

BEREA COLLEGE

WINTER 2019 Volume 89 Number 3



Career Competent & Workplace Ready

Developing a Plan
for Success Page 6

Don't Call It an
Internship Page 14

Creating Opportunity
Page 24

BEREA COLLEGE

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CONTRIBUTING WRITERS:

Cora Allison '22, Abbie Tanyhill Darst '03, Libby Jones, Tim Jordan '76, Daniela I. Pirela Manares '20, Jason Lee Miller

CONTRIBUTING PHOTOGRAPHERS:

Oluwatobi Adejumo '20, Cora Allison '22, Moriah Avery '21, Fahim Baig '18, Jay Buckner, Dr. Javier Clavere, Abbie Tanyhill Darst '03, Ray Davis '11, Desiree Dunn '21, Anna Joines '17, Jon Kemp '19, Jennifer Lance '20, Sarah-Anne Soares '18, Crystal Wylie '05

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If you have comments, questions, or suggestions for the Berea College Magazine or would like information about reprinting any article appearing in the magazine, please contact:

Editor, Berea College Magazine
Berea College
CPO 2142
Berea, KY 40404

AT YOUR SERVICE

Web: www.berea.edu
Mail: CPO 2203, Berea, KY 40404
Phone: 859.985.3104
Toll free: 1.866.804.0591

Magazine: www.berea.edu/magazine

Berea College Magazine (ISSN 1539-7394) is published quarterly for Berea College alumni and friends by the Berea College Marketing & Communications Department. Periodicals postage pending at Berea, KY, and additional mailing offices.

Postmaster: Send address corrections to the Berea College Office of Alumni Relations, CPO 2203, Berea, KY 40404.

Berea College is a 501(c)(3) charitable organization under federal guidelines.

Printed on 30 percent post-consumer waste paper.



FSC LOGO



The son of Robert Edwards '55 and Frances VanSant Edwards '55 discovered this picture while cataloging his parents' slide collection. While Robert was serving in Korea in 1958, he and fellow Bereans posed for this picture. (LEFT TO RIGHT) Jim Owens '54, Miles Compton '56, Susan Erma Taylor '55, Dr. V. Milton Boyce '56, Yoon a Choi '55, Charles Larew '56, and Robert Edwards.



Dr. Javier Clavere



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Cover photo by Jay Buckner
Photo illustration by Charlie C Campbell
Featuring Bashiri Sawyer '22 from Nicholasville, Ky.



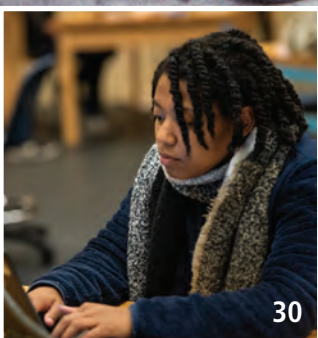
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LETTER FROM THE EDITOR

Dear Berea Alumni and Friends,

More than 15 years ago, the C-SPAN CEO, Brian Lamb, spoke at a College convocation. His charisma and passion for the network he'd created more than 20 years prior was infectious. The night before the convocation, Lamb dined at the president's home with Communications Department faculty. At that point, in the fall of 2002, the communications major was only a few months old, and the handful of department faculty members were asked to invite a student to dinner. I was fortunate to be one of only two students in attendance. I talked with Mr. Lamb about his career in journalism, his founding of C-SPAN and his desire to engage young people in the industry. He talked briefly about internship possibilities and encouraged me to apply. I left that night on cloud nine—a little overwhelmed, but ecstatic about the possibilities that lie ahead.

Even with such a large foot in the door, I still worked hard to earn an internship with C-SPAN. After months of written applications, over-the-phone interviews and lots of prayer, I received the coveted phone call offering me an internship in C-SPAN's marketing department that summer. The internship was unpaid and Washington, D.C. is an expensive place to live. So the College's career development office stepped in and provided me a stipend to work through the summer, giving me the ability to say yes to this amazing opportunity. The experience I had at C-SPAN opened the door for launching my career in journalism, public relations and marketing.

Today, Berea has grown its resources for helping students navigate their journeys from students to professionals. Their path to career readiness is lined with people from all areas of the College—from faculty members who are inspired to create new career opportunities for students in a challenging field, like Music Department chair, Dr. Javier Clavere, who unveils the department's newest area of interest on page 24, to entire offices dedicated to helping students discern their distinct career path and empowering them to follow it. On page 6, you'll learn how the resources and opportunities provided by the Office of Internships and Career Development give Berea students the confidence and skills to fulfill their career ambitions.

But the true measure of success is in the stories of Berea's alumni who have taken what Berea offered and not only pursued their dreams, but changed their lives and the lives of those they've served. On page 12 discover how Kayla Kinker Suma '11 went from a homeless high school student to a successful obstetrician.

Each page of this issue explores how Berea equips and challenges its students, faculty, staff, alumni and friends to push the envelope, dream big, give of themselves and pursue a life and career of excellence that leaves this College and this world in better hands.

Abbie Tanyhill Darst '03
Editor

DEVELOPING A PLAN *for Success*

Berea's Office of Internships and Career Development gives students the tools they need for success after college

By Abbie Tanyhill Darst '03

The class of 2018 is graduating into an economy on the upswing. In May, the unemployment rate dropped below 4 percent for the first time since 2000. However, according to the Economic Policy Institute, underemployment rates hover around 11 percent, meaning competition still is high for jobs that require college degrees and allow graduates to work in fields for which they spent four to six years studying.

Thanks to the efforts of Berea's Office of Internships and Career Development, Berea students have the ability to enter the job search with confidence. They not only are armed with a high-quality education and built-in work experience, but also, with the help of the staff of that office, they have had the opportunity to explore career discernment, to develop a post-Berea action plan and to take part in career-specific internships.

Career Development

Career development is the student's first step toward identifying their career aspirations and developing a plan to get there. The Career Development program at Berea College offers career counseling appointments to support students in



Berea's 2018 Shepherd interns pose for a fun picture at the Shepherd Internship Program opening conference. The program unites students with agencies that work to benefit impoverished members of society. Students work with agencies that fit their intellectual interests in order to develop their experience and skills for future civic involvement and employment.

career decision making; to explore career options in different majors; and to plan proactively for internships, gap experiences, full-time employment and/or graduate school.

"It's really about discernment and meaningful themes," said Amanda Tudor, Berea's Career Development director. "Being career ready just denotes having a résumé, interview skills, etc. You can have a beautiful résumé, but if

you don't know why, what, where and how, then it will go down in flames."

Tudor has been with Berea for three years, counseling students on how to identify their career goals by understanding how their skills, personality, major, interests, values and passions weave together to create meaningful themes, pointing them toward career opportunities that align with the core of who they are.

“We start with what they feel called to do,” Tudor explained. “We talk about why they chose their major, why they are doing internships and research, volunteering and involving themselves in various things. How does all of that come together?”

With some creative mind mapping and introspectively looking at the way their interests, talents and passions intersect, students can begin making decisions about potential careers. From there, they move into goal setting, creating tailored résumés and cover letters, targeting “best-fit” employers, exploring occupational trends and networking with Berea alumni in those career areas.

“It’s important for our students to learn how to tell an employer how Berea has transformed them,” Tudor said. “Berea is one in a million, and that transformation looks different for our graduates than for anyone else, anywhere else. We want students to connect the emotion of their story in a tailored way so they can share it with an employer to show how they are unique candidates.”

Much of this work is done in one-on-one sessions. In an average school year, Tudor or Career Development Coordinator Trisha Turner conduct 450 to 500 individual appointments with students. In addition, Tudor and Turner also teach courses on enhancing career development and preparing for graduate school, in which



Ana Gutierrez Roman '21 interned this past summer at the Tennessee Immigrant & Refugees Rights Coalition (TIRRC) in Nashville, Tenn., where she worked with the policy department on ways to better serve the community.

they see between 40 and 50 students, per course, each year. On top of all of that, Career Development partners with Internships to host “Lunch with the Recruiter” events and targeted, small-scale employer networking events where both students and employers can get to know each other and discover what each has to offer the other. These events replace large-scale career fairs that often are not well attended or not successful for students or employers, Tudor explained.

Career development also is responsible for numerous career events each year including hosting a law school panel, a graduate and professional school event, Cornell Weekend where students network and learn professional job-search strategies from Cornell University MBA students, a Dress for Success fashion show (see p. 11 for more information on the fashion show and clothing grant) and seven weekend GRE prep sessions.

“It took me two years to get my head around having funding to pay for students’ GRE tests,” Tudor said. “No other career center does anything close to that.”

MIND MAPS

A mind map is a graphical way to represent ideas and concepts. It is a visual thinking tool that helps structure information, helping better analyze, comprehend, synthesize, recall and generate new ideas. In a mind map, as opposed to traditional note taking or a linear text, information is structured in a way that resembles much more closely how your brain actually works. Since it is an activity that is both analytical and artistic, it engages your brain in a much richer way.

But Tudor and Turner’s enthusiasm goes beyond just providing funds. Turner’s GRE prep sessions are key to the success of Berea’s students on these graduate exams. The College covers the cost of study materials, ranging from \$150 to \$300 and the cost of the GRE, which is \$205.

“What we found was just paying the bill wasn’t helping students get the scores they were hoping for,” Tudor explained. “What we realized is that we needed to help students break through barriers, and not just financial barriers. In the busyness of Berea, how can we help them with learning how to take standardized tests and provide the time and space to study for these exams?”

RESOURCES FOR ALUMNI

Handshake is a career management platform used by more than 600 colleges and universities and by thousands of employers nationwide for recruiting. Alumni can utilize Handshake to recruit and post internship or full-time positions for Berea students on behalf of their current employers, search and apply for opportunities themselves, explore companies, manage their networking connections, and access valuable tools and resources provided by the Office of Internships & Career Development. To sign up for a Handshake Alumni and/or Employer account, visit <https://berea.joinhandshake.com/register> or contact Sara Cornett at cornetts@berea.edu.



In addition to all of these on-campus activities and support, Career Development also gets students off campus to visit graduate schools, attend conferences and even shop for professional attire for interviews. All of these activities have helped numerous Berea students succeed in transitioning to graduate or professional school or into successful careers immediately after graduating.

Internships

In summer 2018, 247 Berea students representing 32 majors participated in internships in 33 states and five countries. Whether serving in non-profit organizations or big corporations, in the Appalachian region or at Pearl Harbor, Hawaii, these students gained invaluable experience preparing them for the professional world.

“There are students who don’t do as well in the classroom setting who thrive in an experiential, hands on setting,” said Esther Livingston, Berea’s director of Internships. “It’s a really important way to learn.”

Livingston and Internship Coordinator Sara Cornett, support students in identifying and applying for internships that support students’ ultimate career plans. That support starts with a three-session program. The first session, “Finding and Creating Your Ideal Internship,” assists students in identifying possible internships. It puts students on the beginning track to knowing what



Senior Economics major Chamal Mediawaka completed a summer internship with the United Nations in New York. His work primarily related to the Economic & Financial Committee and assisting in the economic, social and trade-related work of the Permanent Mission of the Democratic Socialist Republic of Sri Lanka to the United Nations.

types of internships are out there that may fit within their career aspirations and how to find them. Of the three sessions, this one is not mandatory for all students seeking internships. Some students have already identified a particular area or internship opportunity and just need assistance with the process.

Sessions two and three are mandatory for all students seeking their first internship. Titled “Applying for Internships” and “How to Receive Credit and Funding for Your Internship,” these two sessions move students from the idea phase of landing the perfect internship to realistically achieving their goals.

“When we talk about applying for internships, so many haven’t done a professional application yet,” Livingston said. “So these sessions touch on resumes, interviews, applications and how to present oneself in a professional setting.”

Students must participate in these three sessions before they can schedule a one-on-one appointment with the Internship office, where students can delve more deeply into where they need to go and what they want to do after graduation. These brainstorming

discussions with Livingston or Cornett help students narrow down potential internship sites that may be a good fit.

“Sometimes a student finds the ideal internship by discovering a posting, and sometimes it’s through a cold call to a company that intrigues the student to figure out if they have internships available, or would consider offering one for a student interested in a particular field,” Cornett said.

Since Berea funds up to two internships for students before graduation, students don’t have to worry about whether or not their dream internship is paid for by the sponsoring company or organization. That frees them up to pursue those internships that most excite them, while also enabling them to earn the income they need from summer work. One example is student Logan Paisley, an Applied Science and Mathematics major who wanted to do an internship in civil engineering and needed to stay in Kentucky. Livingston found a company in Lexington. She and Logan explored its website together, and he was excited by the projects the company was undertaking. Though there was no mention of internship

DID YOU KNOW:

Each year a small group of Berea students spend a summer working at a diverse non-profit in rural Yamanashi Prefecture, Japan, located just a few hours west of Tokyo? The internships are offered as a partnership between Berea College and the Kiyosato Educational Experiment Project (KEEP), a non-profit economic and community development project that is rooted in the Christian principle of service to others. Learn more about how you can support study/service abroad opportunities in Japan at www.berea.edu/ast.

possibilities on the website, Livingston called the company and spoke directly to one of its senior engineers, explaining Paisley's interest. The engineer was open to the idea and asked Paisley to submit his résumé. He was able to land and complete a fantastic internship with the company, Livingston said.

"I can see it in their eyes when we find just the right place or position," Livingston said about working with students. "We can look at various organizations and internships, and then all of a sudden their eyes light up, and it is clear that's the one."

In addition to the three sessions and individual appointments, Livingston and Cornett also host a variety of events to connect students to internship opportunities and prepare them for those experiences. Each fall they conduct Internship Week, where they bring two to three employers to campus each day for panel presentations and networking. The employers meet with students and talk about their organizations and what they have to offer. Students know ahead of time which industries will be represented at each luncheon and can choose

the day that best fits with their major and career interests.

The Internship office also serves as the central hub to support the College's corporate relations efforts in regard to internships and permanent professional positions. Employers with positions that are a good fit for several different majors don't want to contact faculty in all those areas individually. Instead, they can contact Berea's Internship office, which uses a centralized, searchable database called Handshake to post the information and share it with faculty, staff and students. Providing a central place for many students to connect with a wide range of employers benefits everyone. Handshake also allows students to schedule their own appointments and is used for event registrations, scheduling and tracking appointments.

Each student who participates in and receives funding for an internship is held to a rigorous academic standard in order to receive credit for the internship. Students keep reflective journals and submit them on a weekly basis to their faculty sponsor throughout the internship, write a paper on a topic related to

their internship and give presentations at department-organized events once the internship is complete. Each student also completes an evaluation, identifying valuable components of the internship experience and how it will affect future career plans or their current academic studies. After the internships, students' supervisors also submit evaluations to the Internship office rating students' skills and specifying contributions interns made to their organization.

Often, employers are impressed with Berea students. They give excellent feedback on their performance and indicate interest in hiring more Berea students in the future. For example, a doctor from Johns Hopkins University had a Berea intern over the summer and was so impressed with her that he flew down from Baltimore to participate in Internship Week in an effort to recruit more Berea students and establish an ongoing partnership.

"By the time he was done here, he wanted to know what he could do for Berea," Livingston said. "It's a win-win for his program and for the students that get to put Johns Hopkins on their résumés."



Angela Jarvis '20 spent her summer interning at the Topeka Zoo and Conservation in Kansas where she educated children about animals and the environment through interactive programs and games.




Sophomore Jada Pettus helped advertise and plan weddings while interning this past summer at J. Ladson Weddings in Atlanta, Ga.

One senior sales manager with Eli Lilly and Company gave Berea high praise after discovering the unique qualities of Berea's students.

"Berea students are impressive," said Jeff Nowlin, Eli Lilly and Company senior district sales manager, after attending an event sponsored by Internships and Career Development. "When I go to a career fair at a big university, I may talk with 50 to 75 students and find one or two that I will interview. At today's event, I talked with seven students and could have hired any one of them. When Fortune 500 companies find out what you have here, they will be beating down your door."

Aligning Berea's students with internships and career options that fit their distinctive passions and talents, and connecting them with opportunities to explore graduate schools, careers, industries and companies for which they are best suited helps create a solid bridge for Berea graduates leaving campus and entering the workforce or furthering their education.

"We are working to communicate to students how to be intentional about their four years at Berea and what's expected and available to them each year," Livingston said. "We identify benchmarks and markers and talk about how to make the most use out of their time here, so when they are crossing that stage at graduation, they have a plan, and they are equipped to take their next strategic steps." 

GIVING MAKES IT POSSIBLE

The average cost to fund one student internship is approximately \$4,000. Each year Berea College helps fund approximately 175 to 200 internship opportunities. That expense coupled with the other unique experiences the Office of Internships and Career Development provides quickly add up. Much of the funding support comes from generous donors and friends who believe in the value of developing students and providing career experiences that best prepare Berea graduates to step into the world and make a significant impact.



Nathan Jose '20 completed an internship at Sweetwater in Fort Wayne, Ind., in the company's recording studio this past summer. He observed and worked with world-class studio functions, learning about tracking, mixing, mastering, interfacing with customers and producing both music and commercials. He also worked in Sweetwater's performance theater doing live sound.



Junior Communications major Noah Hughes interned this past summer at Western Kentucky University Athletic Department in Bowling Green, Ky. He assisted with summer research projects, media guide production and updating of the athletic website.

Best Foot Forward

Berea College's clothing grant transforms students into professionals

By Daniela I. Pirela Manares '20

Making a good impression during an interview is a key factor in getting that job. Besides giving the right answers, looking and feeling good is important as well. For a Berea College student, dressing professionally can be a new, unfamiliar, and even foreign experience, and, for this, the College offers students a Clothing Fund grant.

Through the Office of Internships and Career Development, students can receive financial assistance to buy professional clothes.

"We try to help the students buy a brand new suit and smaller pieces to help them build a professional wardrobe for when they start working, going to grad school or other future endeavors," said Trisha Turner, career development coordinator.

In addition, as a way to promote the \$250 grant, the department hosts a fashion show, which began last fall.

Partnering with a Macy's stylist, Turner and Amanda Tudor decided to invite students to see their peers modeling various professional looks and business attire. While doing so, the stylist explains the look and offers tips and recommendations. After that, the students sign a contract agreeing to certain terms and conditions and then receive an invitation to go on the shopping trip.

The shopping trip transports students to Lexington to shop for clothes. As an added bonus, Turner explained that Macy's opens the store exclusively to these students so they can shop before the store is open to the public.

"We will have breakfast, coffee, help the students shop, and get discounts," Turner said. "Fun, shopping and clothes," she said with a laugh. "Seeing students try on clothes and feel professional is fun."

This year, the department added the Fashion Expo program, which is available to all students who want to participate. It consists of various activities, including a makeup artist who gives makeup and skin care tips, as well as access to tailors to measure male students for suits. Turner explained that the event was created as a way to help students reach out earlier, so when they go to Macy's or any other store, they are not as lost. She emphasized the importance of wanting people to look their best.

"Not all colleges do this," Turner said. "It can be very stressful to find a nice suit or nice outfit to wear to an interview. We don't want students to be stressed out about what they're



Students participating in the Fashion Expo program walk the 'runway' showing off their new professional attire. Students received a \$250 clothing grant to purchase professional clothing from the Office of Internships and Career Development.

wearing. We want them to focus on where they want to go, what they're going to say, and getting the job."

The clothing grant is just one more way Berea invests in its students. "It made me feel prepared, like I was professional," said Neidy Rodríguez, a recipient of the fund. "No matter what career you're in, Berea College wants you to be professional."

Looking ahead, Turner said she would like to increase the amount of the grant so students can buy more clothing. But looking past the money, she wants students to have fun with the experience. Often times, students feel confused or lost, so the objectives of both the Fashion Show and Fashion Expo are simultaneously guidance and reassurance for students in their path to looking professional.

"I want this to be an event students look forward to attending," Turner said. She recalled several instances where students who participated

in the program aced their interviews and landed internships and jobs.

"The program is helpful in adequately preparing students to look the part of a professional," said Aaron M.J. Lange, a model for this year's fashion show and a grant recipient.

Like him, other students have shown their gratitude to the college.

"I think the fact that they consider giving us money shows us—shows me—that they believe I have a chance to do and to be something more than just a student," Rodríguez said. "They want me to succeed."

Hearing success stories and seeing the students trying on clothes is a motivation for Turner.

"The department wants to help people know what they want to look like in the professional world, what their fashion sense is, and how to make it appropriate so that they can put their best foot forward." 

Shelter

From Couch Surfer to Resident (Physician)

By Jason Lee Miller

Her dorm room at Pearson's Hall was the nicest place Kayla Kinker '11 had ever lived. As a teen in Covington, Ky., Kinker and her mother had no home to call their own. They stayed on couches in the homes of family members and friends. Kayla would not have a semi-permanent place to stay until her senior year in high school, when she moved into The Welcome House, a shelter for women and children, alone.

"It sounds kind of awful," Kinker admitted, "but it was really a blessing. They were really good to me there, and it was the first time I had a reliable place."

Many of us may take for granted simple things like electricity or clean clothes to wear, but not Kinker.

"We never had a washer and dryer or a car to go to the laundromat," she said. "The Welcome House was a big relief for me. They had a washer and dryer there. They provided meals and even bus passes so I could get to and from work without difficulty."

Despite her circumstances, Kinker excelled academically and socially. She was at the top of her class, enrolled in the prestigious and difficult International Baccalaureate Program. She cheered, did chorus and theater. Nonetheless, before coming to live at the shelter, she considered withdrawing from school to work. Thankfully, someone at the time had taken a keen interest in her success.

"I had a case worker who would meet me at the high school or the

shelter, and we would go over college applications, my work schedule and my obligations," Kinker said. "For the first time in my life, someone was keeping track of where I was at any given time. She made sure I applied to Berea."

Berea, too, became one of the only steady situations in Kinker's life. She moved into a residence hall, majored in biology and continued her cheering career. Even in the summers, when her residency status would inevitably become shaky again, Berea provided construc-

tive opportunities. The summer following her freshman year, Kinker landed a summer research internship with the Kentucky Biomedical Research Infrastructure Network at the University of Kentucky. Berea assisted with her summer living expenses on UK's campus while she participated in the program. Kinker researched DNA integrity, and the following semester, she presented her research at the Kentucky Academy of Sciences.

She continued the pattern of finding summer opportunities for the rest of her college career. The summer following her sophomore year, again with Berea's

assistance, she joined cell biology researchers at Vanderbilt University. Again she presented at the Kentucky Academy of Sciences and won first place for her oral presentation.

"This was all thanks to Berea," Kinker said. "I don't think I could have gotten into the Vanderbilt Summer Science Academy without Berea's connection to the program." Berea's connection was through alumnus and Berea College Trustee Dr. Hal Moses, the director of the Vanderbilt-Ingram Cancer Center. Kinker found herself among students

from elite institutions like Harvard. A similar situation followed for her final summer research stint at the Mayo Clinic, where she and more affluent students from Ivy League schools joined Berea alumnus Dr. David Carbone, who ran a lab there.

"This was the first time I had my own animal model, which was an incredible opportunity," Kinker said.

Again, she presented her research, and again she won first place in oral presentation. Kinker attributes her presentation skills to her Berea labor position as a biology teaching assistant.

"When I graduated, that strong



research background helped me get my first job at Cincinnati Children's Hospital Medical Center."

At Cincinnati Children's, Kinker worked in immunology while her new husband, Dominic Suma '11, worked on his master's degree. Two years later, both Kayla and Dominic matriculated at the University of Kentucky College of Medicine. Together, they joined the medical school's Rural Physician Leadership Program, where students spend their clinical years at different rural hospitals across the state.

"I couldn't have done any of this without Berea's help," Kinker said. "If I had gone somewhere else, I may have done a year or two of school and left because there's no way anybody could have supported me the way Berea did."

She also credits the people who encouraged her growing up. "People told me I could do anything I wanted, and I believed them," Kinker reminisced. "Maybe I was naïve as a child, but it's true that people have been very supportive and have done whatever they could to ease my burden. Even though I didn't have a lot of financial support growing up, and though my mom had to work a lot and wasn't there physically, I've had a lot of support from teachers and others."

Kinker suggested the support she received from Berea helped level the playing field at places where more affluent students had the parental and financial support she could only dream of. And because, during the academic year, she was enrolled among other economically disadvantaged students, she never felt out of place.

"At Berea, we're all coming from difficult financial backgrounds," she said, "so there never was the sensation that 'of course you got an A on the test because you didn't have to work this week.'"


Today, Kinker is the resident physician in the field of obstetrics and gynecology at Memorial Health in Savannah, Ga. Her choice of medical field was influenced by her time at The Welcome House.

"After living in the shelter for a year,



Kayla Kinker Suma '11 and her husband Dominic Suma '11 pose for a photo together. Kayla and Dominic attended Berea and medical school together.

I came to realize how much women's health impacts where they are in society," she said. "A lot of women had accidental pregnancies or weren't able to work because of complications of

pregnancy. Just to see how much that impacts their ability to provide for their family and how society treats them made me want to be an advocate for women's health and a caregiver to them." 

DON'T CALL IT AN

Directed Field Experiences teach intentionality and design thinking

By Jason Lee Miller



nter nship

Each year, the Entrepreneurship for the Public Good (EPG) program accepts 20 first-year student applicants to an immersive program that culminates with a summer internship. Only it's not an internship, says Dr. Peter Hackbert, EPG director. It's a directed field experience. What's the difference?

In a word, intentionality.

"The reason I call it a directed field experience (DFE)," Dr. Hackbert said, "is because I want the students to be intentional about their selection. Many opportunities are not advertised, and we can use our reputation, relationships and resources to help them craft something they want to explore with a community partner."

It's also an experience directed by Dr. Hackbert and other faculty advisors, who help students create opportunities to explore their desired fields, whether it involves graduate research, accounting, sustainable design or any number of other fields. It helps students, too, by allowing them to test out a professional position and decide whether or not it's truly for them.

The EPG program was established in 2002 as a two-summer, intensive learning experience to practice social entrepreneurial leadership in Kentucky and Appalachia. More than \$7 million in endowed funding was raised for the program during Berea's sesquicentennial fundraising campaign. With two endowed chairs to lead students in fostering creative problem solving and leadership, the program built upon and complemented an already existing internship program as well as the Brushy Fork Institute's civic leadership initiatives.

The first summer after their acceptance into the program is an immersive

seven-week seminar focused around design thinking, a creative problem-solving methodology developed by the Stanford d.school. During those seven weeks, the cohort for that summer studies the EPG Cycle of Abilities, a set of behaviors that enable students to be intentional in their actions by engaging complexity and uncertainty, exploring values and ethical structure, facilitating group decisions, recognizing opportunity, mobilizing resources and advocating for change.

"The students aren't just getting a degree," Dr. Hackbert said. "They're making themselves up and discerning the value they're creating in themselves. The program reveals to them the knowledge and skills gained from entrepreneurial leadership mindsets and behaviors."

In practice, what that looks like for students between their first and sophomore years is to conduct real-life community-based field work by advancing entrepreneurship in Appalachia. The students divide into teams of five to explore opportunities in the region.

For the last several summers, EPG students have been working on bicycle tourism in Kentucky. The commonwealth has 856 miles of connected bicycle-friendly roads, ranking the state fifth nationally. In previous summers, EPG students played a role in getting approval at the state and federal levels specifically for U.S. Bike Routes 76 and 21, which cross in Berea. U.S. Bike Route 21 follows the Daniel Boone Trace and heads north beyond Fort Boonesborough to Maysville, linking a cycling route from Atlanta, Ga., to Cleveland, Ohio.

In summer 2018 the most recent EPG cohort explored ways to encourage

business development along these routes.

"Dr. Hackbert gave us an assignment to create a map of all the cafes, restaurants, and places to visit in London, Ky., for cyclists," Anna Heremes '20 said. "He never told us how. He gave us a car and some money for food and said, 'Go. Talk to people, to strangers, to the tourism department. In two weeks, I need a map.' And he released us into the wild."

"We do some element of that every year," Dr. Hackbert said. "The business models included Airbnbs, inns and manufacturing facilities for tiny homes that could become villages for nature tourists," he explained.

In addition to reinforcing a sense of intentionality, all the students consulted for this article said the first summer really hammered home the first item on the Cycle of Abilities list: engaging complexity and uncertainty.

"It teaches us to be comfortable with not knowing what's going on," Brandon Pollock '19 said. "We learned how to overcome that positively, how to be intentional with ourselves and take control of our outcomes."

Learning to deal with uncertainty that first summer helps students succeed in their second summer, when they do their DFEs.

"The way EPG prepared me for the DFE," said Rodney Kimbangu '20, who did his DFE with the New York Film Academy, "was by equipping me with the tools the first summer that allowed me to be proactive, focused and intentional with what I wanted to do with my life without knowing exactly what that was."

To learn more about Entrepreneurship for the Public Good visit <https://epg.berea.edu>



Rodney Kimbangu '20 [New York Film Academy]

Rodney Kimbangu spent eight weeks in Burbank, Calif., with the New York Film Academy. His experience was funded by a Sloane Shelton Arts and Humanities Grant, awarded to Berea students pursuing immersive off-campus experiences. While at the academy, he learned how to produce, write, direct, film and edit a short feature film. He assisted other classmates with their films, as well, working as a production assistant, camera operator or assistant director. In total, Kimbangu worked on six film projects in eight weeks.

The would-be filmmakers pulled acting talent from NYFA acting students. "When we didn't have the chance to work with actors, we ended up acting our own projects," Kimbangu said. "When we were not directing or producing, we were acting in another person's production."

Their days stretched from eight to 12 hours, depending on whether they were attending lectures and demonstra-

tions by directing, producing, writing, editing, sound and photography instructors or working on their feature films.

"For the larger projects," Kimbangu explained, "we had 12-hour shoots because in the film industry a day of work is 12 hours. We mimicked what happens in the industry."

Growing up in the Congo, the studio art and film double major knew he wanted to be a filmmaker and started taking classes online. He says attending the NYFA was a dream come true for him, and the experience showed him what his limitations were and how to address them. It also showed him what his new capabilities were.

"After we graduated, a colleague looked at my website, where I had marketed myself as a cinematographer. He said, 'You need to change that. You're not a cinematographer anymore. You are a producer, writer, director, cinematographer and editor. That makes you a filmmaker.'"

Kimbangu sees his DFE experience as an opportunity to learn by making mistakes, a luxury not afforded to professional filmmakers.

"The DFE allowed me to make intelligent mistakes so I could see what I needed to work on. That is its own gift because when you're working in the industry, you don't have the time or opportunity to make mistakes. Before the DFE, I was probably 25 percent confident in my ability to be a filmmaker. Now I'm at 80 percent."

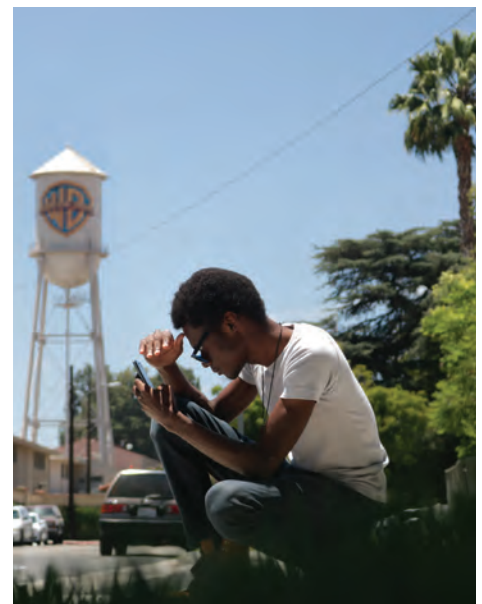
He believes saying 100 percent is "too braggy." "I still see room for improvement," he added.



Future filmmaker, Rodney Kimbangu '20, adjusts the camera during his DFE experience with the New York Film Academy in Burbank, Calif., home to Warner Brothers Studios.



Jennifer Lance '20



Brandon Pollock '19

[Make-a-Wish Foundation]



Brandon Pollock '19 opted to do two DFEs, one between his sophomore and junior year with The Resource Group, a hospital supply chain solution company, and another with the Make-a-Wish Foundation this past summer.

Brandon Pollock grew up in Knoxville, Tenn., never having a clear idea of who he wanted to be. He just resolved to work hard and follow his passions, and it's always just worked out for him. A business major set to graduate in May, Brandon now looks five years down the road and sees himself pursuing his MBA, even if it's unclear where he'll end up working after college. This is just part of the reason he opted to do two DFEs, one between his sophomore and junior year with The Resource Group, a hospital supply chain solution company, and another with the Make-a-Wish Foundation the following summer.

At The Resource Group in upstate New York, Pollock learned the ropes of group purchasing, economies of scale and financial analysis. He made a significant impact that summer by reviewing contracts and discovering about \$20,000 in savings for the company. Pollock came to view a financial statement as "a piece of art" that pushed him to use his foundational knowledge to look deeper and discover

the reasons and meanings behind things.

"I thought it was a lot of fun," Pollock said. "It really lays the groundwork for going deeper into corporate finance, which is what I am interested in, trying to solve problems for businesses and looking at the bigger picture. It helps you to take a critical-thinking lens to all the fundamentals of business."

His second summer, though, added some feeling to the process. Interning with the Make-a-Wish Foundation, Pollock says he became emotional a number of times as the organization worked to fulfill the desires of terminally ill children. There were four typical wishes, he said: the wish to be, to have, to go or to meet—with the wish to go being the most requested. Most wanted to go to Disney World, though many could not due to physical limitations. In those cases, Make-a-Wish made an effort to bring Disney to them. Brandon's job wasn't to make those things happen, but to analyze the organization's volunteer database and identify critical points where volunteers become fatigued and leave.

The typical volunteer, Pollock said, made it about three years before diversifying their involvement, perhaps by giving more and volunteering less.

"It started making us wonder how to get them to give of themselves a little longer."

By the end of the summer, the answer wasn't any clearer, but Brandon left with the accomplishment of identifying the stress points and getting the conversation going.

"Field experience internships in general are pretty important," Pollock said. "It's taught me more about what I'm looking for in a job and what it means to work. Those two DFEs helped me see a path for the next three to five years so I have a better idea of the skills I want to work on, what I want to be and what I don't want to be."

The most valuable thing Brandon says he's learned through the experience is the type of place he wants to work.

"I want to work in a place with a fast-paced, numbers-driven environment where emotions are not really tied into it, where at the end of the day the business is serving the customer."



Growing up amidst war in the Ukraine helped Anna Heremes '20 (back, left) relate to the children at Louisville's Americana World Community Center. She completed her DFE as an aide to fifth-grade teachers working with refugee children.



have recently escaped war zones and other traumatic experiences.

"A lot of those children have post-traumatic stress disorder," Heremes said. "My main objective wasn't really to teach them things. It was to help them find resilience and to face problems in their lives and in school."

"I had a student from Syria who was escaping war," she said. "I could see a lot of death in his writings. His colors were very dark, and I was concerned."

Heremes felt connected to the children because she, too, had been affected by war.

"Right now, there's a war in Ukraine, and my dad is in the war zone," she said. "Because of it, my country is in crisis, and my family is suffering."

When she saw the stories of the children at the Americana World Community Center website, she wanted to be a part of it. "It was in my heart to help those people," she said.

Heremes learned about herself, as well, especially in regard to how an environment like that affects her physically and emotionally.

"I learned that you have to take time during the day to get yourself together, and that when you come home, you have to leave work at work," she said. "I learned that if I don't recharge, I won't be able to help. My internship really put things into perspective."

Anna Heremes developed a love of languages while attending high school in the Ukraine. There, she added English and French to her native Ukrainian and Russian languages. Now, as an education major minoring in French, Heremes intends to teach English as a Second Language one day—or French in Canada, if it doesn't work out in the U.S.

As a youth in Ukraine, Heremes attended a specialized school for language education while her father served in the ongoing military conflict between Ukraine and Russia. An overachiever, she was named Student of the Year in 10th grade, which led to her election as class president. That role led to her working on a youth council with the mayor. She volunteered, tutored other students in English, and founded an English conversation club that attracted 30 to 50 students each week.

"When I told my mom I was going to Berea," Heremes recalled, "she said she was used to me not being home."

She completed her DFE with Louisville's Americana World Community Center, which serves immigrant and refugee communities by providing services like family counseling, youth programs, and after-school and summer programs, among many others. She joined the summer program as an aid to the fifth-grade teachers working to help refugee children keep up in their new schools.

One of the most important objectives of her internship was building close relationships with the students in order to serve as a positive role model.

"I worked in the south Louisville area," she explained, "where a third of the population lives in poverty and half of the population consists of refugees and immigrants."

Heremes worked with children from Mexico, Vietnam, Thailand, Syria and the Congo.

Among the challenges of working with this population of children is many

Benhardt Christson '19 [Bank of America Merrill Lynch]

Senior accounting and finance major Benhardt Christson learned from his first directed field experience that pushing through frustration is a necessary part of success. Between his sophomore and junior years, he organized the area's first Daniel Boone Splash and Dash, a swimming and running event for kids, sponsored by local businesses. Even though the event was free, Ben struggled to garner parents' enthusiasm. But, by the end, the event attracted children from throughout the central Kentucky region and even from out of state.

"The biggest lesson was to always have a smile on your face and push through frustration," Christson said.

He applied that lesson during his second DFE experience, working with Bank of America Merrill Lynch in Cincinnati, Ohio.

"I wasn't confident in my ability to fit in," he said, noting an environment filled with serious people in business suits. "At Berea, even though we have labor positions, there's still an understanding that we're students trying to gain professional skills. But in this setting, practice was over."

But again he learned something beyond the fundamentals of finance. "I became more confident because I figured out they were just everyday people trying to make a living for themselves," he said. "The fear went away when I actually got to talk to them."

While interning with the financial investment group, Christson learned the ropes of evaluating clients based on their time horizon—how long they had to work until they retired, what their risk preferences were and how much liquidity they wanted. He also interviewed people he was working with, including the market director for the entire Ohio Valley market.

"I was able to tap his brain about where the firm is headed and what

challenges they face," Christson said.

His next challenge comes the summer after he graduates, when he will join an entry-level program with Goldman Sachs.

"Without the DFEs," Christson said, "this opportunity wouldn't be feasible."

When I came in as a first-year student, Goldman Sachs wasn't even in my purview of a job I could actually land. Through the EPG program and the two DFEs, I've made myself competitive."



Senior accounting and finance major Benhardt Christson '19 garnered his second DFE experience working with Bank of America Merrill Lynch in Cincinnati, Ohio. That experience helped him land a position in an entry-level program with Goldman Sachs after his May 2019 graduation.

Kayla Barbour '19

[Hellmuth + Bicknese Architects]

Kayla Barbour lives in a tiny house she and her father converted from an old construction office trailer. It serves two purposes. One is providing the 29-year-old non-traditional student a place of her own while she attends college. The other is to put her passion for sustainable living into practice.

Barbour, a technology and applied design (TAD) major, installed a compost tumbler she designed as a final project in one of her TAD classes and built a solar panel that “can’t even charge an iPhone,” but was good experience for her in terms of her aspirations to go into sustainable design.

Minoring in sustainability and environmental studies, Barbour is putting her passion to work in her labor assignment as well, where she serves as Waste Diversion Program coordinator in the Office of Sustainability. Her goal in that position is to encourage recycling and composting habits on campus any time there is an event with food. In conjunction, her senior capstone project is to design and install a sensor in the dining hall that will more accurately record food waste and make the data visually available to students eating there.

It is no surprise that when it came time to do her directed field experience, Barbour desired an internship in the sustainable-design field. The opportunity presented itself when Dan Hellmuth of Hellmuth + Bicknese Architects in St. Louis, Mo., visited campus. This was the firm that designed Berea College’s Deep Green residence hall, the highest scoring Leadership in Energy and Environmental Design (LEED) residence hall in the world at the time of its construction in 2013. Barbour approached Hellmuth about a directed field experience with his firm, and he accepted her proposal.

The following summer, Barbour began her position as a sustainable-design intern at the small firm, which only



Kayla Barbour '19 desired an internship in the sustainable design field. She completed her DFE with Hellmuth + Bicknese Architects, the firm that designed Berea College’s Deep Green residence hall, the highest scoring LEED residence hall in the world at the time of its construction in 2013.

employs three full-time staff. While there, she created a new website for the firm; oversaw the tedious Living Building Challenge documentation for The College School’s Jan Phillips Learning Center; participated in design briefs, consultations with clients and site visits; and managed the office.

“While I was there, they had the grand reopening of the Gateway Arch, and our firm was the LEED consultant for the project,” Barbour said. “We got to meet a lot of ‘who’s who,’ including the Secretary of Interior.”


Another benefit to working with the firm was how it complemented what Barbour was already studying: environmental psychology and biophilic design. Biophilic design entails incorporating natural elements into built spaces.

“Hellmuth + Bicknese does a lot of design that’s focused on that, especially in schools and hospitals,” Barbour explained. “We live in this glass world with a lot of unnatural stuff, so biophilic design is reverting back to natural things. It’s about creating spaces that



heal. I did a lot of that while I was there, like helping redesign their office space.”

The most important lesson, Barbour says, was learning to be flexible in terms of what her future career might look like.

“What I’m studying is applicable to many fields,” she said. “Every industry has room for sustainability and behavior systems. Anything we’re doing and interacting with has room for sustainable growth. I realized I can do a lot more than I originally thought.” 

Labor Transcripts: Another Way to Showcase Skill Sets

By Jason Lee Miller



Collis Robinson '13

The Labor Program is a crucial element of the Berea College Education. Like academics, the primary goal is learning, but the labor program succeeds brilliantly for most students by adding practical experience and applicable skill sets to the learning in academic course work. The Labor Program prepares a student for the world of work. Berea College also documents this learning through a 'labor transcript.' This formal record lists the positions in which the student worked while attending Berea and includes awards won as well as the evaluations submitted by labor supervisors at the end of each semester.

Just like an academic transcript, students can request a copy of their labor transcript from the registrar. Though the Berea labor transcript has only been around for about five years, older alumni can request one as well, so long as the labor evaluation system was in place when they attended.

"The labor transcript gives students an opportunity to show they didn't work just any job," said Collis Robinson '13, director of student labor. "It shows a progression of responsibility. Maybe they started answering the phones or taking out the trash, but by the time they graduated, they ended up being student managers, running meetings, managing other people and working with schedules. It will show all the skills they've gained while at Berea and how well they did at their jobs."

The labor transcript isn't unique to Berea. Other work colleges provide similar records of student employment, but there are only eight work colleges in the country, so most employers are not aware that such a useful credential exists.

"Employers have to be made aware of it," said Robinson. "It is not something they would know to ask for."

The concept is still new to students as well. The Labor Program has ramped up efforts at student orientations to inform them of what labor transcripts are and how they may be beneficial to them. Rosanna Napoleon '13, the Labor Program's training and learning assessment



Rosanna Napoleon '13

specialist, says the transcript can help students frame their experience in their own minds.

"After college, having something like this helps a person know what to search for by helping them think about the skills they have learned and how these skills led to a mastery of things they learned in their academic program," Napoleon said.

Juli Maggard Woodall '99, human resources consultant at Paychex, Inc., believes the labor transcripts could be beneficial in today's job-hunting environment, where a traditional résumé may no longer be enough.

"Résumés are two-dimensional items in a three-dimensional world," she said. Recent graduates have moved to providing portfolios and "working résumés," of which a labor transcript could be a part.

A "working résumé" includes an applicant's recognition of a company's unique challenges and

how the applicant could aid in resolving them, among other information.

"Even if their labor assignment was in woodworking, if the information showcased on the labor transcript is similar to that of an academic transcript, a Berea student may have a better chance of getting their foot in the door," Woodall said. "They could have links to actual achievements and not just what courses they took."

Berea's dean of labor, Sylvia Asante, indicates the labor transcript can serve not only as a working résumé, but also as verified testament to a person's true work history.

"Berea is ahead of the game as far as working résumés are concerned," Asante said. "Historically, résumés have been personal chronicles of someone's work record, which can be false or true, while academic records are issued by the institution with their stamps of approval. The unrivalled labor transcript at Berea demonstrates that as a document issued by the institution, it can compete with or be compared to working résumés. The labor transcript is signed by the registrar, giving it institutional value and merit." **B**

EXAMPLE: NOT AN ACTUAL STUDENT

Berea College
Berea, Kentucky 40404
Major: Communications

Record of: John Doe
100 Washington Ave.
Lexington, KY 40503

Date of Birth: 11-MAR-1991

Student Labor Transcript, Berea College

| Academic Year | Department | Supervisor | Position | WLS Level | Hrs/Wk | Departmental Labor Evaluation |
|-------------------------|----------------------------------|------------------|--------------------------|-----------|--------|-------------------------------|
| 2008-2009 Academic Year | Information Systems and Services | William Cullen | Administrative Assistant | 1 | 10 | Meets Expectations |
| | | | Administrative Assistant | 1 | 10 | Meets Expectations |
| | | | Help Desk Consultant I | 2 | 40 | Exceeds Expectations |
| 2009-2010 Academic Year | Information Systems and Services | John Hastings | Help Desk Consultant II | 3 | 10 | Exceed Expectations |
| | | | Teaching Assistant | 3 | 5 | Meets Expectations |
| | | | Help Desk Consultant III | 4 | 10 | Exceed Expectations |
| 2010-2011 Academic Year | Information Systems and Services | Jennifer Bullins | Web Designer/Developer | 4 | 40 | Exceptional Performance |
| | | | Web Design Team Lead | 5 | 10 | Exceptional Performance |
| | | | Research Associate | 5 | 10 | Exceeds Expectations |

Distinctions: Microsoft Certification, Departmental Labor Award, Student Employee of the Year Award, 1st Place Danforth Creative Effort Award.

This officially sealed and signed transcript SAFE® security paper. The official signature white. A raised seal is not required. Transmittal visible from both sides when held toward light.

At the Helm

How Berea prepared this 1995 alumna for a career she never expected

By Abbie Tanyhill Darst '03

Imagine floating on the chilly waters of the Pacific Ocean on the outskirts of Kodiak, Alaska, being at the helm of a 378-foot ship, bearing the responsibility for safely guiding it into port. For Deputy Commander Charlotte Mundy '95, this was the setting in which all her training clicked, and she was able to give all the proper engine and helm commands to guide her first ship mooring nearly 18 years ago. There, in that Alaskan port, Mundy confirmed what has become a career-long enthusiasm for serving in the U.S. Coast Guard.

"I love driving ships," Mundy said. "That might sound crazy, but there is something about putting a 378-foot ship where I want it to go—it's an amazing feeling. Being able to do that myself is awesome, but it's also incredible to teach others how to do it and share that joy with them."

A career with the U.S. Coast Guard was not what Mundy ever imagined when she found herself looking through college catalogues in the library at Michigan State University one cold, winter night in early 1991. After one semester in Michigan, Mundy knew the huge university was not a good fit for her. She decided to search for other college possibilities. She got as far as the Bs in the alphabetical catalogue before she stumbled across Berea College.

"I had never heard the concept of working for a school and not paying tuition," she said. "I looked into it more

and tried to find other schools with its mission, but Berea stuck with me. It resonated with me how Berea approached its focus on Appalachia and first-generation college students."

Mundy went back home to Maryland that summer and transferred to Berea in the fall. The capricious 19-year old majored in agriculture,

which was the closest she could come to environmental politics, she recalls. As to labor, she started out working in the weaving department before moving to the College farm for several years. Not finding her niche on the farm, she returned to weaving, where she crafted rag rugs under the direction of Bill Roberts. In all of these experiences, she discovered the value of creative and useful labor.

"Good hard work is good for you, and working for something can give you opportunities you wouldn't otherwise have—like the opportunity to directly contribute to my own education so closely," Mundy said.

After graduating in December of 1995, Mundy went on to earn a master's degree in horticulture sciences from North Carolina State University. She worked odd jobs for several years, including using her degrees in a non-profit co-op in Abingdon, Va.

She eventually moved to Wilmington, N.C., on a whim and fell in love with the beach community.

Wilmington also happens to be a huge Coast Guard town.

Though Mundy knew nothing about the Coast Guard before

moving to the coastal community, at age 26 she

decided to join the ranks for the adventure and a steady paycheck. What she thought would last maybe five years turned into a 19-year career.

Despite her education and background in agriculture not seeming to line up with an at-sea military vocation, her Coast Guard career became the culmination of the many ideas and concepts Berea had fostered in her, chiefly pride in workmanship and a love for diversity.

"This is not a typical career path for Berea College graduates, that's for sure," Mundy said. "One thing that makes me



successful is the ability to see things from many different perspectives, and I first learned and was exposed to that at Berea.”

The U.S. Coast Guard is a maritime military service with both a law enforcement mission and a federal regulatory agency mission, and it holds jurisdiction in both domestic and international waters. As Mundy has risen through the Coast Guard ranks, she has served all over the country and the world, including supporting Operations Iraqi and Enduring Freedom in the Northern Arabian Gulf and conducting homeland security, law enforcement, and search-and-rescue missions in the main Hawaiian islands. She currently is stationed in Manama, Bahrain. Her duty assignments have surrounded her with diverse people and perspectives.

“I’m a huge believer in diversity and the power of different perspectives, upbringings and backgrounds,” Mundy said. “That’s what allows for creativity and ingenuity, and what brings it all together and makes it work. Being exposed to different people and cultures in the Coast Guard brought that home to me, but I think Berea made it normal for me—made it so I could accept it easily in the Coast Guard.”

Mundy’s career offered diverse experiences as well. With the Coast Guard’s law enforcement and homeland security mission, she has had many exciting encounters on open waters around the world. Once, she and her crew were 1,500 miles west of the Galapagos Islands in the middle of the Pacific Ocean. After 10 days of pursuing a drug smuggler, as the sun dawned on the horizon, they came across a fishing boat with 5 tons of cocaine stacked on deck, ready for transfer. They were able to seize all the drugs and detain the smugglers, keeping that massive amount of cocaine off the streets of the U.S.

“Every now and then I feel like I’m in a Hollywood movie,” Mundy said about her experiences. “Not all days are like that, but some are. There are many occasions on ship when I can’t believe



U. S. Coast Guard Dep. Commander Charlotte Mundy (left) and LTJG Elizabeth Runci aboard the DILIGENCE (WMEC 616) in 2016, on patrol in the Florida Straits. DILIGENCE is homeported in Wilmington, N.C.


what we just did—like landing a helicopter on a ship in the middle of the ocean—but teamwork makes it seem so normal, as people draw upon their different backgrounds and experiences.”

As a deputy commander, Mundy is responsible for using her experience to provide people an opportunity to be their best self by ensuring they have the tools, resources, time and equipment to successfully do their jobs.

“I take an immense amount of pride and delight in watching others be

successful,” she said about her leadership role.

But even after 19 years and beginning to look toward retirement, Mundy said she still doesn’t truly know what she wants to be when she grows up.

“I’m looking forward to what’s after the Coast Guard,” she said. “I don’t know what it will be, but I know I’ll have the opportunity to learn something new, and that potential gives me so much excitement.” 

CREATING



Berea's budding area of interest in electronic music provides new career paths for music students

By Abbie Tanyhill Darst '03 Photo by Dr. Javier Clavere

This summer, Nathan Jose '20 took a giant step toward fulfilling his ultimate career goals. Jose completed a coveted internship at Sweetwater in Fort Wayne, Ind., working in the company's recording studio.

For three months, he observed and worked with world-class studio functions, learning about tracking, mixing, mastering, interfacing with customers and producing both music and commercials. He also worked in Sweetwater's performance theater doing live sound.

These are all skills Jose first learned in the Berea Music Department's burgeoning electronic music area of interest and his labor position with Technology Resource Center (TRC) event production.

From Bengaluru, India, Jose came to Berea as a computer science major, but his love for music soon defined a new direction for his life and career.

Opportunity



Listen to students talk
about their work in the
electronic music lab at
www.berea.edu/magazine.

"I always wanted to do music and work with artists, helping their shows come to life and giving a good show for the audience," Jose said. "I really love composition and creating stuff. This new program provides all the tools I need. I don't usually get to work with expensive gear. But we have all the gear we need to work and write music."

For Music Department Chair Javier Clavere, creating real-world career opportunities for students like Jose is the driving force behind his creation of electronic music as a new area of interest in the music major.

Often, talented musicians and performance majors find it challenging to find employment in the field after graduation. Clavere's new area gives Berea's music majors a leg up in their field by equipping them with additional skills in digital media, composition and production.

"I want these students to be career ready," Clavere said. "We are equipping them to get a job at a recording studio, TV station, writing music for interactive video games, or a whole myriad of rising professions in the music industry."

To this end, Clavere has spent the past three years acquiring the latest recording and digital composition equipment and creating an electronic music laboratory. Now, students can learn on and experiment with programs that cost hundreds of dollars and equipment that costs thousands of dollars—tools they otherwise would not be able to access.

"Having access to this equipment makes me feel more prepared," said Imani Vann '20, a music major from Cincinnati, Ohio. "A lot of the equipment used in the industry is really expensive, so being able to use that equipment before I get into the professional world makes me feel better about the experience I have. Dr. J (Javier Clavere) is preparing us for the future and teaching us to do things that people go to school for professionally or have the money to buy and use at a younger age."

Vann comes from a family of musicians, and her passion for music runs deep. It is her dream to take the satisfying feeling of creating music and share that with others.

"Being able to be creative and get paid for it is what excites me most about this career field," Vann said. "I want a job I truly like and not one that just pays the rent. For me, that's music. Making someone else feel good by something I made is what I aim to do. Music is like a language, and I use it to communicate."

Striving to give students like Vann every opportunity to pursue their career aspirations, Clavere has partnered with other offices and departments across campus such as TRC, Theatre, and the Office of Internships and Career Development. Internships Director Esther Livingston and Clavere took a group of students on a tour of Sweetwater last school year. That experience allowed Jose to discover the internship opportunities Sweetwater offered.

"These are nationally competitive internships, and they are so hard to get," Clavere said, explaining that nearly 500 students apply and only four to five are selected.

Jose's selection for the Sweetwater internship was a win for Berea's entire Music department, Clavere said.

"They want Nathan back, and now that opens the door for me to potentially send three more students," Clavere said. "It puts Berea's name out there and creates awareness about what our students bring to the table."

Multiple factors set

Berea's students apart in this industry. In addition to their access to and working knowledge of the industry's leading equipment through Clavere's composition lab creation, Berea students often add diversity to a field predominantly populated by white males aged 18 to 30.

"Minorities and women are rare in this industry," Clavere emphasized.

So, industry leaders are eager to balance the playing field while filling their ranks with skilled, professional, experienced young people.

"It starts with the skill," Clavere clarified. "None of these students will obtain these positions based solely on



Nathan Jose '20 completed a highly sought after internship at Sweetwater in Fort Wayne, Ind., in the company's recording studio this past summer. Music Department Chair Javier Clavere encouraged him to apply and use the skills he learned in the new electronic music lab.

Anna Jones '17



Jenifer Fidelia '20 works on editing music in the electronic music lab. Being from Indonesia, she says having access to this equipment 'is precious' to her and sets apart her education experience at Berea.



Students in the Electronic Music area of interest run audio/visual equipment for a presentation in Gray Auditorium in Presser Hall. This hands-on experience helps students better understand how the equipment works and how to make adjustments quickly during a live event.

diversity. But once they have the skills and knowledge companies are looking for, their diverse backgrounds will make them more desirable.”

Couple Berea’s diverse pool of talented students with their added experience in the labor program, and Berea’s students are a recipe for success.

Jose’s experience in his TRC labor position played a large role in successfully landing his Sweetwater internship. TRC staff provide a myriad of multimedia services such as audio/visual conference services, video production and streaming, event production and support, classroom media support and more. This hands-on experience with audio/visual and event production builds upon the skills Jose is learning on the academic side with the electronic music elements of his studies.

“The academic side is learning the equipment and figuring it out,” said Vernon Bentley, TRC multimedia specialist and Jose’s supervisor. “But our focus is on doing it. We do it as a labor skill set, teaching them how to handle themselves in an active, live-event setting.”

Bentley and Clavere began collaborating on how to bring their two

naturally converging areas together.

“What I lack is that necessary time to teach students on the technical side; my students need and want more of that,” Bentley said. “His (Clavere’s) students lack the labor side and the practical application of their skills in the field. It goes hand in hand.

“Finding a way to integrate the trade into the curriculum—that’s the ticket,” Bentley continued. “The most successful fields are those where tangible experience in the field is part of the academic journey.”

Clavere and Bentley have teamed up on events like the Carillon concert and other Music department performances where Clavere’s students who do not work in TRC have the opportunity to work with event production and experience the practical application of some of the skills they are developing in the composition lab.


In addition, Music department students also are writing music for play performances in the College’s Theatre department. Daniel Boils, who graduated this past December, helped write the music for “A Mid-summer Night’s Dream” and “Dead Man’s Cell Phone,” two plays produced last spring and this

fall, respectively.

After graduating, Boils said he would love to start composing for movies, video games or plays as a full-time career immediately.

“I now have my name on two different plays for theater,” Boils said. “That helps my portfolio, and I can say in a job interview, ‘I’ve done this and this,’ and it will help ease me into the door.”

The emerging electronic music area of interest excites Clavere and his students because it creates a path for them to transition their love of music into a viable career in an industry that is growing rapidly.

“Training needs experience, and experience requires training, so what we’re offering is closing that loop,” Clavere said. “This typically is a selective and brutal business. It is very closed. This flips the light on and allows them to keep that excited feeling they already have about a music career.” 

Learn more about Berea’s Music Department at www.berea.edu/mus.



COURSE SPOTLIGHT: GSTR 110

Number of sections, Fall 2018: 29

Course Coordinator: Dr. Chris Green, Director, Loyal Jones Appalachian Center and Associate Professor of Appalachian Studies

Course description: This course is designed to help students with transitions from their past experiences to the challenges of college academic life and culture, also emphasizing writing, reasoning and learning as foundations for continuing academic success in general education and beyond. Each section of the course involves explicit, continuing attention to writing, reasoning, research and reflective engagement with various texts, written and non-written. All sections initially address students about the nature of education, liberal arts education, and links to lifelong learning and living.

By Libby Jones (Ret.) Photos by Jennifer Lance '20

GSTR 110U, ON CERTAINTY

Instructor: Dr. Troy Messina, Associate



Professor of Physics

Course focus:

Helping students navigate the belief systems they've inherited from parents, teachers and friends; finding middle ground within today's political and

social polarization; and exploring debate as a means of inquiry.

An assignment: Argue for a position you don't believe in (such as the belief that the earth is flat).

A useful class activity: Modeling the process of reading deeply, through reading aloud, pausing, reflecting and posing questions.

A teaching challenge: Given diverse ages and backgrounds, finding common cultural reference points—like Snapchat and texting.

Some key readings: Alan Burdick, "Looking for Life on a Flat Earth," *New Yorker*, May 30, 2018; Jenna Wortham, "How I Learned to Love Snapchat" and Michaela Cullington, "Does Texting Affect Writing?" and Gerald Graff, Cathy Birkenstein, Russel Durst's, *They Say/I Say: The Moves that Matter in Academic Writing with Readings* (4th ed.).

What he loves about teaching the course: Interfacing with first-year students—helping them acclimate to college life and find balance among academics, labor, social life and sleep.

What he hopes students will take away from the course: Writing—and whatever you want to do well—is never finished; starting early gives you time to come back to it and revise.

GSTR 110M, THE STORIES WE TELL

Instructor: Dr. Beth Crachiolo, Associate Professor of English

Course focus: Exploring the human activity of story-telling, understanding that there are different ways to tell stories.

An important question: What purposes do our stories serve?

Some key readings: Naguib Mahfouz, *Miramar*, a contemporary novel set in Alexandria, Egypt, where the same story is told from different characters' perspectives; Bamba Suso and Banna Kanute, *Sunjata*, a 14th century African epic about the creator of the Mali empire; Vikram Seth, *The Golden Gate*, a narrative set in San Francisco and written in sonnets.

A useful class activity: Exploring the relationship between son and father in Art Spiegelman's *Maus*, a graphic novel about the Holocaust, by sharing journal writing in small groups, with each group producing a visual cluster of ideas and examples from the novel.

A teaching challenge: Helping students understand the difference between opinion and analysis.

A surprise: How capable and energetic the students are, how ready they are to think.

What she loves about teaching this course: Applauding students' small victories, helping them build confidence in their ability to make a successful transition to college.

What she hopes students will take away from the course: Your stories—and everyone's stories—matter. You need to read critically the stories you hear.

GSTR 110W, STOCK AND CONCEALED STORIES

Instructor: Dr. Bobby Starnes, Professor of General Studies and Appalachian Studies

Course focus: Examining published historical accounts (stock stories) of Progressive Era events related to race, race violence, eugenics, labor and immigration, and researching additional perspectives on events (concealed stories) to understand better the complexities of history.

Key readings: American history texts plus research on events such as the 1830 Indian Removal Act, the 1906 Atlanta race riots following the showing of the film, *Birth of a Nation* and the rise of the Black Panthers in the 1960s.

An assignment: Filling the gaps by creating a newspaper of five stories on issues the course addresses, reported from multiple perspectives. Together, the class's newspapers cover about 150 events; each student selects a topic to explore in-depth in an essay.

A teaching challenge: Structuring the class to provide a broad array of ideologies, events and people.

A surprise: At midterm, only one student had missed a class (for a family illness), and no students were missing any assignments.

What she loves about teaching the course: How thirsty students are to learn.

What she hopes students will take away from the course: Find role models for their own actions and gain the courage to speak their truth—a minority voice is important. They may not win, but they can always resist.

GSTR 110T, EMERGING ADULthood

Instructor: Dr. Dee Hill-Zuganelli, Assistant



Professor of Child & Family Studies

Course focus:

Exploring the phase of human development where individuals begin launching from their families of origin, seeking independence and navigating challeng-

es to identity, experiencing and reflecting on uncertainty, freedom and self-discovery.

A key reading: Osgood, et. al (2017), *Six Paths to Adulthood*, which identifies six different models for ways emerging adults successfully launch themselves through their 20s (fast starters, parents with careers, educated partners, educated singles, working singles and slow starters).

An assignment: Identify an important adult role model in your life and explore the trajectory that person experienced.

A useful class activity: Discussing personal role models—learning becomes more substantive when students hear raw, real-life experiences.

A surprise: Students' attitude toward writing. Learning how to be a college-level writer is stressful. Students take constructive criticism rather well and really do want to learn to write better.

A teaching challenge: Understanding and addressing the urgency felt by many international students who don't have the luxury of

exploring next steps—they have to go home to find a secure livelihood and/or start a family.

What he loves about teaching this course:

Asking students to develop a support network on campus and knowing they'll leave the class having connected to people on whom they can rely for help.

What he hopes students will take away from the course:

Know that it's okay to spend your 20s figuring out who you are and what you want to become. Who you think you are and what you want to become in the future may surprise you.

GSTR 110X, ZOMBIE APOCALYPSE: ARE WE PREPARED?

Instructor: Dr. Lisa Turner, Associate Professor of Nursing



Course focus:

Through the frame of a zombie apocalypse, examining how infectious disease outbreaks, epidemics and pandemics occur; how public health officials respond; and what ethical issues arise in trying to prevent

the spread of disease.

A useful class activity: From the perspectives of the Center for Disease Control, the World Health Organization and officials in China, investigate the Hong Kong 2003 SARS epidemic, tracing its cause (a new coronavirus) and point source for pandemic spread (elevator button, 9th floor of Hong Kong hotel) and assessing local and global responses.

An assignment: Examine a zombie-related issue, such as the origin of the idea of zombies or personal preparation for a zombie apocalypse.

Some key readings: Max Brooks, *World War Z: An Oral History of the Zombie War* (also a film); Steven Schlozman, "Neurobiology of a Zombie," Scott Mirabile, "The Psychology of Surviving the Zombie Apocalypse," and Amy Thompson, ed., *But If a Zombie Apocalypse Did Occur: Essays on Medical, Military, Governmental, Ethical, Economic, and Other Implications*.


What she loves about teaching the course:

Being able to animate a serious and important issue—protection of the public's health—through a light-hearted approach.

A teaching challenge: Making sure content is diversified so students with different backgrounds in science will be able to find ways to engage.

A surprise: The range of students' responses to the topic of zombies.

What she hopes students will take away from the course:

How to think critically through a topic: identify reliable sources, assess evidence for claims, see multiple sides. 

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Pictured: Benjamin Willhite, '18

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Better Connections

New endowment encourages IT alumni to connect with students

By Jason Lee Miller

“Currently, there are nine times as many jobs as people in information technology (IT),” said Dr. Jan Pearce, chair of Berea College’s Computer Science Department. It shouldn’t be surprising, then, that after just a decade of offering the major, computer science is one of the most sought-after degrees on campus.

There are three issues, though, facing the College in terms of serving the growing number of computer science majors. One is funding. Another is keeping pace with a globally-competitive industry known to advance as quickly as processing power. A third is that economically-disadvantaged students tend to lack the professional networks more affluent students at pricier schools often have access to for getting their foot in the door. A newly formed endowment aims to address all three.

Kevin Messer ’86, along with others, spearheaded the creation of the Computer Science Alumni Advisory Fund, an endowment that will assist computer-science students in networking with and learning from alumni working in the IT sector. Students will be able to request funds for specific projects, certifications or educational goals from a panel of alumni, who will evaluate requests, recommend which ones to fund and advise the requestors.

“The purpose of the fund is to encourage greater interaction between alumni who work in the IT field and students,” Messer said, “because alumni are always role models for students.



Computer and Information Science majors work together during the Second Annual Berea Hack Day.
FROM LEFT TO RIGHT: Ram Bastola ’19, Samriddha KC ’20, Basanta Phuyal ’20, and Ribana Phuyel ’21.

Mark Zuckerberg, Bill Gates or Steve Jobs are more distant and less relatable than alumni who went through experiences similar to today’s students not that long ago.”

Messer also believes the process will allow students better opportunities to keep pace with technological changes.

“Not only is IT ubiquitous, it’s changing at an increasingly faster pace,” he said. “All over the world, individuals and organizations are trying to come up with the next great innovation.”

Keeping up with the rate of technological change is difficult for all organizations, according to Messer, who has

worked as a programmer, project manager and consultant to senior executives during his career. Higher education institutions like Berea College have special challenges that can result in unintended funding gaps.

“Nevertheless, Berea College alumni are actively creating, implementing and managing technology changes in their careers,” Messer said. “The new endowed fund provides a structure for those IT alumni to engage directly with the computer-science program about their experiences and to help with funding gaps to meet the needs of students.”

Messer and Dr. Pearce see this the

same way. “Our alumni are the best-placed people to know what the world is like right now because they’re out there,” she said. “This fund is helping us with one-on-one mentoring so our students who want a mentor can get one.”

It also gives computer science students a chance to hone their presentation and persuasive communication skills because receiving funding requires submitting a proposal to the alumni panel. Students will submit written proposals and be encouraged also to submit video proposals.

The Computer Science Department already invites alumni to serve on panels at Homecoming each year. Students ask alumni questions about how they got their first jobs, what employers look for on résumés and which classes proved most useful. In addition, IT alumni have introduced new technologies to students, shared success stories and advised them on issues challenging them in their careers.

“This new fund will allow us to take that to the next level,” Dr. Pearce said. It will also allow students to pitch for things like better equipment, software or funds to attend conferences and ‘hack-

athons,’ where they can connect with employers.”

Funding for hackathon and conference attendance is competitive. Currently, students can apply for scholarships or request money from Berea’s career development office. Students who are unable to obtain funds this way need to self-fund, and that is difficult for many students. When Dr. Pearce and a group of computer science students recently traveled to Orlando for a conference, she and another faculty member rented an Airbnb with enough extra rooms so students paying their own way had a place to stay.

Both the Alumni Advisory Endowment and conference attendance present students with the chance to network, which Dr. Pearce and Messer agree is vital for the cohort of students who attend Berea.

“Because Berea College students are economically disadvantaged, they usually lack the kind of familial connections that will often land a person his or her first job,” Dr. Pearce said.

“An alumni referral was how I got my first job,” Messer said, “and my experience is such an easy-to-replicate



Bria Williams '17 addresses students at the Computer Science Homecoming Alumni Panel on November 17, 2018. Alumni seated beside her on the panel, **FROM LEFT TO RIGHT:** Michael Moorer '18, Austin Farmer '16, Rebecca Hunter '17, and Kenan Shelton '16.

example. Each Berea alumnus has a network of contacts that they work with professionally to whom they could refer a Berea College graduate.”

Networking opportunities occur on campus as well, and the new endowment can encourage more of it. Recently, Rebecca Hunter '17, a software developer for Nationwide, persuaded her employer to visit Berea College for a computer science recruiting event.

“I was thrilled to have the opportunity to visit Berea and help students the same way other alumni had done for me,” Hunter said. “An endowment like this means more magic, more life-changing opportunities.”

The success of the program, naturally, will depend on alumni involvement and support.

“The hope,” Messer said, “is that alumni will see firsthand how they can benefit students through their time and experience. Over time, the model could be adopted by other academic areas.”

To support the Computer Science Alumni Advisory Fund, visit www.berea.edu/csc.



Dostonbek Toirov '21 displays the code he’s working on at the Second Annual Berea Hack Day in December. Toirov is working on a project that will translate code into Uzbek, the native language of Uzbekistan, because currently there are no Uzbek computer programming learning materials.

Taking it to the Next Level

Berea graduate earns two-year internship through his student work experience

By Cora Allison '22 and Abbie Tanyhill Darst '03

When Kevin Kim '18 first stepped onto Berea's campus in fall 2014, he was not convinced Berea was the best fit for him. Having grown up outside of Atlanta, Ga., the small-town atmosphere of Berea was a culture shock. He originally had been recruited to play golf for Cornell University, but financing a Cornell education was out of reach for his family at the time. It was Cornell's golf coach who recommended Berea to Kim.

"I couldn't settle in, I didn't know anybody, and I had the mindset of that this wasn't really the place for me," Kim recalled about his first weeks at Berea College.

And it wasn't just the campus that didn't seem to fit. He started off as a business major, and quickly realized it wasn't his 'cup of tea' either, Kim said.

"I started asking myself, 'What's going to keep my mind engaged?' and I took a couple of philosophy courses and really enjoyed them," he said. "So I decided to stick with it. I originally wanted to go into the law profession, and philosophy works hand-in-hand with that."

But even with a new major, Kim still struggled to settle into Berea. Between the academic rigor, demanding schedule and continued offers to play golf at other schools, Kim said he often considered leaving Berea. But it was his relationship with his golf coach, Trent Milby, and the influence of his labor supervisor Shawn Jakubowski and associate athletic director Ryan Hess that ultimately convinced Kim to stay at Berea.

"Berea gets tough, and I had a lot of tempting offers to leave Berea to go to another school," Kim said. "These guys were mentors and really made me want to stay here as well as pursue a career as a coach or an athletic administrator."

With their encouragement, Kim stayed connected and soon excelled at Berea. He went on to win the national championship in golf his junior year. He thrived in his labor position with sports information, where as a student manager, he managed set up and tear down for various Seabury Center events.

Near the end of Kim's senior year, the Athletics Department applied for and received an NCAA Division III Ethnic Minority and Women's Internship grant, which created a position for a coordinator of athletic events and sports information.



Kevin Kim '18 is working in a two-year internship position with the College's sports information office, funded through an NCAA Division III Ethnic Minority and Women's Internship grant. In his position, he manages Athletic Department website and social-media content.

"I applied and was brought to campus to interview," Kim said. "I think having the student labor position here really helped get my foot in the door because I had previous experience in the field."

In this two-year position, Kim has taken what he learned as a student to the next level. He writes sports articles, creates and manages Athletics website content and is expanding the department's reach and engagement through dynamic social media content.

"I want to show the personal side of athletics; I want it to be more than, 'This is the game, here's what we did,'" Kim said. "I want to do interest pieces on student athletes, and highlight the people behind the sport."

"Kevin has been a tremendous asset to our department while serving in this position and we are excited about all he's accomplished since he began the internship in August," Hess said. "The ideas, creativity and perspective he brings to each

project he's involved with, along with his tireless work ethic, have pushed our athletic programs out to the campus and community in new and engaging ways, which benefit both our department and, most importantly, our student athletes."

Ultimately, Kim plans to pair his philosophy and pre-law education with his sports information training by pursuing a career as an athletic director focusing on NCAA compliance laws and regulations.

Nearly five years after his uncertain start at Berea, Kim has found his place at Berea and is discovering new ways to enrich the Berea experience for student athletes by promoting the sports programs that help them find their niche and thrive on campus.

"The biggest thing Berea taught me as a person is I don't have to sit and wait for opportunity to fall in my lap," Kim said, "I can go out and achieve whatever I want to." **B**

Spring 2019 Berea College Athletic Schedules*

Women's Softball

FEBRUARY

| | | |
|---------|-----------------------|---------------|
| Wed. 20 | Midway University | 3 and 5 PM |
| Sat. 23 | at Johnson University | Noon and 2 PM |

MARCH

| | | |
|---------|--------------------------------|------------------|
| Sat. 2 | Mary Baldwin | 1 and 3 PM |
| Sun. 3 | Averett | Noon and 2 PM |
| Wed. 6 | at Franklin College | 2:30 and 4:30 PM |
| Thu. 7 | at Mount St. Joseph University | 3:30 and 5:30 PM |
| Sat. 9 | Wesleyan (Ga.) | 1 and 3 PM |
| Tue. 12 | at Brevard | 2 and 4 PM |
| Sat. 16 | at Methodist | 1 and 3 PM |
| Wed. 20 | at Covenant College | 1 and 3 PM |
| Sat. 23 | Piedmont College | 1 and 3 PM |
| Tue. 26 | Wilmington College | 4 and 6 PM |
| Wed. 27 | Alice Lloyd College | 4 and 6 PM |
| Sat. 30 | at Huntingdon | 3 and 5 PM |

APRIL

| | | |
|---------|------------------------------|------------------|
| Mon. 1 | at Asbury University | 4 and 6 PM |
| Thu. 4 | at Spalding University | 5:30 and 7:30 PM |
| Sat. 6 | Agnes Scott | 1 and 3 PM |
| Sun. 7 | at Maryville College (Tenn.) | 1 and 3 PM |
| Thu. 11 | at Alice Lloyd College | 2 and 4 PM |
| Sat. 13 | LaGrange College | Noon and 2 PM |



Men's Baseball

FEBRUARY

| | | |
|---------|-----------------------------------|---------------|
| Fri. 8 | at Huntingdon | 5 PM |
| Sat. 9 | vs. Sewanee @ Montgomery, Ala. | 1 PM |
| Sun. 10 | vs. Guilford @ Huntingdon College | 1 PM |
| Sat. 16 | at Centre College | Noon and 3 PM |
| Sun. 17 | at Centre College | 1 PM |
| Sat. 23 | at Mount St. Joseph University | TBA |

MARCH

| | | |
|---------|----------------------------|---------------|
| Sat. 2 | at LaGrange College | 2 and 5 PM |
| Sun. 3 | at LaGrange College | 2 PM |
| Fri. 8 | Methodist | 4 PM |
| Sat. 9 | Methodist | Noon and 3 PM |
| Wed. 13 | at Transylvania University | 1 and 4 PM |
| Fri. 15 | at Covenant College | 3 PM |
| Sat. 16 | at Covenant College | Noon and 3 PM |
| Tue. 19 | Asbury University | 6 PM |
| Fri. 22 | Piedmont | 6 PM |
| Sat. 23 | Piedmont | 2 PM |
| Sun. 24 | Piedmont | Noon |
| Tue. 26 | Centre College | 6 PM |
| Sat. 30 | at Pfeiffer | 1 and 4:30 PM |
| Sun. 31 | at Pfeiffer | 1 PM |

APRIL

| | | |
|---------|---------------------------|------------|
| Tue. 2 | Spalding University | TBA |
| Fri. 5 | Greensboro | 5 PM |
| Sat. 6 | Greensboro | 3 and 6 PM |
| Tue. 9 | at Asbury University | 6 PM |
| Fri. 12 | Maryville College (Tenn.) | TBA |
| Sat. 13 | Maryville College (Tenn.) | TBA |
| Sun. 14 | Maryville College (Tenn.) | TBA |
| Tue. 16 | Alice Lloyd | TBA |
| Sat. 20 | at Averett | TBA |
| Sun. 21 | at Averett | TBA |



Men's Tennis

MARCH

| | | |
|---------|---------------------------|-------|
| Fri. 1 | Piedmont College | TBA |
| Sat. 2 | Covenant College | 11 AM |
| Sat. 9 | at LaGrange College | TBA |
| Sun. 10 | at Huntingdon | Noon |
| Sat. 16 | Brevard | 1 PM |
| Sat. 23 | at Covenant College | TBA |
| Tue. 26 | Maryville College (Tenn.) | TBA |
| Sat. 30 | at Piedmont College | TBA |
| Sun. 31 | at Brevard | 1 PM |

APRIL

| | | |
|---------|------------------------------|------|
| Sat. 6 | LaGrange College | TBA |
| Sat. 13 | at Maryville College (Tenn.) | TBA |
| Sat. 20 | Huntingdon | Noon |
| | at Earlham | 3 PM |



Women's Tennis

MARCH

| | | |
|---------|---------------------------|-------|
| Sat. 2 | Covenant College | 11 AM |
| Sat. 16 | Brevard | 1 PM |
| Sat. 23 | at Covenant College | TBA |
| Sun. 24 | Huntingdon | 1 PM |
| Tue. 26 | Maryville College (Tenn.) | TBA |
| Sat. 30 | at Piedmont College | TBA |
| Sun. 31 | at Brevard | 1 PM |

APRIL

| | | |
|---------|----------------------|-----|
| Sat. 6 | LaGrange College | TBA |
| Sat. 13 | at Wesleyan (Ga.) | TBA |
| | at Maryville (Tenn.) | TBA |
| | at Agnes Scott | TBA |
| Sun. 14 | | |



*All schedules subject to change. Visit www.bereaathletics.com for the most up-to-date information and to view team rosters.



Berea College Ranked among Nation's Top Colleges

In September, *INSIGHT into Diversity* magazine announced that Berea was one of 96 institutions to receive its Higher Education Excellence in Diversity (HEED) Award.

Moreover, for the third consecutive year, *Washington Monthly* named Berea the No. 1 liberal arts college in the nation, and *Kiplinger's Personal Finance* tapped the College for the top spot on its list of colleges with the lowest average student debt at graduation.

The Wall Street Journal and *Times Higher Education* named Berea a "best value institution," and the *Princeton Review* placed Berea on its list of the Top Green Colleges for the school's efforts in sustainability. It also placed Berea among the top seven percent of the nation's four-year colleges in *Colleges That Pay You Back: The 200 Schools That Give You the Best Bang for Your Tuition Buck*.

Berea College Among the Top 25 B.A. Theater Programs for 2018-19

OnStage Blog, a media site that covers theater on an international level, ranked Berea College's Theatre Department in the top 25 Bachelor of Arts programs in America. Each year, OnStage Blog reviews theater programs across the country to provide a resource to

prospective students and families. Berea came in at No. 23, with a major highlight of its "First Theatre in Human Culture" course, which studies the first theaters and extant play scripts of selected human cultures representing Africa, the Americas, Asia and Europe.



Mariah Avery '21

\$109 Million in Grants Awarded for New Berea College GEAR UP Programs to Assist Area Families

Partners for Education at Berea College has been awarded two Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) grants worth a combined \$109,177,600 to serve students in Appalachian Kentucky. The U.S. Department of Education grants will provide 19,496 students in 19 counties with an array of services aligned to accomplish four overarching goals: lift educational aspirations, build academic skills, connect academics to college and career, and engage

parents as partners. GEAR UP: SOAR will serve Bell, Breathitt, Harlan, Perry, Knott, and Whitley counties, and GEAR UP: Opportunity will serve Clay, Estill, Garrard, Jackson, Knox, Laurel, Lee, Leslie, Madison, Owsley, Powell, Pulaski, and Rockcastle counties.



Partners for Education
BEREA COLLEGE

Berea Names Gym After Dr. Joy Hager

The upper gymnasium in Seabury Center was dedicated as the Dr. Joy Hager Gymnasium on Nov. 1, 2018, to memorialize her commitment and leadership during her 49 years of service to Berea College. Hager was a professor of physical education, chair of the Physical Education and Health Department and athletic director. She taught basketball, field hockey, volleyball, tennis, swimming and golf, and she coached women's basketball and field hockey during her tenure. She also was a leading defender of gender equality, working for women's full participation in a broad range of sports at all levels. Hager provided leadership in organizing women's sports in Kentucky, serving on boards and holding key offices in the state Women's Intercollegiate Conference, putting women's sports on the path to prominence and success. She was recognized nationally with the Pathfinders Award from the National Association for Girls and Women in Sports, which honors a person from each state for being a strong, continuous advocate for the advancement of women's athletics.

A Joy Hager Scholarship also was created and will be awarded to a graduating female student majoring in physical education or a member of a sports team Hager coached.

Forest Stewardship Council Awards Full FSC Project Certification to Berea College

Berea College received Full Forest Stewardship Council (FSC) Project certification for its latest construction project, the newly built Margaret A. Cargill Natural Sciences and Health building. FSC certification verifies that FSC-labeled products come from a forest and supply chain managed in an environmentally, economically and socially responsible way. Currently, there are a dozen FSC buildings or projects in the U.S. Five of them are on Berea College's campus.

FSC certification—considered the gold standard in forest certification—sets standards for responsible forest management and uses its power of the marketplace to protect forests for future generations. Currently, more than 380 million acres of forest are certified under FSC's system, of which 150 million acres are in the U.S. and Canada.

Mountaineers Run To 24th Place Finish at the NCAA DIII National Championships

Members of the Berea College Mountaineers Men's Cross Country team traveled to Wisconsin to compete in the NCAA Division III Cross Country National Championship in November. The mountaineers went into the meet ranked 30th in the NCAA DIII national poll and finished 24th as a team with an average time of 25:59 for an 8K race.

The first Mountaineer to cross the finish line was Logan McKenzie in 53rd place with a time of 25:09. Next up was Tanner Carson in 61st place and a time of 25:20. Tyler Little was the third Mountaineer to cross the line with a time of 26:14, securing 208th place. Close behind was teammate Sair Salgado claiming 216th place with a time of 26:18. Rounding out the score was Landon Bond getting 259th and a time of 26:48.

"This was a great way to end a fantastic season" said Cross Country Coach Shawn Jakubowski. "This was a true cross-country race and Logan was our only runner with national experience. They ran with everything they had. The season goal was to line up at the national meet and finish top 25 and they were able to get both goals."



Berea Recognized 70 graduates during Mid-year Ceremony

In December, Berea College's Recognition Ceremony for Mid-Year Graduates celebrated 70 seniors who completed their degree requirements at the end of the fall term. Alexander Gibson '08, executive director of Appalshop, Inc., served as guest speaker. Appalshop is a multi-media arts organization located in Whitesburg, Ky. Gibson joined Appalshop in 2015, where he uses the skills he acquired at Berea to grow communities' awareness of their own strengths, and to expand Appalshop's reach and programming.

"With the support of our allies," he wrote, "Appalshop engages place-based media, arts and education to document life, culture and voice the concerns of people in Appalachia."

Gibson graduated from Berea with a bachelor's degree in philosophy. He earned his Doctor of Laws degree from the University of Pennsylvania Law School in 2012. He also holds certificates in international comparative law and in Thai and Southeast Asian studies. At Berea College, he served as an ex-officio student representative to the Board of Trustees from 2004 to 2008 and received a Watson Fellowship to conduct a year-long study on identity development of multiracial peoples in former European colonies in Europe, Asia, the Middle East, Africa and South America.

Historical Marker Unveiled at Middletown School

The history of the Middletown Consolidated School in Berea was recognized with a ceremony unveiling the highway marker placed by the Kentucky Historical Society. The event included representatives from state and local governments, officials from Berea College, Berea and Madison County School systems, and numerous Middletown School alumni, faculty and staff. The occasion marked the significance of the site as a Rosenwald school for African-American children during the segregation era. As one of more than 100 Rosenwald schools built in Kentucky, this school—officially called the Berea Consolidated School for African American Children—is a local historical landmark.

The Middletown consolidated school was built in 1927 for African-American children during segregation in the Berea area. A key factor in developing the school was the Julius Rosenwald Fund, named for the man who built Sears, Roebuck and Company and advanced the cause of Black education in the American South.

The building now houses the College's Partners for Education Program, which provides regional outreach services to lift educational aspirations, build academic skills and offer college and career connections for students, families and communities.



Jennifer Lance '20

DISTINGUISHED ALUMNUS AWARD

Jack Roush '64: How It All Started

Interview by Jason Lee Miller

Born in Covington, Ky., Jack Roush is arguably Berea College's most famous alumnus. A mathematics major turned mechanical engineer, Roush began his career at Ford Motor Company, which led him to professional drag racing, his own parts and tuning business, and the world of road racing in SCCA Trans-Am and IMSA GT competition—all before starting a NASCAR team in 1988. Eventually, he became the winningest team owner in NASCAR history.

Today, he is the chairman of Roush Enterprises, which employs more than 5,000 people and operates more than 50 facilities across North America, Europe and Asia, and provides engineering, testing, and prototyping for the transportation, aerospace, defense and theme park industries. Roush will be inducted into the NASCAR Hall of Fame later this year.

In his own words: I was mechanically inclined as a youngster. I had a screwdriver and would leave a debris field behind me, taking clocks and small motors apart before I was 6 years old. Anything I could take apart with my screwdriver was fair game.

When I was 9 or 10 years old, I used my mechanical skills to keep old lawn mowers running. My brother and I mowed as many as 20 small, half-acre to acre lots. I had to keep the engines running for that small enterprise.

I built my first go-cart out of lawn mower and wagon parts when I was 11 years old. When I started driving at 16, I took junkyard car bodies and components to create powerful, serviceable vehicles so I could drive.

My father came out of World War II determined to jump back into the farming community of Manchester, Ohio, where he was raised. He had three small businesses that didn't do well.

Near the family farm where he grew up, an ice and coal distribution business had done very well. So, he built an ice and coal distribution business of his own. But it was subsequently pushed aside by the manufacturing and oil refining capacities, which came available at the conclusion of World War II, which soon brought refrigerators and floor-mounted oil burning furnaces within reach of consumers in that area. When that didn't work out, he decided he'd do a food locker

because the farmers would go to town to the food locker to get their frozen meat and vegetables each Saturday. That was the tradition forever. And then home freezers came on the market as well. Now, you didn't need to go to town for freezer storage space. So the food locker didn't work out either. Next, he did the wholesale meat and frozen vegetable business, but then the entire country went into a recession after the conclusion of the Korean War. Nothing worked for my father's businesses, so we went back to the farm for a while.

It would have been very difficult for me to go to college without Berea. I would have had to borrow money. My family didn't borrow money for things we could do without. As I approached graduation, I had a school superintendent named W.L. Davis who looked into my financial situation and considered my motivations and my aptitudes. He thought I could pass the battery of tests Berea would offer. I had economic need. In 1960, I was accepted as a freshman. Berea provided me an opportunity to get an education without taking on what I considered to be unacceptable debt.

Berea was a great experience. It did not have an engineering program. I majored in mathematics and minored in physics. I took as many elective courses in the Industrial Arts department as I could. The instructors allowed me to have a toolbox in the shop, and I was able to use the shop to work on cars when it suited my purpose.

I jumped into the Berea work program and did the required 10 hours initially in food service, helping supply the food onto the food service lines in the cafeteria. I also repaired bicycles and repaired cars that belonged to Berea staff and the few students that were allowed to have cars. During my senior year, I would trade cars to somebody who had a broken car. I'd fix it, then I'd trade it, too.

I married Della Pauline Correll ('63) as a junior. We met at college. We were in a Thursday Chapel, and we found ourselves sitting side by side. I took her to a downtown movie. We walked down and had a hamburger and milkshake at one of the little restaurants. She invited me to be her Sadie Hawkins date,

and we were on our way. We lived in the trailer lot off campus at the bottom of the hill—I remember that the Phelps Stokes Chapel was at the top.

Ten days before finals, our daughter Susan was born in the Berea hospital. That was my graduation present.

By the time I graduated, I had already been working almost full time, after classes throughout the week, a full day on Saturday, and in the summers working full-time somewhere else.

Berea helped me develop the entrepreneurial spirit that my family had initiated. I advanced that spirit as much as I could until I graduated. I was then able to get my first job at the Ford Motor Company as a quality-control engineer. I also took a look at junior college teaching before I started my own business.

Without Berea, I probably would have wound up with an automotive junk yard or a parts store or pursued a career in a car dealership or a body repair shop. Instead, with Berea as a launch pad, we have accomplished so much more.



Jack and Della (Correll) Roush

DISTINGUISHED ALUMNUS AWARD

Larry Allen '78: When Lightning Struck

Interview by Abbie Tanyhill Darst '03

Larry Allen spent three years as a potter's apprentice and graduated from Berea College in 1978 with an art degree. He has worked as a professional potter for 35 years and owns his own studio, LA Pottery, in Alabama. Allen is a Guild member of the Southern Highlands in Asheville, N.C. and an Alabama Designer Craftsman. He has won numerous awards including Best in Show at many art shows, and his work is represented in several art galleries across the U.S. Allen and his wife, Linda Gassett Allen '76, reside in Leeds, Ala.

In his own words: I became interested in art in middle school. I always liked to draw. I remember looking at the Saturday Evening Post when Norman Rockwell's illustrations were pretty big. I loved those everyday illustrations and how well he did them. They really excited me, and it was something I could see myself doing one day.

In junior college, my studio art teacher was Mrs. Collinson—a petite, German lady who had a thick German accent. She was walking around the room telling students what she thought they should do as a career. When she came to me she said, 'Larry you should become a potter.' I said, 'What? Come again?' I was thinking to myself, 'There is no such thing as a potter. She's making this up.' So, I quickly threw that idea out the window.

Because I was a transfer student when I came to Berea, they gave me the option of where I wanted to work. I chose the Art Department and imagined working with professors and picking up tips and ideas. But when I got there, it was sweeping and cleaning. That was not for me. I asked my supervisor for another job. She said there was an opening in pottery.

I walked across the campus, and before I got in door, one of the apprentices, Andy, was throwing a cider jar on the wheel. I stopped in my tracks. I had never seen anyone throw pottery on the wheel. I watched him throw that jar from a distance. By the time he finished, lightning struck and I said, 'I'm taking that job. I don't know what they want, but I'm taking it.'

They needed a gopher—someone to clean the studio and mix clay and glazes. So, I



Larry and Linda (Gassett) Allen

got my foot in the door. Then I asked about how to get into the pottery program. Gary Gogerty (the resident potter) said, 'You have to take my class, and if you successfully complete it, then you'll be enrolled as an apprentice.' It was a thrill a minute after that. That's what I was meant to be. Plus all the camaraderie of the apprentices working there—I loved it.

For me, the work helped the academics make sense. When you find yourself on a track you want to go down, then the academic side makes sense as to how this is going to help you get there.

When I first started my career, I was just cranking out pieces. The more I made, the more I could sell. Design was a process. The crafts side of me just wanted to make nice things, but the art side wanted to make a statement. I gradually started picking up on things I wanted to make a statement about, so

my designs started to move in those directions.

September 11, 2001 was significant for me, design wise. I saw 9/11 as a unifying moment. I watched Tom Brokaw on the news showing blue-collar and white-collar workers—people who would never come in contact on a given day—working for a common cause. Even Congress was out on the Capitol steps singing 'God Bless America' and 'We are the World.' I thought, 'Now they get it; there is strength and harmony in unity.' So I decided I should etch it in stone because it won't last. I designed a unity motif with people hand in hand linked around the vessel, and the vessel represented the world. It is a motif I work into every piece I do.

It is a given that without Berea I would not be a potter. There is no question about that. There is nowhere else I could have gone that would have taken me in that direction.

HONORARY ALUMNUS AWARD

Silas House Hon. '18: A Dream Deferred

Interview by Jason Lee Miller



Silas House and Jason Howard

Silas House is the New York Times bestselling author of six novels, including his first, *Clay's Quilt* (2001), and his most recent, *Southernmost* (2018). He also has published a book of creative nonfiction and has had four of his plays produced. House is the recipient of many awards including the E.B. White Award, Appalachian Book of the Year and Storylines Prize from the New York Public Library/NAV Foundation. He was long-listed for the 2019 prestigious Carnegie Medal for Excellence in Fiction. House is a former commentator for NPR's "All Things Considered" and is a member of the Fellowship of Southern Writers. His work has been published in *Time*, *Newsday*, *Garden and Gun*, *Oxford American* and *The New York Times*. House is a native of eastern Kentucky. Besides serving as the Berea College NEH Chair of Appalachian Studies, he also serves on the fiction faculty of the Spalding University MFA in Creative Writing.

In his own words: The first thing I thought when they told me [about being

this year's honorary alumnus] was how I always wanted to go to Berea and didn't get to. It's a great honor, but it's also a fulfillment of that desire I had as a child. Berea was a dream school for me, but my mother went through some health issues at the time that kept me from going away. My childhood best friend came to Berea, so I sort of lived vicariously through her. One thing I really liked about Berea was the idea of earning your college education. Sometimes people will say, "Oh you know, if you're poor you can go to Berea and get a free education." I always correct people and make sure they know the students are earning their education. They're not getting a handout.

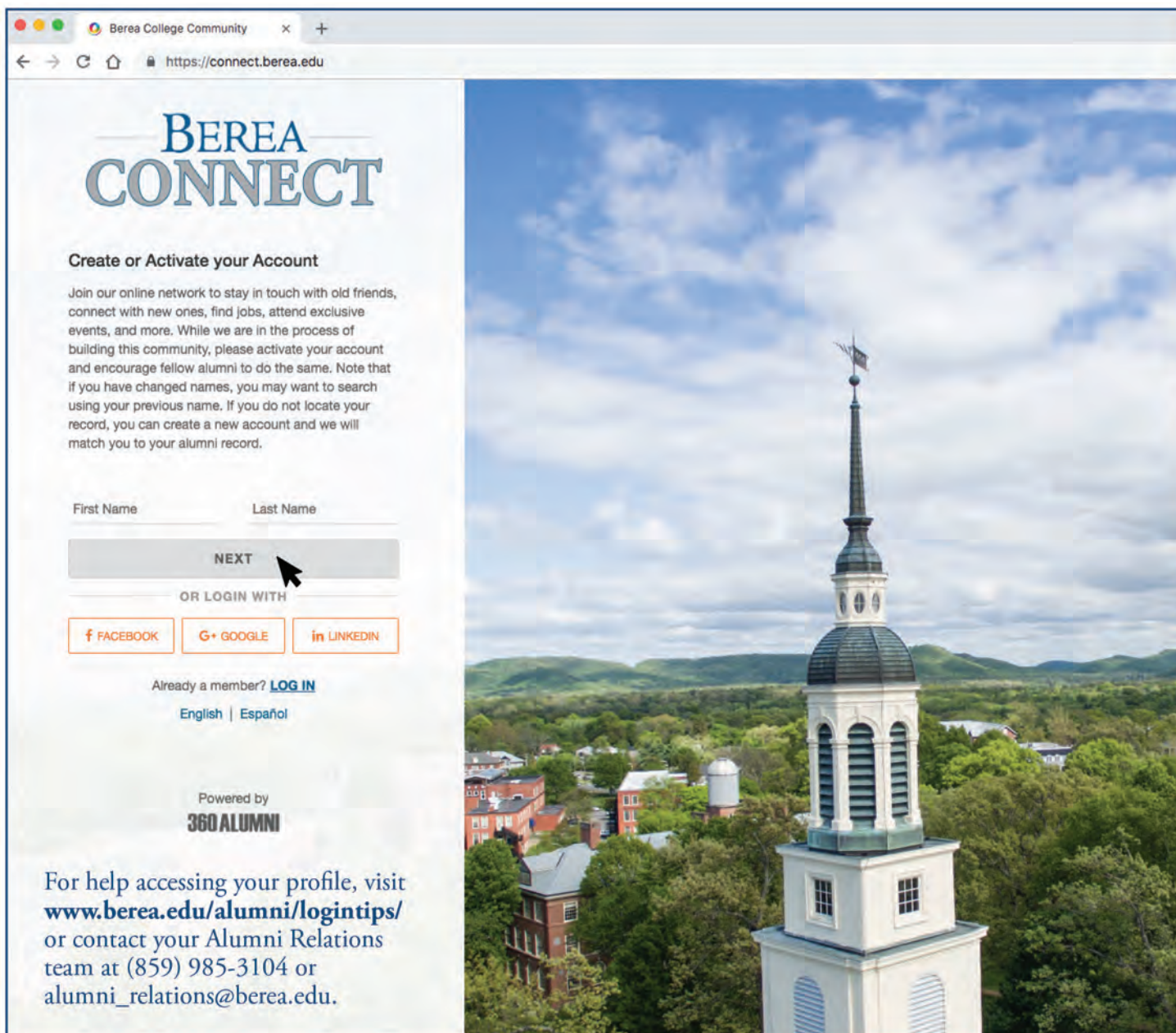
I was raised in southeastern Kentucky, had a great childhood and really fine parents who encouraged me as a young writer. I also had a seventh grade English teacher who was a tremendous influence. She recognized that I thought about literature

differently than most kids. Often, when I'm out on the road, people assume that I had a bad education and the worst of schools because I'm from Kentucky. The opposite is true. I had wonderful teachers and a great community that encouraged me to be an artist.

I was a rural mail carrier for about seven years. That was the best thing I could have done for myself as a writer. If I had become a high school English teacher, I think it would have taken over my life. Being a mail carrier was a really difficult job, but I was able to leave it when the mail day was over, and go home and write. I wrote my first book that way. When *Clay's Quilt* became a *New York Times* best-seller, nobody was more surprised than me. I was able to quit carrying the mail then and devote myself to writing completely. I did that for about three years, but it involved being on the road so much that I felt like I was missing out on my children growing up.

When I had the opportunity to apply to work at Berea, I was finally getting to fulfill a childhood dream. I really felt like I was able to serve my people and to work with students from my place in the world. But also I get to introduce them to people from other places and have them work together in my classes. The most rewarding experiences are when you see the lightbulb going off in a student's mind, when a student from the region will say to me they never knew their culture had its own literature. They have a different pride once they realize that. I have students from the area whose minds are blown that a masterpiece novel like *River of Earth* by James Still or *The Dollmaker* by Harriette Arnow was written a county or two away from them.

My commitment to Berea deepens when I see the College going out on a limb and standing up for equality and making a call for empathy, whether it's about our commitment to teaching immigrant students or standing up for the LGBT community. When the school sticks its neck out for social justice and civil rights, I'm always reminded why I'm glad to be a Berean. I would love to be a Berean as long as they'll have me.



**BEREA
CONNECT**

Create or Activate your Account

Join our online network to stay in touch with old friends, connect with new ones, find jobs, attend exclusive events, and more. While we are in the process of building this community, please activate your account and encourage fellow alumni to do the same. Note that if you have changed names, you may want to search using your previous name. If you do not locate your record, you can create a new account and we will match you to your alumni record.

First Name Last Name

NEXT

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For help accessing your profile, visit www.berea.edu/alumni/logintips/ or contact your Alumni Relations team at (859) 985-3104 or alumni_relations@berea.edu.

Join our new student and alumni online platform at: **connect.berea.edu**

For the past year, the Berea College Office of Institutional Research and Assessment has been surveying a volunteer group of alumni through a project called Forum 40404. These alums agreed to share their opinions, experiences and ideas to provide an alumni voice and inform decision-making. In the survey, *Transition from College to Life/Career*, alumni said they wanted a “highly organized accessible networking system that matches alumni to graduating students to provide connections.” We’re pleased to announce our new online networking community, Berea Connect.

In Berea Connect:

- Search for fellows alums with the Alumni directory and map
- Create and join groups
- Register for alumni events or volunteer opportunities
- View/post jobs
- Customize your notifications from Berea
- **Coming soon** - Berea Connect Mentorship Program. If interested in becoming an alumni mentor, email lisa_colletti-jones@berea.edu.

HOMECOMING 2018

Homecoming 2018 brought more alumni back to Berea than ever before. The campus community welcomed home nearly 1,000 alumni and guests with more than 60 receptions, performances and activities. Mark your calendars for Homecoming 2019, scheduled November 15-17.



Alumni and students connect during the sixth annual Great Conversations networking event, held each year on the Thursday before Homecoming weekend. Alumni Relations partnered with the Office of Internships and Career Development to provide students with a networking seminar, networking reception with alumni hosts, and an opportunity for a roundtable conversation with their chosen alumnus to discuss careers and life after Berea.



Torell Carter '21 dunks the ball on Eureka College during the men's basketball Homecoming game. The Mountaineers won 90-88.



Nursing clinical skills coordinator, Janis Toliver, meets Adeline, daughter of nursing alumna Olivia Wackerly Davidson '18, during the Department of Nursing Alumni Welcome Back Reception.



Berea College cheerleaders execute synchronized hurdlers during a time out at the men's Homecoming game.



Calvin Campbell '77 directs the BME Alumni Choir during the annual Black Music Ensemble Homecoming concert.



Ben Christson '19 and Maya Riddles '20 are all smiles as they walk off the court after being named Homecoming 2018 king and queen.



Jennifer Lane '20

Classmates Daryll Sullivan '18 and Kendal Keaton Fletcher '18 reunite at BereaFEST before their class photo.



Tobi Adejumo '20

Guerds Jean '18 (center) volunteers to speak on the African Student Association's 5th Annual Diaspora Networking and Career Panel along with other ASA alumni.



Crystal Wylie '05

Pictured leaning in for a selfie **FROM LEFT:** Mary Trumbo Jackson '04, Charles Badger '11, Christian Motley '09, Debra Bulluck '09 and Mary Rush Galloway '07.



Crystal Wylie '05

D.J. Jaydn Sol (Jordan Tre' Sims '15) kept our alumni and students dancing through the night while enjoying food from local eateries, kettle corn and plenty of Ale-8-One at the annual Block Party on the Square.



Jon Kemp '19

Dr. Stephen Bolster, Hon. '12, turns and smiles at the audience while directing the Alumni Chapel and Concert Choir during its annual concert. Choir alums came back in record numbers to sing one last song with Bolster, who will retire in May after nearly 40 years of teaching at Berea.



Jon Kemp '19

Berea College forester Glen Dandeneau '87 waits for Ag students to cook a custom omelet during the annual Agriculture and Natural Resources Homecoming breakfast.



FRONT ROW, L-R: Monica Keltz, Wendy Nichols Rutherford, Adam Howard, Wayne Bolen **SECOND ROW, L-R:** Jimmy Dodson, Chandrel Wright-Richardson, Amy Bick, Jaunita Harless Metton and Gerald Hogan.



FRONT ROW, L-R: Chris Schatzle, Nicole Masica Montgomery, Heather White Garland, Becky Herzog Bacovin, Jeanette Campbell, Bonnie Bush Underwood, Jalene Gore; **SECOND ROW, L-R:** Holly Stevenson Hartman, Nathan Hartman, Daniel Montano Smith, Maggie Freeman, Carlesia Manning, Lawranda Hurst Hash; **THIRD ROW, L-R:** Ron Perkinson, Olivia Avery, Angela Hale Allen, Heidi Gilmore Stewart, Kami Brown Corcoran; **FOURTH ROW, L-R:** Larry Jones, Sam Perry, Robin Beck Smith, Marvis Strickland, Chris Lakes, Prax Shahi; **FIFTH ROW, L-R:** Trina Unrue Randall, Angela Michelle Collard, Julius O. Stokely, E. Dustin Owens and Garry Norfleet.



FRONT ROW, L-R: Cynethia Bethel-Jaiteh, Casey Dansby-Sparks, Abbie Tanyhill Darst, Katy Jones Sulfridge, Jessica Edwards Bohannon, Faith Calhoun-Louden, Justin Nichols, Munyaradzi Masawi ; **SECOND ROW, L-R:** Lucian Musgrove, Misty Calhoun Hartzog, Luke Sulfridge, Katie McGrath Lee, George L. Hill Jr., Rashaad Abdur-Rahman; **THIRD ROW, L-R:** Bryan Hartzog, Cathy Weaver, Joshua McMinn; **FOURTH ROW, L-R:** Hazel Branham, Todd Caudill, Tiffanie Devarso, Kristy Bearden Gonzalez, Naomi Hudson; Miranda Gibson Beam; **FIFTH ROW, L-R:** Brenda Parsons Overstreet, Rhonda Burkholder Borntrager, Jennifer Engelby Goodpaster, Steven Goodpaster, Joseph Walsh and Shammar McClendon.



FRONT ROW, L-R: Rei Sterling, Kimberly Mullan McPherson, Lenny Souleret, Veronica Bibiano-Raschke, Danni Whitehouse, Virginia Triplett Goddard, Lolly Ladd Saleem, Kimberly Hutchins; **SECOND ROW, L-R:** Dee Gram, Tamara Walker, Geri Guy Kinlaw, Beatrice Stallings, Monica Johnson, Maegen Martin, Grace Todd McKenzie; **THIRD ROW, L-R:** Amanda Keeton, Danielle McIntyre, Gloria Talbert Alexander, Rosanna Green Ballinger, Rachel Oliver Ottman, Maggie Park, Stephany Whitaker, Chris McKenzie; **FOURTH ROW, L-R:** Jamie Helle, Lindsey Hagedorn, Kimberly Daniels Kyker, Rachel Trost Medina, Danielle King, Kaydene Jones-Tyson; **FIFTH ROW, L-R:** Ry Baker, Suzanne Ritter, Sarah S. Broomfield, Adam Gilpin, Sarah Leak Garver, Amanda Ingold, Ruth Blyden-Ollivant; **SIXTH ROW, L-R:** JJ Wallace, Britney Crane Swann, Adam Kirby, Jimmy Rittman, Mikita Weaver; **SEVENTH ROW, L-R:** Clint Pinion, Matthew Wickert, Alan Connor, Micah Smith, Paul McPherson and Joe Saleem.



FRONT ROW, L-R: Kelly Korb, Te'Aira Stokes, Britney Smith, La'Tierra Randle, Lara Zavalza-Neeson; **SECOND ROW, L-R:** Carol Brobeck, Tiffany Lindsey Camp, Houda Moutki, Faith Bailey, Erica Cook, Carmen Edgerton; **THIRD ROW, L-R:** Gabrielle Blassingame, Amanda Luff, Jeanette Gingerich McNair, Sarah Kozel; **FOURTH ROW, L-R:** Steve Homer, Joshua Best, Stella Welsh Miller, Paige Mackey Boling, Mia Henderson-Bonilla; **FIFTH ROW, L-R:** Michael A. Thomas, Katie Bills, Nathan Ogle and Collis Robinson.



FRONT ROW, L-R: Marion M. Moon Galloway, Kendal Keaton Fletcher, Nestor Aviles, Cynthia Macias, Amber Mosley, Augusta Enns; **SECOND ROW, L-R:** Lauren Heller, Caitlin N. Taulbee, Khawla Nasser Al Deen, Gabriella Valentine; **THIRD ROW, L-R:** Elizabeth Heller, Daryl Lanier Sullivan, Micah Egana, Gabriella Bugge, Tamia Ware; **FOURTH ROW, L-R:** Jerry Galloway, Jessen Soto Ventura, Ron Young, Elle Keys, Kelley Farley; **FIFTH ROW, L-R:** Minashsha Lamisa, Olivia Slater, Jacob Mondine, Zachary Raab, Matthew Schwartz; **SIXTH ROW, L-R:** Osvaldo Flores, Ethridge Delk, James McCarthy and Eli Manning.

2019 Summer Reunion Registration June 14-16

IT WILL BE A SPECIAL REUNION YEAR FOR THE CLASSES OF:

1944, 1949, 1954, 1959, 1964, 1969, 1974, 1979-1989

Date: _____ Full Name: _____
(first, birth name, and last as it will appear on name tag)
 Class Year: _____
 Spouse/Guest Name: _____ Spouse/Guest Class Year (if applicable): _____
 E-mail: _____ Telephone Number: _____
 Address: _____ City: _____ State: _____ Zip: _____

EVENT HIGHLIGHTS

FRIDAY, JUNE 14th

- **Town Hall Forum with President Lyle Roelofs:** 5 p.m.
Carter G. Woodson Center, Alumni Building
- **Picnic on the Quad:** 6-8 p.m. (Class photos will be taken during the picnic)
Casual gathering with designated seating provided for special reunion classes.
_____ # attending (Cost: \$15/person)

SATURDAY, JUNE 15th

- **50th Reunion (Class of 1969) Breakfast:** 8 a.m., President's Home
Hosted by Pres. Lyle Roelofs and First Lady Laurie Roelofs
_____ # attending (No Charge)
- **Alumni Awards Presentation:** 10 a.m., Boone Tavern Event Center
Rodney C. Bussey Award of Special Merit:
Jackie Grisby Burnside '74 & Virgil Burnside '74
Alumni Loyalty Award: Peter Thoms '55
_____ # attending (No Charge)
- **Class Luncheon:** 12:30 p.m., Boone Tavern
_____ # attending (Cost: \$20/person)
- **Berea College Sweetheart Reception:** 3 p.m., Fireside Room, Draper
For couples who met at Berea College
_____ # attending (No Charge)
- **Alumni Reception:** 5 p.m., Boone Tavern
Mingling and hors d'oeuvres
_____ # attending (Cost: \$10/person)
- **Party of the Decade:** 8-11 p.m., Boone Tavern Event Center
Celebrating the classes of 1979, 1980, 1981, 1982, 1983, 1984, 1985, 1986, 1987, 1988 and 1989, but everyone is welcome!
_____ # attending (Cost: \$10/person)

(Checks payable to Berea College)

Contribution to Berea Fund \$ _____
 Ticket Costs \$ _____
 Total Amount \$ _____

☐ CHECK (Check Number _____)

If paying by credit/debit card, please complete online registration at the webpage below or give us a call and we'd be happy to help.

Optional - If you plan to attend, please leave a question you would like answered during the Town Hall Forum with Pres. Lyle Roelofs:

HOW TO REGISTER

Online: www.berea.edu/alumni/sr19

Phone: 866-804-0591 (toll free)

Mail: Berea College Alumni Relations,
CPO 2203, Berea, KY 40404

LIFETIME GIVING SOCIETIES



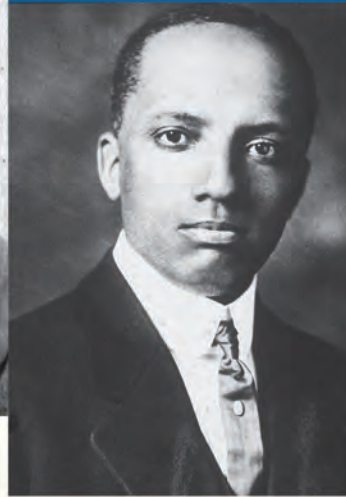
Julia Britton Hooks



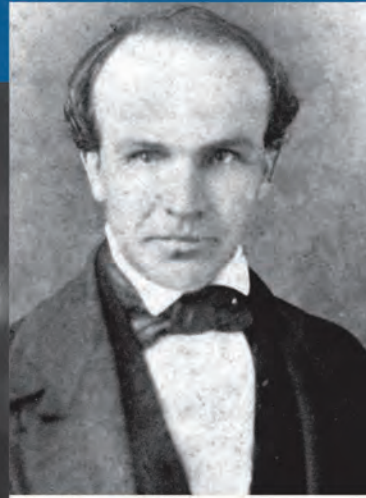
Loyal Jones



Matilda Fee



Carter G. Woodson



John G. Fee

This year we are excited to introduce five **Lifetime Giving Societies**, each named in honor of a treasured person in Berea College history. The societies allow us to recognize our alumni and friends who have generously committed at least \$50,000 to Berea's mission during their lifetime and granted educational opportunity to innumerable promising students.

Julia Britton Hooks Society – \$50,000

Loyal Jones Society – \$100,000

Matilda Fee Society – \$250,000

Carter G. Woodson Society – \$500,000

John G. Fee Society – \$1,000,000

Watch for more information in the coming months, or to learn more about Berea's new **Lifetime Giving Societies** now, contact **Mindy Townsend**, Director of Donor Relations and Communications, at **(859) 985-3856** or **townsendm@berea.edu**.

The Berea College Alumni Association enjoys hearing from Bereans from all over the world. The "Class Notes" section of *Berea College* magazine reports verifiable news you wish to share with your alumni friends and associates: careers, weddings, retirements, births, and other items of importance to our alumni. Please include your class year and name used while attending Berea. Notes may be edited for style and length. While we will make every effort to put your information into the next issue of BCM, some delays may occur. We appreciate your understanding.

Submit class notes and photographs via email: alumninews@bereda.edu or at www.bereda.edu/alumni/classnote

1948

Harry W Kilbourne said there was sparse attendance from the "old folks" at Summer Reunion 2018, with only he and **Dottie Davis Blackburn** in attendance from the class of '48. "It was a rather lonely experience," he said. [Editor's note: Summer Reunion 2019 is June 14-16, celebrating the special reunion classes of '44, '49, '54, '59, '64, '69, '74, '79, '84 and '89!]

1953

Rosemary Maxie Weddington and **Jessie Reasor Zander '54** spent some time together at Rosemary's home in Frankfort, KY while Jessie was in the area for the Foundation, Knapp Hall and Academy Reunion at Berea College in October. They reminisced about their time in Anna Smith Hall where they lived across from each other. They spoke about their trip to Mexico, which was organized by the Alumni Relations office years ago. Jessie now resides in Tucson, AZ, and visited campus with her goddaughter, Dr. Cornel Belin.



John "Kenny" Gwinn is looking forward to his 65th Reunion in 2019. John is still traveling, cruising and watching his grandson play high school football.

1956

John W. Leeson celebrated his 85th birthday on July 14, 2018. John came to Berea in January of 1953. He transferred from Guilford College after learning of Berea College from William H. Danforth and with his recommendation. John majored in English, graduated with a M.A. from the University of Kentucky with additional studies at California State University at Long Beach and McMaster University in Hamilton, Ontario. He taught college-level English in Kentucky and Ohio for 37 years.

1958

Wallace Baird and **Frances Gabbard Baird** were unable to attend their 60th reunion on campus this summer but wanted to give their classmates an update. They live on a tree farm, and Wallace has been busy saw milling and making molding and flooring. Frances made him retire in the spring, he said, but he still works as much as his back allows. Frances is busy with the house, helping with TreeHugger Forestry (www.treehuggerforestry.com), making jewelry, reading and "taking good care of" Wallace. Both retired in their 50s after careers in education and medicine. Frances taught at Bowman Gray School of Medicine (now Wake Forest School of Medicine) and worked as a pathologist. Wallace earned a Ph.D. in physical chemistry in 1963 from the University of Wisconsin-Madison and taught at Wake Forest University. The Bairds also are enjoying their 2-year-old great grandson, Solomon Wallace Christopher Easterday, the son of their only grandchild, Heather Moser.

Betty L. Buchanan Sundermeier says she loved going to Berea. Betty taught school for 31 years in Michigan and Fresno, CA.

Barbara Hyder Fenton said, "Thank you for the sweet potato and pecan pie recipe. My daughter made it and it was delicious!" [Editor's note: Get the recipe from the Berea College Farm Store: www.bereda.edu/give/angel].

1959

Mary Elizabeth "Beth" Powell and her husband, Peter Griffin, are both retired from college teaching. Beth gets a few letters and op-eds published, and Peter facilitates history classes at Lifelong Learning, Washington University. They put up with two dogs and occasionally ask themselves "why?" Each of their children, Paul and Amy, has a daughter.

Georgia Bishop Rachelson became a great grandma on Dec. 12, 2017 to Grayson James Peter.

Harold Branam attended the Friends Committee on National Legislation annual meeting in Washington, D.C., in November 2017, and lobbied Georgia's members of Congress.

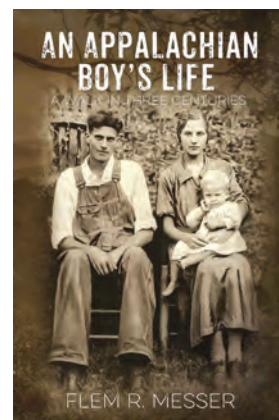
1960

Angie Campbell Spell is retired and has three children, five grandchildren and two great grandchildren.

Sandy Conover Branam organized an art sale by Savannah artists to benefit Puerto Rico after Hurricane Maria, a Category 4 storm, devastated the island in September 2017. The art sale, conducted in December 2017, raised more than \$10,000.

1961

Flem Messer attended the Berea College Foundation School from 1953-1957 and recently published his autobiography, *An Appalachian Boy's Life*, available from Amazon, Berea College Visitor Center and Joseph-Beth Booksellers at Lexington Green. In recounting his life and experiences, Flem describes Appalachia based on family and community—very different from the distorted stereotypes found in other books about the region. He also was featured in the June 2018 article "Messer shares his story of growing up, working to address poverty" published in *The Advocate-Messenger* (Danville, KY). Read the full story here: <http://ow.ly/M4Pn30mv8KB>. Flem is retired and now lives in Danville, KY. Learn more about the book at www.flemmesser.com.



1963

Ruth H. Wilson is retired and living with her daughter, Rebecca J. Wilson. She recently celebrated her 99th birthday at the home of **E. Gail Wilson Chandler '64**, along with Ruth's daughter and **T. Sammie Wilson Wakefield '65**.

1965

Dr. John E. Fleming was elected the national chair of the American Association for State and Local History at its annual meeting in Kansas City, MO, in September 2018. He was elected AASLH vice president in 2016. John currently is director of the National Museum of African American Music in Nashville, TN, scheduled to open in 2020. He also serves on the Berea College Board of Trustees. Read more: <http://ow.ly/40xx30mwk43>.

Wayne E. Hambright's oldest great grandson, Andrew Wayne Poole, graduated with honors this year from Western Hills High School in Frankfort, KY.



Anna Barger Matthews resides in Dallas, TX. Anna said she would love to hear from any alumni who are passing through the area. Contact her at anna.matthews@sbcglobal.net or (214) 797-3973.

Jane Matney Powell was honored for her dedication to teaching and community service at her high school's annual alumni banquet on August 31, 2018. In March, she joined other Berea alumni, students and faculty in response to a call from Dr. Martin Luther King III., in a historic civil rights march from Selma to Montgomery, AL. Widowed since 2017, Jane works on her family genealogy, crochets and enjoys time spent with her five children and two grandchildren. Read more: <http://ow.ly/LSFt30muBI5>.



Courtesy of BereaOnline

1966

Russ England recently wrote a book entitled, *Gross Deceptive Product: An Ecological Perspective on the Economy*. The book challenges conventional wisdom that implies continuous economic growth is the solution to all problems. Economic growth depends on population growth, depletion of finite resources, growing monetary debt and land use conversion, none of which are sustainable over the long term. Measuring economic health in gross terms (Gross Domestic Product) is deceptive because it says nothing

about the net benefits or costs of economic activity or the impact of economic growth on ecosystems. The book is available at Amazon.com, barnesandnoble.com and booksamillion.com.



1968

Tom R. Watts said, "My wife and I thoroughly enjoyed the entire reunion (Summer Reunion 2018), especially meeting with friends. The food and hospitality were great."

Diann Lovett Duvall is retired and living in Winchester, VA.

1969

Joyce F. Hamberg is now fully retired, for the third time, and appreciates a more flexible schedule where she is able to enjoy time with family, friends, traveling, church and community service.

1970

Rebecca Hollen Lewis is CEO/president of Grandview Medical Center in Dayton, OH (part of the Kettering Health Network). She can be contacted at rebecca.lewis@Ketteringhealth.org.

1971

Gail Shepherd Diederich published her fifth book, *Take Care of Violet*, a narrative based on a real-life experience between her and her sister, **Ann Shepherd Shoemaker '69**, sharing three generations of African Violets over a 25-year span. Watercolor artist Meaghan Wolf contributed to the story with her soft, subtle illustrations. For more information about this book and Gail's other books, go to www.gailsdiederich.com. Gail lives in Odessa, FL with her husband Jay. They enjoy a family of five children, their spouses and nine grandchildren. Gail may also be reached at gdiederich@gmail.com.



1973

Sharon Wesley Edwards works as a nurse practitioner in Richmond, VA.

1976

Fred N. Lane and **Ann Meier Lane's** son was appointed by Governor Ralph Northam as the superintendent of Public Education for the State of Virginia. Ann and Fred still reside in Cary, NC.

Marshia Gologlu Hawkins was featured in an August 2018 article, "What's Happening at the Library: New pottery exhibit on display" published by The Winchester Sun (Clark County, KY). The article chronicles her career in pottery and art education since graduating from Berea College with an art degree. Marshia recently retired as an art teacher at Montgomery County Intermediate School in Mount Sterling and now devotes her time to sculpting and creating personalized gifts from nature. Read more: <http://ow.ly/HIRd30mwiuw>.

Bill Clement and **Rhoda Marcum Clement '77** enjoyed the Chilhuly glass art exhibit at one of America's castles, The Biltmore, in Asheville, NC.



1977

Sumit Ganguly was made distinguished professor this year at Indiana University, Bloomington. He also received the Alexander Von Humboldt Research Fellowship from Germany, which promotes international academic cooperation between scientists and scholars from Germany and abroad.

Carol Bryant wanted to grant her best wishes to old friends who shared the "Berea Experience" with her.



1978

Bitsy Carico retired on July 1, 2018. She was a school guidance counselor for 38 years. Bitsy said although she loved helping her students throughout her career, retirement is great.

Theodore "Bob" Deppe is alive and well and living happily, in spite of the recent announcement of his death in the Passages section of the Summer 2018 Berea College magazine. Thanks to a great education at Berea, said Bob, he worked as an RN for 20 years, before switching to writing and teaching. He is the author of six books of poetry (he publishes under his first name, Theodore) and former nursing classmates can find some of his hospital-related work in four anthologies: *Between the Heartbeats*, *Intensive Care*, *The Poetry of Nursing*, and *Learning to Heal: Reflections on Nursing School in Poetry and Prose*. He teaches for the Stonecoast Master of Fine Arts program and he and his wife, Annie Deppe (author of two books of poetry), direct the Irish residencies for Stonecoast. Since 2000, Bob and Annie have lived for the most part on the west coast of Ireland. They have three children, Caitlin, Peter and Michael; and two grandchildren, Alanna and Emrys.



Grace Griffith-Hackney is the executive and founding director of Life Around the Table, a nonprofit extension ministry of the United Methodist Church. Rev. Hackney lives in Efland, NC, with her husband **Tony Hackney '79**.

Peter Li was honored for his outstanding contributions to West Virginia University with the 2018 Hall of Fame and Outstanding Achievement Award by the Division of Student Life in October 2018. Peter serves as the director of the university's international office. Read more at <http://ow.ly/s34X30muKvI>.

Katherine Heckman is now the executive director of Berea Home Village after 28 years as community relations director at Berea Hospital. This new not-for-profit provides volunteer service to Berea seniors to help them remain in their homes independently.

1981

MARRIED: Stephanie Prosser and Tavaris Guider married on June 9, 2018. Stephanie Prosser is the daughter of **Laura Moore Prosser** and **Ronald Prosser '81**.



1983

Brent Holsclaw was featured in the July 2018 article, "HCS to celebrate five distinguished alumni," published in *The New-Enterprise* (Hardin County, KY). He was honored by the Distinguished Alumnus program of Hardin County Schools, which recognizes graduates of current or former high schools in HCS who have made a valuable contribution to their chosen profession or to their community, state, region or country. Brent is a superintendent of Bardstown Independent Schools and began a new career as chief financial and facilities officer at Elizabethtown Community and Technical College. He currently is a board member at the Guthrie Opportunity Center, an organization working to improve the quality of life for adults with disabilities. Read more at: <http://ow.ly/LRu230mv8fb>.



Dora Kay Thomas, MSN, RN, was welcomed into the International Nurses Association and will be published in *Worldwide Leaders in Healthcare*, which is printed annually and represents more than 100 medical specialties across the globe. Dora is a nurse educator and a professor at Elizabethtown Community and Technical College in Elizabethtown, KY. She has more than three decades of experience in her field and attributes her success to her education at Berea College. Read more at: <http://ow.ly/laK030mvaba>.

1984

Kimberly Robbins started a new position as facilities manager of the Flaget Retreat Center of the Archdiocese of Louisville. The Flaget Center is a conference and retreat center in Louisville, KY, with conference rooms that can accommodate multiple groups of up to 300 people at a time. Overnight accommodations are also available for up to 10 people. She can be contacted at krobbins@archlou.org

Alonzo Lonnie Allen retired from Toyota Motor Manufacturing in Georgetown, KY. He now works at the University of Kentucky Lean Systems Program, which is a systematic approach to the identification and elimination of waste and non-value added activities through employee development and continuous improvement in all products and services. Alonzo teaches lean manufacturing on UK's campus, working on-site with clients along their lean journey.

1985

Scot Musser and those of LIFE International enjoyed having Berea student **Bethanie Williams '19** serve with LIFE International School, an English immersion preschool and primary school in Tres Cantos, Spain, in May and June 2018.



1988

Beverly Lakes Kass graduated from William Paterson University, NJ, with a Doctor of Nursing Practice degree in January 2018. Beverly is the daughter of Mrs. Eva Lakes and the late Roy Lakes of Richmond, KY. She graduated from Madison Central High School in 1983, Berea College with a Bachelor of Science in Nursing in 1988, and the University of Connecticut with a Master of Science in Nursing in 1999. Dr. Kass is a clinical professor at Seton Hall University in the undergraduate nursing department and a member of Sigma Theta Tau International Honor Society of Nursing.

1989

Jeanette Humphrey Byrd is entering her seventh year as principal at Cummings Elementary in Alief Independent School District in Houston, TX. She and her husband, Alex, celebrated 28 years of marriage in August. Their son, Benjamin, attends Oberlin Conservatory and College in Oberlin, OH. Their daughter, Jenna, started high school in the fall.

Donna L. Mowell Daniels recently returned to Berea College to serve as director of Brushy Fork Institute, a leadership and community development outreach program under the Division of Strategic Initiatives. Donna is looking forward to working in partnership with Appalachian leaders and communities.



1990

Dr. Lisa L. Ellison and her sons Liam, 8, and Matthew, 18, live in Morgantown, WV. She is a professional tutor, substitute teacher, published researcher and entrepreneur. Lisa's daughter, Anastasia, was married in October; her daughter, Brigitte, is finishing college at Glenville State; and her daughter, Tish, lives in Cleveland.



1991

Tonya Mounts Hatfield's history as a coal miner's daughter and her work as a hard-fighting attorney seeking justice on behalf of families of deceased coal miners is featured in Laurence Leamer's book, *The Price of*



Justice, a story of greed and corruption in the West Virginia courts. The author distorts several facts about her history and her role in a pivotal court case, Tonya said, "But all in all it is a very good read which captures this Berea grad's spirit and willingness to take on a Goliath in order to obtain justice for the disenfranchised."

Greg Lakes was appointed to the Kentucky Board of Embalmers and Funeral Directors in June 2018. This organization adopts and enforces regulations across all funeral homes throughout the state. Greg will serve a four-year term. He is a 1993 graduate of the Mid-America College of Mortuary Science and has been an active funeral director and embalmer in Madison County since that time. Along with his sisters, he has co-owned Lakes Funeral Home in Berea since 2002 and comprises the third generation of Lakes family involved in funeral service. Greg and his wife, Rachel Roberts Lakes '92, have two children, Mallory and MacGregor.



1992

Dana Murray Patterson is the director of Intercultural Affairs at Western Carolina University. Through educational, social and leadership programs, ICA promotes inclusive values of social justice and human dignity, while preparing students to thrive in a diverse and interconnected world.

1994

Christina Saylor accepted a position as an accountant with Central Kentucky Ag Credit and will be working in the administrative office in Lexington. After earning a business administration degree with a concentration in accounting from Berea, she earned a master's degree in Business Administration from Eastern Kentucky University.



1996

Ginger Riley White, CMA, CSCA, was profiled in "Ginger White: Encouragement is Key," an article by Lori Parks in the August 2018 edition of *Strategic Finance Magazine*, a publication of the

Institute of Management Accountants. In the article, Ginger speaks of her childhood, how she got started in accounting, her time at Berea College and her continued education while moving up the ranks at Cummins, an Indiana-based company that designs, manufactures, sells and services diesel and alternative fuel engines, related components and technology. Ginger also serves as chair of IMA's Global Board of Directors for the 2018-19 fiscal year. Read more at <http://ow.ly/MwDK30muLbn>.

Vivian Warren Overall retired in 2013 after serving 15 years as a human resources coordinator with Shelby County Public Schools (KY).

1998

Lawranda Shavette Hash enjoyed reconnecting with classmates at Homecoming 2018. This year was their 20th reunion.

Larry Samuel Jones and his wife, **Jenny Hopfe Jones '95**, accepted positions with Knox County (TN) Schools. Larry is teaching special education at Karns High School and Jenny is teaching science at South Doyle Middle School. They live in Knoxville with four of their five children. Larry and Jenny's oldest son and his wife are first-year students at the University of Tennessee, Chattanooga.



Angela Collard became a professional home caregiver in April 2017, for Tender Touch Senior Services in Elizabethtown, KY.

Matthew Perkins Coppola, Ph.D., is an assistant professor of science education at Purdue University, Fort Wayne. In 2017, Matthew was named part of the inaugural class of PhysTEC Fellows, which is a partnership between the American Physical Society and the American Association of Physics Teachers, for his collaborative work with the physics department to implement a Learning Assistant program and to identify and prepare more students to become high school physics teachers. His wife, Rev. **Christina Ryan Perkins '98**, celebrated her one-year anniversary as pastor of Salem United Church of Christ in Fort Wayne. They have two children, Bethany and Simeon.

Sarah Striklen

Schilens is currently teaching beginning Spanish to home-schoolers through their co-op Growing Great Minds in New Port Richey, FL. Travelling with Berea College to Mexico for Short Term inspired her to continue Spanish studies and share her love of languages. Sarah took another short-term course, Constraints of the Blind, which encouraged her to learn more about Braille and ASL, both of which, along with Spanish, she is teaching to her two daughters.



1999

Gul Maqsood Sabit submitted this photo of his son, Farhaan Sabit, and his classmates with their 8th grade presentation on Berea College. The students shared information with parents and the community about Berea.



2000

Ferdous Hossain lives in San Diego, CA. He is the president of an executive search firm for the pharma/biotech world, placing C-level people globally.

2001

Shawn Adkins is working on an Education Specialist degree in Educational Leadership from Fort Hays University and is slated to graduate in May 2019. He currently resides in Cincinnati, OH, with his spouse, Brent. They were married January 7, 2017. Shawn is an Educational Specialist in the College of Medicine at University of Cincinnati.



2003

MARRIED: **Tiffanie DeVarso** to William Griffin in Danforth Chapel by Rev. Kent Gilbert on June 2, 2018. The couple had a wonderful reception at Boone Tavern after the ceremony. The family lives in Pendleton, SC.



BIRTH: a son, Waylon George Freeman, to **Christopher S. Freeman** and his wife Katy Fuller on Feb. 14, 2017. The couple married on June 4, 2016. Christopher is a portfolio specialist with Tulane University's Office of Advancement. The family currently resides in New Orleans, LA.



LaShaundra Marie Thedford-Smith is excited to represent the Class of 2003 and is honored to be a Carl Thomas '78 recruit. [Editor's note: Carl served as associate director of Berea College Admissions, where he worked for nearly 40 years before retiring June 2018.]

2004

BIRTH: twin sons to **Lynn M. Patterson Klett** and her husband Nick on March 21, 2018. The family resides in Greensboro, NC, where Lynn works as a pediatric nurse practitioner.



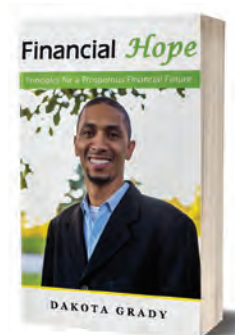
Jason Hart was featured in the Aug. 7, 2018 article "Volunteer Spirit: Nonprofit recruited Hart to volunteer following crock-pot donation," in *The State*



Journal newspaper (Frankfort, KY). The article tells the story of how he eventually became the president of the combined board of the Sunshine Center and Family Abuse Services, Inc. after donating a crockpot to the center and receiving a thank you note with a call to service. Jason also is owner of Apollo Law in Frankfort, president of the Young Democrats, a member of Capital Pride, and is involved in the revitalization of Capital Lodge 6 of the Independent Order of Odd Fellows. Jason is a graduate of the David A. Clark School of Law in Washington D.C., and has spent much of his career as a public defender and in criminal law. He and his wife **Elizabeth Anderson-Hoagland Hart** have a daughter, Claire, who is in kindergarten. To learn more about Jason and his work: <http://ow.ly/p0Sz30muLDG>.

2005

Jamaco Dakota Grady is excited to announce his new book, *Financial Hope: Principles of a Prosperous Financial Future*, now available at www.dakotagrady.com.



2008

MARRIED: **Maggie Catherine Park** to **Alan Russell Connor** on Sept. 29, 2018, at Union Church, Cowan Chapel, officiated by Rev. Kent Gilbert.



Kirsten Rogers Chapman and **Sirajah Raheem** "wander far away" together to Paris on a joint family vacation, seeing numerous historical sites including the Notre Dame de Paris Cathedral, (pictured).



Jessica Scruggs has been running her own business, Cowee Cowgirl Large Animal Mobile Veterinary Service, in her hometown of Franklin, NC, since 2014. She earned a master's degree in animal science in 2010 and a doctorate of veterinary medicine in 2014, both from North Carolina State University.

Rachel Saunders is a physician in Lexington, KY. Rachel recently got married and is enjoying married life.

2009

Jesse Wilhite recorded "Gondolele: Buoyant Ukulele Music!"—a deluxe CD with 15 songs, nearly one hour of music and 15 panels of artwork and song lyrics. Hear a sample and learn more here: <http://ow.ly/weMr30muFqF>.

2012

Sarah Kincaid McLewin was awarded a Fulbright Fellowship, a U.S. student exchange program that offers research, study and teaching opportunities to recent graduate students and graduate students. Sarah will be teaching English at a university in Morocco for 10 months.

MARRIED: **Laura Howard** to **David Bellnier** at Union Church on July 28, 2018. Laura and David first met in front of Lincoln Hall on their first day of freshman year at Berea College in 2008. The couple is grateful for Berea bringing them together and loved celebrating their wedding day in Berea.



2013

Carol Brobeck graduated from the University of Illinois at Urbana-Champaign in May 2018 with a master's degree in urban planning. She began work with Teska Associates in Evanston, IL as a bilingual associate planner in June of 2018.



Aaron Saderholm visited Berea on July 10, 2018 to give a presentation to computer science students on his cybersecurity work at Two Sigma, a Department of Defense contractor.



2015

Sarah Carr graduated from West Virginia University with a master's degree in animal physiology. Sarah also is a Ph.D. student at the University of Kentucky, studying animal and food science.

2016

Megan Zech was hired as assistant director for the Career and Leadership Development Center for the College of Health Sciences and Professions at Ohio University in Athens, OH.

2018

Mayra Macias said that although she just graduated in May, she's been homesick. She'll be glad to be back in Berea, even if it's just for Homecoming weekend.

Staff & Faculty

Darlene Van Winkle

Berea College Laundry (1964-2004)
July 19, 2018

Katherine Christensen

Associate Professor of History (1991-2017)
Aug. 19, 2018

Nobuko Toda Patton

Instructor in Japanese (2009-2012)
Aug. 18, 2018

Ruth Oakes Butwell

Dean of Student Life (1971-1995)
Dec. 10, 2018

1930s

Lawrence Henson '31

Nov. 9, 1978

Audrey E. Ison Maddux '35

Aug. 2, 2008

1940s

Opal Payne Spurlock '43

Dec. 10, 2017

Mary Lou Randles Bothe '43

July 9, 2018

Brenda Hall Cole '43

Aug. 20, 2018

Blanche C. Newman

Wife of **Carl Newman '43**
Nov. 22, 2017

John Neville Holeman, Navy V-12 '44

Mar. 23, 2018

Ellen Hillman West '44

May 16, 2018

Ann J. Bunis

Wife of **Alvin W. Bunis '44**
June 7, 2017

James Hunter '44

Obituary Unavailable

Jean Vandiver Bishoff '45

July 7, 2018

Fern Goode Porter '45

Sept. 17, 2018

Dr. Blaine F. Parker '46

June 17, 2018

Harriett J. Parker

Wife of **Dr. Blaine F. Parker '46**
June 7, 2018

Dorothy Baldwin Edwards '47

July 16, 2018

Annis Dodd Nelson '47

May 14, 2018

LaWanda Curtis Baskette '47

Aug. 12, 2018

Harold R. Adams '48

June 8, 2018

Clara Scott Mieres '48

May 5, 2018

Franklin S. Calmes '49

June 27, 2018

Ruth Barnes Robbins '49

May 24, 2018

Carolyn Clifford Wickline '49

Obituary Unavailable

1950s

Alice Umans Abramson '50

Sept. 4, 2018

Shirley Clifford Bulla '50

Aug. 5, 2018

Patsy P. Hamilton '50

Aug. 18, 2018

Lt. Col. Don H. Hall '51

May 2, 2018

Jean Ratcliffe Robinson '51

June 21, 2018

Peggy Moon Anderson '51

Aug. 26, 2018

Margaret Ray Randall '52

Apr. 23, 2018

Bruce Porter

Husband of **Nell Porter '52**
Aug. 5, 2017

Millicent Fletcher Proctor '53

April 18, 2018

Deborah M. Owens

Wife of **James E. Owens '54**
Nov. 30, 2016

Lenore Harris Browitt '54

Obituary Unavailable

Jean Case Dixon '54

Jan. 6, 2018

Garry E. Irwin Fd '54

Apr. 18, 2018

Betty Jo Wiblin Warthen '54

May 21, 2018

Leona Dobbins Hutchins '54

June 4, 2018

Nancy Biddix McKinnis '54

June 14, 2018

Panzie M. Miller Stevens '56

July 11, 2018

Dr. William Barlow Newbolt '56

Aug. 27, 2018

James J. Buckley '57

July 17, 2018

Leon A. Welting '57

July 24, 2018

William C. Grimsley '57

May 24, 2018

Mary Ellen Yates Miller '57

June 9, 2018

Doralyn Brashear Hurt '57

Feb. 19, 2018

Patsy Back Cook '57

Sept. 22, 2018

Maurice O'Keefe

Husband of **Joyce O'Keefe '58**
Dec. 30, 2017

Vernon Lyle Underwood '58

June 13, 2018

Joyce Kesner '58

July 27, 2018

Carolyn Brasel Enright '58

Apr. 30, 2018

Geraldine Dunigan Morgan '59

Jan. 11, 2018

Shirley Johnson Deaton '59

July 13, 2018

Phillip Wayne Roberts '59

July 10, 2018

1960s

Louisa Looper Williams '60

May 27, 2018

Robert Taft Bumgarner '60

Aug. 1, 2018

Hazel F. Dicken '61

May 30, 2018

Joy Cline Shoemaker '61

Jan. 24, 2018

Shirley McIntosh Richardson '61

Mar. 5, 2017

Harold Locke Taylor '61

Aug. 30, 2018

Virgil Catron

Husband of **Meral D. Catron '62**

June 13, 2018

Isaac F. Bledsoe '63

July 18, 2018

Robert N. Young '63

June 17, 2018

Milton Owens Nelson

Husband of **Diane Nelson '63**

May 2, 2018

Jack Bender '64

Dec. 2, 2011

Hubert A. Henkle '65

Apr. 27, 2018

Helen Kendrick Delemarre '65

Aug. 27, 2018

Merry Detchon Tausch '66

June 14, 2018

Ray G. Gabbard '66

Jan. 7, 2018

Dr. Theodore Fuller '67

Sept. 8, 2018

Rosemary Ashby '68

Obituary Unavailable

1970s

Jack Leon Miller '70

May 10, 2018

Jack D. Miller '72

May 10, 2018

Carolyn Howard Bowles '72

June 1, 2018

Joyce Cummisk Hannan '77

Aug. 16, 2018

Karen Hatfield Wilder '79

July 4, 2018

Robin Porter '79

July 25, 2018

1980s

Debra Jean Clark '81

June 20, 2018

Vernon Reacel Prince '83

July 25, 2018

Steven Lamson Davenport '89

Jan. 1, 2018

1990s

Kenneth Dewayne Norris '90

June 4, 2018

Kim A. Jenkins-McClements '90

July 26, 2018

2010s

Ian R. Klenk '19

July 30, 2018

Read full obituaries on our website at
www.berea.edu/magazine



SAVE-THE-DATE

Homecoming 2019 is November 15-17

#BereaHC19



The Sky is *Not* the Limit

Corey Walker was one of 247 Bereans to gain hands-on experience from internships last year.

Alumni and friends who support the Berea Fund help students like Corey lift off to amazing careers.

Please give today at
www.berea.edu/give.

We hope these pictures pique your interest in our hand-made student crafts.
All of your purchases help ensure that our commitment to education continues well into the future.



BEREA COLLEGE STUDENT CRAFTS