

Global Kentucky

An International Center newsletter that celebrates the University of Kentucky's international leadership.

2012 Confucius Institute of the Year

By Sarah Geegan

The University of Kentucky Confucius Institute (UKCI), established for only two years, was named as a 2012 Confucius Institute of the Year in December.

Awarded by the Office of Chinese Language Council International (colloquially known as the Hanban), the honor distinguishes the UKCI among the more than 430 Confucius Institutes in 115 countries; there are approximately 90 Confucius Institutes in the U.S. UKCI director Huajing Maske and interim Provost Tim Tracy accepted the award at the seventh World Confucius Institute Conference in Beijing, along with 25 other institutions around the world that also received the honor.

"It is a tremendous honor for the University of Kentucky and our Confucius Institute to receive this award," Tracy said. "The recognition is particularly gratifying as our Institute was only established two



University of Kentucky President Eli Capilouto during his 2012 trip to China.

years ago. The receipt of this award is a testament to the hard work and leadership of Dr. Huajing Maske and her team as they have made a significant impact on international efforts on our campus and with relationships at universities across China."

In the past two years, the UKCI facilitated partnerships with eight Chinese universities and institutions. Maske said this acknowledgment will help the institute to establish even more collaborations.

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The Office of International Affairs has been renamed the University of Kentucky International Center (UKIC)

By Derrick Meads

The UK Office of International Affairs is changing its name to more aptly express the office's coordinating role on campus. Its new name – the UK International Center – reflects its responsibility for coordinating and providing guidance, advice and leadership for the University's international work.

The Office of International Affairs was originally formed in 1986 with the merging of UK's Office of International Programs, which facilitated study abroad opportunities, and the International Student Office. The merger came from the

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UK Education Abroad Peer Ambassadors Help Students "see blue" Abroad

By Lauren Kamas

After returning from an education abroad program, many students want to prolong their international experiences and stay connected to the country they temporarily called home. Many also want to help their peers attain similar education abroad experiences. UK students are able to do this through the Education Abroad Peer Ambassador (EAPA) Program.

The EAPA Program is a credit-bearing internship open to UK students from all academic backgrounds who have recent-

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Education Abroad Offers Range of Scholarship Opportunities

By Sarah Geegan



Four UK Students in Isla Negra, Chile. Fall 2012.

UK alumna Lauren Cook did it in Switzerland; UK junior Hannah Simms did it in China; they studied abroad. Widely seen as a life-changing experience, education abroad has been perceived as one with added financial burden. However, Education Abroad at UK is seeking to dispel the myth that money is necessarily an obstacle; rather, they want students to know money does not have to be a barrier.

Education Abroad at UK strives to make education abroad programs more affordable and accessible for all UK students. In 2011-2012, Education Abroad at UK awarded \$231,750 in total scholarships. The 2011-2012 year also represented a 42 percent increase from the number of students who received scholarships in 2010-2011 and a 41 percent increase in total funding.

"One of the significant barriers to EA experiences is the perception of cost," Anthony Ogden, director of Education Abroad at UK, said. "Our concern is that too many students abandon their education abroad goals before really understanding just how accessible programs really are. Money does not have to be a barrier."

The most well-known internal scholarship, the Education Abroad at UK Scholarship, offers need-based aid to qualified students participating in credit-bearing

education abroad programs. With an award range of \$750-\$1,500, this scholarship is awarded twice per year: in the fall for winter and spring semester programs and in the spring for summer, fall and academic year programs.

UK alumna Lauren Cook received this scholarship to help finance her education abroad experience in Geneva, Switzerland.

"Receiving the education abroad scholarship lifted a considerable amount of the financial burden," Cook said. "I spent two months in Europe participating in an international conflict resolution program, and the global experience that I gained has been an invaluable asset in my academic, professional and personal life." Cook said that applying for the scholarship was not a difficult process.

The Financial Aid, Scholarships, & Grants page on the UK Education Abroad website offers a variety of options for students seeking ways to lessen the financial burden of an education abroad experience. Education Abroad at UK has also partnered with multiple UK colleges and program partners to offer a variety of scholarships. The page explains ways in which students can use current financial aid for education abroad programs as well.

"Students need to be aware that there are

many different kinds of education abroad opportunities, some expensive, some inexpensive," Ogden said. "Students need to research and choose a program wisely, according to their financial and academic goals."

Ogden characterized education abroad programming as an investment in one's future, one that can significantly advance a student's academic and professional aspirations.

Students like junior international studies and political science major Hannah Simms embody this characterization. She received the Education Abroad at UK Scholarship as well.

Also a member of the UK Honors Program, Simms spent three months in China this past summer, the bulk of which she devoted to working in an internship with Lexmark's Shenzhen branch. Simms completed courses to advance her Chinese studies minor and participated in a cultural seminar organized by the UK College of Arts and Sciences during her time there.

"In addition to all of the benefits of global awareness and personal growth, the kind of experience that Hannah had gives her the skills that future employers like to see," Associate Provost for International Programs Susan Carvalho said. "Employers have become aware that the skills they want in new hires — creativity, adaptability, awareness of differences in perspective and ability to bridge communication gaps — are honed during international study, especially the kind of international work that puts U.S. students in the midst of global workplaces."

The scholarship deadline for summer and fall term programs is March 1; the deadline for winter and spring term programs is Oct. 1.

For students interested in acquiring more information, Education Abroad at UK recommends attending a First Steps Information Session and visiting the Resource Center in 315 Bradley Hall.

Education Abroad Peer Ambassadors Help Students (continued from pg. 1)

ly returned from an education abroad program. These students are given the chance to stay engaged by helping other UK students navigate through the education abroad process. In addition, the EAPA program also helps these ambassadors improve their public speaking abilities through classroom presentations, and strengthen interpersonal skills through one-on-one meetings with interested students.

“By far, our peer ambassadors are the most valuable resources we have here at Education Abroad,” Seth Riker, EA promotion and outreach coordinator, said. “Not only does each ambassador’s experience abroad help to expand the international competency of our office, but each one’s domestic background has become an integral part of their communication efforts with other UK students.”

After studying abroad, many students jump at the opportunity to take part in the EAPA Program, which was created in 2008. It has been largely successful as more than 60 students have participated in the program since its beginning.

While in a UK 101 class, Cassie Chaney was inspired to study abroad after a visit from a peer ambassador.

“As an art history and French major I always wanted to study in France, so I decided to seek the help of a peer ambassador,” Chaney said. “Before going abroad I was shy, and I knew it would be a sink-or-swim experience. However, I used it as an opportunity to get out of my comfort zone by diving in and soaking up all that I could while I studied in Caen, France.”

Chaney was also able to travel to seven different countries while studying abroad during the Fall 2012 semester, providing her with a diverse European experience.

“Now that I am back at UK I am currently taking advantage of the EAPA internship opportunity, which so far has been really great,” Chaney said. “It has helped me to feel a continued connection to Caen. It



Junior, Shelby Williams studied abroad in Pucón, Chile, Fall 2012. Now as an Education Abroad Peer Ambassador she helps students seeking international experiences.

has also provided me with a way to share my stories with my peers and help other students interested in studying abroad navigate their way through what can be an overwhelming process.”

Shelby Williams, a junior pursuing a degree in international studies, recently returned to UK after studying abroad during the Fall 2012 semester. Before deciding where to study, she knew she wanted to go to a nontraditional destination. Scholarships were also an important factor in determining where she would study; she was awarded the Gilman Scholarship and an Education Abroad Scholarship from UK. After receiving an additional scholarship from the International Studies Abroad program, Williams was set to study in Chile.

“The most important part of my experience abroad was being fully immersed in the country’s rich culture, and realizing how much emphasis the people of Chile place on relationships, which I found changed my perspective on life and my career goals,” Williams said.

Nick Wideman, a junior double majoring in Spanish and mechanical engineering, studied abroad in Seville, Spain, from May to June in 2012. In planning his trip he was assisted by an EAPA; now he is repaying the service, as he is currently a peer ambassador. Now back at UK, he under-

stands what it is like to be a “foreigner” and is eager to help students as an EAPA.

“Studying abroad is an invaluable experience; you will grow and change as a person for the better,” Wideman said. “I would love to be able to study abroad again, and I leap at the chance to help students interested in education abroad programs find their perfect fit. Anyone can study abroad – come in and talk to us.”

Riker feels there is nothing more exciting than to hear some of the peer ambassadors tell other students how they “broke the mold” by studying abroad as a bio-engineering student, a transfer student or a first generation college student.

“Our peer ambassadors completely run the gamut of students here at UK; and collectively, their stories prove that there’s no reason to miss out on the international opportunities here at University of Kentucky,” Riker said. “Whatever hurdle a student must overcome to participate in an EA program, one of our peer ambassadors can relate and is there to help.”

To learn more about the EAPA Program and Education Abroad opportunities, attend a First Steps Information Session and visit the Resource Center in 315 Bradley Hall.

Luis Orta, a graduating senior and student athlete from Caracas, Venezuela delivered the Fall 2012 commencement address

By Sarah Geegan

Luis Orta, a graduating senior and student athlete from Caracas, Venezuela delivered the Fall 2012 commencement address. Orta graduated with a dual degree in international studies and Hispanic studies. He came to the University of Kentucky in 2008, without a full scholarship but determined to earn one through his athletic performance. After selling his truck to purchase his plane ticket to the U.S., Orta ran his way through the record books, breaking UK freshman records in three different events: the 3,000-meter steeplechase, the indoor 5,000-meter run and the indoor 3,000-meter run.

His path to the record books was not always triumphant, however; Orta finished dead-last in his first SEC competition. After lots of hard work and perseverance, in 2012 Orta secured SEC championships in both the 3K and 5K races, all while maintaining a high GPA despite not being fluent in English when he arrived at UK. He was also named Southeastern Conference Indoor Track Athlete of the Year in 2012 and holds the Venezuelan national record for the mile.

"It was a lot of hard work, because running track and going to school is not easy," Orta said. "From the time I wake up to the time I go to bed, I'm going to class and then to practice, then to class again and to practice again, so it's pretty hard. But I love what I do, and I feel like if you love what you do, then it becomes easy. It's not work for me, it's my passion, and it's what I do every day."

Orta delivered the student commencement speech to an audience that included his parents; this was their first time visiting him in the U.S.

Below is Luis Orta's speech from the graduation ceremonies on 12.14.12:

Good evening. President Capilouto, board of trustees, faculty, parents, family and friends of the class of 2012. Congratulations on graduating, and thank you so much for giving me the honor to be here



Luis Orta, a 2012 International Studies and Hispanic Studies graduate. Photo credit UK athletics.

today. Before we begin, let's have a big round of applause for all of us graduating and for the people that helped us get here today.

Four years ago, I had the great fortune to come to this country and pursue my dreams. My dream was to attend an American university, compete in college athletics at the highest level and graduate with honors. Four years later, my dreams have all come true at the University of Kentucky. I've had the pleasure of not only being a student, but also to be a part of the Track and Cross Country teams. I can say without hesitation that these last four years have been the best four years of my life. I have developed a great pride for this University and am proud to call myself a Kentucky Wildcat.

We are all very fortunate to be here today. This is a day we will remember for the rest of our lives. It is a blessing for me because my parents are here today. They travelled all the way from Venezuela for the first time to see me graduate. I want to say Gracias Mama y Gracias Papa; I wouldn't even be here if it wasn't for you. Or how we say here in Kentucky if it wasn't for y'all. I believe I'm speaking for everyone when I say thank you to our family and friends. Thank you very much.

We've been through a lot as UK students.

We all have walked to class in the rain, snow and ice. You know what I'm talking about. Somehow every time I was late for class I managed to get a flat tire. We have all walked to Canes at night, just to find that it was closed. We all celebrated when our men's basketball team won the national championship in April. And I'm sure we were all on our best behavior that night.

On a serious note, one day that I will never forget is when I competed for my first SEC championship. I ended up finishing dead last. After the race was over, I was on my knees, breathless, sweaty, weak and speechless. I remember my head coach, Don Weber, patting me on the back and saying "Welcome to the SEC son – the best conference in America." He told me to keep my head up and to keep working hard. He said that one day I was going to be a champion.

I never forgot those words. From that day on, I decided to believe in what Coach Weber was telling me. I committed to trust my coach's favorite quote: "What matters in sports and life is not victory, but the magnificence of the struggle." I decided that I wanted to be a champion, both in the classroom and on the track.

Even though we are all unique and have different backgrounds, we all have that

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Building a Career – and a Bridge – in Iraq

By Michele Sparks

Business networking and training is taking on a new face in Iraq, a country where personal networks have traditionally reigned supreme, and where getting ahead in a career was more about who than what you know.

That's because the Gatton College Graham Office of Career Management is working to transform traditional thinking among Iraqi business students into an edgy, competitive, capitalistic and Westernized mindset, says Career Coach Meredith Boyd. This October, she traveled to support efforts for a new career center at Kufa University in Najaf, Iraq.

"They're changing into a free market economy, and it's a slow process. I'm taking specific Western style programming to them in hopes that they can replicate in Iraq," she says.

The University Kentucky is entering year three of its participation in the Iraq University Linkages Program, Boyd says. According to the Iraq ULP, years of conflict, preceded by decades of nepotism, thwarted the progress of Iraqi universities. Between 2003 and 2010, insurgent groups in Iraq targeted and threatened academics, forcing many to flee. Those who stayed behind were isolated. Among scholars in Iraq today, isolation is one of their deepest concerns, the Iraq ULP says. As a result, Iraqi students are impeded in succeeding globally.

The U.S. Embassy in Baghdad funds the multi-million-dollar Iraq ULP, and a global human development organization, FHI 360, administers it. The program was planned in consultation with the Iraqi Ministry of Higher Education and Scientific Research. It facilitates long-term, bilateral partnerships between U.S. and Iraqi universities, including the development of career centers at Iraqi universities to forge relationships between the public, private and academic sectors.

"Ultimately, these partnerships are intended to be self-sustaining – capable of producing enduring change," Boyd says.



University of Kentucky Career Coach Meredith Boyd meeting with colleagues in Najaf, Iraq.

The Iraq ULP addresses the needs of Iraqi universities – strengthening their teaching, learning and career development.

"At the same time, the program allows scholars and academics to resume the prominent roles that they lost," Boyd says. "This in turn promotes reconstruction and long-term stability for Iraq."

UK's participation in Iraq ULP began in July 2010, following a conference in Baghdad attended by faculty members from both UK and Kufa. Boyd's trip in October was for a workshop held in Erbil, which is in the Kurdish Region. She covered key activities associated with Western-style career centers – everything from offering tips on interviewing skills, to marketing and promoting a career center, to how to create internship programs. Boyd's presentation was styled so that Iraqis were given questions or scenarios to figure out for themselves. Career center directors and staff from the various institutions in Iraq attended the five-day event.

"This is helping them improve their perspective of working with Westerners and Americans. It'll change their lives and how they view world politics. I'm most excited about being involved in higher education and rebuilding it in Iraq. The tool that will help citizens and government in Iraq effectively is to teach students how to react and participate in an emerging free market economy," Boyd says.

One portion of the Iraq ULP included training Iraqi undergraduate students in the intensive Summer English Language Study program. The students were at UK for six weeks, Boyd says.

"The students were great! They provided interesting feedback about how a career center could help them in the future...realizing their changing economy is a slow process. But they are optimistic about Iraq's future economy and job market," she says, adding that higher education in Iraq is very different from the U.S. system. "For example, students are tested upon completion of high school and then ranked according to test score. Their university track is determined for them based on testing. Those with highest test scores are placed in medical and science-related fields of study," she says.

They also expressed that nepotism has largely governed business thinking in Iraq – until now.

"If you ask about potential employers that interest them, they reply that the name of the company doesn't matter, because three to four companies are ultimately run by one person in the government. That's what they're changing from," Boyd explains. She adds that as more Western companies expand into Iraq, like Apple and Microsoft, the focus is shifting.

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OIA Renamed University of Kentucky International Center (continued from pg. 1)

recognition that faculty, staff and students needed one location for help with all of their international work.

This new name represents the center's commitment to providing the campus community with centralized aid in regard to international endeavors.

"The new name captures our vision of how decentralized colleges can still pursue an interconnected, international strategic plan, by coordinating their work through a central location," says Susan Carvalho, associate provost for international programs. "We can help align international opportunities with each college's curriculum, recruit international students, facilitate multi-college grants and contracts and pursue revenue-generating projects for the colleges."

Located in Bradley Hall, UKIC comprises the following units:

International Partnerships and Research — UKIC serves as a resource center for the university's vital international linkages by supporting the development of agreements and partnerships with universities, foreign governments, NGOs and U.S. government agencies abroad; promoting the involvement of UK faculty members, staff and students in international research and development projects; facilitating access to international funding opportunities; and enriching Kentucky's engagement with world culture by sharing UK's international resources with local communities

Education Abroad (EA) — Education Abroad is the University's comprehensive resource for study abroad, research abroad, intern abroad and other educational experiences worldwide. EA provides academically sound international experiences that promote intercultural competence, disciplinary scholarship and language acquisition. EA also oversees student exchange programs with partner institutions around the world.

International Student and Scholars Services (ISSS) — ISSS provides leadership



The University of Kentucky International Center is housed in Bradley Hall.

and expertise in the advising and immigration needs of more than 1,500 international students, 325 international faculty and staff and 250 exchange visitors. In addition, ISSS administers university compliance with evolving federal regulations, supports the University and its medical centers by managing global student and scholar interactions and facilitates the well-being of all international students, faculty, staff and scholars.

International Student Recruitment — In close partnership with Undergraduate Enrollment Management, the Center for English as a Second Language and the Graduate School, UKIC recruits a growing number of international students to UK each year.

UK's success in the global arena is illustrated by the growing number of students from around the world who select UK as their university of choice. This growth not only brings diversity, culture and new ideas to campus, it also enriches the Commonwealth's economy. During the 2011-12 academic year 5,787 international students brought \$137.1 million into Kentucky's economy (IIE Annual Open Doors Report).

Students are also leaving UK in record numbers to spend a few weeks or a semester studying, teaching, interning,

researching and/or serving in countries around the world. These experiences develop the attitudes, skills and knowledge that will help students to be competitive and successful in the 21st century.

"UKIC's name change reflects its central role in helping students understand and adapt to the multicultural and interconnected nature of our world," says Dan O'Hair, senior vice provost for student success and dean of the College of Communication and Information. "UK's global leadership, innovation and collaboration, coordinated by the UK International Center, is central to helping students reach across borders, perhaps farther than they thought possible. Students participating in UKIC's programs receive degrees that truly make them world-ready."

Not only are students benefitting from the work of UKIC, the University itself is gaining new international partnerships, new sources of revenue and new research opportunities that will establish UK's reputation as a leading tier-one research institution.

To inaugurate the new name and to celebrate UK's international work, a new UKIC website has been launched:

www.uky.edu/International.

More than Just a Second Language – Service Learning

By Victoria Dekle

Everyone knows that one of the best means to attaining proficient knowledge of a language is immersion. But is there a way to make this experience even better? Researchers and teachers are currently seeking ways to expand the immersion technique.

Francisco Salgado-Robles, lecturer in the Department of Hispanic Studies, believes the answer to this question is to get the students outside of the classroom. Salgado-Robles is an advocate of service learning, which is producing positive educational experiences in many departments on campuses across the globe.

“Service learning is experiential education that engages students in activities that address human and community needs together,” Salgado-Robles said. “It is conducted through structured opportunities intentionally designed to promote student learning and development.”

In other words, it is a way to get students out of their classrooms and into another learning environment – one where they can simultaneously improve their conversation skills and participate in community service.

“From what the literature shows and from what I have experienced, I believe that incorporating service learning into the language classroom engages students in responsible and challenging actions for the common good,” Salgado-Robles said. “It provides the students with structured opportunities to reflect critically on their service experience, to expand their awareness and understanding of social problems and, overall, it enables them to learn from a different segment of society.”

Salgado-Robles first became interested in the benefits of service learning during his graduate studies at the University of Florida. He investigated the extent to which learners of Spanish acquired variable structures of language and concluded that students who participated in service learning during their sojourn abroad had a stronger grasp of Spanish language variation at the end of the term.



The University of Kentucky lecturer in the Department of Hispanic Studies Francisco Salgado-Robles in Spain.

After graduating in 2011 with a doctorate in Hispanic Linguistics, Salgado-Robles moved to Lexington and began teaching Spanish and linguistic courses at the University of Kentucky. It was a beneficial and exciting move for Salgado-Robles because he was able to develop a Spanish service learning program in Lexington with the support of his colleagues.

Students in Salgado-Robles' courses work with a variety of partners across the city, with groups such as the Center for Family and Community Services and the Kentucky Equal Justice Center.

“At the Kentucky Equal Justice Center, the students are usually door greeters at a bilingual tax help service, which helps administer a free legal consultation for migrant workers. It’s a fruitful experience for the students,” he said.

The students converse with community members regarding cultural customs, habits, festivities and so forth. Salgado-Robles said that the students usually come to class telling their classmates the stories they learned from the people they were helping.

Opportunities also exist for students in more specific disciplines to integrate service learning into their educational

experience. Advanced medical students are able to develop their communicative and translation skills thanks to Salgado-Robles' relationship with the Samaritan's Touch Clinic at the UK Hospital.

Other partners in Salgado-Robles' service learning initiatives include the Village Branch Public Library, Ashland; The Henry Clay Estate, the YMCA, and Mary Queen of the Holy Rosary Church.

The list does not end here, because Salgado-Robles encourages his students to seek out other community partners for group projects. The students in his Spanish for Business Professionals class last spring and fall met with Hispanic business owners and associates throughout the city.

Outside of Lexington, Salgado-Robles initiated a new and successful education abroad program last summer: “Cultivating Intercultural Competence through Service-Learning in Seville.”

He took 15 undergraduate students to his hometown of Seville, Spain, where he explored the effects of service learning in a very different setting from Lexington, Ky.

“In Spain, it’s a Spanish-only policy,” he

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"This puts UK's name with the top 3 percent of the more than 430 universities in 115 countries," Maske said. "This means that UK's name is known to most of the 1.3 billion Chinese people who watch Chinese TV and who read the Chinese newspapers. What's more, we have been reported in the recent People's Daily overseas edition, which means more people living outside China also read about us."

The scope of the award highlights how the impact and influence of the UKCI go beyond Kentucky. As the key facilitator to UK's China exchanges, the institute also helps colleges identify and develop their strategic China partnerships with reputable Chinese universities. These partnerships create tremendous opportunities for research and teaching for faculty, as well as scholarships and study opportunities for students.

By assisting colleges in establishing these strategic collaborations, the UKCI plays a key role in attracting excellent Chinese students and in contributing to the Chinese experience of UK students to enhance their success as 21st century students with a global outlook.

The UKCI has brought more than a dozen distinguished speakers to UK to speak on various topics related to China. Its Chinese Medicine Week in November went beyond the UK campus to Transylvania University, the Chinese community and the Public Library.

In fewer than two years, the UKCI has demonstrated strong leadership in the Chinese language and culture programs in Kentucky's K-12 schools. The institute sent out specialized instructors to public schools, and helped Woodford Public Schools to jumpstart a Chinese program in every school, granting more than 2,000 American students the opportunity to study Chinese language and culture. The institute also conducted 15 different Chinese teacher-training workshops, the largest one attracting 150 Chinese teachers from 16 different states.

Maske said that strong Chinese programs in Kentucky's K-12 schools will ensure a pipeline of students entering UK with higher levels of Chinese proficiency, enhancing UK's Chinese major.

In addition to the works on campus and in the public schools, UKCI has worked with more than 10 organizations in the community and conducted dozens of events and activities on Chinese art and culture. UKCI's Spring Gala, with excellent performances brought all the way from China, has become a popular annual event in Lexington.

"The most important work UKCI conducts is the work that connects UK's colleges to China, because this work contributes to UK's core value and mission, which is students' and faculty success," Maske said. "The partnerships with China create the



kinds of opportunities for faculty and students to succeed in today's global world. Our work helps UK create differentiated graduates that excel in academia and research, embrace global outlook and seek international experience."

Practically speaking, the award is not only an acknowledgment of the UKCI's excellence in the past years, but it will also result in more program funding and resources. This will allow the institute to expand services and programs on the UK campus and in the community.

"I'm confident that even greater impact will be realized upon our campus because of what this institute provides to enrich our students' experiences and prepare them for an increasingly global economy and society," Tracy said.

Confucius Institute Opportunities for Faculty, Students and Educators

The Confucius Institute at the University of Kentucky is providing several opportunities for students, faculty and K-12 educators to strengthen their understanding of Chinese culture.

UK students

UK students can apply for a scholarship to attend the Chinese Language Summer Program in China. The scholarship, made possible by the 2012 Confucius Institute of the Year award, will strengthen the Confucius Institute's support of the Chinese language program at UK. For more information visit: www.uky.edu/international/China_Scholarship

UK Faculty

UK faculty can apply for funding to teach a course at Shanghai University through the China Short-Term Teaching Program. The program offers compensation for International round-trip tickets, accommodation in the Shanghai University Guest House and an honorarium. For more information visit: www.uky.edu/international/China_Teaching_Program

K-12 Educators

The 2013 Summer China Educator's Trip, a twelve-day education trip, will help K-12 education decision-makers begin or expand their Chinese language and culture programs. The Confucius Institute will pay all expenses within China; participants are responsible for airfare and visa application fee. For more information visit: www.uky.edu/international/china_trip

Huajing Maske, Director of the Confucius Institute

Looking at Dr. Huajing Xui Maske, one would never guess she was born on the side of a dirt road in China 46 years ago; but this in fact is how her story began.

“Who would have ever thought I would end up where am I today considering how I started out in this world,” said Dr. Maske as she reflected on this thought.

Living seven miles away from the nearest hospital in Weihai – a town on China’s most eastern tip located on the Shandong Peninsula – Maske’s mother went into labor and was without a car. Bicycles were the next best method of transportation so she hopped on the back of her friend’s bike and they took off. As they approached a large hill time was running out. With no other options, Maske’s mother lay down in a pile of sand and this is where she gave birth to her daughter.

Years later, holding a doctorate from Oxford University, Dr. Maske works tirelessly as the Director of the Confucius Institute at the University of Kentucky (UKCI). Her passion for teaching Chinese language and culture was not something that was evident to Maske early on.

Maske started out as the coordinator for International Partnerships in Peking University’s Office of the President, where she developed partnerships with U.S. universities, such as UC Berkeley, UCLA, and the University of Colorado at Boulder.

Tireless and hardworking, she won the respect of her American counterparts and the President of Peking University, who commented on Maske in his memoir, “Young and passionate, quick to learn new things... contributed significantly to the Peking University delegation trip to the U.S.’

Maske did not stop at her achievements at Peking University. She won the prestigious Swire Scholarship to study at Oxford, England, where she received a Ph.D. in Chinese Art History and met her husband, Andrew Maske, who was pursuing a Ph.D. in Japanese studies.

Following the love of her life, Andrew



University of Kentucky Confucius Institute Director Huajing Maske.

Maske, she moved from the United Kingdom to Boston, Massachusetts.

While in Boston, Maske taught Chinese art history at several colleges. At the same time, she consulted with the non-profit organization Primary Source – a center that promotes education by connecting educators with people and cultures throughout the world.

At Primary Source, she was challenged to teach the American K-12 teachers on how to teach Chinese History.

“I came up with a method of educating my students that I called 3D history,” said Maske. “I was shocked and pleasantly surprised when it became such a hit with the teachers in my classes. I think they liked this style of teaching because it is a very fun way to engage students in critical thinking activities.”

It was at this time that Maske truly realized her passion for education.

In 2000, Maske received a call from a local Boston elementary school principal, and was offered the chance to start a program for Chinese education.

Through this opportunity, Maske founded and developed Massachusetts’ first public school Mandarin Chinese language program. In November 2005, her successful Chinese program was featured on the television news show ABC World News

Tonight and featured in many prominent newspapers.

In 2007, Maske’s husband was offered a job at the University of Kentucky. She was very hesitant about leaving behind her work in Boston and worried about the future of her programs if she did not stay. However, by 2008, her program was such a success that parents launched a Tax-Override campaign to put the Chinese language program permanently in the schools. With the Chinese language program well situated, she decided to join her husband in Lexington, Kentucky and began a joint appointment with the Department of Modern Classical Languages and History.

Maske had a difficult time adjusting to her new role and her new environment.

“One day I was quite sad until I saw a beautiful willow tree, which encouraged me to make a positive change,” said Maske. “I remember my second grade teacher telling us a story of a magnificent willow tree. These trees are strong and can survive almost anything. At this moment I became inspired to blossom in Kentucky, and I knew I came to Kentucky for a purpose.”

That purpose is to teach her community about China. Maske found her platform to teach in the Confucius Institute. She was hired in April 2010 after UK’s application to establish UK Confucius Institute was approved.

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said. “It’s not even a policy, it’s a reality. Southern Spain has little exposure to foreign people, so not very many people in the region speak English.”

Students also learned to be familiar and comfortable with the cultural components of the language. This was the primary emphasis behind Salgado-Robles’ service learning programs in Lexington and Seville.

The broader region of southern Spain was another opportunity to expose the students to cultural and linguistic variation.

“Every weekend we went out of Seville,” Salgado-Robles said. “One weekend we went to Granada, visited gypsies’ caves and had the opportunity to learn about their culture and language (calé), one week in the south of Portugal we could



Service Learning group in Seville, Summer 2012.

expand our knowledge about the border language portuñol (half Portuguese, half “Español”), and another weekend was in Gibraltar, where we could see the effects of language contact, Spanglish. I chose these places because they were contact

zones, where there was a fusion of language and cultures.”

From Lexington to Seville, it is that fusion of cultures that enhances the educational experience for Salgado-Robles’ students.

ISSS Brown Bag Workshop Series - advising international students

The International Student and Scholars Services (ISSS), in the UK International Center, is offering three Brown Bag Lunch Workshops to help UK’s academic advisers better understand the process of working with international undergraduate students.

“We want to reach out to academic advisers as they assist an ever increasing number of undergraduate international students at UK,” Elizabeth Leibach, director of the International Student and Scholar Services, said. “It will take a campus-wide effort to achieve international student success, and we want to provide the knowledge and resources that will equip academic advisers in meeting the unique needs of international students”

The first workshop, “Who are our International Students?” will provide an overview of UK’s international undergraduate student population. Participants will discuss the different types of international students (e.g. exchange students, transfers, sponsored students and ESL).

Meeting with international students can be easy and fun, but some cultural differences seem to defy logic. The second workshop, “Cross-Cultural Understanding,” will help advisers better understand the actions of others in cross-cultural communication.

The third workshop, “Resources for International Student Success,” will help participants understand how international students experience academic requirements, classroom interaction, study habits, testing procedures, and relationships with advisers and faculty.

ISSS provides leadership and expertise in the advising and immigration needs of more than 1,600 international students, 325 international faculty and staff, and 250 exchange visitors. ISSS also administers university compliance with federal regulations, supports the university and its medical center by managing global student and scholar interactions, and facilitates the well-being of all international students, faculty, staff and scholars.

All workshops are free and open to the public

Who are our International Students?

Tuesday, Feb. 19
11:30 a.m.–1 p.m.
207 Bradley Hall

Cross-Cultural Understanding and Communication

Thursday, March 21
11:30 a.m.–1 p.m.
207 Bradley Hall

Resources for International Student Success

Tuesday, April 16
11:30 a.m.–1 p.m.
207 Bradley Hall

For more information contact the Director of ISSS, Elizabeth Leibach:
elizabeth.leibach@uky.edu

Luis Orta (continued from pg. 1)

“Coach Weber,” that figure that challenged us to be the best we can-- no matter what our passion is. We should be very thankful for them.

Three years and a lot of hard work later, my dream came true when I won the 2012 SEC championships in both the 3K and 5K races. As I took the lead on the final lap, I could see the finish line ahead of me. At that moment, I could see all my efforts and hard work paying off. I made up my mind that I was not going to let it slip away from me. I ran harder that last lap than I had ever run before. I saw it. I went for it. And now I can proudly say that I am a double SEC Champion.

I’ve learned so much during these last four years. I have learned that it doesn’t matter if people don’t believe in you. The only thing that matters is that you believe in yourself. That same coach who inspired me to become the athlete and student that I am today, originally did not want me to come to UK and run for him because I was too short. Although he was just being honest with me, I was devastated. However, I decided not to give up. I vowed that I would do everything it took to come to America and live my dream. I told Coach Weber that I would pay my own way for my first year and prove to him that I was worthy of



Photo credit UK athletics.

a full scholarship. I sold my truck, borrowed some money from my parents and bought my plane ticket to America. The rest, as they say, is history. I broke three freshman records, and earned a 2.5 GPA my first semester despite not being able to speak English. Who’s short now, huh?

In closing, I hope we all realize how lucky we are. As University of Kentucky graduates, we have everything it takes to be the very best at whatever we choose to do. We received a great education during our time here so there really are no excuses not to give it our all. I challenge every last one of you to continue working hard for your goals and dreams.

Also, don’t ever forget who you are and where you came from. Don’t be afraid to love each other. Try to have a smile on your face and enjoy life as much as you can.

And whatever it is that you do, enjoy the journey. Don’t be afraid to dream. Like I always say to my teammates before every race, “Just go and have some fun. Don’t be afraid to try the impossible.”

Congratulations to all my fellow graduates from the University of Kentucky. Let’s go make the Big Blue Nation and ourselves proud. Love y’all, peace out and GO CATS!!

Building a Career – and a Bridge – in Iraq (continued from pg. 5)

“Industries – for example, in petroleum, oil and gas – are coming in with great opportunities. The students were really excited to be at UK and loved the other students and professors and loved doing things on campuses,” Boyd says.

Five Iraqi universities and five U.S. universities participate in the Iraq ULP. They are focusing on: curriculum review, providing online courses and real-time digital video conference instruction, creating career development centers and highly selective faculty and student exchanges, Boyd adds. Collaborations focus on petroleum sciences, English, education, engineering, computer sciences and business (among other fields).

Kufa University is UK’s partner. The others are: the University of Basra with Oklahoma State University; the University of Salahdin in Erbil with the University of Cincinnati; the University of Tikrit with Ball State University; and the University of Baghdad with Cleveland State University.

For her part, Boyd is particularly excited about launching career centers at Iraqi universities. She’s excited that UK is moving the way of thinking from the nepotism point of view to an equal opportunity outlook.

“The development of career centers will empower students and provide them

the tools and resources necessary to successfully respond to their new economy and democratic society. For me, this idea parallels how I define the overall goals of higher education: preparing citizens that are equipped to adjust, and readjust, to society’s constantly changing circumstances; and citizens who value the connection between diversity, democracy and global learning,” Boyd says.

“Global learning is truly transformational. The interconnectedness and multiple perspectives it provides help to prepare students to be responsible, productive citizens who value democracy, equity, justice and peace.”

How Education Abroad Prepares Students for their International Experience

By Derrick Meads

“Culture shock isn’t a bad thing at all,” Anthony Ogden, director of Education Abroad at UK said.

Many students who take part in education abroad programs also experience culture shock, also known as cultural adjustment, after returning.

“It’s not easy, and it is not always fun, but a successful education abroad experience makes a student question his or her own values and assumptions,” Ogden said. “I want every student to come away from their experience abroad understanding as much as about themselves as they do about the host cultures where they studied.”

Education Abroad at UK helps students make the most of their cultural adjustment through an academic course titled “ISP 599: Education Abroad at UK.”

ISP 599, which is a series of orientation sessions, both on-campus and via virtual learning, covers general administrative and logistical considerations, cultural adjustment and methods of engagement. The course also classifies a student as full-time, making federal and institutional financial aid available.

“Students are encouraged to actively reflect on their education abroad experience in its entirety,” Thomas Teague, education abroad adviser, who coordinates the ISP 599 course, said. “Connecting the experience of entering a different culture, with the experiences of living in that culture and then returning home is very transforming.”

The goal of ISP 599 is to holistically prepare students — academically, culturally and psychologically — by linking



Courtney Stone in London, England. Summer 2012.

the pre-departure, abroad and re-entry phases. Linking these phases of an education abroad experience cultivates the intellectual and intercultural learning students gain from their education abroad experience.

“The subjects taught in ISP 599 are relevant to where the students are in the process of their education abroad program; for instance, career development is discussed before they leave, so beforehand they can set clear goals about how they want their time abroad to support their career goals and to think about what they must do to ensure they achieve these goals,” Ogden said.

Students are also asked to think of their personal goals too, and plan for them accordingly. For example, many students hope to create lasting friendships while abroad, and ISP 599 helps students meet this goal by discussing socialization patterns and the difference between private and public conversation topics in an international setting.

“We prepare students to have a meaningful experience while abroad, but what I find fascinating is that for many students, it is actually harder for them to come home than it is to go abroad,” Ogden said. “A student comes home from an education abroad experience expecting familiar patterns and routines, but in fact, they have changed and they see the world differently.”

To help students make this transition back to the U.S. upon their return, ISP 599 guides students in integrating their international experiences into their lives. The course also gives them the ability to articulate their new found skills and knowledge to their families, peers and potential employers.

“Once I got back I was able to share my experience with others through a ‘Welcome Back’ session,” Courtney Stone, a sophomore in the international study major who went to London over the summer, said. “The session really helped me better understand and integrate all of the experiences before, during and especially after the program.”

Global Kentucky is a quarterly publication highlighting the University of Kentucky’s international initiatives.

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