Tilia caroliniana (Tiliaceae)
COMMON NAME: CAROLINA BASSWOOD

+++++++++

Pictured on the cover is the ceiling around the top of the stairwell in Hoskins Library, which opened in 1931 and served as the main library for all UT students until 1969. The names on the ceiling are important people in literature, arts, philosophy, and science and include Dante, Shakespeare, Beethoven, Pasteur, Newton, Plato, and Archimedes. Photo: Susanne S. Cate
Introducing **HIGHER GROUND** 2016

Diversity is at the heart of a liberal arts education and the theme of the College of Arts and Sciences annual report. The following pages tell the story of how we provide students with new and diverse ways of problem-solving, communicating, and interacting with one another, the faculty, and staff of our college.

![Diversity of...]

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**HIGHER GROUND** is the annual report of the College of Arts and Sciences at the University of Tennessee, Knoxville.

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Welcome to Higher Ground, the annual publication of the College of Arts and Sciences. Our theme this year focuses on the diversity of a liberal arts education.

We adhere to the basic philosophy of a liberal arts education, which is to empower individuals with broad knowledge and transferable skills and provide a strong sense of values, ethics, and civic engagement. We are the gateway to knowledge for every undergraduate student enrolled at UT. Our faculty provides the foundational instruction for these students and helps them put down the roots that will nurture their lifelong learning.

We value the diversity of a liberal arts education and the options our students have while moving through the curriculum in our college. We consider diversity beyond the human experience of self and apply the concept to the long history of a liberal arts education. When the Greeks began to experiment with a new form of government - democracy - they realized in order for it to work, citizens needed the skills to think critically and engage in discourse. The search for truth combined with the art of rhetoric became known as artes liberales and the foundation of education for all citizens.

The theme of diversity is also timely from a strategic perspective. This year, the UT Board of Trustees approved Vol Vision 2020, which included a new strategic priority for the university – diversity and inclusion. The focus is to enhance the diversity of campus across all aspects of human differences, including gender, race, sexual orientation, religion, social-economic status, and more, which helps cultivate one of the core values of a liberal arts education: a global perspective. We are embarking on a project to update our strategic plan and align it with the university plan, but with one major difference – diversity has always been part of what we are as a college and the foundation of our history on campus.

The College of Arts and Sciences is the oldest college at UT. In 1794, Blount College opened its doors and became one of the first liberal arts colleges established in Tennessee. At that time, the concept of providing a broad and spontaneous diversity of educational choices at universities around the country was just taking hold.

We provide diversity of choice in education through a unique program designed to allow students to explore fields of study, choose a degree program, and define their future. Rather than forcing a young mind to conform to the confines of an entirely specified curriculum, first- and second-year students have the opportunity to explore classes based on their interests and guided by requirements to experience the humanities, sciences, and arts. This process of self-discovery helps them hone their beliefs and values and decide on a major about which they have a passion. With education and motivation come job opportunities after college and long-term career choices that take advantage of the breadth and depth of their education.

In a 2015 report from the Association of American Colleges and Universities, 91 percent of employers agreed that a person’s capacity to think critically, communicate clearly, and solve complex problems is more important than his or her undergraduate major.

Students develop these skills as they move through our curriculum. With 21 academic units and schools, eight centers and institutes, and 13 interdisciplinary programs that span the disciplines of the humanities, social sciences, natural sciences, and the visual and performing arts, we are the largest, most comprehensive and most diverse college on campus and the central driver of academic accomplishments at UT.

By providing students with access to new and diverse ways of problem solving, communicating, and interacting with each other, we can make an impact on Tennessee, the nation, and the world.

I hope you are impressed with the accomplishments of our faculty, students, and alumni featured in this annual report. They are a testament to the 223-year history of liberal arts education for students in Tennessee.

-Theresa M. Lee
COLLECTING PLANTS

Jessica Budke’s fascination with plants stems from a family vacation to the Missouri Botanical Gardens when she was in high school. Although she grew up going to the Cincinnati Zoo and Botanical Garden, her visit to Missouri revealed plants on a completely different level and scale than she had ever experienced.

“The diversity is what really amazed me,” says Budke, assistant professor in the Department of Ecology and Evolutionary Biology. “I remember trying to peek in the windows at the researchers to see what they were doing. It looked really interesting, and I told my mom I wanted to run the place. When I look back, I realize that was a very ambitious statement to make as a young high school student.”

While she did not take over the Missouri Botanical Gardens, her passion for plants brought her to Knoxville in 2016 as director of the UT Herbarium. She is excited to expand the scope and research of the herbarium, which is already one of the largest in the Southeast.

“We are part of this really long tradition and history of biodiversity collections,” says Budke. “In order to understand the future of our landscapes, we have to understand what they looked like in the past. The herbarium serves as this record of the past and a resource for the future.”
The herbarium protects and stores more than 600,000 dry-pressed plant specimens from across Tennessee and around the world and serves as a critical resource for documenting the biodiversity of the Appalachians.

“Plants are not just the beautiful green background where the cute, fuzzy creatures live,” Budke says. “They are the foundation of our ecosystem. They are amazing organisms that eat sunlight and make sugars for every animal to eat, including us. Plants are an essential part of ecosystems on the planet.”

The herbarium also serves as a research and training lab for students and faculty in the Department of Ecology and Evolutionary Biology. Undergraduates have the opportunity for hands-on research and learn valuable skills, such as plant identification, that give them an edge on the job market. Graduate students gain advanced training in biodiversity research and specimen collection, which prepares them to be the next wave of successful scientists.

“Plants are the classic underdog because not a lot of people know a lot about them,” Budke says. “They are really important for the foundations of our ecosystems and the food we rely on. The science of studying those plants is only going to become more important as we move into the future.”

“We host youth campers and school groups and encourage anyone interested in seeing our collection to visit,” Joice says. Budke thinks of the plants at the herbarium as belonging to the people of East Tennessee.

“We are your state herbarium where lots of exciting discoveries can happen,” Budke says. “You can actively participate in scientific research here, which is a rare opportunity. It is not often that you can just walk into a science lab and get your hands dirty without a PhD.”
COLLECTING FISHES

David Etnier began collecting fish for teaching and research on the fauna of Tennessee and surrounding states in the 1960s. Fifty years later, the UT Etnier Ichthyology Collection is the largest fish collection in Tennessee and the third largest overall in the Southeastern United States.

“We have more than 320 fish species in East Tennessee alone,” says Etnier, professor emeritus in the Department of Ecology and Evolutionary Biology. “When I arrived on campus, 25 of those were undescribed. We had names and localities for the fish, but that’s about it, so I decided to write a book.”


Two of those students followed in Etnier’s footsteps and are now in charge of the ichthyology collection.

Ben Keck, curator of the collection and lecturer in the Division of Biology, grew up exploring the creeks of Kentucky. He always had a fascination with fish, but never knew someone could become an ichthyologist until he discovered the Etnier Ichthyology Collection.

Jennifer Joice, another former student, is the research assistant for the ichthyology collection. She met Etnier on a float trip down the Mississippi River to study regional fauna.

“I admire Professor Etnier and the work he has done over the years to build such an impressive collection of fishes,” Joice says. “We have people going out and bringing us all kinds of fish from unusual places that we add to our collection. One of things I love is showing off the diversity of freshwater fish species.”

The Etnier Ichthyology Collection has more than 500,000 fish specimens from all over the world and serves as a significant resource for the research community. Several specimens in the collection were significant for discovering new species. Other specimens help scientists study the impact of global warming and water quality on aquatic communities.

For nearly 40 years, the collection has served as a repository and reference for private and governmental agencies working on the fishes of the Southeastern United States.

“We are building an online presence and expanding our methodologies for examining fish, which we hope will increase the use of our collection for future research,” Keck says.

“People come from all around campus to see different fish specimens or use them for class. We also have several people who use the collection for independent research.”
**Diversity of Thought:**

**ENVIRONMENTAL ETHICS**

**John Nolt**—a self-described nerd—began his career in the Department of Philosophy teaching philosophical logic.

Like Marvel comic characters, such as Spider-Man, have shown us over the years, however, some nerds can live two lives. That is exactly what Nolt did for five years before he decided to merge his love for teaching with his love for the environment.

“I got to the point where I thought I was either going to have to give up my tenured job and go fulltime as an activist or figure out some way to integrate my passion with my work,” says Nolt, professor of philosophy and interim co-head of the department.

In the early 1990s, he introduced environmental ethics to the College of Arts and Sciences and has been teaching it ever since.

Nolt did not grow up as an activist sitting on protest lines or signing petitions. He did not find activism in college as many often do. He found activism after the birth of his daughter.

“It all began with her,” Nolt says. “A strange thing happened. I found myself feeling depressed.”

For months, Nolt wondered what was going on, why he felt depressed, and eventually discovered he was angry about the world his baby girl was going to grow up in and knew he had to do something, anything.

“I saw all the environmental destruction and degradation of places I knew and loved,” Nolt says. “That’s when I decided to become an activist.”

Nolt spent his early years working on a variety of community issues from wetlands and wildlife preservation to toxic waste and nuclear issues. After he developed the course on environmental ethics, his focus shifted to climate change.

“All the roads I investigated seemed to lead to climate change,” Nolt says. “I just couldn’t avoid being drawn to that topic. It was the biggest, most long-term, most global environmental problem of all.”
While establishing the environmental ethics course in the College of Arts and Sciences was a great way for Nolt to integrate his passion for the environment with his philosophy background, it was a bit more difficult than he anticipated.

“Before I got into environmental ethics, frankly, I had not thought deeply about ethical issues,” Nolt says. “Switching to environmental ethics was a radical change for me because I did not have a background in ethics. It’s something I had to grow into.”

He started with one class of about 25 students. Today, the department offers several sections of the environmental ethics course at the undergraduate level and related courses at the graduate level, including animal ethics and intergenerational ethics with a focus on climate change. Nolt also does occasional guest lectures for courses outside the department.

“I think the importance of environmental ethics for the College of Arts and Sciences is largely the same as its importance for philosophy – it expands traditional thinking about ethics in three different directions,” Nolt says.

The first direction, according to Nolt, is the concern for human beings in the future.

“Traditional ethics was not much concerned with future people dealing with issues like climate change,” Nolt says. “That’s a huge issue and a huge area of concern.”

The second way environmental ethics expands ethical thinking is related to animals.

“I’ve done a lot of thinking about the extent to which we should alter our behavior to take into account the welfare of animals,” says Nolt, who has also collaborated with Professor Joan Heminway in the College of Law to present a seminar and a national conference: Animals, Ethics, and Law.

Finally, environmental ethics expands ethical thinking with respect to life in general – the natural world, which includes non-sentient beings and all living things.

“My own view is biocentric,” Nolt says. “I think we should take into account all life in making decisions about how we live on this planet, which is something traditional ethics never looked at. It opens up huge areas of thought and investigation.”

Nolt is well known in the field both nationally and internationally because of his extensive writing, publishing, and presenting. In 2015, he published his most recent book, *Environmental Ethics for the Long Term: An Introduction*.

Outside of the classroom, Nolt has also made his mark and received the College of Arts and Sciences 2016 Lorayne W. Lester Award for his outstanding service as a champion for environmental ethics at UT and the East Tennessee region. Additionally, Nolt and his wife try to live as sustainably as possible in their everyday lives. Nolt bikes to campus. They live in a solar-powered house and are frugal when it comes to energy use.

“We really try to do the best we can,” Nolt says. “We’re not there. We never will be quite there, but we’ve made a lot of strides over the years and that’s part of my story.”
Diversity of Disciplines: SUSTAINABILITY PROGRAM

Mike McKinney is always up for a challenge.

When the environmental studies program he developed became part of the Department of Earth and Planetary Sciences in 2011, he was on the lookout for a new venture and decided to write a proposal for an interdisciplinary sustainability program.

“The thing that differentiates sustainability from environmental studies is it’s more policy-oriented,” says McKinney, professor of geology and co-chair of the Sustainability Program. “It’s also more holistic than environmental studies. I wanted to address the bigger global and social issues environmental studies did not cover.”

In 2012, the Sustainability Program appeared in the undergraduate curriculum as an interdisciplinary program. The first year, nine students majored in sustainability. Today, the program has more than 40 majors and 15 minors and is one of the larger interdisciplinary programs in the college.

“One challenge for this major is that it’s kind of about everything,” McKinney says.

Courses within the major focus on two main areas: social sciences and natural sciences. Students take courses in environmental ethics, sociology, and economics, as well as courses on resource management, urban ecology, and other global science issues.

Another challenge McKinney faced with this program was how to define sustainability.

“There’s a lot of debate about the definition of sustainability, but the simplest definition I use is sustainability means meeting today’s needs without harming future generations,” McKinney says.

“It means we’re feeding ourselves and living in cities, but we’re not creating climate change or starving other people or using up water. It’s really a lifestyle issue and that is what makes it different from environmental studies. The old-school tree-hugger mentality was more about nature than about people. Sustainability means you have to make people happy while you’re saving the trees.”

McKinney’s holistic approach to sustainability provides students with plenty of opportunities to explore different applications of a sustainability degree through service learning projects in the
Knoxville area with organizations like Beardsley Community Farm or the city of Knoxville Office of Sustainability.

“It is inspiring to teach sustainability students and see the learning and impact that takes place when they engage in experiential learning activities on campus and in the community,” says Melissa Hinten, lecturer in the Department of Geography and co-chair of the Sustainability Program. “The program offers a way for students to view the human-environment relationship from many different perspectives.”

Before they graduate, each student is required to complete an internship in energy or sustainable agriculture or with another organization where they learn first-hand the role sustainability plays in the world.

“Sustainability is a source of employment and a growing academic field,” McKinney says. “Our program attracts really bright students to UT who want to change the world.”

One of those students was Candice Lawton, who graduated with a degree in sustainability in December of 2015 and began her career as a brand partnership associate for TerraCycle in February of 2016.

“I have a huge advantage with my sustainability degree,” says Lawton, whose job is to broker partnerships for recycling programs with some of the largest consumer package companies in the world. “Because of my background in sustainability, I am far more credible in my job. I am not just a salesperson who got trained on what our programs can do; I have actually studied the science. I can speak to sustainability and the types of things companies need to be doing from a corporate responsibility standpoint to become more sustainable.”

Lawton originally majored in chemistry, but her experiences with the Project Veggie Community Garden on campus exposed her to environmental issues, sustainability, and the challenges facing society.

“I began to look into the types of environmental programs offered at UT and found out about the Sustainability Program,” says Lawton, who was one of the first students to major in sustainability. Because the program was so new when Lawton declared her major, a lot of people questioned why she chose it and if she would have a job after graduation; including her parents.

“Professor McKinney would always confirm the value of the degree and the multitude of opportunities it would give me upon graduation,” Lawton says. “When I was finishing up my studies, I did not think, ‘What am I going to do?’ I had more options than I could even fathom.”

Lawton encourages any student interested in economics, sociology, or environmental science to give the Sustainability Program a try for at least one semester.

“Sustainability is an up-and-coming field that is becoming more lucrative day by day. Nearly every company in the world is focused on how to enhance their sustainability efforts in a variety of ways,” Lawton says. “If a student walks out of UT with a degree in sustainability, they have the world at their fingertips.”
Neil Williams started his college career as a biology student with hopes of going to medical school. All that changed when he took organic chemistry.

“I fell in love with the research and became one of those students who was in the lab all the time,” says Williams, a PhD student in the Department of Chemistry.

His research involved binding different metals in water using a variety of different compounds. This experience provided Williams with the fundamental tools necessary to be part of a team at the Department of Energy’s Oak Ridge National Laboratory that recently discovered a simple, reliable process for capturing carbon dioxide from the air, which offers a new option for carbon capture and storage strategies to combat global warming.

“We stumbled on the process completely by chance,” Williams says. “Our initial project was to develop a way to remove sulfate from seawater.” Offshore oil rigs use seawater to cool the pipes they use to pump oil, but the sulfate in seawater reacts with the barium in the pipes and builds up over time, similar to the way cholesterol builds up in the arteries of a human body. Instead of putting the pipes on a diet, however, the oil companies simply replace them, which costs money, time, and has a toll on the environment.

To combat this problem, Williams and his fellow researchers synthesized a family of compounds based on simple guanidines designed to bind to contaminants and form insoluble crystals that are easily separated from water. They had difficulties getting a crystal structure of guanidine bound to nitrate, but when researchers left the guanidine solution in the open air, a different type of crystal started to form.

The team analyzed them and discovered they contained carbonate, which forms when carbon dioxide from the air reacts with an alkaline solution.

Even though carbon capture is not a new tool for scientists looking for ways to combat global warming, the process Williams and researchers at ORNL developed requires significantly less energy to capture and later release the CO$_2$ for storage.

“We are working to design a simple system so that anyone could set it up and capture carbon right in their garage,” Williams says.

While not ready for market yet, the team is hopeful for prospects of future applications.

The UT-ORNL partnership is what prepared him for a career in chemistry, according to Williams.

“The lab is well-known both nationally and internationally and the fact that a graduate student can put ORNL on their resume is great,” Williams says. “We do ground-breaking research that has an impact; it’s something that can change the world.”

THE RESEARCH WAS FUNDED BY THE DEPARTMENT OF ENERGY’S OFFICE OF SCIENCE.
**GREEN JOBS**

**BY THE NUMBERS**

In 2010, the Bureau of Labor Statistics began to develop and implement the collection of new data on green jobs, but because of funding cuts, the BLS stopped measuring green jobs in March of 2013. Despite the short collection period, the data showed green jobs were on the rise in both the public and private sector.

Innovations in research and scholarship within the College of Arts and Sciences and across the University of Tennessee will contribute to the rise in potential for green jobs, goods, and services in the future.

**GREEN JOBS DEFINED:**

- Businesses that produce goods or provide services that benefit the environment or conserve natural resources.
- Workers’ duties involve making their establishment’s production processes more environmentally friendly or use fewer natural resources.

**BY THE NUMBERS**

- In 2016, solar jobs in the United States increased by 25 percent.
- The solar industry was the top performer in 2013 for generating clean energy jobs.
- Jobs in the ethanol industry generated more than $44 billion for the U.S. economy in 2013.
- In 2014, the renewable energy sector supported 6.5 million jobs around the world.
- China, Brazil, the United States, India, and Germany are the top five largest employers for renewal energy industries.
- Green jobs accounted for 3.1 percent of local government jobs in 2011.
- In Tennessee, the number of green jobs in the private sector rose from 2.3 to 2.5 percent from 2010 to 2011.

**SOURCED FROM BUREAU OF LABOR STATISTICS AND U.S. DEPARTMENT OF ENERGY**
Michael Camponovo and Nathan McKinney joined the staff of the Department of Geography in August 2016 for one reason: to build the geographic information system (GIS) program.

“Our goal is to share the work we do so people know geography is a discipline you can study, get a very satisfying, well-paying job in, and have lots of fun in the process,” says Camponovo, GIS outreach coordinator.

A large part of their outreach is educating K-12 teachers about the opportunity for kids to major in geography.

“The problem we run into is a lot of young people in Tennessee are not exposed to geography as a viable career path,” Camponovo says.

In November 2016, Derek Alderman, head of the Department of Geography, and Kurt Butefish, coordinator of the Tennessee Geographic Alliance, wrote an opinion editorial in the Knoxville News Sentinel about the importance of geography in state social studies curriculum.

“Well beyond the memorizing of the names of capitals and rivers, studying geography is about realizing the power of ‘where’ and understanding the consequences that location, place, landscape, and environment have within our lives,” they wrote.

“Geography, when taught properly, is about preparing global citizens to understand how their existence connects with and is interdependent on people and places in other regions.”

Often students take a science elective and realize they love geography, which is how Camponovo and McKinney became hooked on maps. Both discovered they loved GIS when they took science electives as undergraduates. They spend their time now helping students at all education levels discover the wonders of GIS.
One demonstration that is particularly engaging for students is the virtual reality sandbox, which helps explain landforms, erosion, and the slow formation of the Grand Canyon over time. Students move the sand around in the sandbox, a camera measures the distance from the sand to the camera, and projects contour lines on the sand using colors to show the difference in elevation. Low areas are lit in green and red represents the highest elevation.

“People’s eyes light up,” Camponovo says. “Kids of all ages love to use the sandbox.”

The growing interest in GIS applies to several areas, including improved communications, better record keeping, and cost savings from greater efficiency applied to fleet movements or traffic patterns.

“GIS is the framework that makes a lot of location-based services run, such as the GPS locator on your smartphone,” says McKinney, GIS lab manager.

A partnership with the Office of Sustainability and Facility Services on campus gets students out of the lab and experiencing the benefits of GIS first-hand by using GPS to collect data about water bottle filling stations, bike racks, and recycling locations. The students enter the coordinates into a database that Facility Services use each year in a report to the university.

Students, professors, and researchers across campus call on Camponovo, McKinney, and others in the Department of Geography whenever they need assistance with location services, mapping, or any other GIS technology.

“There’s an application for GIS in just about every discipline,” Camponovo says. “Basically it boils down to this – everyone is a geographer; they just don’t know it yet.”
Henri Grissino-Mayer is not a psychic; he’s just good at reading tree rings.

More than 30 years ago, he wanted to learn a technique that would tell him about past environments, climates, and forest conditions. His professor told him to learn how to read tree rings.

“I started my own master’s project learning tree rings from scratch,” says Grissino-Mayer, professor and director of the tree-ring science lab in the Department of Geography. “Tree rings are important because they provide a century-scale perspective on whatever phenomena you are interested in, such as wildfires.”

Since 2002, Grissino-Mayer has gone on record saying Great Smoky Mountains National Park will burn. In November 2016, his warnings became reality when Gatlinburg caught fire. He did not guess this would happen; he knew because of the hundreds of fire scars in the tree ring records of that area.

“I can date the precise year a wildfire occurred by looking at the fire scar,” Grissino-Mayer says. “There is direct evidence of fire in the Smokies every seven to 10 years from the late 1600s to about 1934, then nothing. The forests are primed.”

When the National Park Service established Great Smoky Mountains National Park in 1934, the perception of fire and its role in ecosystem health changed dramatically.

“The reality is we have mismanaged our forests,” Grissino-Mayer says. “Fire was turned out like a light switch. It was well-intentioned at first, but fire creates diversity in the forests. Without fire, our forest becomes something different; a completely unique and novel landscape that never existed before.”

Another issue at play is the urban-wilderness interface. The more people build log cabins at the foothills of the Smokies, the more municipalities need to know about building fire-smart communities and the role fires play in maintaining the landscape people want to see from their back porch.

“Land management agencies know fire needs to be brought back to these forests,” Grissino-Mayer says. “They help fund my research so I can go out and collect samples all across the Southeast to tell them how often fires occurred in the past.”

His expertise in wildfire reconstruction and opportunities for students to get involved in the research has put the Department of Geography on the map as the go-to university for wildfire research.

“We are a recognized leader and at the forefront of wildfire research on both the short- and long-term scale,” Grissino-Mayer says.
In addition to research on fires, he and his students have other projects to keep them busy.

“Anything made of wood can be dated with tree rings if there’s enough tree rings,” Grissino-Mayer says. “We are constantly dating musical instruments and historical structures.”

The work provides his graduate students with practical, hands-on experience doing research, interacting with funding agencies, and publishing their work.

“This is a wonderful experience for our students,” Grissino-Mayer says. “We do important things, and they have no problem getting jobs when they graduate.”

Professor Grissino-Mayer displays a cross section of table mountain pine, a very fire-adapted species endemic to the Appalachians. This slice shows 13 fire events dating back to the early 1800s.
Diversity of Education: EXPLORATORY PROGRAM

The world is constantly changing.
The global nature of businesses and cultures across the world makes it extremely important for today’s students to learn how to think critically, communicate, and adapt.

Students in the College of Arts and Sciences learn the skills they need to solve complex problems, appreciate other cultures, and constructively use their imaginations to contribute to society.

Our college offers a broad, holistic, and diverse education that provides multiple opportunities for our students. An emphasis on lifelong learning and adaptability is at the heart of a liberal arts education. Our Exploratory Program allows students to explore fields of study, choose a degree program, and define their future.

Student: Abby Balongie
Year: Freshman
Major: Exploratory

When I came to college, I knew exactly what I wanted to do with my life, but had no idea what major I should choose that would get me to medical school. Luckily, I had a wonderful advisor and First-Year Studies (FYS) teacher who assured me I could major in just about anything I wanted to as long as I took the pre-requisite courses for medical school. A completely new world of choices opened up to me. Through my first semester, I learned not just about the subjects I was studying, but also about myself. I believe my exploratory FYS class definitely changed my college experience for the better.

Student: Savannah Gillette
Year: Senior
Major: Women’s Studies

When my advisor introduced me to the Exploratory Living Learning Community, I had no idea I was signing up to be a part of the most influential group of students I have ever met. We used our curiosity and extensive scope of interests to our advantage. The Exploratory Living Learning Community deserves a great deal of credit for my ability to make the choice about my major. Without the exposure to various courses offered at UT, I truly do not believe I could have made such an informed decision about my future.

Student: Tre Patten
Year: Freshman
Major: Exploratory

When I came to college, I did not want to choose a major just because I had to, but as an exploratory student, I get to try many different things and talk to a lot of different people. I think being an exploratory student puts me ahead of the curve. I have gained valuable skills by trying a lot of different things that will prepare me for any kind of career or future. As an Orientation Leader, I want to be an example for incoming students with the misconceptions of majors and careers. I want to help students create their own meaning around what it means to be exploratory.
Student: Zara Saponja  
Year: Junior  
Major: Double major in Global Studies and Cinema Studies

“I am grateful for the support and encouragement of my “off-the-beaten-path” antics and attitude. Because of the support, I went to Ireland and Tanzania to study human rights; Czech Republic to study film; and cycled across France. The world is filled with so many beautiful people and sights! There is so much to learn I just knew I had to get out there and breathe it for myself. Now that I have, I can't get enough. I never even considered the number of career opportunities that existed on the path of life. I am incredibly thankful for the Exploratory Program, which helped me embrace all the dreams I didn’t even know I had yet!”

create.
discover.
#exploreCAS
artsci.utk.edu/explore
Stephen Collins-Elliott

spent the 2015-16 academic year as a fellow at the UT Humanities Center, which not only allowed him to work on his book manuscript, but also gave him the time to dig into the possibility of a new archaeological project.

“I’ve been really interested in the ancient economy and the way in which the rise of the Roman Empire was affected or was in turn shaped by ongoing economic patterns in the ancient Mediterranean,” says Collins-Elliott, assistant professor in the Department of Classics.

After a conversation with a colleague about North Africa, Collins-Elliott decided to take his research interest from Italy and apply it to Morocco.

“I thought I could make a much bigger impact over there than I ever could in Italy because of how little we know about the area,” says Collins-Elliott, who immediately got to work diving into the bibliography, booking some flights, and creating relationships with people who could help him navigate the administrative landscape of starting work in Morocco.

In July 2016, Collins-Elliott and five of his students took their first steps on Moroccan soil to start fieldwork on a new archaeological project titled “Gardens of the Hesperides: The Rural Archaeology of the Loukkos Valley.” The project is a joint Moroccan-American collaboration between the Institut National des Sciences de l’Archéologie et du Patrimoine (INSAP) and UT. The goal is to understand the role of the rural agricultural economy in the river valley around the ancient city of Lixus.

“According to tradition, Lixus is the oldest city in Northern Africa and has always been viewed as a port city,” Collins-Elliott says. “It is known for processing a fish sauce called garum, essentially the ketchup of the Roman Empire, which was shipped all over the Roman world, but the economy of the countryside around the city needs to be explored in order to ground its urban development in its Moroccan context.”

Collins-Elliott and his team are interested in understanding the degree to which the regional economy of the Loukkos river valley integrated into the city of Lixus and whether these connections changed during the period of Roman occupation. They are interested in the long-term rhythms of economic and social changes and seek to discover if these changes had any bearing on the way the society organized itself.

Students involved in the dig received hands-on experience in survey methods, using GIS, and identification and processing of archaeological finds. They learned about cutting-edge tools used in digital archaeology and experienced Moroccan history, heritage, and culture while working alongside their Moroccan colleagues.

“Archaeology has the ability to bring people from different backgrounds, cultures, and experiences together to investigate a shared past,” says Collins-Elliott, who was a Fulbright Fellow in Italy. “I took to heart the mission of the Fulbright program, which was exposing Americans to the world and getting us to reflect on our society by virtue of our reflections abroad.”

As an assistant professor co-directing a project in Northern Morocco, Collins-Elliott has the opportunity to provide his students with the experience of working on a project overseas.

“My students are engaged with practical skills necessary to conduct an archaeological survey,” Collins-Elliott says. “It requires a lot of creativity and a lot of adaptability. The main virtue of this experience, especially to the College of Arts and Sciences, is showing how a liberal arts education prepares a student with fundamental skills for a global environment.”
Students in the Department of Classics began to understand the role of the rural agricultural economy in the Loukkos river valley thanks to a new collaborative archaeological project with researchers in Morocco.

From left to right: Alex Grimm, Stephen Collins-Elliott, David Guffey, Emily Gregg, and Nate Cordle.

Emily Gregg
ANCIENT CULTURE IN SITU

For a classics major, the opportunity to feel and examine ancient materials from which we glean so much knowledge is incomparable. Participating in the pilot season of the Loukkos valley dig allowed me to learn about an ancient culture in situ, recognizing how the material found reflected the needs and values of these people in an intimate way. It was a beautiful and inspiring experience.
Diversity of Conflict: TWO PERSPECTIVES

ANTHROPOLOGICAL

Tricia Hepner is the director of a unique program that explores aspects of conflict and disasters in the human experience across three sub-disciplines of anthropology: cultural, biological, and archaeological.

The Disasters, Displacement, and Human Rights Program (DDHR) within the Department of Anthropology draws students from all over the county who are interested in collaborating on cross-disciplinary research projects.

“Simply put, there is no other anthropology program doing what we are doing,” says Hepner, associate professor of anthropology.

Each sub-discipline studies human culture in unique and specific ways. Through the DDHR Program, students and faculty work together to discover answers to global and local issues including migration, displacement, inequality, and human rights violations associated with war. Faculty in the program research issues from food security and environmental sustainability in East Tennessee to examining the spiritual and political significance of improper burials in Uganda, Africa.

“With scientific evidence, we can investigate the big, existential questions about the nature of being human and if we are destined for war and conflict,” Hepner says.

The DDHR Program also impacts how students think about anthropology at the undergraduate and graduate levels. Undergraduate majors are required to take classes in each sub-discipline before choosing a focus for research at the graduate level.

“Our program really demonstrates the value of exploring all the sub-disciplines of anthropology,” Hepner says.

Graduate students in the DDHR Program broaden their training as anthropologists and become more competitive in their field because they are not narrow, technical specialists.

“Our graduates are well-trained, broad-based scholars with critical imaginations and a specific kind of skill set that prepares them for their careers,” Hepner says. “They have the opportunity to see what you can do on a research project when you bring together the sub-disciplines in anthropology.”

Although the program is only three years old, it provides students the unique opportunity to discuss problems about natural and human-made disasters, displacement of people and cultures, and human rights issues from an anthropological perspective.

“We are training researchers who will go on and use the basis of their research to inform policies, interventions, and strategies for dealing with some of the most pressing problems facing the world,” Hepner says. “We are not training people to be humanitarian workers; we are training anthropologists.”
Vejas Liulevicius is the director of a small, but vital component of the College of Arts and Sciences: the Center for the Study of War and Society, housed in the Department of History.

“Historians bring a perspective to the study of conflict that is absolutely essential and quite apart from the news stories we see on a daily basis,” says Liulevicius, Lindsay Young Professor in the Department of History. “Historians offer more depth and a perspective that shows war is unfortunately an abiding part of the human experience.”

The center began in 1984 with a dual purpose of collecting oral histories of World War II veterans and studying how war has an impact on society and how society has an impact on how we fight wars. Twenty-five years later, the students and staff at the center continue to collect oral histories of veterans from several wars, as well as their friends and family, and make an impact on the scholarship of war and society across the globe.

Liulevicius is particularly proud of the impact graduate students at the center have on the scholarship of war.

“Since 2008 our graduate students have won 13 major national and international research fellowships,” Liulevicius says. “They are competing with students from Harvard, Yale, and Princeton, and they are winning. When our graduate students go out on the job market, they will look different from every other applicant because of their experiences at the center.”

Undergraduate students also have unique opportunities for research at the center. Through a competitive internship, students conduct an oral history project. The final product is digitized and placed in the Special Collections at Hodges Library.

“Our internship program is unique because it gives undergraduates in the humanities the opportunity for hands-on research experience.”

Moving forward, Liulevicius and his colleagues want to take the center to the next level and study the impact of war across several human societies and time periods.

“There is a huge reservoir of interest in topics of war and society,” Liulevicius says. “Look at the shelves at your local bookstore. There are dozens of stacks dedicated to America’s wars. We want to address that public interest.”

Another goal is to build a media profile and become the go-to place for questions about the impact of war on society.

“To me, there is a perfect symmetry with the center and the university since UT is located on a Civil War battlefield, and we’re in the Volunteer State that has a long tradition of really intense involvement in America’s conflicts,” Liulevicius says. “At the highest level, the humanities have to engage with the reality that human history is marked by conflict. If we long for peace, the best way to achieve it is to understand how conflict erupted and why and how conflict is woven through human history. It’s not a task just for history. It’s a task for a number of disciplines, and the center has a role to play in fostering discussions across disciplinary boundaries.”
Dean’s latest book, *Leaving Orbit*, tells the story of the final days of American spaceflight and follows in the literary footsteps of creative nonfiction greats such as Tom Wolfe and Norman Mailer. Dean focused on the shuttle era and spent much of 2011 traveling back and forth from Tennessee to Cape Canaveral to witness the final three space shuttle launches.

“Everyone in my department was really supportive of the project,” Dean says. “No one told me I should not do this big, ambitious project in a genre that is completely different from my own and one that I have no training in.”

Dean’s first foray into creative nonfiction was a great success. In addition to winning the Graywolf Press Nonfiction Prize, *Leaving Orbit* was the book chosen for the 2016 Life of the Mind program, a component of the First-Year Studies course that gives students their first taste of college studies. It was also the first faculty book chosen for the program.

“The novel has been around for centuries and the poem has been around maybe as long as people have been able to write,” Dean says. “We trace the birth of creative nonfiction to a moment in the 20th century when some journalists were trying to write in a more literary way – using the tools from creative writing to tell true stories.”

Creative nonfiction, also known as literary or narrative nonfiction, uses literary styles and techniques to create factually accurate narratives written to entertain and challenge readers, which contrasts with other types of nonfiction, such as journalism.

“In some ways, people have been writing about things that are true for centuries, such as letters or stories about their own lives,” Dean says. “This idea that we can define a genre called creative nonfiction and have certain expectations of it is really exciting.”

Margaret Lazarus Dean, director of the creative writing program in the Department of English, learned to write fiction. Her latest book, however, is a work of creative nonfiction, which is a relatively new genre in the world of writing.
“The book has to be something that is accessible to young people who are going to be reading it on their own,” says Dean, who has served on the book selection committee for several years. “The book has to appeal to an 18-year-old who might not have liked English in high school or read that many books written for adults on their own.”

Leaving Orbit turned out to be just that book for the Class of 2020.

“Students who read it told me it was the only book they’ve read from beginning to end, or the only one that was not for a class, or even the only one they didn’t find super boring,” Dean says. “Those kind of compliments I really take to heart.”

Another thing Dean takes to heart is the accomplishments of her colleagues in the English department.

“We are all writing great books all the time,” Dean says. “My colleagues are having a really big impact on an important conversation about Shakespeare or African American literature or rhetoric. I’m proud to be part of a department that is very productive.”

As for the study of creative nonfiction, Dean has ventured into teaching it and hopes one day the department will add it as a concentration.

“I meet a lot of young people who want to write creative nonfiction and see it as the primary genre they want to learn,” Dean says. “I think it would be exciting if we could add that someday.”

Above: Margaret Lazarus Dean stands in front of the countdown clock at the Kennedy Space Center Press Site in Cape Canaveral, Florida, for the final shuttle launch July 8, 2011. Photo by Stu Maschwitz.
Mike Dennis graduated from UT in 1976 with a PhD in botany and went to work for the Tennessee Valley Authority (TVA) in the aquatic plant program. Within the first few days on the job, his supervisor took him out to Guntersville Reservoir where they would meet a television crew doing a story on the TVA reservoirs and aquatic management. As the resident botanist, Dennis’ job was to identify the plants and tell their story. He waded off into the waters of the reservoir, picked up a handful of plants, and realized he was not quite sure what he had in his hands.

“Here I was, a brand new PhD supposed to know all this stuff and I stood there, with cameras rolling, and realized I knew the genus of the plant in my hand, but didn’t know much more than that without keying it out,” Dennis says. “It was an epiphany for me. I made it through the interview, but it gave me pause to realize I had not taken any courses where I could specifically learn aquatic and wetland plants.

A few years later, Dennis started teaching a two-week course at UT for people interested in getting out into the field to learn how to identify plants.

“I saw what I thought was a need to have a course where you got students out in the water and got them wet and muddy,” Dennis says. “Most taxonomists, bless their heart, will go up to the edge of the water and not get wet. The course is of value to the students, and to this day, I still get a call every now and then from a former student who has a question and wants to talk about it.”

Dennis still teaches the course every other year in the Department of Ecology and Evolutionary Biology in addition to running Breedlove and Dennis, an environmental consulting firm in Florida.

“When I was at UT, the idea of being an environmental consultant didn’t exist,” Dennis says. “Our firm was founded in 1976 and is probably one of the oldest, pure environmental firms in the country. There was really no need for environmental firms until federal legislation like the National Environmental Policy Act, Clean Water Act, and Endangered Species Act came into existence.”

Over the years, Dennis has played a role in developing environmental legislation in Florida and helping his clients mitigate their impact on the environment.
“Folks are going to continue to move to Florida,” Dennis says. “I look at it as my job to provide the best guidance and advice to these major landowners and folks interested in supplying the demand that’s there for housing, shopping centers, and attractions on how can they can best plan their projects to be sensitive to the environment.”

Dennis’ appreciation and respect for the environment developed when he was a kid. He grew up in a small town in Georgia where his father and grandfather owned an old country store, Hays and Dennis General Merchandise, and sold everything from flour and soup to shirts and faucets. He is an Eagle Scout and spent the majority of his youth wandering in the woods and looking through microscopes, which he enjoyed much more than reading history books. He is also the first person of his family to go to college.

“There was never any talk about when I got to a certain age, I’d run the store. It was assumed I’d go to college,” says Dennis, who originally wanted to go to medical school. “The only professions I knew growing up were doctors, lawyers, and ministers. There was the concept of engineers, but I didn’t know any.”

However, life had other plans for Dennis. In his first year at UT, he expanded his opportunities by engaging in field work when TVA hired him to help with a floristic survey.

“It was a scavenger hunt and I loved it,” Dennis says. “I spent all summer in the woods looking for permanent forest plots. I couldn’t believe someone actually paid me to walk around in the woods and identify plants. I thought I’d died and gone to heaven!”

When Dennis first started identifying aquatic plants, the term “wetland” had yet to be coined and the Clean Water Act was not part of the equation. He did not need the terms or laws, however, to realize the importance of aquatic plants.

“To me, it’s fundamental that you identify the plants growing in a wetland,” Dennis says. “Once you can identify the plants and understand the life histories, you can begin to understand why they are growing there and the ecological relationships that are at play. In my mind you can’t protect, take care, manage, or regulate some element of our natural world unless you fundamentally understand it.”

Another thing that is fundamental to Dennis is giving back to the institutions that helped him get where he is today. In addition to contributing his time to teach the aquatic plant course and lead wildflower walks at the EEB-sponsored Great Smoky Mountains Wildflower Pilgrimage, he provides financial support to UT and EEB. Dennis is also currently chair of the Dean’s Advisory Board for the college.

“When I look back over my career, there are so many folks who contributed and helped me out,” Dennis says.

“I give back to one degree or another to all the schools I attended. I’ve been blessed with an opportunity for an education and great scholars that have all contributed to me getting a fundamental knowledge base that it so important in life.

It’d be wonderful if we all had enough financial resources to give $10 million here and $50 million there, but I’ve come to understand and appreciate that it really doesn’t matter how much you give back as long as you give back something.”
Wade Guyton, Meredyth Sparks, and Josh Smith, distinguished School of Art alumni, launched an innovative project called Limited Box Edition to support a new Artist-in-Residence Endowment Campaign.

Limited Box Edition is an individualized box of prints containing original art from alumni and former Artists-in-Residence (AIR). Guyton, Sparks, and Smith contributed their own print and designed custom boxes for the collections. Each print is signed and one of an edition of 100.

“Guyton, Sparks, and Smith have very successful careers in the arts,” says David Wilson, director of the School of Art. “All three regularly stage exhibitions in prestigious national and international museums and galleries. This exciting project is a great opportunity for people who invest in the School of Art to add unique pieces of art to their collection.”

Founded in 1982, the AIR program supports two semester-long residencies each academic year. Invited artists teach undergraduate and graduate courses in painting and drawing. Since its inception, over 80 artists have taught more than 3,000 students in the School of Art.

The program is one of the oldest of its kind in the country and connects art students with professionals in the field engaged in contemporary artistic dialogue. It also enriches the students’ experience by connecting them with artists outside the university who are active in galleries and museums across the country.

“The resident artists’ interaction with the students is truly exciting to see,” says Jered Sprecher, professor of art. “Each provides a dynamic model of what a life in the arts can look like, which is absolutely vital for our students as they imagine what their life as an artist might look like and how they will help shape our culture in the future.”

To invest in your own unique LIMITED BOX EDITION, visit art.utk.edu.
Ezra Tessler, the current artist-in-residence, sees the program as a once-in-a-lifetime opportunity.

“Getting the chance to teach such a diverse group of students, each with their own unique and distinct perspective, has been an incredibly rewarding experience for me,” Tessler says. “It’s forced me to rethink my artistic habits, introduced me to new methods, and challenged me to explore new ideas inside and outside the classroom.”

According to Sprecher, the list of artists in each box is a “who’s who” of artists working and making a difference in the larger world and all have a tie to UT.

“The Limited Box Edition is a wonderful way to see the quality and longevity of the AIR program, which is unrivaled in the United States, and has made an unparalleled impact on the whole school,” Sprecher says.

The School of Art provides the foundation for a thriving art scene both on and off campus.

“Art constantly provides the engaged viewer the chance to interact with an object or experience that is unfamiliar and surprising,” Sprecher says. “It allows us to engage the world with an inquisitive mind. Without a thriving art scene, life would just not be as interesting.”
Students interested in studying one of the STEM majors of science, technology, engineering, or math, must have finely honed math skills in order to be successful. Unfortunately, not all students interested in the STEM disciplines, nursing, or even business, arrive at the university with sufficient math training from their years in high school to enter the college or field of their choice.

The result? Students are discouraged, drop courses, or change majors to something less math-intensive. Another result is they leave college completely. In order to improve the chances of success for these students, faculty and staff in the Department of Mathematics and the Student Success Center developed Math Camp, a summer program designed to provide a thorough review of concepts required for math-intensive majors.

For three weeks leading up to the first day of classes, students meet Monday through Friday in large and small groups to learn a range of topics, including algebra and trigonometry. Tutoring is offered in the evening and, on the last day, students take a placement exam. Students who successfully complete the placement exam are able to register for a higher-level math class, essentially completing 30 weeks of math through three intensive weeks of summer camp. These students are also able to begin their introductory science courses, which helps keep them engaged and excited about college.

Other components include career counseling and academic advising to help students identify their academic strengths and develop good college study skills. A final component is social engagement, which helps ease the transition from high school to college.

In the fall of 2014, the first year of Math Camp, students who tested into the appropriate math courses after Math Camp performed comparably to students who placed in those courses originally because of their ACT scores.

The conclusion? Math Camp works. Our goal in the college is to expand the program so more students are able to fulfill their dreams of becoming a scientist.


**BY THE NUMBERS:**

| Cost per student: | $1,695 |

**Math Camp POINT OF PRIDE**

During the first year of the program, a student with an ACT score of 18 attended Math Camp and tested into STEM calculus, which typically requires an ACT score of 25 or higher, because of the experiences she had during the three-week math intensive.

**STUDENT TESTIMONIES**

“I would highly recommend Math Camp to incoming freshman because it refreshes the math skills you’ll use for the rest of your college careers.

*It was a great experience!* I had the opportunity to acclimate to campus, meet faculty and staff, and make new friends.”
As the academic foundation of the university, the College of Arts and Sciences is the largest contributor to all aspects of UT’s missions of instruction, research, and service to society.

Graduates of our college are innovative citizen leaders who pursue path-breaking research and creative expression to enrich lives and seek solutions to society’s problems. Our alumni network is a diverse community that spans from Knoxville to countries around the world.

Through our diverse and important contributions to the University of Tennessee, we aim to advance the college, and thus the university, to a Top 25 public research institution.
We rely on the support of our friends, alumni, and the Volunteer community to progress on our journey to the Top 25 and have identified five key areas where investment will have a significant impact on our college and the university:

**FACULTY AWARDS**
We recruit, retain, and support top faculty who pursue innovative research and creative activity and inspire and mentor our students. Recognition awards and endowed professorships and chairs help us provide the means to reward and retain outstanding faculty.

**UNDERGRADUATE STUDENT SUPPORT**
We prepare our students to be engaged citizens of a global society by giving them the tools they need for success. Endowments and scholarships are critical to ensuring our undergraduate students receive the best research training, study abroad experiences, and other opportunities that expand their worldview and create options for their future.

**GRADUATE STUDENT SUPPORT**
We provide stipends and research assistantships to graduate students to support their focus on research and scholarship. Additional financial support will help us provide higher stipends and attract top-choice graduate students in all disciplines.

**STRATEGIC OPPORTUNITIES**
We invest in new programs and facilities that advance our strategic goals and help us continue our journey to the Top 25. Support for strategic opportunities will help provide our faculty and students with state-of-the-art teaching and research facilities.

**ANNUAL SUPPORT**
We have a strong network of alumni and donors whose generosity and commitment to the college supports the endeavors of our faculty, staff, and students. Annual donors and unrestricted gifts help us grow and make strategic investments in the future of our college.

join the journey at artsci.utk.edu
In Fiscal Year 2016, the college had available resources of $149,724,015 in unrestricted and restricted funds.

**Sources of Funds**

- 48% Recurring College Budget (state allocation and tuition)
- 5% Additional Instructional Funding from Central Administration
- 2% Revenue from Educational Sales and Services
- 2% Summer School Revenue
- 2% Net Facilities and Administrative Cost Recoveries
- 20% Additional Central Support (benefits, funding transfers)
- 1% Central Funding of Joint Institutes, matching funds, etc.
- 16% Grants and Contracts
- 4% Endowment Income and Gifts

**Uses of Funds by Category**

- 40% Faculty Salaries
- 11% GTA, GA, GRA Salaries
- 1% Administrative Salaries
- 6% Professional Salaries
- 4% Clerical and Technical Salaries
- 1% Student Employees
- 17% Staff Benefits
- 17% Operating
- 3% Equipment
Marissa Ricchey originally came to UT to study business, but decided to change to a double major in political science and sociology. She grew up in a small Tennessee town with an Italian father and a Lebanese mother in a post 9/11 world. She watched her father get searched when they traveled and often received gifts already opened by security personnel at the airports. Ricchey has seen first-hand the injustice inflicted on minority groups and wants to do something about it. After graduation, she plans to apply to the FBI with hopes of going into counter-terrorism.

Her best friend and companion is Gia, her 11-month-old German shepherd she is training as a service dog.

Ricchey has also had the opportunity to study abroad in Italy with Salvatore Dimaria, professor in the Department of Modern Foreign Languages and Literatures.

“It was an incredible experience,” Ricchey says. “Professor Dimaria is the most amazing teacher I’ve ever met.”
In the spring of 2016, Mallory Glasgow worked at the Knoxville Museum of Art helping install an exhibit about one of Knoxville’s greatest contributions to the world of modern art – Beaufort Delaney.

The project was part of her HIUS 484 Studies in United States History course. Other students in the course helped local museums archive and digitize their holdings, led groups on historic tours, conducted research on a Civil War map, and helped an organization that protects threatened historic buildings in Knoxville.