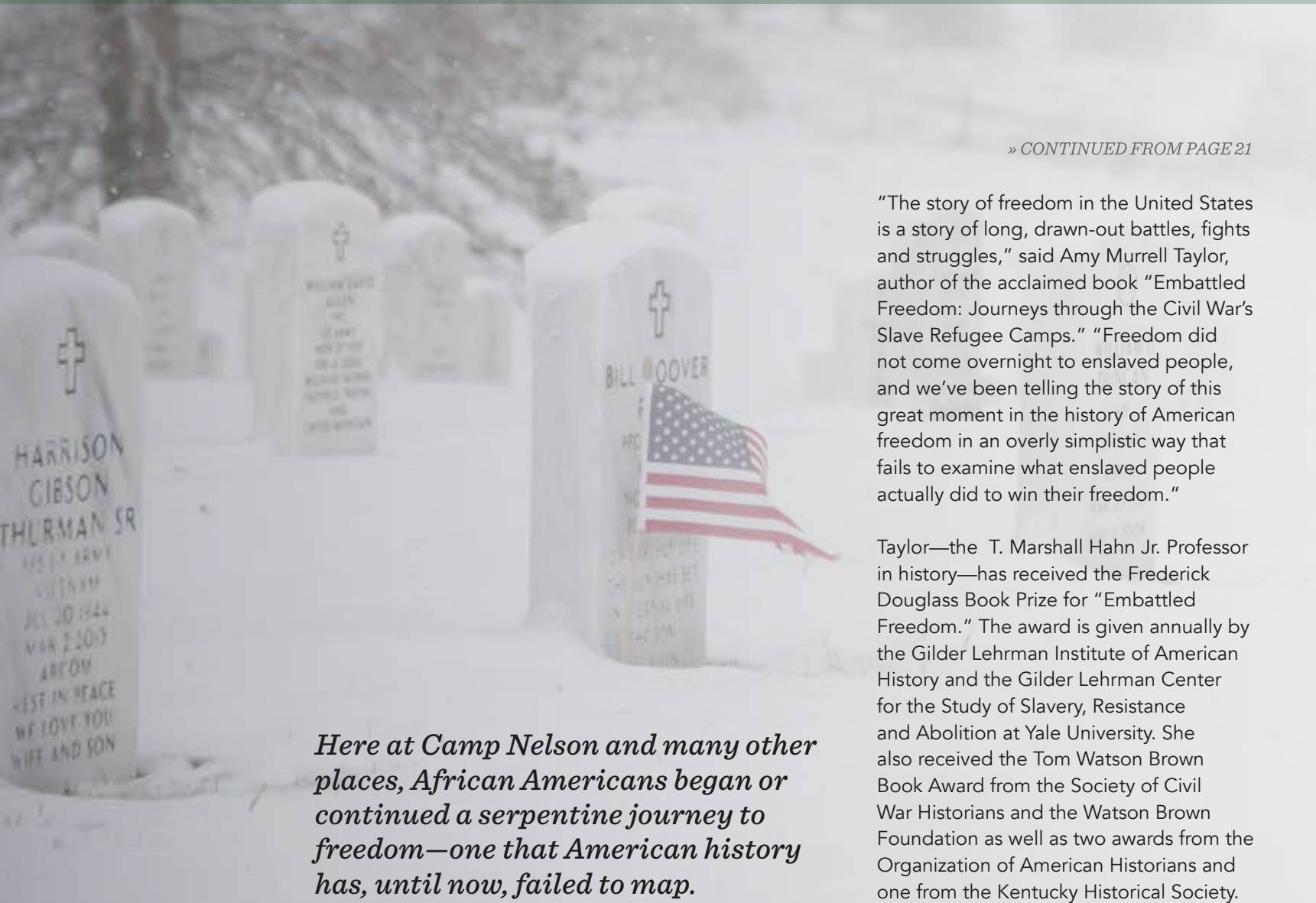
Camp Nelson, a Civil War-era historic site south of Lexington, helps to fill a gap in the epic story of the end of slavery in the United States. At this site, along with about 300 others in the South, the camp offered refuge to people emancipated from plantations and a place where men could enlist in the Union Army.

A WINDING PATH TO THE PROMISED LAND

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Camp Nelson, seen in these photos, was a site where enslaved people eventually found refuge. The site can be visited today and includes a National Cemetery.



Here at Camp Nelson and many other places, African Americans began or continued a serpentine journey to freedom—one that American history has, until now, failed to map.

» CONTINUED FROM PAGE 21

“The story of freedom in the United States is a story of long, drawn-out battles, fights and struggles,” said Amy Murrell Taylor, author of the acclaimed book “Embattled Freedom: Journeys through the Civil War’s Slave Refugee Camps.” “Freedom did not come overnight to enslaved people, and we’ve been telling the story of this great moment in the history of American freedom in an overly simplistic way that fails to examine what enslaved people actually did to win their freedom.”

Taylor—the T. Marshall Hahn Jr. Professor in history—has received the Frederick Douglass Book Prize for “Embattled Freedom.” The award is given annually by the Gilder Lehrman Institute of American History and the Gilder Lehrman Center for the Study of Slavery, Resistance and Abolition at Yale University. She also received the Tom Watson Brown Book Award from the Society of Civil War Historians and the Watson Brown Foundation as well as two awards from the Organization of American Historians and one from the Kentucky Historical Society.

The refugee camps, run by the Union Army, offered at least some solace to freedom-seeking African Americans, who found paid employment but also faced hunger and violence once they left their places of captivity. And, as the war ended and the camps emptied, their struggles continued as they sought to support themselves in an often hostile culture. Taylor brings these stories to life in her book.

“These stories bring some clarity to the question of what happens with emancipation,” she said. “In the American imagination this period has often seemed confusing or has been overlooked, and we haven’t been able to wrap our minds around it. So I was hoping to shed new light on that.”

The refugee camps housing these formerly enslaved people—often referred to as “contraband,” as if people could be called that—were hardscrabble at best, with tents, dirt floors and rations. Later, as at Camp Nelson, the refugees were able to settle in huts. But the fact that the Union Army was running them proved to be beneficial to Taylor’s work. For one thing, first-hand accounts of former slaves are few.

“When you start off a project like this, the first thing you want to do is find first-hand accounts from formerly enslaved people telling us what they experienced,” she said. “And that kind of treasure trove does not exactly exist. So it took years of archival work.”

As anyone working in U.S. genealogy knows, the Union Army kept good records, and these records gave Taylor insight into the struggles of a people. In some cases, these records were the first time the U.S. government recognized that African Americans had names.

The Mill Creek or “Slabtown” settlement in Virginia is seen in 1864. Library of Congress photo.



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FROM THE HOME TO THE HALL
**CREATING AN AFRICAN
 AMERICAN COMMUNITY**

Following the closing of Camp Nelson, some remaining former African American soldiers and refugees wanted to remain at

Researching this history, I wasn't constantly following paths of progress. Instead, we're hit with these terrible backwards steps, violence, illness, everything that was constantly pulling them back. It's a shattering subject to research. But there's hope in it too.

—Amy Murrell Taylor



This photo from the UK Archives shows the quarters for formerly enslaved people at Camp Nelson.

"I realized early on that looking at the records of the Army was going to be crucial," said Taylor, who received a National Endowment for the Humanities grant to fund her plunge into the archives. "That proved to be true. I wish I could go back and thank its clerks for their record keeping because they kept track of people who come in and out of the lines. They kept track of who was getting food rations. They kept track of who was working for whom and who was getting paid. They wrote all of this down, and they were naming formerly enslaved people for the first time. It was the first time the federal government had in a systematic way named them—a first and last name. In a way it's not the treasure trove we're looking for, but there's a lot there."

One of the primary benefits of the camps was education—the refugees wanted to learn how to read the Bible and write for themselves. Missionaries from the Society of Friends and other denominations came to help. One preacher, the Rev. Gabriel Burnett, was a former slave himself; he worked with the formerly enslaved people in Camp Nelson and later went West with others from Kentucky to start African American churches and settle in Kansas. Denominations, particularly the Quakers, proved to be another source for primary information.

"There were records kept by people the formerly enslaved people came in contact with," said Taylor, who earned a doctorate at the University of Virginia. "What happened is that many of the abolitionists out there in the North quickly turned their efforts to relief work and education, recognizing that this was what they'd been working for all these years. Slavery is ending, and now it's time to assist the former slaves. The Quakers basically go directly south. The Philadelphia Quakers go to Virginia, and the Indiana Quakers go to the Mississippi Valley. The Quaker records are very thorough."

The story of Camp Nelson, a National Monument, proves particularly poignant. Historical accounts trace the freeing of enslaved people to the arrival of Union troops in an area or to the 1863 Emancipation Proclamation. However, because Kentucky didn't secede, the proclamation didn't apply to its enslaved population. As a result, the camp only began accepting freedom-seeking people in 1864, as the war was swinging in favor of the Union; and even then, formerly enslaved people had difficulty gaining entry.

"Emancipation comes late," she said. "Emancipation policies don't apply. So it takes longer than everywhere else for enslaved men to be allowed to enlist—not until the summer of 1864. But even when that happens, their wives and children, who everywhere else in the South can go to a Union camp and begin to live as free people, get expelled at Camp Nelson. The Union officials keep expelling the women and children even though they're enlisting the men. When these women and children are expelled, they're set loose and exposed to the violence of the slaveholding class."

One particular expulsion happened in November 1864, when more than 400 women and children were expelled, but it was a really cold night—17 degrees—and they were left on the side of a road. They found an old meeting house, and that night a child died, and within weeks many more died, Taylor said.

"Sympathetic white officials at Camp Nelson thought this was the last straw and started sending first-hand accounts from some of these families to newspapers. They start using the media and they start contacting members of Congress saying look what's happening: You have this Army saying it's fighting for freedom, and they're basically killing the women and children," she said. "This big moment pushes Congress to act, and Congress passes a new law in March 1865 stating that any wife and child of a Union soldier can be admitted and freed. So it's the first time any enslaved woman or child in Kentucky has a chance to attain freedom."

Taylor's book reaches beyond the refugee camps themselves to look at the struggles freed people endured. Often they gained a foothold in society, only to be thrown back into poverty and violence. One such story involves Edward and Emma Whitehurst, who once off the plantation opened a store to serve the Union Army.



Taylor examines a display at Camp Nelson.

"The store idea was really smart because there are more and more soldiers flooding into the area," she said. "There's a market that they can meet. But setting up a store proved to be only the beginning of their story. It was shocking to me how they had to continually defend their rights to own property and keep the returns from their labor. It's particularly shattering to learn that the Union Army at one point allowed its soldiers to just rampage through their store and take everything out of it without paying them. Here they are, struggling as they get on their feet, and they had everything taken away by the Union. That was devastating."

Taylor's own efforts have found ways to give voice to these people through Army records, petitions, testimonies, diaries and other sources. What makes "Embattled Freedom" so compelling, however, is how the struggle of freed slaves to overcome the bitterness of captivity upends how students of history think about this era.

"Researching this history, I wasn't constantly following paths of progress," she said. "Instead, we're hit with these terrible backwards steps, violence, illness, everything that was constantly pulling them back. It's a shattering subject to research. But there's hope in it too." &

LUNSFORD SCHOLARS PROGRAM



W. Bruce Lunsford, a UK alumnus, lawyer and businessman, recently established the Lunsford Scholars Program in Citizenship and Public Service in the College of Arts & Sciences with a \$1 million pledge.

*By Madison Dymant
Photos by Bobby Blanco*



Bruce Lunsford is an established innovator, leader, and successful businessman. We are delighted that he has invested so heavily in our students.

His contribution will allow us to produce skilled and experienced public service-oriented students who will make positive impacts on the Commonwealth and beyond.



Clayton Thyne,
Department of Political Science professor and chair and Lunsford Scholars Program director



Alycia Sullivan (left), staff support; Robyn Brown (Sociology), faculty committee; Julia Bursten (Gender & Women's Studies & Philosophy), faculty committee; Bruce Lunsford; Clayton Thyne, director; Ann Morris (Biology), faculty committee.

W. Bruce Lunsford, a UK alumnus, lawyer and businessman, met with A&S students on campus.

THE LUNSFORD SCHOLARS PROGRAM provides Arts and Sciences students the chance to pursue out-of-the-classroom educational opportunities including education abroad, internships, service-based learning and undergraduate research both locally and outside of Kentucky. Aside from student scholarships, the donation also supports a symposium and speaker series to be held each year.

"The college is excited about the opportunities that we will be able to provide our students through the Lunsford Scholars Program," said Clayton Thyne, chair and professor in the Political Science Department and Lunsford Scholars Program director.

Citizenship, public service, government affairs and democracy have been important to Lunsford in his life and career and are central to the program. Scholarships will be awarded to students on a competitive basis with a GPA and credit hour requirement. Learn more by visiting lunsford.as.uky.edu.

INTERVIEW WITH W. BRUCE LUNSFORD

Q: You have been a strong supporter of UK for a long time. What made you decide to support the College of Arts and Sciences through this particular gift to create the Lunsford Scholars program?

A: I go way back with UK from the time I was a kid because of UK basketball, growing up listening to it and those types of things, and it was my goal to go to the state school at the time. I majored in Arts and Sciences to begin with, and then later on I wound up taking all of my electives in accounting because I was intrigued by business. The College of Arts and Sciences gave me a quality education in big areas like history and political science, which lined up well with my accounting classes, and then I decided to go to law school at night. Looking back, there really wasn't much that I could have asked for from the University of Kentucky that I didn't get. I've seen the tremendous growth spurt and improvement since Eli Capilouto took over. I'm a big fan of his. That really inspired me to start getting more involved financially with the University.

Q: What are you hoping students will gain through the Lunsford Scholars program?

A: I'm a real believer in opportunities that go along with your education. There is no reason why you shouldn't be able to get an education with some type of internship or through an opportunity where you can

put your education in motion. I think it's great that these students have the chance to do that through the program, whether they're in Washington, D.C., or out in the country or whatever they decide to do. I think you miss something if you don't spend some portion of your time in some form of public service, and I'm hopeful that this program will encourage people to do that.

Q: Why do you feel that learning experiences like internships, education abroad, undergraduate research or service-based learning are important for today's students?

A: There's only so much you can get from reading books and going to classes and, a lot of times, when you get to a situation where you think you want to be something but aren't sure, these opportunities give you a chance to look at things more objectively and say, "Maybe that isn't what I want to do," or "Maybe this is what I want to do instead."

Q: What do you feel were some of the most formative experiences or lessons throughout your career?

A: I strongly believe in formative years where you spend a portion of your life learning and preparing to live and the rest of it actually living. I crammed a lot into a short period of time. I did five years of

public service in accounting, passed my CPA exam and moved on to practicing law. It was a great experience for me with a great firm in Cincinnati.

When John Y. Brown ran for governor, it turned out that his campaign manager was my roommate in college, so I got involved. The next thing you know, I had the opportunity to join his administration in a couple of different roles which gave me a lot of exposure to the way government works. I wound up running our legislature when I was 31-years-old and doing that, I learned the complete budget of the state, how bills are passed, what they mean and how much impact they can have. The experience itself was actually kind of overwhelming and it let me realize how much impact government has on America, at all levels. I've never forgotten that.

Q: If you could share a bit of advice with students, what would it be?

A: One of the best things I learned was the value of meeting people and finding the right people to be with and trust, and that was what the University really did for me. My fraternity was very good to me and I'm still close with several of my fraternity brothers. I think you gain an instinct for asking the right kind of questions in order to figure out if you really want to invest time in certain people.

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ONE DAY FOR UK IS A 24-HOUR DAY OF ONLINE GIVING WHEREIN ALUMNI, FRIENDS AND FANS CAN SHOW THEIR UK LOVE.

YOU CAN SUPPORT THE COLLEGE OF ARTS & SCIENCES BY GIVING TO OUR ACADEMIC EXCELLENCE FUND OR OTHER COLLEGE PROGRAMS AND BY PROMOTING THE DRIVE THROUGH SOCIAL MEDIA.



When the University of Kentucky held its first One Day for UK in April 2019, we did not know what to expect. Four alumni had pledged matching gifts up to a goal of \$20,000 for donations to the Arts & Sciences Academic Excellence Fund, but we had no way of knowing whether that goal would be met. Because of you and others like you who care passionately about the College and believe in its promise, more than \$25,000 was raised, which, together with the matching gift, yielded \$46,112 from 171 donors. With the generosity of our alumni and friends, we hope to raise more for our students on this year's One Day for UK. Together, let's show the world what Arts & Sciences can do!

Visit www.onedayforuk.uky.edu/aands to make your gift to the department or program that is most meaningful to you.

Donations to the Arts & Sciences Academic Excellence Fund will be matched up to \$20,000 thanks to:

John W. Boone '69
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**ONE DAY FOR UK
RAISED \$46,112 IN
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SUPPORT ARTS & SCIENCES APRIL 21 DURING ONE DAY FOR UK!



Funds from One Day for UK support student scholarships as well as experiences beyond the classroom that lead students toward a career path, such as internships, hands-on research, and conference travel.

One student who benefitted is Usman Hamid ('20). A Lexington native, Usman is pursuing a biology and psychology dual degree on a pre-medical track. He serves as an Ambassador for the College of Arts & Sciences, a Peer Instructor for UK 101, a K Crew Leader, and a Chellgren Student Fellow. He has also worked as a Summer Orientation Leader and was previously in the service fraternity Alpha Phi Omega and the medical fraternity Phi Delta Epsilon as the Recruitment Chair.

The College supports Usman's research in the lab of UK psychology professor Michael Bardo, focusing on the effects of the anti-addiction medication naltrexone on the use of alcohol and nicotine.

I really like psychology because I want to learn about human behavior. So I worked in a psychology lab and did a lot of work with drug abuse, which got me interested in the field. It is also helpful as I work toward becoming a physician.

USMAN HAMID '20
Biology and Psychology
double major



Carrie Oser, professor and associate chair in the Department of Sociology, is a '98 UK graduate, the associate director of the Center for Health Equity Transformation (CHET) and a faculty affiliate of the Center on Drug & Alcohol Research (CDAR). Her research interests include addiction health services, health disparities/equity, HIV risk behaviors/interventions, social networks, implementation science and substance use among rural, African American or criminal justice populations.

In 2015, Oser received the Senior Scholar Award from the American Sociological Association's Alcohol, Drugs, & Tobacco section. She leads the *Geographic variation in Addiction Treatment Experiences* (GATE) study, which received a \$3 million grant from the National Institute on Drug Abuse and National Institute on General Medical Sciences, and is a co-investigator on six other federally funded projects.

Q&A

Q: Could you tell us about yourself and your life as a UK student?

A: I grew up down the road and, when I was looking at colleges, I obviously looked into UK and the University of Louisville. I also visited state schools outside of Kentucky, but I made the right choice and decided to go to UK. I double majored in sociology and psychology. I was involved in Greek life and an officer in Alpha Gamma Delta. I was also on the UK Dance Team. Throughout college, I either worked part-time at a restaurant in the area or was a lifeguard at the local YMCA.

Q: What made you decide on sociology and psychology majors?

A: I came into college not knowing exactly what I wanted to do, similar to many other students. I explored different opportunities as an undecided major, which helped me find the best fit. It was when I took a sociology class that I found what I was passionate about and wanted to pursue as a career path. One faculty member in particular, Dr. Pamela Wilcox, really provided that transformative experience. She was passionate about her research, teaching undergraduate students, and the field of criminology. She organized tours of prisons and juvenile detention centers as well as had other active learning opportunities built into her classes to reinforce sociological and criminology concepts.

I also was able to do an independent study. I applied and received a Summer Research & Creativity Fellowship from the Office of Undergraduate Education, which provided a stipend of \$2,500. I collected survey data from people who were incarcerated to examine how people's evaluations of self-esteem were associated with their criminal behaviors and how this was influenced by being consistently involved in the justice system since youth. As an undergrad, I was able to present research findings at a national conference and publish that research in a peer-reviewed journal. This academic enrichment opportunity laid the foundation to be successful in graduate school.

Q: What made you decide to come back to UK as a professor?

A: I think it was a combination of my love for Kentucky, my desire to be near family, and to be able to help people who lived in Kentucky. Unfortunately, Kentucky faces numerous health challenges, so the ability to be able to address health inequities, especially substance use, was one of the driving factors. Also, it was attractive to be able to collaborate with faculty in other departments who were doing substance use research. UK is nationally known as a leader in the substance use field.

Q: What do you try to instill in your students?

A: I think that studying something you're interested in is important, but it must have the potential for a positive impact on society. I also instill the importance of conducting both rigorous and ethical research, and appreciating different perspectives. Depending on the research topic, it may be important to ensure that people who are affected are included in the research process.

Q: What does your current research involve?

A: Right now, I have a grant that is called the GATE Study, which stands for *Geographic variation in Addiction Treatment Experiences*. The focus of the GATE Study is to see how peoples' social networks influence their decisions on whether or not to use medications for the treatment of opioid use disorder. Currently, the U.S. has three FDA-approved medications to treat opioid use disorder, but they're not widely used, especially in correctional settings. In Kentucky, two of these medications are voluntarily available right before community re-entry to people with opioid use disorders who have completed prison-based substance use treatment programs. These medications help prevent relapses during the difficult time of being released from prison, when people are trying to find employment and unifying with their families as well as maintaining their recovery. So, I'm looking at how peoples' networks influence the use and continuance of the medications after they're released with a specific focus on if there are rural or urban differences.

Q: With your research and focus on substance use, why do you personally feel this research is important?

A: It's an issue that has touched so many peoples' lives and is complexly multi-faceted. It affects educational opportunities, employment, family dynamics, our criminal justice system including prison overcrowding and where government resources are being allocated. I've been personally affected, having family members and friends who have substance use problems. I have lost a friend to a fatal opioid overdose. This is tragic as opioid overdose deaths are preventable. Yet, we still see these staggering rates of overdose deaths. But, it's preventable if we can deploy more evidence-based practices in our communities and overcome stigma. Opioid use disorder is one of these underlying factors where if it is not addressed, it will have so many negative ripple effects on communities.

Q: What do you hope your legacy at UK will be?

A: That is a good question. Hopefully, when I leave UK it will be when I retire! I hope my legacy is that I was committed to improving the lives of people with substance use disorder and their families, and that I helped develop the next generation of substance use scholars!



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