

Magazine of the
College of Arts & Sciences





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*Susan Tomasky '74
Energy industry consultant and
Former President, AEP Transmission*

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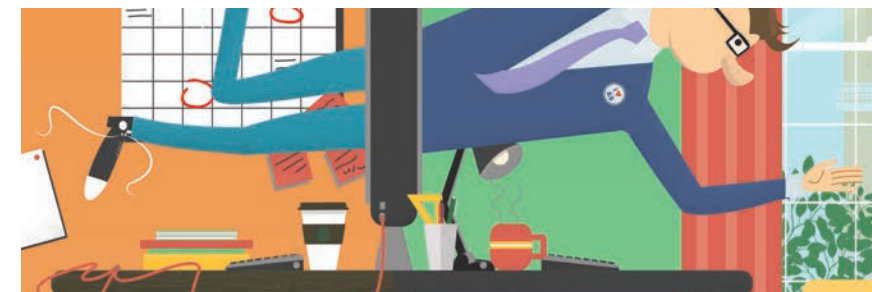
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**The Magazine of
The UK College Of Arts & Sciences**

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We'd like to hear from you. Send letters and story ideas to Ampersand, at the address on back cover or by fax to (859) 323-1073.

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Front cover illustration

Sara Arthur-Paratley

Dear Friends,

For the second year in a row, the University of Kentucky welcomed a record number of students – more than 5,000 incoming freshmen. As more students come to UK, the College of Arts and Sciences has made a strong commitment to helping students get the best start in their academic career.

In four years, the College launched four Living Learning Programs, in partnership with Colleges across campus, and is helping launch the Creative Arts LLP next fall. The Spring 2015 graduating class included the first alumni of Wired, the College's first Living Learning Program. LLPs appear to have a meaningful influence in increasing retention and success rates, helping students decide on majors and career interests, and fostering a sense of community and lasting friendships. You can read more about our four current LLPs - Wired, STEMcats, Greenhouse and LEXengaged - on page 12.

LLPs are just one piece of the student success puzzle. We have much more to do to ensure that all of our students thrive at UK. The FastTrack program, in its fourth year, also had a record number of incoming freshmen participate. Three hundred and eighty-five students took part in intensive course work before the fall semester began, preparing them for the rigors of undergraduate classes and expectations. Read more about how the FastTrack program is preparing students on page 18.

As you read through this issue of Ampersand, you will have a chance to learn about some of the ways we are working to help students succeed, including: biology cohort scheduling (page 32), accelerated programs (page 33), and student employment opportunities (page 28), among many others.

As we look ahead, we eagerly anticipate the opening of our new state-of-the-art science building, scheduled to open in less than a year. I cannot overstate the transformative effect this building will have on the way we teach science at UK for decades to come. Learn more about the progress of our new Academic Science Building on page 4.

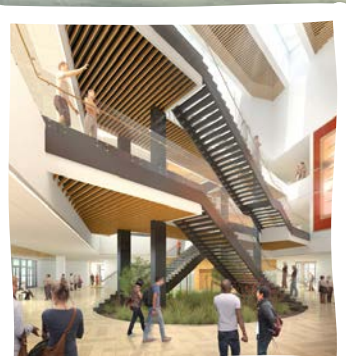
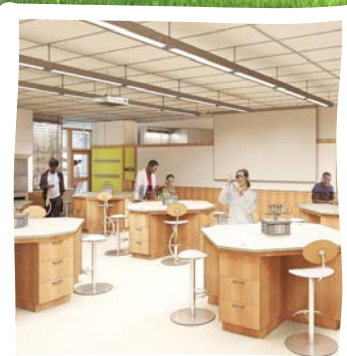
We are excited that the University's new strategic plan prioritizes student success. The faculty and staff throughout the College of Arts and Sciences are deeply committed to our students. We are excited about the progress that we are making and recognize that none of this work would be possible without our alumni, donors and friends, whose support allows us to provide world-class education, research and service opportunities.

I appreciate and thank you for your continued support!

Yours,

Mark Lawrence Kornbluh
Dean, College of Arts & Sciences
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A New Age of Science & Research Building for the Future

Construction on the University of Kentucky's new Academic Science Building (ASB) began in fall 2014. Scheduled to open in fall 2016, the building's design places integrated, engaged learning as its centerpiece.

Plans for the upcoming ASB emphasize environmental responsibility, utilizing natural light, outdoor teaching areas and rainwater recycling. But the value of the ASB's design extends far beyond its construction — the innovative lecture halls and classrooms inside will help the College of Arts and Sciences realize its vision of improving science education through exciting new models of engaged in-class teaching.

The College of Arts and Sciences, together with its design and construction partners, JRA Architects and Messer, hosted a "topping off ceremony" in August 2015 to mark the securing of the last and uppermost beam atop the ASB. The ceremony signified completion of the structural phase of the three-story, \$112 million project.

See live footage of the building progress at: www.asb.uky.edu

Be part of the New Age of Science at UK! The Academic Science Building will be at the epicenter of science education and research on UK's campus for decades to come. If you would like to make a gift to name a classroom, lab, or public space in the building, contact Beth Wells at elizabeth.wells@uky.edu or 859-257-4541.

A&S Distinguished Professor



Charles R. Carlson, recently appointed as the senior vice provost for Academic Excellence at UK and professor of psychology in the College of Arts and Sciences, was named the 2015-16 Distinguished Professor in Arts and Sciences.

Much of Carlson's research focuses on helping people better manage and control their responses to physical — especially orofacial — and psychological pain. He has published more than 115 papers in this area, including examinations of diaphragmatic breathing strategies.

Carlson's accomplishments in teaching and mentoring are as noteworthy as his research. His signature contribution to classroom teaching is a 216-person introductory course in developmental psychology that always receives top ratings from students. Due to the very large demand for introductory courses in developmental psychology, Carlson developed an online version of his course, which now enrolls 500-600 students during the academic year.

In addition, he is an outstanding mentor of doctoral students. All 20 of Carlson's doctoral students have gone on to excellent professional positions. For more than two decades, Carlson has also provided clinical supervision to graduate students, interns, and residents at UK's Orofacial Pain Center. Over the past five years, he has developed an internship program for students in clinical psychology, which will be evaluated for possible accreditation by the American Psychological Association.

Paddle On!

University of Kentucky alumna, Alyssum Pohl, a 2004 biology graduate, has embarked on a journey from source to sea kayaking the Mississippi River while documenting water pollution. This project, titled "Paddle On!," is a self-motivated effort to increase awareness about the health of our rivers and oceans.

Pohl started her trek on June 27, in Lake Itasca, Minnesota, the base of the Mississippi River, and will end in the Gulf of Mexico near New Orleans, a journey of 2,552 miles downstream.

Pohl's expedition involves setting up camp nightly, portaging her vessel around 29 locks and dams, avoiding the fast-moving barges and ships in the lower Mississippi and paddling against the wind.

Using her degrees and work experience in science and policy, Pohl will be recording qualitative and quantitative water quality measures and will share her results for educational purposes. During her expedition, she will also be photographing plastic waste, cleaning up beaches with local conservation groups and speaking with children and legislators about the environmental state of their waterways.

By completing this project, Pohl will set a world record as the youngest woman to solo kayak the Mississippi River.

Pohl's daily blog about her journey can be found here: alyssumpohl.weebly.com/paddle-on



Passport to the World Year of Europe

www.europe.as.uky.edu

The continent of Europe has a fascinating past, but it is also a vital part of the contemporary world and will undoubtedly play a considerable role in shaping the future. This year, the College of Arts and Sciences' Passport to the World program is focusing on the Year of Europe. The year-long series of programs promotes understanding of the problems and prospects of the European continent and Europe's relationship to the United States and other parts of the world. Throughout the year, arts, history, literature, political analysis, architecture, geography, and the social and environmental sciences will be integrated into many events enabling students, alumni and the Commonwealth to gain a better understanding of Europe today and its prospects for the future. The program is also looking at connections to and differences from the U.S.





ALWAYS UP *for an* ADVENTURE

Cory Zigmund is the first student to graduate from UK's Department of Writing, Rhetoric and Digital Studies.

BY SARAH SCHUETZE

We thought we'd do one more run," said Cory Zigmund about a trip he took to Colorado to visit his brother during the summer of 2013. They were on a backcountry glacier and planned to hike to the top and snowboard down. On the ride down, Zigmund hit a ditch on the rough slope and wiped out, completely dislocating his shoulder. As a trained U.S. Navy SEAL medic, Zigmund knew how to fix it, but his brother had to do it. Step-by-step, he walked his brother through the process of popping his bone back into joint so they could complete the run.

Zigmund has filled his life with adventures — most of which have not required impromptu medical assistance on the face of a glacier. But even the especially challenging ones haven't discouraged him from taking advantage of an opportunity to explore something new.

Hiking, climbing, snowboarding, and diving through both water and the sky — he's explored a lot of terrain. This spring, Zigmund blazed a new trail by being the first student graduating with a Bachelor of Arts from UK's Department of Writing, Rhetoric, and Digital Studies (WRD).

After spending eight and a half years in the SEAL Teams, Zigmund returned to his home state of Kentucky and enrolled at UK as an English major — and just two semesters before graduating he added a second major in WRD, still managing to graduate in four and a half years.

Zigmund really thought that the two programs complemented each other. "WRD went right along with what I was doing in English and the things I would like to do in the future, which include writing about my experiences exploring both the more accessible outdoors and remote wildernesses," Zigmund said.

English had been one of Zigmund's favorite subjects in high school, and writing had always been a part of his life. In fact, during middle school, just for fun he and his father wrote a book together. It was a story where kids traveled to a new dimension — having fantastic adventures that Zigmund has come close to experiencing in real life.

When Zigmund was a senior at Henry Clay High School, he spearheaded the creation of a semester-long creative writing class. The class was a success and Zigmund continued to meet with the teacher after the term was over, through an independent study, discussing style and writing. His teacher urged him to consider doing something with writing instead of going into the military as he had planned.

His teacher's words stuck with him over the years he served and, when he was ready for the next adventure, he knew what path to follow — equipped with years of unique experiences that would filter into his writing.

Throughout his time majoring in English at UK, Zigmund took several WRD classes including Travel Writing and Multimedia Writing, and when he heard that WRD was offering a major, he sought information about what he would have to do to double major. He spoke with WRD faculty Beth Connors-Manke and Brian McNely and learned he only needed 24 additional credits. Not one to turn down an opportunity to try a new adventure, Zigmund went for it. "Everyone in the WRD program has been phenomenal. They've been extremely helpful. Any questions I've had have been quickly answered. They've been outstanding," Zigmund said.

And the praise goes both ways. McNely shared that "Working with Cory was one of the best things that could have happened to me as DUS (Director of Undergraduate Studies): helping him navigate a path to the degree helped me navigate the WRD curriculum, and to learn the administrative ins and outs of my new role in the department. Professors often note that they learn much from their students; this was definitely the case for me as I worked with Cory over the last year, in both my role as a faculty advisor, and as a professor."

According to WRD faculty Joshua Abboud, Zigmund "represents the kind of student we look for as WRD majors." Having worked with Zigmund in multiple classes, Abboud considers his student to be "bright, curious, hard-working, and possessing a self-awareness of how his work impacts the world around him. All of Cory's work has shown an ability to connect his professional interests to his personal interests in innovative ways."

Both Abboud and McNely note Zigmund's ability to integrate his love for travel and exploration with his skills in writing and media. It was in their classes that Zigmund began developing a website that he had been previously theorizing, bringing his two passions together. It's an outdoor adventure website — part guidebook, part survival manual, part trail map — that he's compiled from his own experiences and written for people of all skill levels. He hopes to continue building it by collaborating with some of his friends who share the same interests.

Abboud has seen the progress of this project and explained that Zigmund wants to help "others find the same kinds of excitement he derives from these excursions, and he makes that excitement contagious."

Zigmund shared his belief that "you should always try to find ways to combine things you enjoy, with what experiences, what knowledge, and what education you have and put it all together. English and WRD will definitely enable you to write and inform your audience about whatever passions you share." &





CAMPUS CONSTRUCTION

- | | | |
|---|--|---|
| 1. Scott Street Parking | 4. Student Center | 8. Woodland Glen V - New student housing |
| 2. University Lofts - New UK School of Art and Visual Studies | 5. Gatton College of Business | 9. South Campus Parking Expansion (Orange Lot) |
| 3. Limestone Park I and II - New student housing | 6. Academic Science Building | 10. Commonwealth Stadium & Football Training Facility |
| | 7. The 90 - New dining & student academic facility | |



Then & Now

Ethelee (Lee) Baxter

Lexington, KY | San Francisco, CA
Major at UK: English, Speech and Drama
Graduation year: 1961

Nick Thelen

Fort Wright, KY
Major: English
Expected graduation year: 2016

Q. What did you think about dorm life? What was it like?

Baxter - "I moved into the new dorm on campus, which was Donovan Hall. It was brand new. Even though my parents lived in Lexington, I really wanted to live on campus and they were cooperative enough to let me do that. I lived on campus all three years I was there. I lived in a sorority house for two years. I loved living on campus, both in the dorm and at the sorority house. When you live on campus, you feel much more a part of the college community, and it is much easier to participate in the life of the campus. And I made life-long friends by living on campus."

Thelen - "Blanding III was really great. It was interesting because everyone on my floor congregated together all the time and became really good friends. I'm actually now living in a house with four guys I had not known before my freshman year who I met in the dorms. So dorm life for me was really great."

Q. Why did you choose UK?

Baxter - "I had lived in Lexington. My father was a big sports fan. I'd been going to see the Wildcats play football and basketball since I was in junior high. I wanted the kind of atmosphere that UK was going to offer me. I had attended an all-girls' college for my freshman year and wasn't impressed with the experience I was having. I wanted the UK experience, and I never regretted my decision to transfer."

Thelen - "I chose UK over three other schools. One, because I got the most scholarship money here, and two, because I remember walking on the tour by the steps of POT and was like 'ok this is where I'm going to school.'"

Q. What was UK like during your time in college and what do you think about the changes happening at UK over the next few years?

Baxter - "It was very small compared to what it is now. I think there were about 5,000 students. The campus itself was much smaller. When I was there,

we knew most everyone. We knew what sororities everyone was in, what fraternities they were in and it was a lot of fun because it was so much smaller then. I don't even recognize it now when I go back. I don't even know where I am on campus in general. Most of the buildings I'm not familiar with. So it was just a very different place than it is now."

Thelen - "I think it will be really great in a few years. I think it's definitely going to look fantastic, but it is a lot of construction. Ultimately, it will be really great especially when I look back as an alumnus. I think it's headed for good things."

Q. Describe your favorite memories from your time at UK?

Baxter - "I would have to say that my favorite memories are my cheerleading days. It was wonderful being able to be at the games. I felt like such a part of the campus and student body. It was really a treat to get to travel with the team. It was a really wonderful experience for me. It gave me a lot of self-confidence and my fellow cheerleaders were really fun to be with."

Thelen - "I had come back from the library late one night my freshman year and walked into my dorm. Everyone on the floor had started hanging out. I came in and I was just so tired and ready to shower and go to bed. Everyone was just sitting there and they all looked at me and were like 'Nick, come hang out.' If it wasn't for that moment, if they hadn't asked me to hang out, I wouldn't be living with the people I'm living with and it would have changed a lot."

Q. Did/do you participate in activities or clubs?

Baxter - "I was a cheerleader for two or three years. I was also on the synchronized swimming team. When I was at the university we didn't have women's sports like they do now. We were called the Blue Marlins. We put on shows. It was just a lot of fun and now it is an Olympic sport - so it was

continued on p10 >

important! I was also a member of the Kappa Alpha Theta sorority. I really enjoyed sorority life. I had a lot of friends in other sororities and I lived in the sorority house for two years. I was also involved in student government and many Greek activities.”

Thelen - “I play on the club soccer team. I’m also an A&S Ambassador for the College of Arts & Sciences. I’m on the K Book editorial board. Last semester, I took part in a collaboration between writers and artists called ‘Gather, Connect, Create’ and we worked together and had an exhibit as part of the Beaux Arts event.”

Q. Did/do you have a favorite professor?

Baxter - “I had a favorite English professor. I don’t remember his first name but it was Professor Grabstein. I had several classes with him. He was a very tough teacher, but an excellent professor.”

Thelen - “Dr. Godbey in the English department is definitely my favorite professor. I’ve taken his classes for three semesters now. He’s fantastic.”

Q. What were/are some of your favorite classes?

Baxter - “I think my English literature classes and modern American novel classes were my favorite. I went on to teach high school English literature and I drew a lot on what I had learned in my UK literature classes. I enjoyed the classes where we read plays. I took a class in Ibsen, Chekov and Strindberg. Reading the plays was really good for me.”

Thelen - “Text and Context last semester with Dr. Godbey. We covered a lot of African American literature and it was really great. Also, American Literature with Dr. Nadel. It was the most interesting class. It was also one of the hardest classes I’ve ever taken.”

Q. Do you remember the hardest class you took/have taken at UK?

Baxter - “I think it was probably an Introduction to Physics class that I had to take. I have a humanities/language brain, not a science brain. I just didn’t get physics.”

Thelen - “The hardest class as far as being in the College of Arts & Sciences was definitely American Literature. Dr. Nadel challenged me so much. Although the class was challenging, I learned a lot and was able to push myself to get a good grade.”

Q. Are there any books you were assigned to read that had an impact on your life or that you really enjoyed?

Baxter - “I don’t remember any specific titles, but the books I read in English literature were very important to me in my teaching career. When one studies English literature, one also learns English history. And so you end up teaching not only literature, but history as well. I have also enjoyed knowing the English history for myself and my travels since English history impacts the history of so many other countries.”

Thelen - “I really enjoyed ‘The Road’ by Cormac McCarthy. I read ‘The Great Gatsby’ in high school, and had to read it again for American Literature. We looked at it and examined it in different ways. It really struck me this time around.”

Q. What was/is your favorite hangout spot on campus? Off campus?

Baxter - “My favorite campus hangout spot was the Student Union. We

also hung out at the library a lot. I don’t remember the names of the off-campus spots except on Thursday evenings we used to congregate at a bar on Chevy Chase.”

Thelen - “My roommates and I hang out in our house off campus and play the video game FIFA or talk. On campus this past semester, I’ve hung out with people at the Student Center. It’s a good place because there’s stuff to eat.”

Q. What was/is your favorite place to study?

Baxter - “I usually studied at the library. I also studied in the furnace room of the sorority house where no one could find me.”

Thelen - “My room, but I have to make sure it’s clean before I study otherwise I can’t concentrate.”

Q. How did/is your time at UK prepare/preparing you for life after graduation?

Baxter - “As an English major I had to do a huge amount of writing. I do believe that was a big benefit to me in law school, especially for the bar exam. I went on to teach English, speech and drama before I went to law school. But for law school, I think that the writing was probably the most valuable thing I learned.”

Thelen - “I think that UK has prepared me a lot because the curriculum, especially in the literature classes, has really taught me to take my time and pace myself with my writing. I think it’s helped me focus and helped make it more of a science. I have a few career goals. I would definitely like to become published. I have also been working with some friends back home, trying to put together an annual art exhibition. I want to make it a platform for young artists in high school. Ultimately, I just want to write

whether it be for a magazine or a newspaper.”

Q. What advice would you give current or incoming English students at UK?

Baxter - “I would advise them to make the most of their college years – to study hard, work hard, and to play hard as well. There is never another time in their lives when they will have the opportunity they have during those years where they have wonderful academic access and wonderful social life access and clubs to join, societies to belong to and

all the wonderful professors and opportunities the College of Arts & Sciences will give them. I would urge them to get embedded in the college community and learn to become a responsible adult and to enjoy themselves socially and responsibly. Every part of your life is unique, but this is such a unique time in their lives academically and socially. I would just tell them to

make the most of it, enjoy it, prosper from it and lay a foundation for the rest of your life there. They certainly have the wonderful opportunities at the University of Kentucky to do that. I did.”

Thelen - “Be prepared to read a lot. If you don’t read the texts, you won’t do well. I know that sounds simple, but it’s funny to me how many people I sit with in class who don’t read the material. They are limiting themselves. Be prepared to read and work hard. It can get tedious at times with writing so many papers, but just have perseverance. I would say to just trust yourself and if it’s something you want to do, then you should definitely do it.” &

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FROM REGULAR OLD DORMS TO AN EXPERIENCE THAT TRANSFORMS

Living Learning Programs at UK are changing the way students engage in their first year on campus.



First Chapter Complete

In fall 2011, the College of Arts and Sciences embarked upon its first foray into offering first-year UK students a Learning Living Program. Louis Hahn, who graduated with a B.S. in biology this year, was a member of that very first class of Wired. He sat down with Nathan DeWall, psychology professor and one of the inaugural co-directors of Wired, to reflect on his experiences with the Living Learning Program and discuss how it has helped shape his future.

Nathan: Wired is all about connecting students with each other and with faculty in the community and really making the University of Kentucky, which is a very big university, a very small place. What drove you to be a part of Wired?

Louis: I had a friend who was also coming to UK in the fall and at that point I also decided that I wanted to come here, and she actually brought it up to me. It just all looked really fascinating to me. I decided to apply and got in.

Nathan: If you could think of some specific story or cool things that happened socially in Wired during your first year, what might they be?

Louis: One thing I remember was the Study for the Cure initiative that we did. A lot of the students were really ambitious and wanting to make a difference in the community and we came up with a program called Study for the Cure. The idea was that local businesses would donate money for each hour that we studied which would benefit the UK Children's Hospital. It was just an amazing experience being able to rally a community together. There were 300 people that lived in Keeneland Hall and tons of people showed up to the event as well. We all were just studying so it was academic-focused. It was a great way to actually accomplish things and motivate each other and at the same time, do something for a great cause. College can be very competitive sometimes but when you're really apart of an LLP everybody wants to see you succeed and you want to see the people around you succeed as well.



Louis Hahn, member of the first class of Wired.

Nathan: How did your first year in Wired form the rest of your time at UK?

Louis: Wired was a great launching pad for myself. It really promoted how I wanted to be involved on campus and the things I wanted to do moving forward. So, I became

an Arts & Sciences Ambassador for a year. I taught UK 101. I really wanted to make a difference with the incoming freshmen as well. I saw that as a way to do it, to help them in their transition. I also became an Undergraduate Instructional Assistant for the STEMcats program so I once again was helping freshmen students in their adjustment to college and seeing how they learn. I got involved in undergraduate research, which was really awesome.

Nathan: How do you think that Wired is helping you move beyond UK?

Louis: The connectedness is what it comes down to a lot of the time. It's knowing that I have all these great connections that I made when I was 18-years-old and knowing that I'm always going to have those moving forward. It's a great thing to know that I have friends and mentors and supervisors that I've had since I was 18 that I can always go back to with questions. They can help me moving forward as I move into professional careers.

Nathan: If you could go back to the first day that you moved in, when we were helping you move in, what piece of advice would you give yourself that you wished you had known that you know now?

Louis: This is going to sound cliché to a certain extent, but just be yourself. It's the only person you can be. Everybody is worried being in a new environment. They don't know what they're doing. At the end of the day, people will enjoy you for who you are. They are there to help you, especially when you're a member of an LLP, such as Wired. People were just so supportive. I didn't have to worry about pretending to be interested in something or anything like that or not being true to myself. There are these great classes that you're a part of. The professors that are teaching them are there to mentor you and help you. They're interested in this small environment and community-based learning program as much as you are. The people around you are there to help you succeed as well. All you can do is embrace who you are and stay driven. &

It's knowing that I have all these great connections that I made when I was 18-years-old and knowing that I'm always going to have those moving forward.



Link to the full podcast on A&S website:

<http://wired.as.uky.edu/first-chapter>



Seeing the Forest & the Trees

Addressing both short-term and long-term issues for students interested in science-related careers, STEMcats is off to an impressive start.



By Guy Spriggs

In recent years, STEM fields – science, technology, engineering and mathematics – have been confronted with new issues on both an academic and professional level. With predictions of a shortage of STEM employees on the horizon, concerns over STEM education are rampant.

How can schools improve both competency and time to degree for STEM students? How can they expose incoming students to the variety of career opportunities in STEM fields? Most importantly, how can programs reduce the rate of freshman attrition – a factor which reveals that a stunning 40 percent of students in biology, chemistry and math leave STEM after or before the second year of coursework?

“The whole country is talking about STEM attrition – especially for women and minorities underrepresented in STEM – as well as the low level of diversity in these fields. When we analyzed our data at UK we found those same problems,” said Thushani Rodrigo-Peiris, a post-doctoral scholar in the biology department working on STEMcats with program director and Department of Biology chair Vincent Cassone and Adrienne McMahan, Assistant Dean for Undergraduate Student Affairs and Residential Colleges in the College of Arts & Sciences. “There is a real effort to reverse this trend.”

The result of this effort is STEMcats, an innovative new Living Learning Program created through a grant from the Howard Hughes Medical Institute. The program, which wrapped up its first academic year, began in the fall of 2014 with 235 students (including 12 from Bluegrass Community and Technical College) and is already showing positive effects on student success.

STEMcats creates a sense of community by building course sections specifically for participants, but it also addresses the problem of student attrition by making institutional improvements in the teaching methods and courses themselves. New introductory classes incorporate research on effective teaching methods, emphasizing hands-on, inquiry-based learning and student-centered teaching.

Students are also educated on the diversity of STEM careers through regular lectures and demonstrations. According to Rodrigo-Peiris, one of the key components for fighting attrition is to expose students to a wide variety of career possibilities – including many they may have never considered.

“A lot of students just target medical school and have anxiety because they can find it difficult or uninspiring. We are putting them at ease by revealing all of the jobs available for them, exciting careers they aren’t aware of,” she said.

This component was put into practice during this past spring semester when STEMcats students engaged in a semester of original research, working with STEM faculty to learn how laboratory science is conducted while addressing real-world issues through hands-on exploration. Research positions are rare for freshmen, but with 16 departments and 62 faculty members involved in STEMcats, participants had a wide range to choose from.

Professors David Atwood (chemistry), Randal Voss (biology) and Alan Fryar (earth & environmental sciences) were among the faculty who opened their research laboratories to STEMcats participants, challenging the students to work and think at the cutting-edge of science.

Students in David Atwood’s lab prepared a compound capable of removing arsenic and mercury from water. As Atwood points out, this kind of experience is vital for educating students on the realities of working in a laboratory.

“Students obtain direct, hands-on knowledge of laboratory research. They are able to see chemical concepts from coursework put into practice in the lab,” he said.

Randal Voss says he really appreciated the chance to work with a group of 12 freshmen focused on a single goal rather than several students working individually on separate projects. “I think it is more likely to involve students in a project that truly advances science,” he said. “I think the program is additionally valuable because it introduces these freshmen to the scientific process at a very early stage in their experience at UK. This has the potential of moving more students toward careers in research and academia.”

Voss included the results of his students’ work in an National Institutes of Health (NIH) grant proposal, as well as a presentation he will deliver on behalf of his team at the 2015 International Limb Development and Regeneration Conference.

Research in Alan Fryar’s lab resulted from a proposal submitted in 2014 to study water quality in and around Lexington. His students collected eight rounds of water samples from sites behind the Gluck Equine Research Center and McConnell Springs, testing them for levels of dissolved oxygen, pH and heavy metals, among other factors.

Like Atwood and Voss, Fryar sees real value in the authenticity of the research students engaged with in his lab.

“These measurements are the same as my colleagues do for projects. We followed the same protocols as we would for publishable research,” Fryar said.

He also feels that STEMcats opened students’ eyes to both the diversity of STEM careers and the possibilities enabled by studying geological sciences. “Geology integrates and applies a number of other fundamental sciences. What you can do is almost unlimited with groundings in biology and geological sciences,” he said.

Students like Breah Johnson, who participated in the program’s first year, really benefited from engaging in research as freshmen.

“We got perspectives from a lot of people in a variety of STEM fields, but the biggest opportunity given to us was being able to conduct undergraduate research so early in our college career,” she said. “I came into college not even knowing what STEM research was, but now I know firsthand what it entails and how to be successful in it.”

Johnson returned to STEMcats this fall as an Undergraduate Instructional Assistant (UIA), part of a group of tutors and academic guides led by McMahan. The UIA position – a new role created for STEMcats – plays a vital role in its multilayered, multifaceted approach to improving the quality and breadth of STEM education at the University of Kentucky.

One of the UIAs during the program’s inaugural year was Connor Appelman, a graduating senior majoring in biology with a minor in psychology. Appelman says he has always been interested in the sciences, but he was particularly drawn to STEMcats because of the chance to mentor new students.

“I had people who served in this role for me and helped set me on the right path. I wanted to do the same thing,” he said. “As a senior, it brought it all full circle for me.”

Looking back, Appelman feels the new UIA role was a success because it bridged the gap between students and faculty. “It’s good because you’re a

student – so you’re more on their level – but you’re also older and you’ve been through it. You help build support, and it makes a good resource for the students,” he explained.

In this year’s STEMcats program, many participants live together in one dorm and UIAs, supplemented by peer mentors, are helping with day-to-day adjustments – both ideas borrowed from Wired, another UK Living Learning Program. “We are building on institutional experiences, on the successes faculty and colleges (within the university) have achieved so far,” explained Rodrigo-Peiris. Importantly, opportunities are also being made for students to follow the program if they can’t live in the STEMcats-sponsored residential hall.

Through collaboration with programs such as FastTrack and biology cohort scheduling, STEMcats will continue to grow in order to meet the demands of STEM education. Numbers already demonstrate that enrollment for women and minorities in STEMcats surpasses university averages.

“We are trying to incorporate all methods of teaching and exposure we can recognize as effective,” Rodrigo-Peiris said. “We are making progress. It’s all an experiment.”

“I think STEMcats is going to help give a lot of freshmen similar to myself the keys to success in a STEM career along with a love for knowledge attained through firsthand research,” Johnson added. &

Want to support future STEMcats?
Contact Beth Wells at elizabeth.wells@uky.edu
or 859-257-4541 to find out how to name the
STEMcats lab in the new Academic Science Building.

The Development of Greenhouse

In 2014, the College of Arts & Sciences and the College of Agricultural, Food and Environment paired together to create the Greenhouse community to engage students with sustainability issues relevant to campus, the Lexington community and the regional environment. Students get to know

Lexington from the bottom up to understand how the environment shapes the human community, and vice versa. Through field trips and other co-curricular activities, students learn about sustainability efforts in the region. Greenhouse students extend their classroom learning through

community engagement with local organizations and through connecting with like-minded students committed to developing a sustainable campus and Lexington community. Greenhouse allows students to immerse themselves in interesting courses and learn from dedicated faculty members.

FALL 2015

All Greenhouse students take:

Connected Course:

Pathways and Barriers to Environmental Sustainability

The course introduces the principles of environmental sustainability in the context of the campus, local and global communities, including food deserts and local food production, the role of urban forests in providing ecosystem services, energy production and use, consumerism, transportation, water sources and uses, storm water, trash, deforestation, and methods for protection and restoring ecosystems.

Students participated in one of three tours with the Fall class:

- Local food tour where students visited the Lexington farmers market and then volunteered at Seedleaf, a local non-profit.
- FEMA tour where students toured a FEMA storm water project site.
- Bread box tour where students toured FoodChain and Broke Spoke to learn more about local sustainable businesses.

SPRING 2016

Students choose one of three courses:

A World of Rivers

Using Ellen Wohl's book "A World of Rivers" as a foundation, the class explores the multiple roles of rivers and how humans interact with them. Activities included readings, movie viewings, a canoe trip on the Kentucky River, reflective writing, and group discussions.

Energy and Society

Students in this course examine energy production through a social science lens. Topics covered included climate change; the extraction and burning of fossil fuels (coal, oil, and natural gas); nuclear energy; renewable energy sources (wind, solar, hydroelectricity, biomass, geothermal); challenges to transportation sustainability; and the politics and power dynamics limiting social change around energy production and use.

Real World Sustainability: Stepping into the Community

This course provides students with the opportunity to learn how others have developed new ideas in the service of sustainability, and how they are implementing those ideas through the development of various types of organizations. The focus of this course includes learning about specific organizations, on campus and in Lexington, that in some way address a goal pertaining to environmental sustainability. Students learn more about the individual organizations, but also about how such organizations are formed, where the kernel of the idea comes from, how they are sustained financially and through volunteers, and how they define and measure their own success in accomplishing their objectives.

Student who participate in the Real World Sustainability class participate in a mini-internship. Sites have included:

- Seedleaf
- Broke Spoke
- Arboretum
- UK Herbarium
- UK Urban Forest Initiative
- Big Blue Pantry

The Sustainability Challenge

This course examines the challenges and benefits associated with living a more sustainable lifestyle. Students gain first-hand knowledge by making personal changes in their lives and encouraging others to do the same. Expect lots of hands-on activities. Typical course activities include blogging, guest speakers, and field trips. &



Engaging in the Community



As a member of this living learning community, students are introduced to ideas, concepts and notions of civic engagement, considering the opportunities and obstacles which enhance and impede engagement. Civic engagement is applied to students' day-to-day life. Through course readings, discussions, guest speakers, and off-campus tours, students obtain an understanding

of the larger community in which they live, Lexington, and in grasping the multifaceted character of Lexington, students leave LEXengaged able to encounter any American city as an involved community member. This community focuses on engagement, service learning and social justice. &

Horse Capital of the World

During the 2015-16 academic year, LEXengaged is reflecting on Lexington as the Horse Capital, looking at the horse community from the perspective of African American jockeys from the past, women in the industry, high stake holders, animal welfare advocates, among others.

Students this year are:

- Visiting and learning about the historical importance of the East End of Lexington.
- Taking a ghost tour of Lexington.
- Touring a famous horse farm.
- Taking part in an arts project.
- Listening to city dignitaries.





A TRANSITION MISSION

FastTrack and FOCUS programs continue to expand with the College's spotlight set on student success

By Guy Spriggs
Photography by Dana Rogers
Illustration by Jourdan Rahschulte



"STUDENTS CAN GET SETTLED AND ORGANIZED, BUT THEY CAN ALSO LEARN TO NAVIGATE CAMPUS, EXPERIENCE THE CLASSROOM, MEET FACULTY AND FIND OUT ABOUT RESOURCES!"



"FOCUS ACTIVITIES ARE GEARED TOWARD STUDY SKILLS, LEARNING STRATEGIES, NOTE-TAKING SKILLS, TIME MANAGEMENT – THINGS STUDENTS NEED TO SUCCEED!"



Started in the summer of 2012 as an intensive “boot camp” to help incoming students prepare for college-level calculus, the FastTrack program has become an integral part of efforts to help students transition to the college classroom and set them up for success in the College of Arts & Sciences.

The curriculum for FastTrack has expanded over the last four years, and now gives students invaluable introduction to UK’s math, biology, chemistry, engineering, Spanish and WRD courses. A key part of the program’s continued growth is the recent addition of FOCUS (FastTrack Orientation for College Undergraduate Success), a component built around developing the non-academic skills students need to achieve in coursework.

FOCUS grew out of sections of A&S 100 aimed at providing outreach to students on academic probation. The course, which was co-taught by A&S academic advisor James Thomas, revealed

valuable points of intervention in mitigating the anxieties and challenges that can limit student potential. Both data and student responses suggest the course was a success even in its initial stages, reflecting a significant improvement in retention for participants in the course when compared to the university-wide average.

“We found we were helping these students stay at UK, and they were commenting about how this should be available to everyone,” Thomas said. “We talked to Ruth Beattie about developing an angle of FastTrack that mirrored the tracks that existed, but was a continuation of our course, focusing on transitioning to college and applying it to all students.”

Ruth Beattie, professor in the Department of Biology and associate dean of advising, works with program faculty to manage content and offer logistical oversight. She says FOCUS is an essential part of how FastTrack prepares students for the level of analysis and work expected at UK.

“FOCUS activities are geared toward study skills, learning strategies, note-taking skills, time management – things students need to succeed,” Beattie said.

As a result, student feedback on the program is overwhelmingly positive. FastTrack participants Jaquann Duff, Monet Proctor and Kelsi Webb all found the program – and the FOCUS content in particular – instrumental to their success and say they would recommend it to anyone. Duff appreciated learning about on-campus services and says the program made it more possible to achieve academic success as a freshman. Proctor said FastTrack helped her develop productive skills and habits and is grateful for the exposure afforded by the program. Webb felt the activities required her to focus on growing as a student, enabling her to learn more about herself “as a student and as an individual.”

The components of the FastTrack program are relatively simple: students come to campus a

week before the start of the fall semester and have six hours of classroom instruction each day built around the courses they will take in the upcoming term. However, the benefits of the program are huge, and its successes have led to significant growth.

Thirty-nine students participated in FastTrack’s first year and 50 joined the second year (2013). In those first two years, FastTrack students performed much better in fall math and biology courses than students who did not enroll in the program. In 2014, as curriculum expanded and FastTrack became linked to the STEMcats Living Learning Program, the number of participants swelled to 270.

“Being part of FastTrack and STEMcats results in much better retention. Students who do both are retained at a 94 percent rate, which is huge,” Beattie said. “The program has grown quite considerably – this year 385 students participated.”

Participation in the program also has benefits beyond the classroom.

“Students can get settled and organized, but they can also learn to navigate campus, experience the classroom, meet faculty and find out about resources. It makes a huge difference to students,” Beattie said.

“We’re trying to get them connected to everything early. It’s about introducing academic material, focusing on academic rigor and making them feel comfortable here,” Thomas added.

As FastTrack faculty taught a number of participants in the summer of 2015, FOCUS similarly expanded to improve outreach across the university. Two new courses – ASPIRE (Academically Sound Preparation for Involved Research Education) and RISE (Resource Infused Sessions in Education) – provided a research-intensive curriculum for students with an area of academic concern and mentoring

opportunities for students who may slip under the radar.

“I believe every student we admit can graduate from here – no doubt in my mind,” Thomas said. “What FOCUS does is find that X factor: what stops them from succeeding as best they can. If we can find that, we can better address student needs.”

“I would really recommend FastTrack for any incoming student, not just those in the STEM disciplines. And because we’ve expanded it, it really is open to anyone. I would love to see every A&S incoming major taking part in the program,” Beattie added. &

Learn how you can help make LLPs, FastTrack, and other student success programs available to more students. For more information contact the development office at givetoas@uky.edu or 859-257-4541.

as.uky.edu/video/fasttrack-calculus-video

FIFTY YEARS GO BY FAST



An Interview with Gurney Norman by Julia Johnson

Illustrations by Sara Arthur-Paratley

Gurney Norman was born in Grundy, Virginia, in 1937. He grew up in the southern Appalachian Mountains, and was raised alternately by his maternal grandparents in southwest Virginia and his paternal grandparents in eastern Kentucky. He attended Stuart Robinson School in Letcher County, Kentucky, from 1946 to 1955. Norman attended the University of Kentucky from 1955 to 1959, graduating with a degree in journalism and English. In 1960, he received a Wallace Stegner Fellowship in Creative Writing at Stanford University where he studied with literary critic Malcolm Cowley and the Irish short story writer Frank O'Connor.

After Stanford, Norman spent two years in the U.S. Army. He returned to eastern Kentucky in 1963 to work as a reporter for his hometown newspaper, *The Hazard Herald*. Leaving newspaper work to concentrate on his fiction writing, Norman took a job with the U.S. Forest Service as a fire lookout in the Cascade Mountains of Oregon in the summers of 1966 and 1967. In 1971, his novel *"Divine Right's Trip"* was published in *The Last Whole Earth Catalog* and subsequently by the Dial Press and Bantam Books. In 1977, his book of short stories *"Kinfolks,"* which received Berea College's Weatherford Award, was published by Gnomon Press.

In 1979, Norman joined the faculty of the University of Kentucky in the Department of English. In 1996, his work as a fiction writer, filmmaker, and cultural advocate was honored at the 15th annual Emory and Henry College Literary Festival. In 2007, the Appalachian Studies Association awarded Norman the Helen M. Lewis Community Service Award, which recognizes exemplary contributions to Appalachia through involvement with and service to its people and communities. Norman was selected to serve as the 2009-2010 Poet Laureate for the Commonwealth of Kentucky. On May 8, 2011, Norman was awarded an honorary Doctor of Humane Letters degree from Berea College.

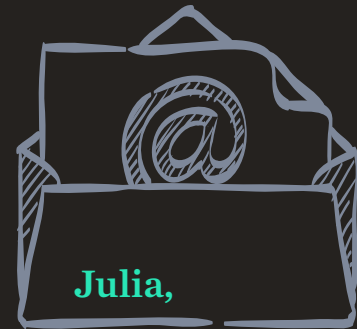


Julia Johnson was born in New Orleans, Louisiana, in 1971. Julia Johnson is an associate professor of English and director of the new Master of Fine Arts in Creative Writing program at UK. Johnson earned a B.A. from Hollins College and an M.F.A. in Creative Writing from the University of Virginia, where she was a Henry Hoyns Fellow. Prior to joining the faculty at UK in 2011, she taught at Hollins University, the University of North Carolina at Greensboro, and in the Center for Writers at the University of Southern Mississippi. Johnson is the author of *"Naming the Afternoon,"* published by Louisiana State University Press, which won the George Garrett Fellowship of Southern Writers New Writing Award, and most recently, *"The Falling Horse,"* published by Factory Hollow Press. Her poems have appeared in *"The Cincinnati Review,"* *"Poetry International,"* *"The Southern Poetry Anthology,"* *"Sentence: A Journal of Prose Poetics,"* *Washington Square,* and numerous other journals and anthologies.

It's late June and I'm typing at my desk in Patterson Office Tower, 12th floor. I'm listening for the elevator's automated emphatic female voice to announce "12th floor!" and I'll lean back in my chair to see down the hall, to watch for Gurney Norman to appear around the corner.

I am going through my email folders to find some of Gurney's early notes to me from four years ago, to find things he said earlier on the idea of a new MFA program. We're now in the first summer after its inaugural year and I've been in Lexington exactly four years.

I find from yesterday this note:

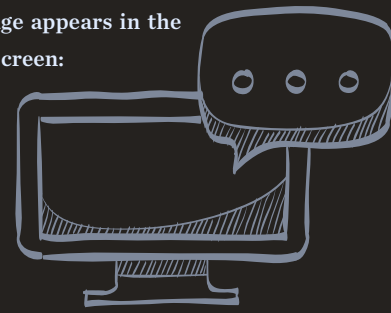


The digital conspiracy against me continues: I did not receive your email. Please send it again, let's be in touch.

Gurney



An instant message appears in the right hand of my screen:



Julia,

Don't leave, I will be right over!!!!

Gurney

It's quiet on the floor, except that I can hear from high up in the tower with vivid clarity the demolition of the Student Center outside my window, a curly mass of scrap metal on dirt where the bookstore stood just a day before.

My office phone rings, always a kind of surprise in this age of email, and I pick up. It's Gurney and he says:

"Hi, Julia"

We talk about how hot it is and I ask if he's on his way and then encourage us to have the conversation via the phone, with parking such as hassle, the heat, etc. I'd sent him a few questions for this article and so we go over those again but in typical Gurney fashion,

he begins to tell a story:

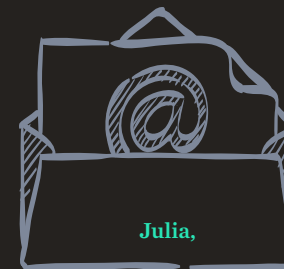


"In 2001, in January, I assumed the position of Director of Creative Writing filled with enthusiasm, and it just surged in me as an idea: I declared it the year of celebrating the anniversary of creative writing at UK and imagined the reading of five KY readers on the same program – Wendell, Jim Hall, Ed McClanahan, and Bobbie Ann Mason, and me, in the big Singletary Center concert hall. I went over there to reserve the smaller venue and then said 'let's just go over to the bigger hall.' This was about eight months ahead of time. The big suspense was 'would anyone come?' We absolutely filled it, and I offered humorous introductions for each person, and KET broadcast the show. My main contributions were my introductions and then in editing by KET they came out as clever introductions! That's been 14 years ago. We have much to celebrate in the way we are evolving."



"Have the students changed?"

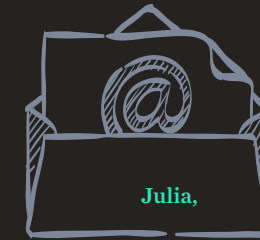
I ask him. And we agree to hang up and for him to send the answer via email.



Julia,

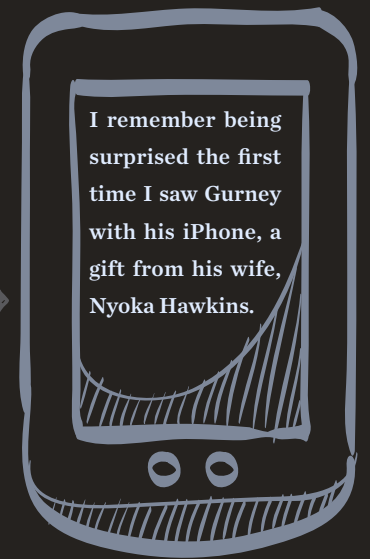
Digitization has changed my creative writing students a little. The digital evolution has changed even me. It has made us more innovative. Sometimes in class we all take out our iPhones and enter the same words at the same time to see if we can make the room explode. We tried this writing exercise 10 years ago but had no luck then either. Maybe we haven't really changed at all.

What was the other question?



Julia,

Questions of digital technology aside, I think today's creative writing students are much like their counterparts 10 or 15 years ago. Most of them appreciate being invited to write stories from their imaginations or personal experiences. Most appreciate constructive criticism of their stories, including comments and suggestions by their peers. Especially pleasing to a writing teacher is the sense of humor among student writers of every generation. Sometimes creative writing is called "imaginative" writing. So when the students in one class undertook to make the walls of the classroom vibrate by all simultaneously entering "e pluribus unum" on their iPhones, I felt the slight tremor too.



My other question was about the very first MFA workshop last fall. I thought it only fitting that Gurney would teach that course, a combined genre class with all of the new MFA students. Though my question sent via email never made it to Gurney, I realized I already had the answer in an email dated January 15, 2015.



Julia,

I meant to share my immortal proclamation with you earlier. As the recent semester was ending, morale in the inaugural 607 poetry/fiction class was excellent, we knew we had created a success together. I wanted to mark the moment with a flourish so I sent them the following email:



December 9, 2014

Dear MFA Colleagues,
Be it known throughout the world that UK's inaugural 2014 MFA Program and its historic, supremely successful ENG 607 Poetry/Fiction creative writing class has set a Very High Standard for all such classes in the future. The quality of the writing, insightful critique sessions and prevailing cooperative spirit have been as good as it gets in such endeavors. ENG 607, Department of English, University of Kentucky, fall 2014 will be remembered as a cornerstone of the nation's newest, most innovative MFA Creative Writing Program
GN



I continue scrolling through the old messages and find so many, too many to include here. I am thinking about how fast the last four years have passed. And it seems like yesterday I had just moved into my new office (down the hall—I've since moved to a larger, swankier, coveted corner office in the tower). Gurney pointed to the Joe Craft building and told me of the "mythology" as he put it, of Kentucky basketball. It seemed abstract, until a few weeks later, after classes had begun, when tents appeared. I thought it was an outdoors store expo of some sorts, displaying various tents, large and small, but then in hours, they multiplied by the dozens, and then by the hundreds. It was Big Blue Madness and I was in the thick of it. I come across an email from Gurney with the subject:

"Planning for AWP Chicago 2012"
(AWP is the national conference of writing programs).



Think 50 years ahead, collect materials for our successors.

Trust me, 50 years go by fast.

Gurney



I archive that email in the folder marked Important. &

UK's Creative Writing Program inaugurated its Masters of Fine Arts (MFA) program in the fall of 2014. As writers and teachers of aspiring writers, the Creative Writing faculty members each have specific books that have had an impact on their careers. Andrew Ewell, Manuel Gonzales, DaMaris Hill, Julia Johnson, Gurney Norman, Hannah Pittard, Erik Reece, and Frank X Walker shared titles of works that influenced them and those that they recommend to young writers.

www.as.uky.edu/mfa

MANUEL GONZALES

Faulkner said that writers should read everything, even the trash, because there's something for the writer to learn in all of it, and I'm fairly onboard with his philosophy. What I think you should keep in mind when reading is to push yourself out of your comfort zone, read outside your normal reading patterns, but also read for fun. Reading shouldn't feel like work even if when you're reading — as a writer — you're working.



DAMARIS HILL

I am grateful for the influences of Toni Morrison's work, particularly "The Bluest Eye" and "Beloved." Toni Cade Bambara reminds me to keep my voices clear and full of laughter. I am also grateful for Salvador Plascencia's "The People of Paper" and Percival Everett's "Erasure." I am extremely fond of Gabriel Garcia Marquez's "On Love and Other Demons." "On Love and Other Demons" reminds me to be lush in my writing.



HANNAH PITTARD

This summer I reread Sophocles' "Oedipus Cycle," which includes "Oedipus Rex," "Oedipus at Colonus," and "Antigone." As far as I'm concerned, it's as good a story as has ever been written.



ANDREW EWELL

In no particular order, some early influences would have to include Shakespeare's plays (especially "Hamlet" and "Lear", and also "Richard III"); "Anna Karenina" (I love Levin and Kitty's protracted romance, perhaps the best that's ever been written); Chekhov's plays ("Uncle Vanya" and "The Three Sisters," in particular); "Dubliners" and "Ulysses"; "Huck Finn." Those were the kinds of things you might call transformative. They changed, or helped develop, how I looked at the world, or at least how I wanted to look at the world. They weren't merely influential in terms of my becoming a writer or teacher, but in terms of becoming a person.



JULIA JOHNSON

My mother had a copy of Emily Dickinson's Complete Poems and so I read her early on and continue to go back to Dickinson. And in high school I read the complete work of Modernist poet Wallace Stevens, and also became completely immersed in the French prose poets — Baudelaire, Rimbaud, Mallarmé. Reading them was, for me, like peeping into a shoe-box diorama. I want to mention Gertrude Stein, too, who showed me ways of seeing objects and spaces and language I'd never known possible. Nabokov is one of my favorite writers of all times. I absolutely love his short story, "The Vane Sisters," one of the greatest examples of an unreliable narrator.



ERIK REECE

Since William Zinsser just died at age 92, I'll mention his classic, "On Writing Well." It's a no-nonsense guide to writing nonfiction with particularly great advice on writing about people and places.



FRANK X WALKER

"Dear Continuum: Letters To a Poet Crafting Liberation" by Mariahadessa Ekere Tallie because these are difficult times in America and I want to believe that part of the solution is through poetry.



GURNEY NORMAN

My teacher Frank O'Connor's "Collected Stories" as well as his eccentric teaching methods have greatly influenced my writing and teaching. After 60 years in the field, I think young fiction writers should ignore 20th century literature altogether and as readers concentrate exclusively on Homer's "The Iliad" and "The Odyssey." They continue to stand the test of time.



the other classroom

BY SARAH SCHUETZE
ILLUSTRATIONS BY ANDI CLARK

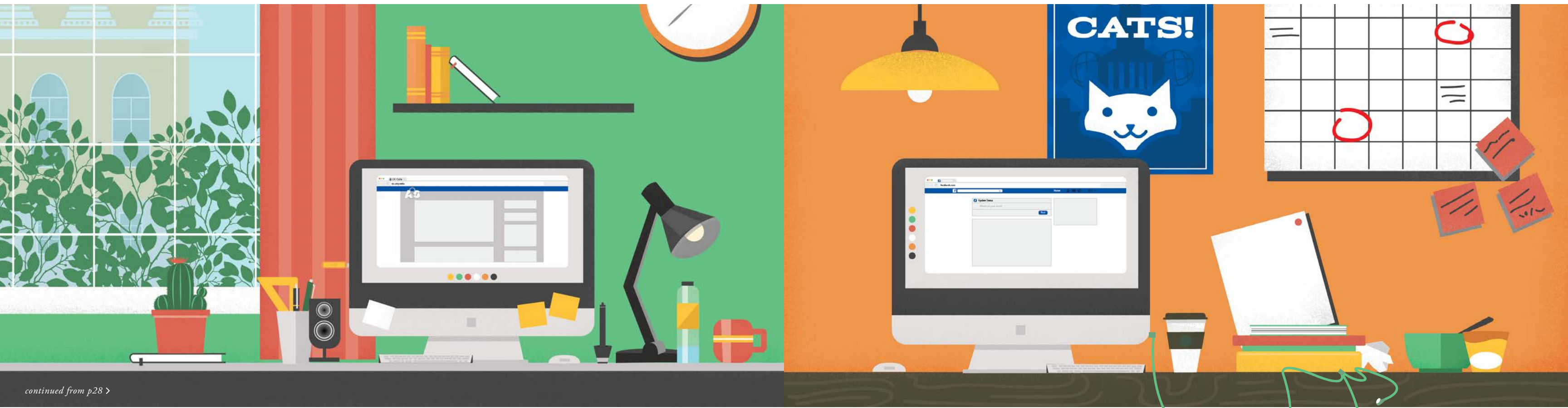
A&S offers student employees valuable skills on the road to professional success.

Honors, fellowships, awards, the Dean's List — these are markers of academic success at UK. Fostering student success is the foundation of the College of Arts & Sciences, but it is not limited to academic success. The Student Employment Office and many departments that employ students help student employees pursue their professional passions and allow them to build transferable skills along the way.

Stephanie Morris, program manager in the A&S Student Employment Office, is equal parts liaison and advocate for the 115 students she places in positions in the college. She's often students' first professional contact in their job search. Morris sifts through resumes of applicants when a new position opens and selects a few to interview before passing on her recommendations to the hiring department.

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continued from p28 >

When meeting with potential new student employees, Morris says she knows pretty quickly if the student is a good match for a position. She asks herself, “Do they make eye contact with me? Do they talk really easily or do I have to pull answers out of them?” And sometimes, she admits, it’s intuition and a good sense of what the department managers are looking for.

When Morris interviews students for jobs in A&S, she listens for their skills and qualifications, but also pays attention to their interests and passions. She says that she might recommend them for a position they’re qualified for, but she might also suggest they try for a different job if there is one more in keeping with their interests.

In this way, Morris is truly an advocate for student employees. “You have to

have a human element in there, and if I had to pinpoint where I feel my abilities lie, it’s being that human element for a student who’s looking for a job. It has probably been one of the most professionally rewarding opportunities,” Morris said.

Every college student has to decide on a major, but fortunate students also find their passions while in school. Faculty certainly witness this discovery among their students, but so too do A&S staff who work with student employees everyday.

For example, Jennifer Allen and Scott Bradley are co-directors of the Hive, the college’s creative and technical services, which is staffed primarily by students. Hive student employees do everything from providing tech support to faculty, designing marketing materials, programming websites, and creating promotional videos.

No one in the Hive “works in a silo” as co-director Jennifer Allen said, so while student employees work on specific teams — writing, video and audio production, instructional technology, social media, photography, application development, web services, and design — they often overlap. This overlap gives students the opportunity to try out new skills, which has the potential to change their lives.

Take Kendra Sanders, for example. Two and a half years ago, Sanders, an English major, found a job with the Hive through A&S’s Student Employment Office. Sanders describes herself as always being “very academically-conscious,” which made her wonder if she was “missing out on creative opportunities.”

Sanders was hired to work on Hive’s communications team, which produces

stories for A&S’s website and alumni magazine, Ampersand. As an English major, Sanders has strong writing skills, making her a great fit for the job. But she was always interested in exploring video production. The problem was that she had no experience.

Even though she had never picked up a video camera before, Sanders paid attention to the work being done by the video team, which is directed by John Buckman. Sanders began learning the equipment and eventually made a place for herself on the video team and, in two years, has become one of the most knowledgeable and valuable members on that team.

Sanders graduated this past spring with her degree in English, but she discovered a new application for that degree in video production. “Working in the Hive gave me this opportunity to

explore what I definitely consider to be my calling,” she said. “I applied for the job on the off chance that I would get it, and it’s changed my entire life.”

Allen and Bradley both emphasize that student employees in the Hive are treated as staff, not as students. In fact, Morris says that students serve the college as valued staff members and work side-by-side with full-time staff. They project manage, they make presentations to college professionals,

and make real contributions to the college.

“Creating an atmosphere that allows students to feel valued and important makes a difference in the output you see,” Allen said. “When someone is given that kind of creative freedom, it’s wonderful to watch them fly.”

In addition to being valued staff and pursuing professional dreams, student employees are getting essential work experience and building skills that will help them when they enter the workforce — many with impressive resumes and portfolios.

Unlike the projects done for a class, tasks done as an employee in the Hive, the Advising Office or in a department, have “real world” components. Student employees have to consider deadlines, customer

expectations, budget and time constraints, goals of the college, and applications of the final project.

Morris does what she can to help students think of these positions as stepping-stones to a career. She’s working with the hiring departments to implement bi-annual reviews so student employees can get feedback on their output. She’s also working to develop workshops to help students refine their resumes and prepare for interviews. Another future endeavor includes field trips for students to get connected to area businesses. The Hive has arranged these for its student employees for years, and some former Hive employees have even gotten jobs at the companies they have visited.

A&S offers student employees the first steps toward professional success.

“My hope is that our student employees believe that the experience they receive working in the College of A&S, and specifically in the Hive, is one that prepares them for a career doing something they are really passionate about,” said Bradley. “Nothing pleases me more as a supervisor of students than when I receive a call from an employer interested in hiring one of our students for a full-time position.” &

“I applied for the job on the off chance that I would get it, and it’s changed my entire life.”
-Kendra Sanders

Hey YOU LOOK FAMILIAR!



Cohort scheduling in biology looks to shrink the size of campus for incoming freshmen.

BY GUY SPRIGGS

Based on data from 2014, UK's total enrollment would make the university the eighth largest city in the entire state of Kentucky. In order to supplement the resources enabled by UK's size with a more community-based learning experience, incoming students in biology – the largest major at the University of Kentucky – will see more familiar faces in the classroom.

Started this fall, biology majors were block scheduled in cohorts of roughly 20 students. Through collaboration between advisors, the University Registrar and the A&S Dean's Office, students were grouped together based on incoming academic characteristics and courses needed to fulfill the biology major. This means incoming biology majors will have as many as four to six courses in the same section as the rest of their cohort.

"What this does is shrink the university. Even in a large lecture of 150 students, they can look around and see plenty of other people they know because they're in every class," said Jesse Hedge, assistant

dean for enrollment management & decision support in the College of Arts & Sciences.

According to Ruth Beattie, associate dean of advising and professor in the Department of Biology, evidence suggests that students can feel isolated in a large program like biology and struggle when they don't identify quickly enough with a major.

"It's easy for someone to feel lost. We want to increase retention and student success rates, and this makes both the university and the major itself much smaller," she said.

Biology cohort scheduling reflects a more structural change in the university's efforts to improve student success within the major. "Reports showed this type of program can really help, and with the focus on student success, we really want to do something different – not radical, but a fundamental change in the way things work. We want to do something big, and this is big," she said.

"We thought this would be a good way to help students form bonds, build relationships and get acclimated with the major and university," added Raegan Wilson, senior scheduler and data analyst in the College of Arts & Sciences. "A lot of students come to college and don't know many people. If they have 19 of the same students in all their classes, it won't be quite as overwhelming."

In this effort to "shrink the university," Hedge and Wilson foresee not only increased community building and better retention, but also the possibility for improved average GPA and time to degree.

"It's going to help form relationships and connections that will encourage students to stay here and do better. It will make a difference with individual students. There are students who, with just a little nudge, can be successful. We want to do that," Hedge said. &



Accelerated Opportunities

The College of Arts & Sciences continuously strives to create and provide opportunities and programs for students interested in furthering their education alongside their undergraduate degree. There are now three opportunities for students in the college.

BA+MA University Scholars Program

The Department of Hispanic Studies and Department of Modern and Classical Languages, Literatures and Cultures has partnered with the graduate school to provide an opportunity for students to earn their B.A. and M.A. degrees in four years using the University Scholars Program. Highly motivated and well-prepared students can take advantage of this opportunity in the following four majors within the College of Arts & Sciences: Classics, French, German, and Spanish. By maintaining a good academic standing, students can enroll in graduate courses where up to 12 hours will count as dual credit toward both undergraduate and graduate requirements and graduate with both degrees within four years.

BS/MD Program

The BS/MD Accelerated Course of Study offers students the chance to complete a bachelor's degree (B.S. or B.A.) in biology and earn an M.D. degree in only seven years. The program gives gifted high school students who are certain that they want to become physicians or physician-scientists the opportunity to combine their undergraduate and professional education at the University of Kentucky. Students in the program enjoy a wide array of benefits, including a rigorous undergraduate schedule, critical academic and career advising from select faculty, and opportunities to meet with and shadow specific practicing physicians in a select field of interest. The BS/MD program also provides enrichment experiences in the College of Medicine designed to acquaint students with research, clinical, and community service opportunities.

UK-BLUE: Bachelor-to-Law Undergraduate Education Program

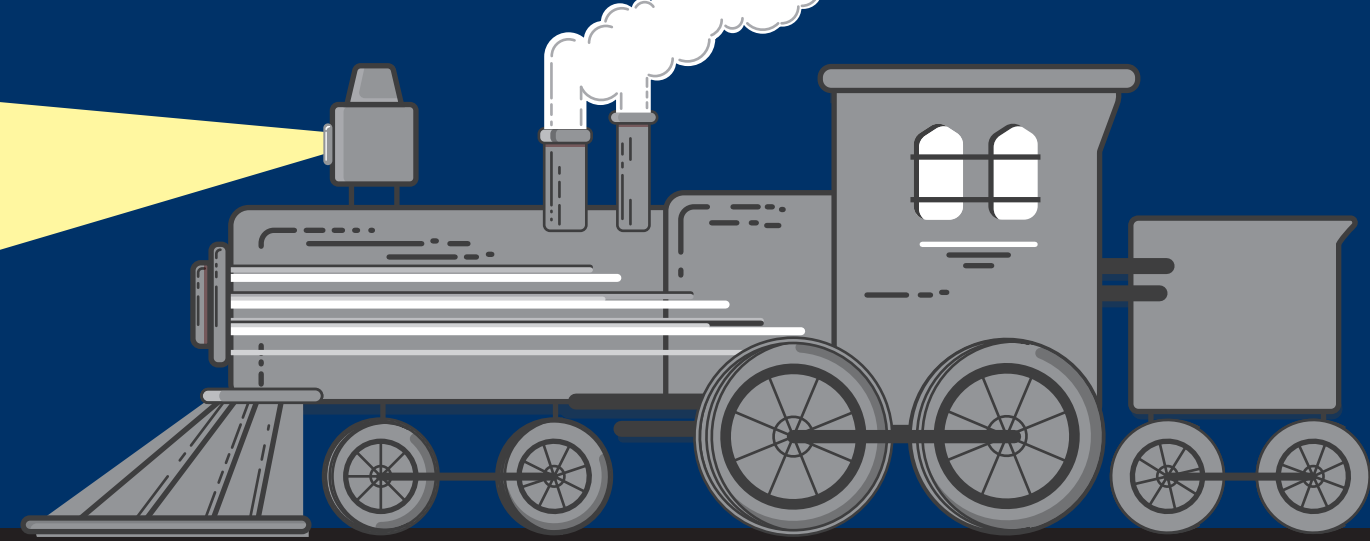
The College of Arts & Sciences and the UK College of Law have collaborated to provide a program for students with an interest in law to enhance their academic success. The UK BLUE (Bachelor-to-Law Undergraduate Education) program allows high achieving and strongly motivated students to earn both B.A. and J.D. (Juris Doctor) degrees in six years. The program is offered to students majoring in English, history or political science. Students will be offered enrichment activities in the College of Law that acquaint them with the legal, clinical, community service, and career opportunities that a law degree makes possible.

To learn more about Accelerated Opportunities please visit: students.as.uky.edu/accelerated-opportunities

On the Right Track

Rowland Internship winner Taylor Adams further defined her passions while working at the Elkhorn City Railroad Museum

BY SARAH SCHUETZE



A small, two-story building in Elkhorn City, Ky., is bursting at the seams with tools, posters, log books, union manuals, typewriters, train sets, more posters, safety gear, uniforms, train seats and other artifacts of Appalachia's railroad history.

UK senior and history major Taylor Adams notes, "They even have some things that are really hard to find now in railroad museums like dining car china and a velocipede, which is a massive piece of machinery that sits in the middle of the museum and is their crowning glory."

Adams got to know the collection at the Elkhorn City Railroad Museum intimately last summer when she interned there for two months. It's a small museum in a small town (she estimates that 900 people live there). The museum has a tiny budget and no paid staff — it's run by three volunteers who worked on the railroad before the Elkhorn City train yard closed in 1981.

A museum like this one can instill pride in the community as well as help boost an area's tourism. In addition to a beautiful natural environment, Appalachia offers a variety of historic tourism options — historical markers, museums, and heritage sites — and these can boost local economies. Therefore, by helping the Elkhorn City Railroad Museum, Adams was also helping the surrounding community.

"My job," Adams explains, "was to capture some of the volunteers' stories and to use what they were

telling me along with my own historical research to create video narratives for the museum." The museum had plenty of artifacts, but it was missing a sense of story to tie the pieces together. "A museum doesn't just need stuff, it needs narrative," she said.

As it was, people who had no knowledge of trains or the local railroad history might walk into the museum and think, "Huh, that's cool stuff." Adams points out that "the guys that work there can tell you everything about anything that's in there,

but there's nothing there that I can go in and read." A patron might leave the museum without really learning about why the railroad was so important to the area.

It's perhaps no surprise that the importance of the railroad in Appalachia was directly related to the importance of coal mining in the region.

Trains and coal had a symbiotic relationship. "In the historical sense, people moved into the mountains to start mining coal in the early 20th century, so trains and coal really grew parallel," Adams said. "The more coal companies there were, the more train tracks there were because they had to get that coal out and sent across the world. Coal was sent to Italy, Japan — all over the world."

Elkhorn City was especially significant in this history because it was a major stop on the Clinchfield Railroad Route, a popular and important railroad in the area. However, the dependence

on trains diminished in the mid-20th century as automobiles became more common, steam engines were traded for diesel, and coal mining became mechanized.

Despite relaying all this, Adams claims she's not a historian of the railroad. She learned a lot about it through her internship at the Elkhorn City Railroad Museum, and she has personal investment in Appalachia.

She grew up in eastern Kentucky and became an Appalachian Studies minor after taking an introductory course her freshman year. "Through this course," Adams said, "I discovered that I had a passion for the region and realized I wanted to do an internship there."

Adams arranged the internship through UK's Appalachian Center and received financial support for the otherwise unfunded project when she won the Department of History's Daniel B. Rowland Community Internship Award.

The Rowland Internship awards students interested in doing community service, historical education, public history, or historical preservation. When Adams saw the announcement for the award, she felt like it was describing her.

Adams loves history, but she doesn't want to go a traditional, academic route after she finishes her degree. She liked the idea of doing public history, but hadn't had an opportunity to explore it. Until, that is, she won the Rowland Internship. She says her time at the museum "gave me an idea of what

it would look like to do public history work, and it really established that was what I wanted to do with my life."

Adams was the first winner of the Rowland Internship, which is named after Emeritus Professor of History Dan Rowland who retired in 2012. Rowland's research specialty was early Russian history, but he developed a passion for community engagement and history preservation in Lexington when he moved to Kentucky nearly 40 years ago.

Rowland was involved in community engagement before it was a real priority among academics. Nonetheless, he found a passion for the work.

"My feeling was, I have this one life to live and I'm going to live it the way I think is best and to take advantage of whatever opportunities come my way and do whatever I think is useful," Rowland said.

Rowland retired before Adams could take a class with him, but they swapped stories when they met over lunch this past spring along with Audrey Rooney, who donated the money for the internship and who studied with Rowland while working on her Ph.D.

On the origins of the program, Rooney said, "I knew how ebullient [Rowland] was about this connection between town and gown. And I thought the idea of an internship where a student cooks up and pulls off a plan would be a great opportunity. And Taylor just wowed us. She really did."

Chair of the Department of History, Karen Petrone is thrilled the internship honors one of their cherished emeritus faculty and encourages students like Adams to explore connections between the university and community.

The internship also allows history students to gain invaluable experiences while being financially supported by the Department of History.

"Nowadays, it's really clear from the job market that employers are looking for people who have experience in the field. So this idea of the internship achieves several goals," Petrone said. "It allows history students to explore career possibilities and gives them another arrow in their quiver, another tool that they can employ while competing on the job market."

The most recent recipient of the Rowland Fellowship is Robert (Kody) Roark. He interned this past summer with the UK Tomorrow Corps to reach youth in Appalachian communities and encourage K-12 literacy through summer reading programming.

Aside from her hard work arranging exhibits and making oral history videos, Adams feels her greatest contribution to the Elkhorn City Railroad Museum was to pique interest in the museum.

"There's a lot of important artifacts and history within this museum," she said, thinking of the tools, posters, dishes, etc., that crowd museums in the Appalachian area. &

Reflecting on her graduate work, Rooney recalled a two-semester class she took from Dan Rowland, which she described as "dazzling." It was obvious to all that Rowland had a passion for his area of expertise — really, "all things Russian," as Rooney said. Rooney and Rowland also share a love of music and singing. In fact, they now serve on the board of a Lexington-based Bach choir. Also like Rowland, Rooney has always tried to find ways to be active in her community whether it be through hands-on involvement or providing financial support. "Certainly in every town I've lived in, in a small way, I've been a part of getting things on their feet," she said.



Taylor Adams



Dan Rowland

Read the full story at:
as.uky.edu/dan-rowland



2015 HALL OF FAME

Celebrating the accomplishments of distinguished alumni and faculty, the University of Kentucky College of Arts and Sciences inducted five new members into the its Hall of Fame on Friday, Oct. 9. Joining the ranks of more than 50 current members were Roger Di Silvestro, Linda Challis Gill, David H. Johnson, Bobbie Ann Mason and Professor Emeritus Kevin Kiernan.

ALUMNI INDUCTEES

Roger Di Silvestro was born in Cleveland, Ohio, and raised in Nashville, Tennessee. He received his bachelor's degree in psychology from the University of Kentucky in 1972. Di Silvestro served as CEO for Athlon Sports Communications, a media company specializing in publishing and sports marketing, and retired in 2006 after 30 years with the company. In 2005, Di Silvestro co-authored "The Art of Constructive Confrontation," a methodological guide to building productive personal and professional relationships with reduced conflict. Today, he spends the majority of his time traveling the world and teaching constructive confrontation.



Roger Di Silvestro
B.A. Psychology '72

Di Silvestro was an initial member of the College of Arts and Sciences Dean's Advisory Board. He is a lifetime member of the UK Alumni Association. In 2004, he created the Di Silvestro Professorship, dedicated to enhancing research excellence within the College of Arts and Sciences. Di Silvestro was

instrumental in building the first YMCA Teen Center in Nashville, Tennessee. He has remained devoted to the YMCA "We Build People" program that operates safe and educational childcare programs throughout middle Tennessee. He was recognized by the College of Arts and Sciences in 2004 for his volunteer and philanthropic involvement. Di Silvestro has one son who is scheduled to graduate from UK in 2015.



Linda Challis Gill
B.A. Math and Chemistry '62
Honorary Doctorate '01

counseling at San Francisco State University. She has been involved for more than 40 years in professional volunteering in the academic medical communities of Stanford Medical Center in Palo Alto, Methodist Hospital in Houston and the Massachusetts General Hospital in Boston.



Linda Challis Gill is a native Kentuckian from Louisville and Ft. Thomas. No stranger to adversity throughout her childhood, she learned how to overcome and succeed while growing up with an alcoholic mother. A scholarship allowed her to attend the University of Kentucky, and she received her bachelor's degree in 1962. After considering a career in teaching, Gill chose to travel and see the world instead. She joined American Airlines as a flight attendant and later worked in public relations. She later pursued graduate work in

In 1997, Linda and Jack Gill established the Gill Foundation of Texas, an educational philanthropy organization that has awarded nearly \$35 million in gifts and grants. Linda serves as executive director of the Foundation, as well as advisor to the Gill Heart Institute at the University of Kentucky, advisor to the Gill Center for Biomolecular Sciences and board member of the Houston Methodist Hospital Community Council.

continued on p38 >

Dr. David H. Johnson was born in Dalton, Georgia. He received a bachelor's degree in zoology (1970), now housed in the Department of Biology, and a master's degree in botany (1972) at UK before returning to his home state to attend the Medical College of Georgia, where he received his medical degree in 1976. He served as Chief of the Division of Hematology and Oncology at Vanderbilt University Medical School from 1993 to 2010. Johnson was the inaugural recipient of the Cornelius Abernathy Craig Chair in Medical and Surgical Oncology and co-founded the Vanderbilt-Ingram Cancer Center. In 2010, he relocated to Dallas to assume the Donald W. Seldin Distinguished Chair in Internal Medicine at the University of Texas Southwestern Medical Center.

Johnson's research is focused on developing effective therapies for lung cancer. He has received numerous awards for his research activities. In 2014, he was named to Thomas Reuters' list of the World's Most Influential Scientific Minds. Johnson has served as chair



David H. Johnson
M.D., B.S. Zoology '70
M.S. Botany '72

of the Board of Directors of the American Board of Internal Medicine (ABIM) and is currently a trustee of the ABIM Foundation. In 2004-2005 he served as president of the American Society of Clinical Oncology and championed the development of one of the country's first cancer survivorship programs along with a pioneering cancer quality care initiative. Johnson is an elected member of the Association of American Physicians, master of the American College of Physicians and fellow of the American Society of Clinical Oncology.



Bobbie Ann Mason
B.A. English '62
Honorary Doctorate '94

Bobbie Ann Mason was raised on her family's dairy farm in Mayfield, Kentucky. Mason received her bachelor's degree in English from the University of Kentucky in 1962. At UK, she was a staff member of the Kentucky Kernel and wrote a weekly satirical column. Gurney Norman was one of her first inspirations as a writer. She took creative writing courses from Robert Hazel, who was a mentor to a cluster of writers — including Norman, Wendell Berry, James Baker Hall and Ed McClanahan — who all made their way back to UK to teach in the

Department of English. She earned her master's from Harpur College at Binghamton University in 1966, and after finishing her doctorate in literature at the University of Connecticut in 1972, she turned to writing fiction. In 1980, during a period of renaissance of the short story, The New Yorker magazine began publishing her fiction.

Mason's first book of fiction, "Shiloh & Other Stories," won the PEN/ Hemingway Award, and her first novel, "In Country," was made into a Norman Jewison film starring Bruce Willis and Emily Lloyd. She has received the Arts and Letters Award for Literature from the American Academy of Arts and Letters, as well as a Guggenheim Fellowship and a grant from the National Endowment for the Arts. Her writing has won the Kentucky Book Award and the Southern Book Critics Circle Award. Mason is former writer-in-residence at the University of Kentucky (2001-2011). Her most recent novel, "The Girl in the Blue Beret," ventures into World War II and the ways it is remembered.



FACULTY INDUCTEE

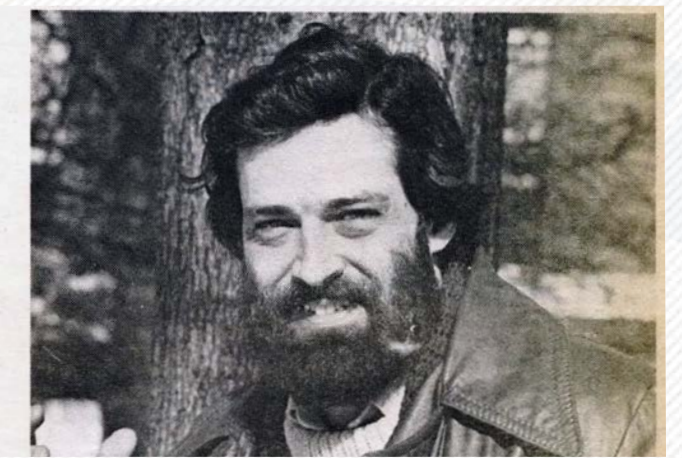


Kevin Kiernan
Department of English

Kevin Kiernan is the T. Marshall Hahn Senior Professor of Arts and Sciences Emeritus at the University of Kentucky. He spent his entire 35-year career (1970-2005) in the Department of English at UK, specializing in Old and Middle English language and literature, as well as digital humanities. Kiernan received his bachelor's in English from Fairfield University and both his master's and doctorate in medieval studies from Case Western Reserve University. He was made a full professor at UK in 1981, served as chair of the Department of English from 1986 to 1990 and was elected Distinguished Professor of Arts and Sciences in 1999. Kiernan earned grants and fellowships from such groups as the American Philosophical Society, the National Endowment for the Humanities, The National Science Foundation, IBM and the Andrew W. Mellon Foundation. In 1992, in collaboration with students and colleagues from across the university, Kiernan founded the

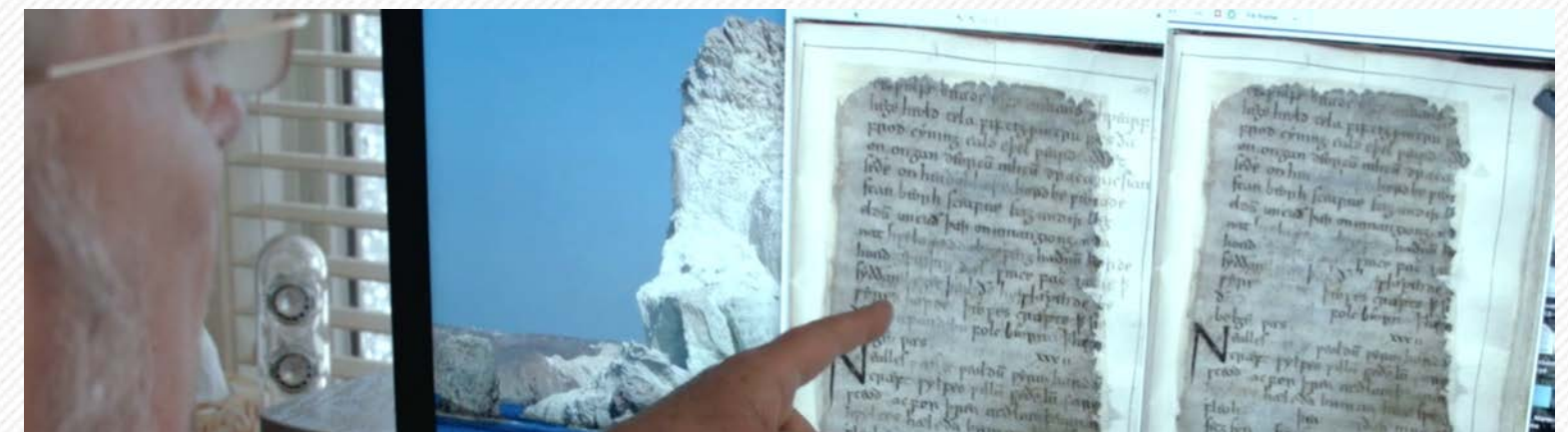
UK Probes the Beowulf Mystery

"The *Beowulf* world is agog," says Dr. Joseph A. Bryant, Jr., chairman of the University of Kentucky Department of English, describing the startling new thesis of UK associate professor of English, Dr. Kevin Kiernan. Kiernan argues that the great Anglo-Saxon epic poem was written in the 11th century, not the 8th, as the textbooks say. He develops that thesis in a book shortly to be published by Rutgers University Press, "*Beowulf and the Beowulf MS.*" Kiernan takes his controversial idea to Toronto next month in the form of an invited paper at the "Conference on the Date of Composition of *Beowulf*." (University of Toronto Center for



Laboratory for Research in Computing for Humanities, which provides infrastructure and support for faculty undertaking projects in the digital humanities. His first book, "Beowulf and the Beowulf Manuscript," revolutionized the dating of Beowulf and established him as a leading authority on the

manuscript. Kiernan was asked to produce an electronic edition of this treasure by the British Library in 1992. Now in its fourth edition, the Electronic Beowulf is available for free online, hosted by the University of Kentucky. Its 21st anniversary was celebrated in three sessions in Kiernan's honor at the 2014 International Medieval Congress at Western Michigan University



BUBBLE BURSTING & BLUEPRINTS



A Q&A WITH A&S ALUMNA CHRISTINA HOLSAPPLE

Christiana Holsapple, from Lexington, Ky., graduated from UK in 2012 with a bachelor's degree in International Studies with a concentration on development and Eurasia. Holsapple recently received a Fulbright English Teaching Assistantship (ETA), which allows her to teach English in Moldova for one year and allows her to carry out research for her own linguistics project. Holsapple's passion for international travel and learning about the world and its people has led her to work and study in many places across the globe. We recently caught up with Holsapple, who is currently working in Australia and Singapore, to find out more about her international experiences and her future endeavors.

Q: How did your experience at the University of Kentucky play a role in your love and desire to work internationally and study other cultures? Is there a pivotal moment during your time at UK that really hit you and made you realize what you wanted to do with your life?

A: In 2010, I participated in a summer study abroad program in L'viv, Ukraine, with KIIS (the Kentucky Institute for International Studies) led by Dr. Adrian Mandzy of Morehead State University. This was a phenomenal program, which gave me a taste of living abroad and helped me settle on an International Studies major. Specifically at UK, Professor Cynthia Ruder's classes were pivotal in my decision to pursue further studies abroad and eventually a career abroad. She is still the best professor I have ever had and instilled in me a passion for Russian language and culture with effective, interactive teaching and constant encouragement to participate in extracurricular activities. With her support, I was awarded a National Security Education Program Boren Award to study abroad in Kyiv, Ukraine, my senior year, which opened many doors for me career-wise.

Q: You are fluent in the Russian language. When did you become interested in learning/studying Russian language and culture and why?

A: In seventh grade I read Anton Chekhov's short story, "The Bet," and I remember finding it the most profound and enthralling thing in my 12-year-old life. This was really the first time I remember learning about the existence of places like Siberia, Sakhalin and Crimea. I remember thinking what a neat idea it was to unite 15 different countries with one language and values system. Today, of course, I understand this is much more complex and acknowledge the host of problems that go with this type of union, but as a 12-year-old, I distinctly remember being fascinated by the idea that I could learn one language and travel to many different countries and talk to the many different people who live in them.

Q: Why do you find it to be rewarding to be culturally diverse? What advice would you give to students/people who wish to broaden their perspectives on the world?

A: Everybody lives in their own bubble to some extent, myself included. Getting out of this bubble makes you rethink things you knew or assumed about life and the world, which is a fascinating and personally rewarding process. From a practical viewpoint, gaining language skills and global awareness are extremely helpful career-wise, regardless of the field. Very few Americans possess foreign language skills, especially in critical, non-Western languages, and very few possess the adaptation skills to be able to move to and function professionally in a different country. If you equip yourself with these sorts of skills, you are a more competitive candidate for many jobs.

66 *Everybody lives in their own bubble to some extent, myself included. Getting out of this bubble makes you rethink things you knew or assumed about life and the world, which is a fascinating and personally rewarding process.*

Advice for students/people who wish to broaden their perspectives on the world: travel! But you can definitely do so without traveling. There are tons of opportunities for gaining new knowledge or different understandings just by trying new things or interacting with different people in your own community. My opinion is you'll regret the things you don't do, not the things you do — so do everything! Don't kill time; manage it well because life is short. Constantly think about why you're doing something and how it fits in the bigger plan of your life and goals. If it doesn't, then change what you're doing!

Q: Why do you think education abroad is important for college students? What do you think are the strengths of UK's education abroad program?

A: When I was a student at UK (2008-2012), the sheer number of immersive programs offered was fantastic. I volunteered for a year in the education abroad office as a peer advisor and I always found it great how many different resources were available for interested students. Studying abroad, especially for longer periods of time, makes one more curious, confident, and self-sufficient — all important attributes for college students, regardless of major.

Q: You've done a lot of work in Eurasia, in places that aren't as well known such as Turkmenistan, Kazakhstan, and Kyrgyzstan. Although we don't hear about them in the news, what is unique about these areas?

A: Anywhere is fascinating in its own way, but these sorts of destinations stand out for me because they remain so untouched by western influence. In particular, in 2013, I worked with USAID in Jalalabad, a small, post-conflict town in southern Kyrgyzstan near the Uzbek border. Living here was like taking a time machine back to the Soviet Union, still-standing statues of Lenin and Stalin and all. Being nearly the only westerner and English-speaker in this entire town was a very unique experience and one that provided me with firsthand insight into the way of life in rural Kyrgyzstan. On another note, I loved being surrounded by stunning natural wonders during my time in these three countries. Even in Bishkek, the capital of Kyrgyzstan, from the central square you can see snow-capped mountains on the horizon. The mountains, caves, lakes, and desert scenery I was surrounded by in these countries don't often make it into the news or tourist lists, but the more untouched natural beauty and absence of tourist infrastructure is what made visiting them so much more interesting.

Q: Of all the places that you have traveled or worked, which is your favorite?

A: A hard question to answer — there are pluses and minuses everywhere! In terms of short trips that have had the most lasting impressions on me... I finally got to see Darvaza or the "Gates of Hell" in Turkmenistan last year. This is an enormous crater in the desert that was set alight during a gas-drilling

66 *Within the next five years, I would like to be employed abroad once more in international education, and within the next 10 years, I would like to gain professional fluency in two more languages and begin a Ph.D. in linguistic anthropology. That's the rough blueprint I've drawn up for myself at this point, but we'll see how things work out!*

accident in 1971 and is still burning today. It's not possible to describe how surreal a trip this was.

Last summer I took a road-trip with a friend to Christiana, Pennsylvania, an Amish town of about 1,000 people and the site of the Christiana Riot in 1851, in which locals defended a fugitive slave. It was definitely lots of fun to see my name everywhere, but it was truly fascinating to speak with fellow Americans so different from myself, whose native language is Pennsylvania Dutch and who travel in horse-and-buggy.

As an undergraduate studying in Ukraine, I visited Chernobyl, a short drive from Kyiv. It's a complete ghost town. Seeing firsthand what a prosperous and thriving Soviet city that was abandoned in a split-second looks like after 30 years was bizarre.

Q: Is there a place that you haven't been, that you would love to go?

A: I've always wanted to go to Andorra, purely because such small countries that manage to stay independent despite being surrounded by bigger, influential powers fascinate me. I've always dreamed of seeing the Northern Lights and wild horses in Iceland. I'm also very drawn to witnessing and participating in global events, and I hope to be a volunteer interpreter at the upcoming 2016 Olympic Games in Brazil.

Q: What does the future hold for you?

A: No telling! I am a big believer in applying for everything and taking any opportunity that comes along, as long as I can see it as being valuable in some way to my personal or professional life. (Hence, the sudden decision to work for a year in Australia and Singapore, though not strictly in my sphere of interest/expertise.) I also believe that long-term time management is vital. Just as we plan out our days and weeks, it's important to plan what you want to accomplish within the next two years, the next five years, and the next decade.

Within the next two years I would like to begin my master's degree in Russian/Eurasian Studies. I very much miss attending class, writing papers, discussing ideas in a class setting, and being engaged in full-time, structured learning. Once I turn 25, I'll be eligible for several major fellowships that allow for professional development and research abroad, which I look forward to applying for. Within the next five years, I would like to be employed abroad once more in international education, and within the next 10 years, I would like to gain professional fluency in two more languages and begin a Ph.D. in linguistic anthropology. That's the rough blueprint I've drawn up for myself at this point, but we'll see how things work out! **&**

Learn how you can help make education abroad and other enrichment opportunities available to more students. For more information, contact the development office at givetoas@uky.edu or 859-257-4541.



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