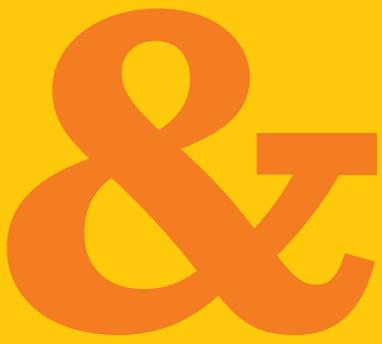


FALL 2013



**Magazine of the
College of Arts & Sciences**

GRADUATE EDUCATION

**EXPANDING THE
BOUNDARIES OF
KNOWLEDGE**



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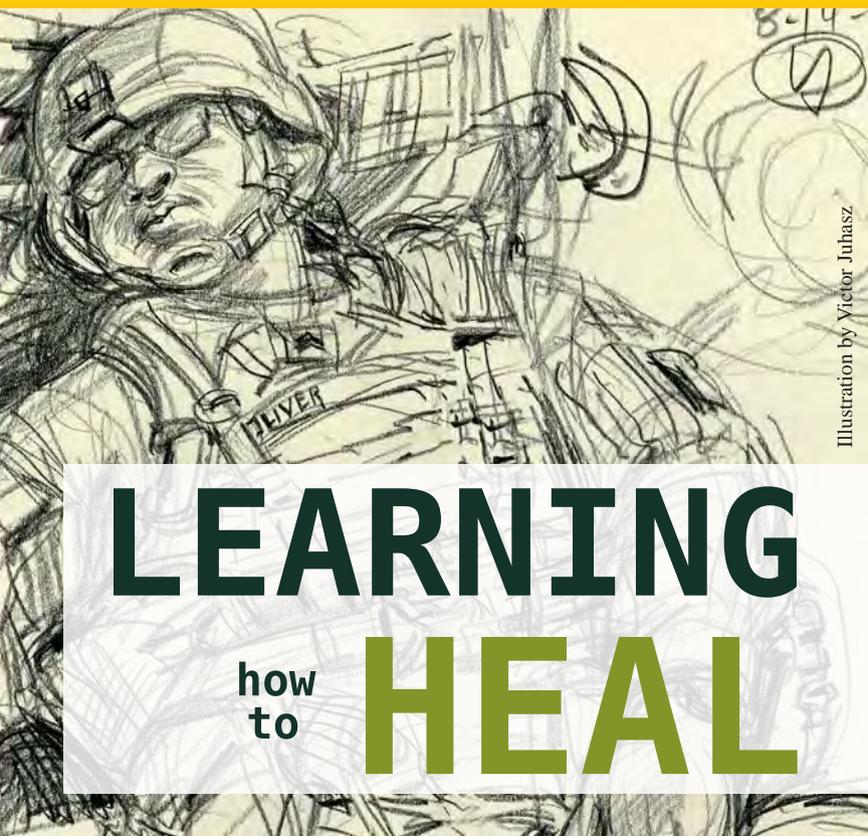


Illustration by Victor Juhasz

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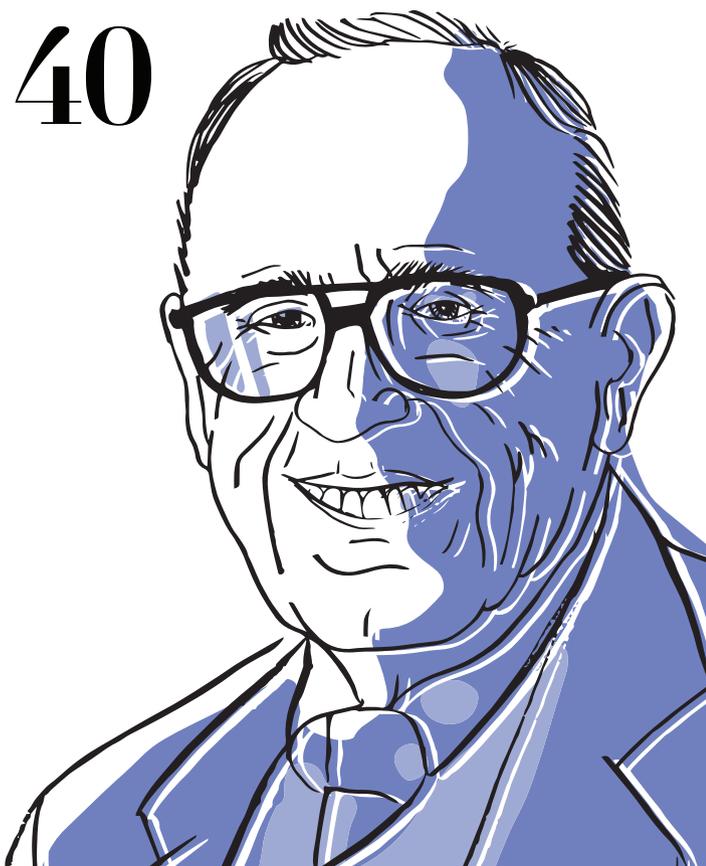


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Ampersand is published for alumni, faculty and friends of the College of Arts & Sciences at the University of Kentucky.

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

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Photo by Dana Rogers

A WORD FROM

Elizabeth P. Lorch

ASSOCIATE DEAN FOR RESEARCH AND GRADUATE STUDIES

Graduate education is fundamental to the mission of a research intensive university, serving as an essential linchpin that integrates research, teaching, and outreach to the community. In the College of Arts & Sciences, our graduate programs signify the diversity of the college itself, educating humanists, social scientists, natural scientists, and mathematicians. As such, our graduate programs represent the intersection of current productivity and future impact across a broad range of disciplines.

While pursuing their graduate degrees, our students collaborate with faculty to enable the research that produces new knowledge and leads to high impact publications and growth in external funding of research.

Meanwhile, our graduate students play a critical role in the instruction of undergraduate students. They bring to the classroom a passion for learning, an appreciation of modern research methods, and a willingness to take risks and innovate that can connect effectively with undergraduate students and enrich the undergraduate experience.

The activities of graduate students are not restricted to the inside of the institution. Along with faculty in the college, graduate students bring their expertise and enthusiasm to community outreach. Graduate students engage with regional arts groups, industrial groups, government and public education, activities that are fundamental to the college's response to the obligations of a land grant institution.

The graduate programs of the college are united in a commitment to high quality graduate education that provides opportunities for research productivity and mentored teaching experiences. Just as our graduate students make important contributions to the mission of the University of Kentucky during their graduate education, they make broader contributions to the Commonwealth of Kentucky and the nation after graduation. They go on to succeed as teachers of the next generation, as accomplished researchers and scholars, as innovative entrepreneurs and participants in nonprofit and government agencies. The College is proud of their diverse accomplishments and their future impact, and we hope that you enjoy meeting some of these talented students in this issue.

Elizabeth P Lorch

Associate Dean for Research and Graduate Studies

HANDS-ON HERITAGE

By Guy Spriggs

CHI WOODRICH AWARDED THE NATIVE AMERICAN UNDERGRADUATE ARCHAEOLOGY SCHOLARSHIP

Anthropology junior **Chi Woodrich** will be the first to admit that he took an unusual path to studying at the University of Kentucky. After graduating from high school, Woodrich spent 20 years working as an auctioneer and auto auction manager.

But when his father passed away, Woodrich - who is the only person in his family without a college degree - decided to go back to school. "My father valued education. This is a chance to do something I want to do, but it's also a tribute to him, to honor his memory by going back to school," Woodrich said.

After moving to the Lexington area with his wife, Woodrich made the decision to attend UK because of his background in agriculture and desire to attend a land grant university. Now, as a result of his work at UK, Woodrich has been granted the Native American Undergraduate Archaeology Scholarship from the Society for American Archaeology (SAA).

Woodrich is a member of the Ho-Chunk Nation, an Indian tribe in Southwest Wisconsin. Before moving to Kentucky, Woodrich sat on the Board of Directors for the Ho-Chunk Department of Heritage Preservation. As he explains, this was a formative experience for him, personally and academically.

"This sparked my interest in cultural resource management and archaeology. I have a strong interest in history but I'm also very hands-on, so pursuing studies in archaeology is the best of both worlds," he said.

Woodrich was also influenced by working with anthropology professor Lisa Cliggett. "She was instrumental in my decision to pursue archaeology," he said. "It was her guidance that brought me to this field initially."

Woodrich learned about the scholarship in an unusual way: from a memo that crossed the desk of a family friend working in the United States Department of Agriculture's Natural Resource Conservation Service. After hearing of this unique scholarship opportunity, Woodrich solicited the help of anthropology professors Richard Jeffries and Kristin Monroe in putting together his application.

Woodrich considers the scholarship a great honor. "It's a big deal for me," he said, "especially coming from the premiere organization in the field in which I'd like to work."

According to Woodrich, the SAA scholarship is a sort of insurance policy, making his dreams of advanced study and work in archaeology that much easier to achieve. "My funds are

dwindling, so to have this infusion of money is a big moral boost for me. It reignites my desire to finish up and apply to graduate school," he explained.

Woodrich's goal is to work in cultural resource management - what he refers to as the everyday, in the trenches work of archaeology. "It's very important and often times not glamorous work, but it saves anything that's left of often times Native American cultures here in the United States," said Woodrich.

"Cultural surveys have to be done any time there are federal funds used to disturb ground. They survey it and see if anything turns up. That's the kind of things I want to do," he said.

As Woodrich sees it, cultural resource management gives him the opportunity to rescue a history. "Just the opportunity to possibly preserve a part of my Native American culture - and if not mine, then the greater culture - is what I hope to do," he said. &



& news & notes



Photo courtesy of UK PR

TRANSFORMATION — it's happening everywhere at the University of Kentucky, and nowhere is that transformation more apparent than in the way students live on campus. UK is currently undertaking the largest and most innovative transformation of student residence halls in the country.

The plan is to construct between **7,500 TO 9,000** new residence hall beds over the next five to seven years. Working with a developer that specializes in campus housing, the process is rapidly underway. A new 601-bed residence hall, focusing on Honors students, opened in August. **ANOTHER 2,300 BEDS** in five residence halls on four sites spread across campus are under construction now and will be open in 2014.

The focus on housing is intentional. Students do much better academically when they live on campus, where they can engage more readily with faculty and in university life.

The new residence halls — located at Cooperstown on South Campus, a new Haggin Hall on Central Campus and near Memorial Coliseum on North Campus — will be a combination of two and four bedroom suites. Depending upon their configurations and size, suites may come with one or two baths, kitchenettes and living areas. The residence halls will be wireless and, in many cases, will contain learning space for classrooms, collaborative work among students and faculty and ample space for common areas where students can build community.

To learn more visit:
<http://go.uky.edu/housingplan>

To see how A&S is involved in the transformation visit:
<http://greenhouse.as.uky.edu>

By UK Public Relations

UK COLLEGE OF ARTS & SCIENCES • PASSPORT TO THE WORLD



The College of Arts and Sciences' Passport to the World initiative will bring the next celebration of culture much closer to home through ¡Viva Mexico! taking place this year. Co-chaired by history professor Francie Chassen-López and anthropology professor Christopher Pool, the initiative will focus on the rich culture of Mexico, through multidisciplinary lenses.

Cultural events surrounding important holidays such as Día de los Muertos (Day of the Dead) are in the works, as are partnerships with organizations in the Latino community.

For more information visit:
<http://mexico.as.uky.edu>

FRANK X WALKER

coined the term “Affrilachia” to highlight the experiences of African Americans living in Appalachia. Now, UK professor Frank X Walker is the new **KENTUCKY POET LAUREATE** and seeks to continue giving voice to those individuals as well as teaching the art of poetry.

For Walker the position is most importantly a chance to teach and educate. He is driven by his passion of bringing more attention to prominent African-American writers in Appalachia, past and present, and making sure those writers are fully part of the Commonwealth’s rich literary tradition.

Frank X Walker is an associate professor in the Department of English and the former director of **AFRICAN AMERICAN AND AFRICANA STUDIES IN A&S**. He is the youngest and first African American, and fourth faculty member from the UK Department of English to receive this honor.



Photo by Dana Rogers

Five continents, two revolutions, thousands of students and nearly 200 publications summarize the career of **FRANK ETTENSOHN**, professor of Earth and Environmental Sciences and the College of Arts & Sciences 2013-2014 Distinguished Professor.

During his 38-year career at the University of Kentucky, Ettensohn has researched geological formations in numerous countries, examining foreland basins, limestone deposits and gas shales to understand the development of landforms. He is also a well-respected expert at identifying ancient earthquakes. He is a fellow of the Geological Society of America and a recipient of two Fulbright fellowships.

Ettensohn recently received one of his most prestigious honors to date from the United States Department of State and the United States Agency for International Development as a **JEFFERSON SCIENCE FELLOW FOR 2013-2014**. Ettensohn will put his teaching responsibilities on hold for a year and relocate to Washington D.C. to advise policy officials on scientific issues within the earth sciences, specifically those relating to international political relations.



Photo courtesy of Frank Ettensohn

To view the 2012-2013 A&S Distinguished Professor lecture by anthropologist Dick Jefferies visit: <http://as.uky.edu/video/distinguished-professor-lecture-richard-jefferies>

For environmentally savvy students, the College now offers a Bachelor of Arts degree in **ENVIRONMENTAL AND SUSTAINABILITY STUDIES**. This program focuses on the natural and physical sciences with less emphasis on the math that is integral to a Bachelor of Science degree.

According to chemistry professor **DAVID ATWOOD**, who is the driving force behind the ENS degree, this new major is a way to incorporate the humanities into a more traditionally scientific field. It is a degree that works nicely with others; an ENS major would pair well with different disciplines such as anthropology, economics, or philosophy to create a **WELL-ROUNDED EDUCATION** for students.

With this degree, Atwood hopes to create an interdisciplinary program that incorporates the humanities in an effort to appeal to more students and prepare them for a world where environmentalism and sustainability are indispensable.

The program is gaining momentum in the classroom and outside of it as well. The **ENVIRONMENT & SUSTAINABILITY RESIDENTIAL COLLEGE**, a collaborative partnership between A&S and the College of Agriculture, is set to open its doors in the fall of 2014. This living-learning community, named **GREENHOUSE**, will live in one of the new dormitories being built on UK’s campus and will enable students to extend their classroom learning through community engagement with organizations committed to developing a sustainable Lexington.

To learn more visit: <http://greenhouse.as.uky.edu>



Greenhouse

Environment & Sustainability
Residential College

FRESHMAN SEN SAT ION

NINA ELLIOTT'S WORK IN SUSAN ODOM'S LAB HAS MADE A BIG IMPRESSION AT UK AND BEYOND.

By Sarah Geegan

When UK chemistry professor Susan Odom was asked about one of her students at the 244th National Meeting of the American Chemical Society in Philadelphia; her answer rendered her colleagues speechless.

Her student, Corrine "Nina" Elliott, works to synthesize and study new compounds for overcharge protection

in lithium-ion batteries — essentially creating chemicals that can be added to batteries to make them safer and more efficient. Elliott won first place in chemistry at her regional and state science fair competitions and presented at the Intel International Science Fair.

Odom's colleague's question was, "How many years of graduate school has Nina completed?" Her response: "She's still in high school."

Since the meeting, 18-year-old Elliott graduated from Paul Laurence Dunbar High School and began attending UK this fall. She started working in Odom's lab in the fall of 2011, as a high school junior, on a project involving specific organic molecules and their utility in lithium-ion batteries.

"I create what's called a redox shuttle," Elliott said. "If too much

Professor Susan Odom (left) and student Nina Elliott work together on battery efficiency.

Photo by Brian Connors Manke

electrical energy is forced into a [rechargeable] battery, then the redox shuttle will put it to a productive purpose, or at least divert it from harming the battery itself. It gets rid of that extra energy in order not to harm the battery.”

This research has significant implications. Odom said that if Elliott finds the right derivative of the chemical phenothiazine to enhance the performance and efficiency of lithium-ion batteries, the product could immediately go to market.

Elliott is not the only high school student to study in Odom’s lab; Odom regularly offers research opportunities for promising high school students with an interest in chemistry. However, Elliott began working with Odom’s research team from the lab’s conception.

For Elliott, the lab represented a new sense of belonging and an opportunity to catapult herself ahead of the curve in research. For Odom, Elliott’s involvement in the lab provided a chance to watch and help a developing scientist emerge.

“It’s been amazing to watch Nina mature as a young scientist in the laboratory,” Odom said. “It was clear early on that she was a bright student, but it was not long until she surpassed my expectations, both in her understanding of her project and in the amount of work she has accomplished. She quickly picked up synthetic techniques that advanced undergraduate and graduate students learn, including setting up reactions for which oxygen and water must be rigorously excluded.”

After recognizing Elliott’s work ethic and potential, Odom said she realized the importance of exposing her to scientists outside

of the laboratory.

She brought Elliott to the 244th National Meeting of the American Chemical Society in Philadelphia, Pa., not to present formally at the meeting, but to attend presentations and meet with a variety of professors, including one of Odom’s former mentors. It was here that Elliott was mistaken as a graduate student in organic chemistry.

“That’s Nina for you,” Odom said. “She knows how to share her knowledge in such a professional manner that her youthful appearance doesn’t give away that she’s never had an organic chemistry course at the college level.”

At the 245th ACS meeting in New Orleans, Elliott presented her research poster among a group of undergraduate, graduate and postdoctoral researchers.

“I was very proud of my presentation,” Elliott said. “I think that my public speaking improved as I presented at various venues, which will help me in the long run. Also having contacts will help me succeed at the university.”

Odom said that she at first hovered in the background of Elliott’s presentation to see if she needed help answering questions delivered by Ph.D. scientists.

“Soon it was evident that she was well prepared to answer even the most difficult questions and was ready to be on her own,” Odom said.

Elliott said she will use these experiences to jump start her undergraduate career and her plans to attend graduate school thereafter.

“I really appreciated the fact it was a brand new lab and I was going to be one of the first people working in it,” she said. “I’ve had

people around who have had more chemistry than I have, and they have helped me to grasp the bigger concepts that, without having a class on them, I wouldn’t have been able to understand. So when I do take an organic chemistry class, I feel like I’ll be pretty well prepared.”

Elliott worked in Odom’s lab as a paid assistant throughout the summer of 2013 and is continuing her research as a freshman this fall.

Interested in computational research, Elliott plans to major in mathematics at UK and is considering minors in statistics and chemistry.

“It’s funny because I always thought that I was far better at English than I was at math,” Elliott said. “But math has logic to it; it makes sense to me. So, I suppose the logic behind math, and to an extent behind chemistry, is why they both fit me so well. I have a penchant for following logical trains and figuring out what the next logical step would be.”

And the next logical step? Odom has watched the young scholar and researcher in action long enough to know — she’s likely to leave some pretty big footprints. &



Breaking Ground



The rising representation of women in Earth and Environmental Sciences encourages collaboration and mentorship amongst female faculty and students.

By Victoria Dekle

EES lecturer Rebecca Freeman studies Cambrian rocks in McGill, Nev.

“The moment I realized I could make a career by playing outside,” Olivia Woodruff exclaimed, “I was hooked.”

Thanks to the growth of women in STEM (Science, Technology, Engineering and Mathematics) fields over the past few years, this dream career is possible for Woodruff and millions of other women across the United States.

The Department of Earth and Environmental Sciences is one example of this positive demographic change at the University of Kentucky.

“Earth science,” said Department Chair David Moecher, “like all other STEM disciplines, was once considered to be defined as an underrepresented field with regard to the proportion of women and minorities.”

“When I started at UK as an undergraduate our department’s faculty was very much dominated by men. I believe there was even a time when no women were on the faculty,” said EES student, Rachel Hatch.

Today the department has three female faculty members — Assistant Professor Audrey Sawyer and Lecturers Rebecca Freeman and Marta Clepper.

In addition, there are also more than a dozen active female M.S. and Ph.D. students, comprising more than a third of the EES graduate student body who are celebrated for their vital research and academic accomplishments.

M.S. student Sara Federschmidt is studying fault stability in the Denali National Park & Preserve in Alaska, for which she recently received fellowships from Denali National Park and the Geological Society of America. Federschmidt works with and is advised by Sean Bemis, assistant professor of Earth and Environmental Sciences.

Woodruff and Hatch are investigating the sea bottom effects of the 2010 B.P. oil spill in the Gulf of Mexico with Associate Professor Kevin Yeager. Their work will determine the stability of the introduced compounds and the overall effects on the delicate marsh environment.

Further abroad, M.S. student Alice Orton is conducting geophysical research in China with Associate Professor Edward Wooley. This work and her studies are supported by two competitive Graduate School fellowships.

Each of these promising young scholars works primarily with male colleagues. While the female students speak highly of their advisors and peers, there is a need for a network of female support and professional advice in this traditionally male-dominated field.

Sawyer, Freeman and Clepper have instituted an informal monthly meeting for all women in the EES department. Students and faculty come together in the conference room of Slone Hall to discuss research, coursework and overall professional development while enjoying the opportunity to discuss life outside of academia.

The impetus behind these meetings is the experience that Sawyer, Freeman and Clepper had during their undergraduate and graduate studies.

“Coming through undergraduate and graduate school, I was the only woman and most of the professors were men. I didn’t have much opportunity to find female mentors,” said Clepper.

Sawyer added, “Around my first year of graduate school I started realizing that I was going to need some informal mentors within my field.”

All three women found it necessary to look outside their own department and their home institutions to find leadership in navigating their careers.

The trend of women dropping out of their career paths in the hard sciences has been well-documented in many scientific disciplines.

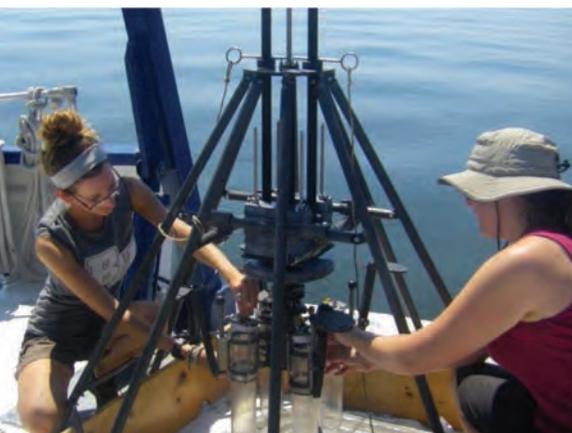
Freeman spoke about her involvement on the board of a professional geology society and the trends of female memberships after the Ph.D. level

“What we realized was in the Ph.D. and undergraduate student categories, we had a very strong representation of women. But when we got to the next step of young professionals in and outside of academia, the numbers of female members of our society just plummeted,” Freeman said. “I think what we’re trying to do within our department is to teach them some of the skills that they will need to make sure that they are heard.”

“And that is really difficult in geology,” Clepper added, “because it is still a male-dominated field. We’re working on changing that.”

Fortunately, the younger generations of female scholars seem to embrace their position as women in a traditionally underrepresented field.

“I’ve seen the full spectrum of the treatment of women in science and I have found it to be very circumstantial,” Woodruff said. “Even if you’re swinging a rock hammer with freshly manicured nails, the boys know it’s still time to back off.” &



Graduate students Michelle Johnston and Rachel Hatch conduct field work in the Gulf of Mexico.



Freeman amongst the Ordovician rocks of the Great Western Desert in Utah.



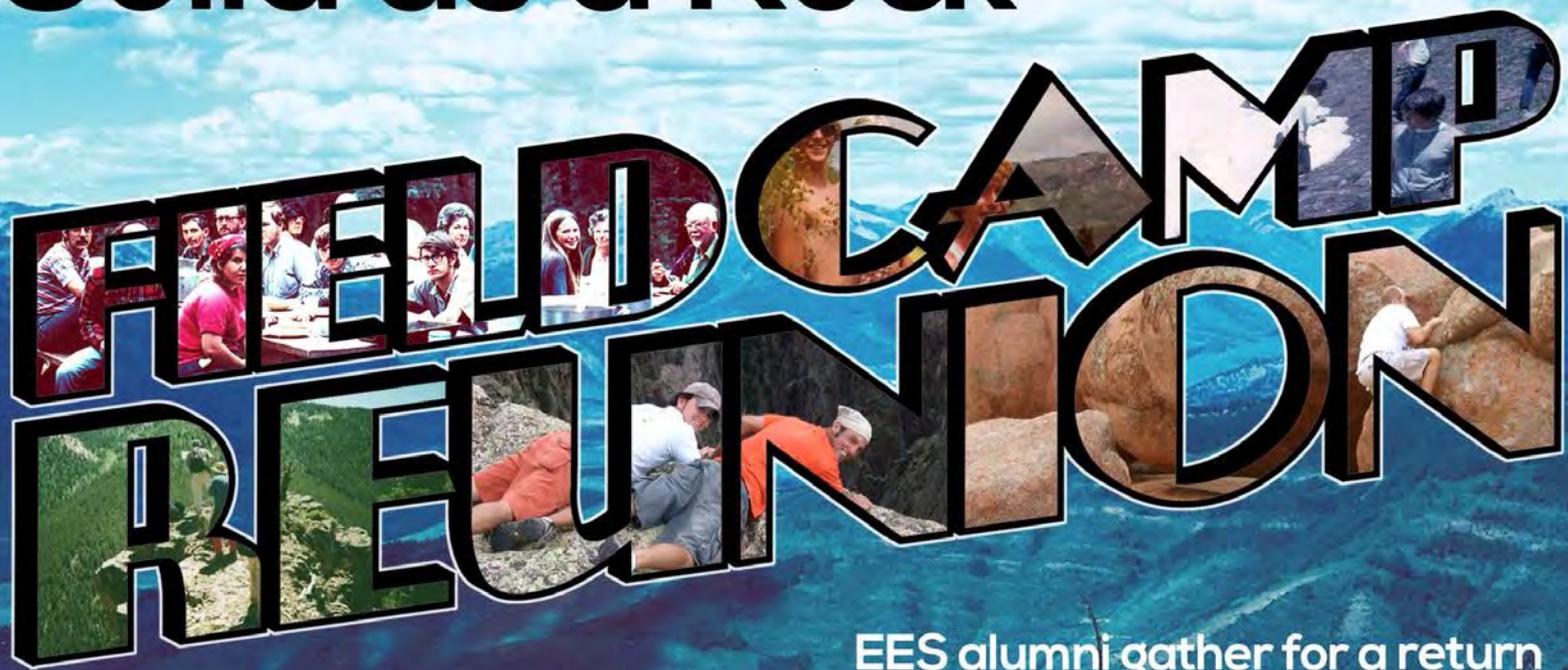
EES Assistant Professor Audrey Sawyer samples groundwater.



Graduate student Olivia Woodruff works with a sample in the lab.

Photo by Dana Rogers

Solid as a Rock



EES alumni gather for a return to the Rocky Mountains.

By Guy Spriggs

Since 1948, UK's Department of Earth and Environmental Sciences (EES) has operated a geology field camp in the Rocky Mountains, giving students the opportunity to apply classroom learning in the real world. This summer, EES offered alumni the chance to return to the Rockies for a special reunion over the Fourth of July weekend.

Participants in the field camp talk about the trip as a life-changing and formative experience, and not surprisingly, alumni were interested and motivated by the prospect of revisiting memories and experiences in Colorado.

"More than anything else, it's something students can look back on. It's a thing that can bind different groups," said EES professor Frank Ettensohn. "Whether they're from the 1950s or the 2000s, it's pretty much the same experience. We have more technology now, but we still do the same things."

EES professor Bill Thomas, who first attended field camp as a student in the 50s, emphasizes the experience itself as transformative.

"It was a whole summer of tent camping in the Rocky Mountains, sleeping to the sounds of Cement Creek, climbing in the mountains every day, pursuing the intellectual stimulation of making a geologic map in the field, and enjoying the camaraderie of camp life. What is not to like?" Thomas asked.

"Field camp was one of the most anticipated experiences among earth science students," said Charles Holbrook, who earned his bachelor's degree in 1962 and his master's in 1964. "The anticipation grew as the time approached for the actual experience. The older geology students seemed to possess a certain aura from having 'been to field camp.'"

Field camp participants are also happy to recall enlightening and amusing stories, many of them involving former professors, namely Arthur C. McFarlan.

“He believed so strongly in the importance of field work that during summer field camps, McFarlan lived in a tent and climbed mountains with them in Colorado and other locations until past his mid-sixties,” Holbrook said. “He led by example explaining, illustrating and challenging all along the way.”

J Hunt Perkins, graduate in 1953 (bachelor’s) and 1955 (master’s), tells the story of eager students starting to climb a slope to identify a rock outcrop on a ridge, only for McFarlan to remind them that the outcrop could be identified from the huge boulder of that same rock on which he was sitting at the bottom of the mountain. “Lesson learned,” Perkins said, “think before you act.”

Perkins also recalls making the cross-country trip in University-owned station wagons, as well as trekking down from the top of Cement Mountain – elevation 11,000 feet – on horseback before a summer snow storm.

But the reunion was more than just an opportunity for alumni to get together and swap stories – it was also a demonstration of the unique unity, spirit and strength that have come to define the EES department and its graduates. Participants are quick to remind you that these qualities are an important part of the EES field camp experience.

“There isn’t always a lot of group effort in the classroom, but out there you have to map in groups,” Etensohn said. “We emphasize cooperation and coordination because they’re going to work in groups at an oil company or anywhere else. We realize the importance of working together.”

“You had to share and support one another. It’s unique. I don’t know of another major that does anything like it. I don’t know any that has a requirement for you to go spend the summer together,” said 1977 graduate Wendell Overcash.

For the alumni of EES, experiences like those at UK’s field camp are a big part of the reason why they remain such an active and connected group – even decades after graduation.

“There wasn’t a cutthroat competition, it was social, it was collaborative, there was no pressure to do it yourself and exclude everybody else,” Overcash added. “So many alumni are just part of the group. You can almost always pick up the telephone and just call them, talk about personal or professional things.”

Holbrook similarly believes the EES experience at UK is defined by a sense of cooperation among students. “The EES department has historically been relatively small compared to other departments on campus and that, combined with the nature of the earth sciences, create an environment that promotes interaction,” he said.

“The EES department itself contributes significantly to this bonding by actively promoting alumni outreach and by establishing liaisons with various companies that hire earth scientists from the University of Kentucky because they like the training and preparation the students receive,” Holbrook continued.

Overcash suggests that collaboration is the nature of geology and that the major attracts people of a common personality, but he also believes that camaraderie has been forged over generations of EES majors because of common experiences.

“Once you get in it’s kind of an ordeal, and the field camp is a big part of that. There’s a sense of adventure. There’s a synergy in the department, and it feeds back on itself,” he said.

Whether it is being in a new environment, compelling students to collaborate or attracting like minds and personalities, EES has created an atmosphere of loyalty, support and togetherness. And as the major and the job market continue to change, alumni hope this spirit will be a part of EES at UK far into the future.

“All of these elements, individually and interactively, contribute to the culture of the department and the lasting relationships that develop among students who have shared academic experiences,” Holbrook said. “The field camp experience forms lasting bonds among students and leaves an indelible imprint upon the consciousness that lasts a life time.” &



GO ECUADOR



UK hosts teachers from the South American country as part of a unique international partnership.

By Guy Spriggs
Photos by Dana Rogers

If you can read this sentence, it's likely you owe your understanding of English to one of your many language teachers. Given your fluency, how well could you teach English to another person? Now imagine English isn't your first language – how well would you be able to teach it then?

This is the challenge faced by 42 teachers studying at the University of Kentucky as part of the Go Teacher program sponsored by the Ecuadorian government. The scholarship program recruits teachers in Ecuador and sends them to the U.S. for intensive training.

Participants in the program – composed of public school English teachers from every corner of Ecuador – are taking part in the seven-month program to improve their English language skills as well as their ability to teach English to their students.

“During this time they will do two things,” explained Tom Clayton, executive director of the Center for English as a Second Language (CESL). “They study English to improve their skills and they also study contemporary techniques for English language teaching.”

“The whole idea of the program is to increase their English skills so when they go back to Ecuador they will be better teachers,” added Tina Durbin, assistant director of CESL.

The first half of this newly-developed curriculum puts participants in the intensive English program in CESL, taking courses focused on the four language skills – reading, writing, listening, and speaking. The second half concentrates on language instruction, second language acquisition, sociolinguistics, and engaging the visiting teachers in courses on contemporary techniques for English

language teaching

“In the second phase they study methods, how to teach language, also applied linguistics, culture and language,” said Jill Cargile, Teaching English as a Second Language (TESL) director for the Go Teacher program.

“I think it's worth it. After these seven months our English will be better and we can find better jobs and teach our students in a better way.”

Susana Auquilla

As Ecuador continues to emerge as part of the global economy, its government has placed increased priority on improving English language skills for its students and citizens.

“Ecuador is one of the big players in South America, and they’re trying to raise the level of English teaching,” Cargile explained. “They see English as an avenue to help them compete globally. This is all funded by Ecuador. It’s very unusual and special. We’re happy to be a part of it.”

“I think it will have a real positive effect on Ecuador and the progress of their students,” she added.

Participants in the Go Teacher program have a lot to say about the benefits offered by their time at UK. Teachers and administrators in CESL are also quick to comment on the benefit of having the visiting Ecuadorian teachers in the classroom. They point to these adult learners as model students, bringing energy and diversity to CESL courses.

“They study really hard and raise the bar in our classes. They are teachers and are more motivated than the average student because they have more at risk. They have a positive effect and other students want to participate and be part of the energy of the classroom. It’s almost like having student colleagues in your classes,” Cargile said.

“It has truly increased our diversity, which raises the level of using English as a foreign language,” Durbin continued. “They’ve been great role models for our younger students.”

Cargile points out that the visiting teachers are similarly active outside of the classroom, taking part in activities on campus and throughout Lexington. “They have a real impact on the local community,” she said.

The Go Teacher scholarship program is a three-year contract with the University of Kentucky and other participating American institutions, administered through Kansas State University. The group of 42 Ecuadorian teachers that arrived in Lexington in January will be followed by a second cohort coming in late May.

In addition to their work in the classroom and community at large, participants in the Go Teacher program play a vital role in helping CESL achieve its goals of increasing international development work and expanding the role of CESL in teacher training.

“That’s an important turn because we haven’t done so much in the past with teaching ESL,” Clayton said. “It pushes us to make that transition to improve students’ skills as English language teachers.”

This program, then, not only gives visiting teachers the chance to learn new skills and make a contribution to their native Ecuador, but it also expands the limits for the CESL, offering exciting learning opportunities for students. &

“This is a great opportunity to improve my English skills. When I come back, I will be a better teacher and I am taking advantage of this chance to learn and practice English.”

Ines Vargas

“It is a great opportunity to develop in our professional life and also in our personal life. This teaches us how to be better human beings and how to be better in life.”

Lucia Arizaga

“I have accomplished one of my dreams. In my country I always looked for courses to improve my language, but I need to come here to live with it. For me, to be here is to be successful.”

Carla Cadena



Go Teacher participants from Ecuador explore the Commonwealth and all of its riches, including a trip to Mammoth Cave National Park.



Photo by Brian Connors Manke

THE

IMPORTANCE

OF

COFFEE

AND

STILL
MORNINGS



BY VICTORIA DEKLE





Mornings always begin with a cup of coffee and NPR on my \$10 kitchen radio. I might have a pad of paper and a pen with me to think about tasks for the day, but often it's just me, the radio, a mug of coffee, and whatever catalogue or letter made its way to the dining room table.

I used to eat my breakfast at the computer in front of my many email accounts, but I have learned to enjoy moments without being tied to a screen. Now in my 5th year of graduate school, I appreciate stillness and the ability to work on one task at a time.

My name is Victoria Dekle, and I am a Ph.D. candidate in the Department of Anthropology in the College of Arts and Sciences at the University of Kentucky. I introduce myself as Victoria to the professional world and as Ms. Dekle to my students, but most people call me Viki.

In a couple of years I hope to add a new title to this list: Dr. Dekle.



DISSERTATE FIRST

You know how many people run early in the morning to ensure that they make time for a workout? Well, this is the principle I use for my dissertation.

Most mornings I will grab a second cup of coffee, move to my home office, and spend time writing drafts or outlining thoughts for my dissertation. Later in the day, I will try to make time for data entry, statistical analysis or additional reading. The morning, however, is always the best time for me to write.

Every day I think about working on my dissertation and completing my degree. Among all the responsibilities I have and the roles I play in my professional life, my primary objective at UK is to complete my Ph.D. in anthropological archaeology.

There are many steps to completing a Ph.D., including coursework, grant writing, qualifying exams, conducting original research and lots and lots of writing. Beyond that, modern graduate students must also begin establishing their professional voice before graduation. So, aside from my degree requirements, I also spend time presenting at conferences, writing and publishing peer-reviewed articles, and participating in professional and academic service opportunities.

My days are quite full.

WORKING 9 TO 5... SORTA

After coffee, writing, packing my lunch, and hopefully a little breakfast with my husband, Tim, I set off to campus. I trek towards the Patterson Office Tower, the site of my first and primary part-time job: writing and editing for the College of Arts & Sciences. My other job is teaching a night course at Eastern Kentucky University.





Photos by Brian Connors Manke



Holding these two positions does make it difficult for me to “dissertate first.” I enjoy both of these jobs immensely, and they provide excellent opportunities for my future. But the pay is low, and the financial struggle that I and other graduate students often experience is real and challenging. I enjoy both writing and teaching, so these jobs do provide fun opportunities.

Teaching is one of the primary reasons I decided to pursue my Ph.D. in anthropology. I love teaching, but I do not love it every day, and I certainly do not love it all of the time. Teaching is demanding. It tries your patience. It can make you feel self-conscious, and it always demands much of your time.

But there are also benefits and joys to teaching. I feel privileged that I am able to share my passion for the discipline of anthropology with my classes. It is exciting to see students learning to challenge the world around them and to think carefully and critically about the theories and ideas they hear from others.

Being an effective teacher does not happen overnight. Being a good or a great teacher takes even longer – years or decades. Although my primary purpose here at UK is to develop my scholarship and prepare for a life of academic research, another significant part of my graduate education is to learn how to teach in a university classroom.

CONTINUED ON P18

STAYING CONNECTED

Days on campus are not entirely devoted to working on projects for the College, preparing for my class, or conducting dissertation analysis. There are plenty of people I meet with during my days including advisers, colleagues and friends.

Sometimes my committee chair and primary adviser, Richard Jefferies, and I will meet in the afternoons to chat about my work. One thing to understand about a doctorate program is that developing a strong and professional relationship with your adviser is integral to your success in school and on the job market.

Not only do Dick and I spend time discussing my dissertation progress and my research objectives, we also talk about the happenings in Southeastern Archaeology, the courses we're teaching, papers we've read, and often the latest movies or concerts we've seen in town.

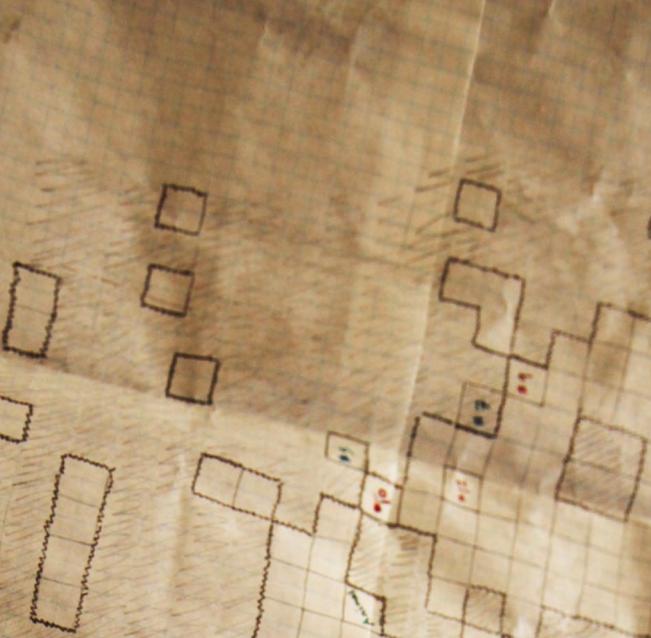
Archaeology is a field science, so Dick and I have spent portions of several summers in the field together on the Georgia coast with student field crews working on his Spanish mission excavations and developing my dissertation research program.

Mentoring is such an important part of the academic system. Not only am I a recipient of such guidance, but I am also learning to develop my own mentoring skills.

The role of the graduate student as a relatable mentor towards promising undergraduate students cannot be overemphasized. It is perhaps the most important advantage that research institutions have over small liberal arts colleges and regional universities in preparing undergraduate students to enter graduate programs.

During my undergraduate studies at the University of Georgia, I befriended a handful of graduate students in the Department of Anthropology who showed me the day-to-day realities of graduate student life. They spoke with me about publication pressure, adviser expectations, financial worries, job concerns, research motivations, and how to keep personal and professional worlds balanced. Years later, these former students are now academics and professional archaeologists and they still mentor me about their experiences via email and at conferences.

I recognize how profound this mentoring activity was for my professional development, and I try to pass this experience forward to undergraduates here at UK. Mentoring begins in the classroom, and I have counseled many students about pursuing higher degrees and careers within and outside of anthropology.





Photos by Brian Connors Manke

FINISHING THE MARATHON

Class ends late in Richmond on Thursday nights. On the drive home down I-75, I rejoice that the week is almost over. There is only one more day on campus for my work week. When I make it back to Lexington, I'll either meet with friends at Lynaghs for trivia night or collapse on the couch with Tim for some West Wing reruns on Netflix.

My husband is also a graduate student, but he is in another department (Geography) and is a bit closer to graduation than I am. We are an academic pair waiting to see what the job market holds for us in the next few years, and we are anxious to know where we will go after UK. It can be difficult for academic couples to find joint employment, especially in today's job market. At the end of the day, however, we are both elated to have each other and find that all those

pressures of graduate school and academia are more bearable with a supportive partner at our sides.

The thing to remember is that graduate school is not a race; it's a marathon.

I chose this lifestyle and to spend all of my 20s in school because I enjoy scholarly pursuits. I constantly want to learn new things about the world, and I strive to continue to challenge ideas about humanity and society. Pursuing a career in academia gives me this space for creativity, which is a priceless gift and something for which I'm willing to work. First, however, I need to keep everything in check and repeat the mantra: dissertate first.

But my need for NPR and still mornings will never go away. &





8-19-2011
(V)

TRANSFER BACK TO
KABUL ON THE
WAY TO BAGRAM
SGT. JONATHAN
OLIVER

LEARNING

how
to

HEAL

Travis Martin's "Journal of Military Experience" gives veterans a valuable outlet for coping with the traumas of war.

By Guy Spriggs
Illustration by Victor Juhasz

When UK English doctoral student Travis Martin returned from military service in 2006, he found himself dealing with avoidance issues and concerns about assimilating into life after deployment. Martin says he didn't know how to answer questions others had about the war. "I didn't like being reminded of it all the time. I started avoiding situations and people altogether," he said.

Then, in his last undergraduate semester at Eastern Kentucky University, Martin read a book by an Iraq war veteran when taking a course on memoirs. Martin was nervous about the assignment at first, but this exposure to another veteran's story became a formative experience for him as both a scholar and a returning soldier.

"I found that the more I read, the more I'd grow comfortable talking about war both intellectually and on a personal level. It wasn't like the exposure therapies I took part in where I couldn't control the pace. With reading and writing I was able to control the intensity," he explained.

After earning his B.A., Martin was given the opportunity to design a class for returning veterans. The program he put together combined information about study skills and university resources with personal essay writing, allowing veterans to explore their skill sets and apply their life experiences to their coursework.

"I learned that the writing process is healing for a lot of veterans," he said. "Traumatic memories are fragmented, a jumbled mess of memories and emotions that is hard to make sense of. The process of writing them out or representing them through art allows a person to look back at his or her trauma and put a coherent story together."

"If veterans can learn how to tell their stories and have them heard by society, it shows them they can have a post-war life. Acceptance is an important part of the process," Martin added.

These experiences encouraged Martin to engage in further outreach, both to help his fellow veterans and to pursue his academic interests in memory and trauma. The results of this outreach were so positive that Martin collected and published the work produced by his students, leading to the creation of "The Journal of Military Experience" (JME).

Currently, Martin and nearly three dozen volunteers – professors, graduate students, clinicians and veteran writers – are working with nearly 200 veterans in online workshopping groups to produce the third volume of the JME. They have also expanded the umbrella to include three additional journals: "Blue Falcon" (military fiction), "Blue Streak" (military poetry) and "The Veterans PTSD Project" (stories of post-traumatic growth and resiliency).

Martin has used these publications to reach out to veterans and writing communities, and last summer organized the Military Experience and the Arts Symposium with a grant from the Kentucky Department of Veteran Affairs.

"We invited 100 veterans to participate in free workshops for three days. What I found is that I'm not the only one doing this kind of work. Writing and arts communities are springing up all over the country in response to the wars in Iraq and Afghanistan. People are latching onto the arts because of their therapeutic benefits," he said.

Those who have participated in Martin's workshops or published work in "The Journal of Military Experience" have a lot to say about the benefits of writing about their time in the military. Their comments reflect the therapeutic value of writing, giving veterans the opportunity to confront traumatic – and even forgotten – experiences.

Jennifer Childress, an Air Force veteran who runs the Facebook page for "The Journal of Military Experience," was first drawn to the JME after seeing videos from the Military Experience and the Arts Symposium.

"I was interested in the healing of wounds from war using art, writing, music and other therapies. What kept me engaged was the comradeship that seemed to flow from writer to editor, veteran to civilian," she said.

"This association has kept me involved with many different veterans' groups and has fostered online friendships, mainly those involved with healing through writing and individual learning through many kinds of artistic expression," Childress continued.

"Writing is a form of therapy. Perhaps not to all, but many, including myself," said veteran Eric Hannel. "I appreciate 'The Journal' for being a creative outlet that allows me to express myself and minimize some of the baggage I carry related to my experiences."

"I have published three stories and it has been medicinal. It has been a good way for me to describe my experiences, like elements of the human condition," he added.

Nurse and Vietnam veteran Sarah Blum used one of the JME workshops as the springboard for writing about her military experiences for the first time.

“I was delighted to find out I could get help through ‘The Journal of Military Experience.’ I sent my article about my healing journey back to Vietnam, and editor Katt Blackwell-Starnes responded with a message that was so compassionate, welcoming and healing for me,” she said.

“I have had a wonderful experience with the JME. Travis has always listened to my problems and I have had great assistance from the editors,” added veteran Richard Combs. “Knowing that someone is interested in my work is a big boost.”

Martin’s outreach is about more than outreach to his fellow veterans: it also occupies a central role in his doctoral work. His goal is to map these growing arts and writing communities and discover the philosophies that are guiding the literature being produced.

“I want to start forming a proto-canon of the people that are going to form the great Iraq and Afghanistan war writers 50 years from now. I want to see how those different healing philosophies influence their works,” Martin explained.

For Martin, writers like those published in the JME are changing the conversation regarding military experience and veteran identity. He hopes his work will continue to open therapeutic doors for veterans.

“I’ve seen that vets want control and coherence, that they are willing to go through the same growth I did. They’re doing away with the notion that they won’t talk about their experiences, and they’re making non-veterans aware of what’s happening in their name,” Martin said.

Martin wears many hats: researcher, budding scholar, teacher and more. But his role which gives veterans the opportunity to express themselves creatively, and scholars a space to discuss important issues related to the military and veteran communities, is becoming a powerful and poignant legacy. &



Photo by Charlie Campbell



Photo by Charlie Campbell

RIFLING ABOUT

By Travis Martin

The night never ends
For children of the
Cumberland Valley,
Whose souls, wrapped
in the Holy Ghost,
Forever rifle about within
For blame: once saved
always saved, unless—
The paradox begins again.

What happens when
The blue morning dew
Evaporates
Like crabgrass raptured
By a sweet grandmother
Planting spring tomatoes,
Revealing the disgusting earth
And the dark limestone caverns
Underneath?

What happens when
Blessed assurance
In the soulless gaze
Of the Black Angus
Is held accountable,
Locking eyes
With a broken old farmer,
Begging forgiveness
At the stockyard.

What happens when
The water moccasin's
Warning—
That sickly-sweet watermelon scent—
Oozes from your pores
Like the sweat of ecstasy
Or eternal damnation?

The sun rises,
As it always does,
And the valley
Forgets the night,
Cleansing the souls
Of those left behind
In murky-green waters,
Calling its children
Back to the altar
To hear a sermon
About the night
Steadily approaching.



A 3D illustration of a green field with a grey path, a small tree, and several colorful books standing upright. The background is a bright blue sky with white clouds.

Mapping a New Course

**Social Theory class features four faculty
and a student-produced journal.**

By Victoria Dekle
and Brian Connors Manke

Illustration by Shaan Azeem

Rachael Hoy might be a graduate student in English, but right now her brain is more focused on mapping than sentence fragments.

As co-editor of “disClosure,” the graduate student-run journal associated with the Committee on Social Theory, Hoy is busy preparing the 2014 edition of the journal that will examine mapping within current social theory.

“I have just always had a fascination with space in novels,” she said. “It’s interesting how space is manipulated for characters, by authors, to rewrite the way that things exist or to show the problems with the way that things exist.”

Hoy’s co-editor is Christina Williams, another doctoral student in the Department of English. Williams is also interested in the ways authors use space to reflect large social changes in their work.

They were both drawn to coursework through the Committee on Social Theory because they realized interdisciplinary opportunities are important to their discipline of English. The social theory coursework provides a medium for students in all fields at UK to reach out to individuals with other knowledge and other perspectives who wish to examine the same processes in the world.

Another very unique aspect about the mapping course Hoy and Williams took – it was co-taught by four faculty members inside the College of Arts & Sciences.

“One of the class faculty leaders is Jeremy Crampton, who is in the Department of Geography, and we started the course by talking about, well, what is a map?” said Jenny Rice, an assistant professor in Writing, Rhetoric and Digital Media and another of the co-faculty members for the course.

“No one has a monopoly on good ideas”

Jeremy Crampton

“And most people do think, well, I know what a map is. If you think of it even broader than just a map of a space, a map is something that lays over a very undifferentiated area otherwise and tells you what to look at, tells you what you’re seeing,” Rice added.

Crampton said the structure isn’t restricted to only benefitting the students. “No one has a monopoly on good ideas,” he said. “As a proponent of collaborative work I was excited to teach a seminar with faculty from different disciplines.”

With the varying perspectives, others took note of the tangible difference at work. “There was



Rachel Hoy



Christina Williams

Photos by Brian Connors Manke

an openness to new ideas and an energy in class discussions that are unusual in courses where everyone comes from the same discipline,” said Susan Larson, associate professor in the Department of Hispanic Studies.

Jeff Peters, a faculty member in the Department of Modern & Classical Languages, Literatures & Cultures and the Division Director of French and Italian Studies rounded out the faculty.

“The social theory certificate is a really nice way to dip my toe into the waters”

Christina Williams

“I have never taught a course like this where we have four different interdisciplinary perspectives on a single subject. And, the benefit of that, especially for graduate

students, is that you realize that lots of different people are looking at this subject right now,” Rice said.

“Usually in the social theory seminars, it is a very timely topic, and right now mapping is really popular in terms of what people are doing in their research. As much I loved my graduate training, we didn’t have anything quite like this where we got this level of engagement with scholars, and that is just so unique for graduate students here,” she added.

For Hoy and Williams, participating in a course with graduate students from other areas has helped them approach their own subject matter in a new light.

“With literature it’s always good to look at connections with other disciplines. The social theory certificate is a really nice way to dip my toe into the waters,” said Williams.

“At this stage of our careers, we tend to become so specialized that we isolate ourselves from

other disciplines; the social theory seminar provides a place for us to engage with the way other disciplines work and think, enriching the work we do by delving beyond the surface of interdisciplinarity,” Hoy said.

Plus, those pesky sentence fragments aren’t going anywhere. &

The relationship has never been made official, but everyone knows that Languages and the Arts are an item. As the story goes, the two got together sometime around the fall of Babel, and they've been inseparable ever since.

For Jan-Piet Knijff, Agata Grzelczak, and Gonzalo Hernández Baptista, three A&S graduate students that share a common thread of knowing multiple languages and a passion for the arts, this relationship is an enduring one.

Jan-Piet Knijff was prepared to study Classics in Amsterdam, the Netherlands, almost 30 years ago. A last minute switch to study music at the Conservatorium of Amsterdam, a specialized music university, led him to an international career as an organ and harpsichord player.

Knijff moved to New York in 1999, where he earned a Doctor of Musical Arts at CUNY and taught music history, theory and performance at various universities. He later began teaching Latin at a community college in Connecticut, refreshing his knowledge of not only Latin, but also Greek.

“When I knew I wanted a degree in Classics, I really wanted to do it at UK and only at UK because of the active Latin component,” explained Knijff.

Knijff is currently in the Classics doctoral program, where his research interests include Latin music terminology as well as recent Latin translations of Dutch children's books.

“In the end of the day, I think my interest in Classics has broadened me as a person, and my music can only benefit from that. So, I really think both disciplines benefit from each other. It's getting a bit complex career-wise, but I don't think I could live without teaching in both areas somehow,” said Knijff.

While Knijff has already begun his career, Agata Grzelczak is just getting started, but she, nonetheless, represents a true polyglot, speaking Polish, English, French, and Spanish.

Grzelczak grew up and lived in Poland for 25 years and was immersed in multiple languages at a very young age as a result of her mother teaching German. Her interest in film began early on, as well. After attending a film festival at the age of 14 in which she was a part of the student jury, her interest in film took off. “I wanted to find a way to research it, to study it,” said Grzelczak.

For her M.A. thesis at Adam Mickiewicz University in Poznań, Poland, she utilized her knowledge of multiple languages to study film by examining subtitle translations of a Spanish film into Polish and English. Now, at UK, she plans to research Argentinian film as she pursues her Ph.D. in Hispanic Studies.

“I watched a comedy from Argentina and the accent interested me most,” explained Grzelczak. “It's a little bit like French and Spanish combined; I really love it because of that.”

Gonzalo Hernández Baptista is also a doctoral student in Hispanic Studies whose relationship with languages and the arts impacts his understanding, especially in literature.

Baptista grew up in the small city Castilla la Mancha in Spain, the city of Don Quixote. The one “with the windmills,” Baptista explained.

He later moved to Italy for nine years and became fluent in Italian.

Baptista left his job as department head of Italian Sección Española at the University of Turin in Italy to pursue his passions of studying sudden fiction, a genre of short story composed of around 200 words. He plans to concentrate his studies on the surrealist period and the notion of playing with perspectives.

Baptista also writes his own sudden fiction, and his language fluency in Spanish and Italian allows him to write in both languages. “When you write, you have to swim inside the language,” he said. “Otherwise, you are not free of expressing yourself.”

For Knijff, Grezelczak, and Baptista, the merging of languages and arts assures that the perfect love story continues. &

Jan-Piet Knijff



Photo by Dana Rogers

Agata Grzelczak



Photo by Brian Connors Manke

Gonzalo Hernández Baptista



Photo by Brian Connors Manke

GRADUATE STUDENTS

BY THE NUMBERS

Compiled by Guy Spriggs and Victoria Dekle

A NARRATIVE OF OUR THOUGHTS

It is difficult to measure the impact graduate students have on the objectives of Kentucky's flagship university. The numbers and quotes collected here, however, give some idea of the role graduate students play in creating and sustaining the academic environment – for both professors and undergraduates – in the College of Arts & Sciences. Graduate students provide not only support but also energy and innovation, and this information shows the role of graduate students is significant and reaches into every aspect of academics at UK.

Those involved in graduate education in the College of Arts & Sciences make it clear that graduate students are absolutely integral to the educational missions of the college and the entire university. Virginia Blum, professor in the Department of English and director of Graduate Studies, says it best: “This isn't just training people for our profession – there's a feeling of collaboration. I imagine teaching in a place without graduate students, and I would hate it.” &

QUOTES FROM FACULTY

Contributors:

| | |
|-----------------|------------------------------------------------------------------------------|
| Virginia Blum | Director of Graduate Studies, English Department |
| Morris Grubbs | Assistant Dean, Graduate School |
| David Hamilton | Director of Graduate Studies, History Department |
| Elizabeth Lorch | Associate Dean for Research and Graduate Studies, College of Arts & Sciences |

On facilitating research:

David Hamilton – “Graduate students and graduate programs add immensely to a university’s research culture. Having hundreds or even thousands of students committed to mastering a research field and engaged in producing their own research for a thesis or a dissertation adds an immense energy and dynamism to a university.”

Elizabeth Lorch – “Graduate students are a critical element of the research: completion of a whole variety of research projects is dependent on graduate students being involved. If we didn’t have graduate students, research just wouldn’t happen. Graduate education really integrates the various missions of the university: research and teaching and service and outreach.”

On innovating in the classroom:

Virginia Blum – “I think our undergraduates often really benefit from the enthusiasm of graduate students. When graduate students are teaching literature courses – focusing on reading and writing and literature – undergraduates get a certain kind of experience they’re not really going to get from faculty. Graduate students are often more creative teachers in many ways because they’re newer, they’re fresher, they connect better with the undergraduate population, they’re more interactive.”

Morris Grubbs – “Many of our graduate students live at the intersection of research and teaching. They see these endeavors as inseparable, symbiotic activities. They remind us that good teachers are first and foremost passionate learners.”

Elizabeth Lorch – “Graduate students play a huge role in the classroom. Some of them teach independently; some are teaching assistants who are playing a big role in the discussion and writing experience and others are laboratory instructors who are on the ground with undergraduate students. They play a tremendous role in undergraduate education.”

On the spirit of collaboration and mentorship:

Virginia Blum – “The graduate students bring new things and can take off from your research areas. Especially in a graduate seminar, there’s a real kind of collaborative effort involved. And I think those collaborations between the faculty and the graduate students become inspiring for undergraduates, too, in diverse ways.”

Morris Grubbs – “Graduate students are vital to the intellectual and creative energies on campus. Not only are they central to the research mission, but they also serve at the very core of UK’s teaching mission and are essential role models and mentors to our undergraduates.”

On UK’s highly-ranked graduate programs:

Virginia Blum – “Our mission is to offer students the best training possible for academic jobs, and our graduate mission is the prestige of this department. What we do with graduate students – which graduate students we recruit, where we place them – that is the prestige. Our ranking is largely driven by how well we place our graduate students. The highly-ranked departments are very clear about how important their graduate students are, how central they are to their mission and national prestige.”

David Hamilton – “Different departments might suggest any number of reasons why attending UK is special or beneficial, but I think one, certainly, is that it is an advantage to take a degree from an institution that is committed to both teaching and research. Trying to sustain both commitments is not easy.”

Elizabeth Lorch – “In many of our programs it’s common among the graduate students to see an attitude of caring about what comes next and how they may be making an impact on others in their future careers. It doesn’t seem to be only about personal advancement. It seems to be a realization that they are likely to be in careers that have an impact on other students, on the community at large, on the future of different sorts of industries or advances.”

Enrollment Information

| | 2011 University Enrollment | | 2011 College of Arts & Sciences Enrollment | |
|------------------------|----------------------------|---------|--------------------------------------------|---------|
| | Number | Percent | Number | Percent |
| Undergraduate Students | 20,099 | 73.82% | 4,969 | 83.86% |
| Graduate Students | 7,127 | 26.18% | 956 | 16.14% |
| Total | 27,226 | 100.00% | 5,925 | 100.00% |

Table 1: [Graduate and Undergraduate enrollment for the University and the College of Arts & Sciences, Fall 2011. Data provided by the University of Kentucky Office of Institutional Effectiveness.](#)

2012-2013 OUTSTANDING TEACHING ASSISTANT AWARDS

Jill Abney
HIS

Ashley Bandy
EES

Brad Fox
MAT

Michelle Giedt
BIO

Christopher Grosh
ANT

Agata Grzelczak
MCL

Charles Horn
PHI

On impact beyond the university:

Morris Grubbs - “Our vision is to maintain the high quality of graduate education while assisting programs and students in preparing for a rapidly changing professional landscape. Graduate degrees and graduate certificates are quickly becoming the norm in professional employment lines that have traditionally required or expected only the bachelor’s degree.”

David Hamilton - “We have had a number of students take public history positions, and they have done very well. The research and analytical skills that are at the core of any successful graduate program can help a student in many different lines of work.”

Elizabeth Lorch - “We’re talking about the people who are going to be the researchers and creators of knowledge, who are going to be the educators, who are often going to be the innovators and the entrepreneurs. We’re really talking about, largely speaking, a group of people who are going to be very important to the education of future generations, to the creation of knowledge, and to vital aspects of industry.”

Statistical Information

| Department | TAs | RAs | GAs | Fellowships |
|------------|-------|-------|-----|-------------|
| ANT | 18 | 6 | 1.5 | 5 |
| BIO | 49.5 | 4.5 | 0 | 7 |
| CHE | 63 | 30 | 0 | 8 |
| EES | 17 | 5 | 1 | 3 |
| ENG | 66 | 3 | .5 | 4.5 |
| GEO | 24.5 | 2.5 | 0 | 4 |
| HS | 34 | 0 | 0 | 7 |
| HIS | 19.5 | 5 | 2 | 5.5 |
| MAT | 59 | 1 | 0 | 14 |
| MCL | 25 | 0 | 0 | 3 |
| PHI | 29 | 0 | 0 | 0 |
| P&A | 37.5 | 25.5 | 0 | 4 |
| PS | 17 | 1 | 0 | 0 |
| PSY | 35 | 28 | 3 | 19 |
| SOC | 20.5 | 6 | 0 | 1.5 |
| STA | 39 | 55 | 0 | 1 |
| TOTAL | 553.5 | 172.5 | 8 | 86.5 |

* Biology has four external TAs from other departments due to insufficient numbers of Biology graduate students

Table 2: Graduate student appointments by department in the College of Arts & Science for the Spring 2013 semester. Data provided by the Office for Research of the College of Arts and Sciences.

Scott Hotaling
BIO

Mary Clai Jones
ENG

Carrie Mott
GEO

Andrea Neal-Malji
PS

Furuzan Ozbek
MAT

Ana Pociello-Sampriz
HS

Nesa Wasarhaley
PSY

CUTTING THE COST

Arts & Sciences Alumni Funds Enable Student Opportunities

By Victoria Dekle

Geography graduate student Malene Jacobsen is no stranger to travel for her research. While she is a student at UK and spends most of her time in Lexington, Jacobsen's work on political asylum and migration requires her to move between Europe and the United States as she collects data for her degree.

All of those transatlantic flights, however, are expensive.

Jacobsen was fortunate to recently receive an Academic Excellence grant from the College of Arts & Sciences. The funds from this alumni-sponsored award enabled her to present a paper on her M.A. thesis work at the 5th Annual Nordic Geography Meeting in Reykjavik, Iceland, this past June.

"The aim of this research project has been to critically examine how everyday practices and spaces are produced and how asylum seekers navigate and understand themselves within this system," she said.

Jacobsen chose to pursue research about asylum seekers within the discipline of Geography because of the many theoretical and analytical approaches the field embraces across the social sciences.

Jacobsen explained that there is a great diversity of asylum seekers and that they choose many different ways

to negotiate their situations, an approach that reflects modern social science studies.

But there is also an activist ethos behind Jacobsen's research, for asylum seekers regularly live very difficult lives.

"They are often in a state of limbo, in-between places, or in non-sovereign space," she said.

"We need to think critically about how we treat people who have left their homes, families, and lives behind – those who fled in order to save their lives. I have always been interested in the inequalities that exist within societies and migration is just one way to study issues of inequality and exclusion."

With this scholarly foundation, Jacobsen can start pursuing the professional side of her developing academic career by attending international conferences and making vital connections.

"It is important that young scholars such as M.A. and Ph.D. students get financial help to participate in conferences," Jacobsen said. "The space of the conference provides opportunities to meet people who you might collaborate with in the future or who might hire you when it is time to get a job." &

Malene Jacobsen's story of receiving valuable financial assistance is a common thread for many. These awards enable students to reach their full potential through research, teaching and scholarship, and are largely provided by the generous efforts of our alumni and friends. Here is just a sampling of awards and the people connected to them:

Margaret L. Lantis Award for Excellence in Original Research

(Anthropology)

The Lantis Award recognizes the most outstanding original research by a graduate student in the Department of Anthropology each year. The monetary award is intended to support further research towards the student's degree and future career goals.

Margaret L. Lantis was a pioneering anthropologist of the mid-twentieth century, working in the fields of applied anthropology and North American ethnography. After receiving her Ph.D. from the University of Chicago in 1939, Lantis conducted applied research with the U.S. Public Health Service, the Bureau of the Census, the Department of Agriculture, and the Bureau of Indian Affairs. She joined the Department of Anthropology in 1965 and helped to establish its strong emphasis in applied anthropology.

Swift/Longacre/Scaife Fellowship

(Classics)

The Swift/Longacre/Scaife Fellowship assists one graduate student with tuition expenses each year, alternating every other year between an M.A. student and a student seeking professional certification to teach pre-college Latin.

This fund honors three notable teacher-scholars in Kentucky. **Lou Swift** and **Ross Scaife** were faculty members of the Classics Department at UK, and **Ruth Longacre** was a Latin pedagogy teacher at Georgetown College who trained many of Kentucky's Latin teachers. Swift still occasionally teaches at UK as an emeritus professor and was named to the College of Arts & Sciences Hall of Fame in 2012. Scaife and Longacre and their contributions to education are remembered through this fund.

T. Marshall Hahn, Jr., Fellowship

(College of Arts & Sciences)

The Hahn Fellowship is awarded by the College of Art & Sciences as additional financial support to a teaching or research assistantship in an effort to attract outstanding first-year graduate students.

T. Marshall Hahn received his B.S. in physics from the University of Kentucky with highest honors in 1945 and a Ph.D. from the Massachusetts Institute of Technology in 1949. Hahn is a native of Lexington, Ky., and the son of a former UK physics professor.

Elizabeth Haynes Field Trip Fund in Geological Sciences

(Earth and Environmental Sciences)

The Haynes Fund is a need-based award to cover approximately one half of the entire cost of attending a Geology field trip, which in the past have been to locations such as Canada, New England, the Southeastern Atlantic Coast, the Appalachian Mountains, and the Rocky Mountains.

Elizabeth Haynes is a native to Lexington, Ky., who earned an M.S. in Geology at UK, pursued a Ph.D. at the Colorado School of Mines, and now works as a production geologist in Perth, Western Australia. She also served as a member of the College of Arts & Sciences Alumni Advisory Board before relocating to Australia.

Mary Wilma Hargreaves Memorial Fellowship Fund (History)

The Hargreaves fund provides financial support for graduate student travel, both for dissertation related research and for presentations at scholarly conferences.

Mary Wilma Hargreaves, the first woman to receive the rank of full professor in the Department of History, taught at UK from 1964 to 1984 and specialized in courses on the American frontier and American economic history. While in Lexington,

Professor Hargreaves served on the Henry Clay Memorial Foundation board. She loved classical music, ballroom dancing, and animals – especially golden retrievers.

Wimberly C. Royster Outstanding Teaching Assistant Award

(Mathematics)

The Wimberly C. Royster teaching assistant award is a monetary award given to a mathematics graduate student who has demonstrated outstanding performance in teaching, scholarship, and future research potential.

Wimberly C. Royster was a mathematics professor as well as a distinguished administrator at UK, serving as the dean of the College of Arts & Sciences, the dean of the Graduate School, and the first vice president for Research and Graduate Studies. Although retired, Royster is an active member of the university community and promotes education across campus and the Commonwealth of Kentucky.

Coherent Graduate Student Scholarships

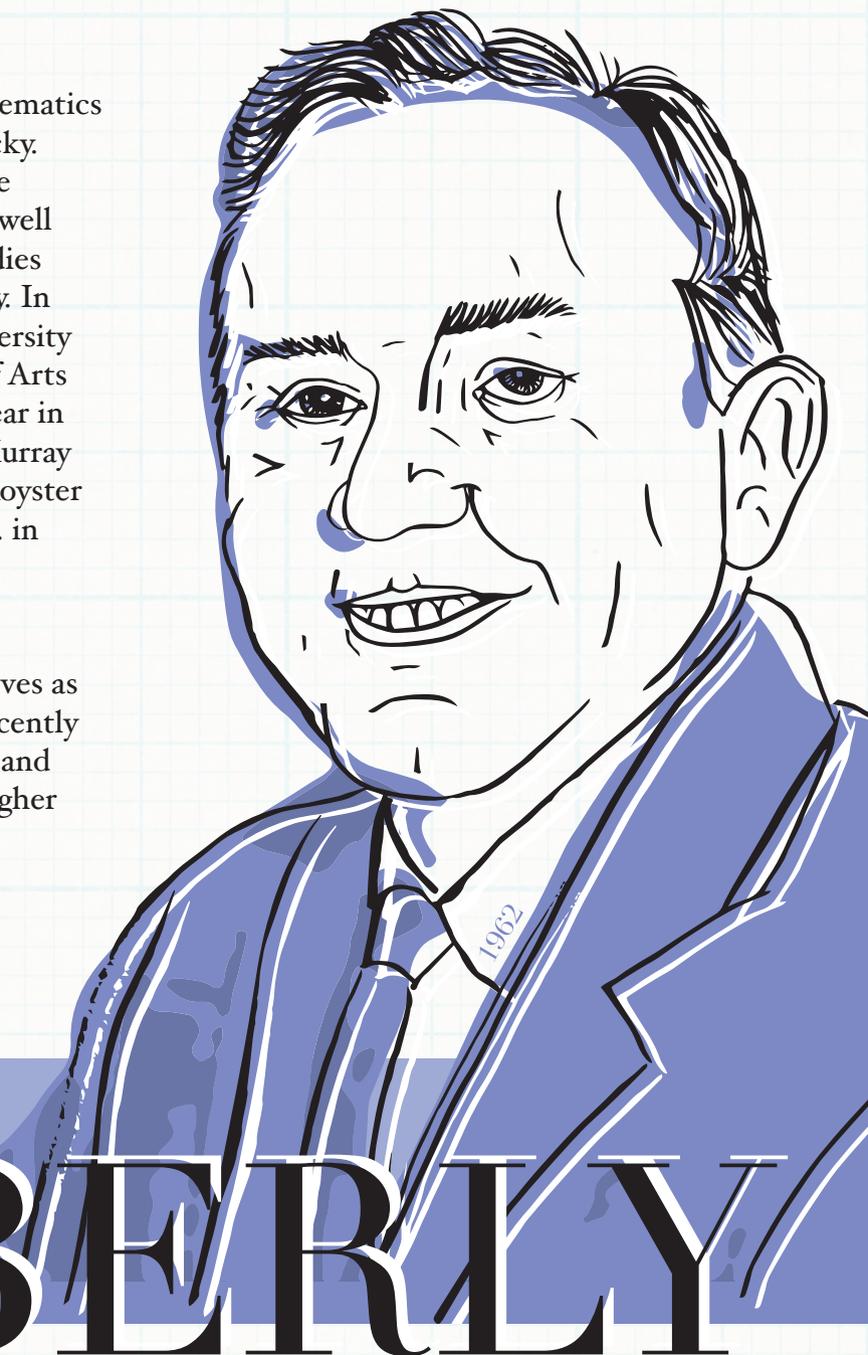
(Physics & Astronomy)

The Coherent Scholarships offer quality physics & astronomy students additional support in their first year of graduate school.

The scholarships were established by **R. Milton Huffaker**. Huffaker has a long career as a distinguished physicist, company founder and CEO, and philanthropist. After earning a B.S. in physics and pursuing graduate studies at UK, Huffaker worked at NASA's Marshall Space Flight Center for 15 years. He moved on to the National Oceanic and Atmospheric Administration and later founded Coherent Technologies, Inc. He also founded Coherent Investments which provides guidance and capital to early-stage companies. Huffaker received an Honorary Doctorate of Science from UK in May 2013.

Wimberly C. Royster is Professor Emeritus of mathematics and a former administrator at the University of Kentucky. Royster was dean for both the Graduate School and the College of Arts & Sciences during his career at UK, as well the first vice president for Research and Graduate Studies and a special assistant to the president of the university. In 2011, he received an honorary doctorate from the University of Kentucky and was later inducted into the College of Arts & Sciences Faculty Hall of Fame during its inaugural year in 2009. After completing his undergraduate studies at Murray State University in mathematics and physics in 1946, Royster studied mathematics at UK where he received an M.A. in 1948 and a Ph.D. in 1952.

Although retired, professor Royster has been an active member of the university community and currently serves as an adviser to A&S Dean Mark Lawrence Kornbluh. Recently the two sat down and talked about graduate education and its important roll to the University of Kentucky and higher education in general.



WIMBERLY

MK: The College of Arts and Science has many highly ranked graduate programs, how is this possible? What makes this type of success possible?

WR: What makes it possible is the faculty. It's not going to happen if you don't have the faculty. And you have to have resources. One of the things that's made a big difference – in the 80s there was a \$20 million bond, and the state allowed us to buy research equipment and that turned this institution around. We were able to bring younger faculty members and we were getting new, up-to-date equipment.

MK: Why is graduate education so important for a place like the University of Kentucky?

WR: My view is, if you want to be a university, you need to have graduate education – and you need good graduate education. You need people who are recognized in their fields.

And for the state of Kentucky, to me, some of it has to do with being a Kentuckian, and saying “by gosh, we can compete with other states.” When I became the dean of the College of Arts and Sciences, they asked me what my idea was of competing institutions, and my first one was Indiana. Why Indiana? Because they had really good biology, physics and mathematics, and I knew they were names that you would recognize. It is very important for the university to be considered among their peers as capable and having good programs.

MK: Why do faculty want to work with graduate students so much?

WR: The intellectual stimulation of working with graduate students is important. Faculty need people to talk to them and stimulate them.

MK: What role do graduate students play for the undergraduates? Is it important for them to have graduate students here?

WR: I think so, because there is such a small amount of age difference between graduate and undergraduate students that the graduate students are much help to them. I know when I taught as a graduate student, the kids would talk to you and work with you.

MK: What goals did you have for graduate education here at the university?

WR: The goal I had was to have programs as close to being competitive as other good programs in the country. That is not a big goal, but that is the goal that will keep us pushing to have better departments. I didn't have any programs that I wanted to see pushed ahead of other programs. We hired the whole Department of Spanish from North Carolina and therefore we competed, we were in competition with some of the best departments in the country. It was interesting, in the late 60s and early 70s, there was a group for the evaluation of the departments and they did the math department. It turned out that there were three departments in the country that ranked the highest for what they had gained in the last five years and their potential to be good departments. They were Texas, Utah and Kentucky. And the other thing I wanted to do was improve the extramural funding. We were successful to some extent at that time.

MK: Over time, extramural funding on the university has been on a straight upward slant.

WR: Yes, much more after I left. At any rate, we got it started.

C. ROYSTER

MK: Did you train many graduate students yourself?

WR: I had five Ph.D. students and they could all retire now. And out of those, two went to institutions that were as good as or better than UK, which I was really pleased about. One of them went to North Carolina and the other one went to Arizona. I trained two while I was an administrator and the other three before I was an administrator.

MK: You know the long history of Arts and Sciences, what do you think of our graduate programs today?

WR: I am impressed by them. I must say that I haven't read about all of them, but I look at their webpages and the faculty, and they have good, young people there. I looked at chemistry, and I know some about biology and physics. I thought they looked really good. The other programs that I don't know but read about from the humanities and social sciences are doing well. I think we have young faculty and that is important, and if we can hold on to them, we will be in good shape.

MK: In my perspective, that is what is really remarkable right now. We have almost 50 percent of our faculty hired in the last six years and most of them are young. We hired when other universities were not hiring so we got the best choices. And they expect graduate education to be part of what they are doing and they take it very seriously.

WR: And I think that is very important, I really do. That makes a better university all the way around. You have to understand what education is, and if you think education is getting a degree and getting a job and that's it – then you miss a big piece. When you really want to work with the people and work with the mind, you develop it and I think that's really important. Graduate education adds one more component to the top flight. &



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