

SCHEDLER HONORS COLLEGE ORAL HISTORY PROJECT

Oral History Interview Transcription

Narrator Name: Stine, Lisa

Interviewer Name: Galloway, Mary

Date of Interview: 03/21/2022

Location of Interview: North Little Rock, AR (Remote Interview- Zoom Recording)

Acronyms:

MG = Mary Galloway

LS = Lisa Stine

UCA = University of Central Arkansas

TA = Teacher's Assistant

UN = United Nations

Interview Summary:

The following oral history is a recorded interview with Lisa Stine, conducted by Mary Galloway on March 21, 2022. This interview is a component of the Schedler Honors College Oral History Project where current students and alumni reflect on their experiences before, during, and after the UCA Honors College.

Readers should be mindful that the following transcript is of spoken word, not prose. The following transcript has been reviewed, edited, and approved by the narrator.

MG [00:00:02] First off, I know we talked about this during our pre-interview, but I'm going to go over the Deed of Gift. At the very end of the interview, if you could sign it and email it to me, like how you did with the informed consent, that would be great. It says that you're donating your intellectual property for the purposes of the interview. Just say if you want me to redact anything at the very end that you do not want to be videoed and archived. At the very beginning of this

interview, I have to say a little script. I'm going to ask you to say your name for the purposes of the recording. Just know that's coming up. Are you doing this interview in Conway?

LS [00:01:53] No, I'm in North Little Rock.

MG [00:01:53] I'm going to go ahead and start the little script. Then I'll ask general questions and get more specific as the interview progresses. This is Mary Galloway with the Schedler Honors College Oral History Project. Today is March 21st and I'm interviewing Lisa Stine, who is at her home in North Little Rock, Arkansas. We will be talking about Liza Stine's experience leading up to during and after their time in the Honors College. Please state your name and age for purposes of the recording.

LS [00:01:53] My name is Lisa Stine, and I am thirty four years old.

MG [00:01:57] And what year did you enter into the Honors College?

LS [00:02:01] It was Fall of 2005.

MG [00:02:04] When did you graduate from the Honors College?

LS [00:02:18] 2009.

MG [00:02:04] Now, we can get into the actual questions. Where are you from?

LS [00:02:18] Bryant, Arkansas.

MG [00:02:20] Did you enjoy growing up there?

LS [00:02:27] Yeah, I actually grew up across the street from the high school. Both of my parents were teachers at Bryant High School, and I lived across the street from the high school. I went to Bryant Elementary, Bryant Middle School, Bryant Junior High, Bryant High School, and then went to UCA [University of Central Arkansas.] Then, I went back and I taught at Bryant High School for another 11 years until last fall. I loved it so much that I went back and worked there for over a decade.

MG [00:02:59] Were you born in Bryant?

LS [00:03:06] I was born in Little Rock at Baptist Hospital. I grew up there.

MG [00:03:11] What made you decide to choose UCA? Did you apply to other schools?

LS [00:03:17] I did. I had visited Mizzou because I was interested in journalism, but then out-of-state tuition was too high. I visited Fayetteville and Hendrix. Those were a few schools in the state and then UCA was having Bearfacts Day, and I was like: I want to go a little further away from home. I wasn't sure about it because I kind of had my heart set on Fayetteville. We went to Fayetteville for a visit, and it was just not what I wanted at all, and I couldn't really explain why I didn't like it, but I wasn't feeling it. I started having this crisis like, what am I going to do? I went to Bearfacts day and then met the honors people, and I was like: "Yeah, I love this campus and I love these people. This seems like the kind of place that I would be really happy." So, it wasn't it wasn't on my shortlist at all, and then just one visit made me fall in love with this place.

MG [00:04:25] Can you describe what your family dynamic was like growing up?

LS [00:04:31] Yeah. So I had my mom and my dad and I have a younger sister, Amber. My parents were together. We were a three day a week church family. My parents were both at school. My dad was a track and cross-country coach. Anything else? And what else is included in the dynamic?

MG [00:05:04] That was it, I just wanted a summary. How do you think your parents impacted your approach to education, especially since they were teachers?

LS [00:05:15] Yeah, that's a good question. They always pushed both me and my sister. It wasn't necessarily like this overt pressure, necessarily, but we both grew up in it. My parents valued education and when my sister and I were younger - she's three years younger than I am - They were both getting their master's degrees while we were like toddlers and young children. And so I watched them. They went to UCA for their masters. Both of them took turns and they drove back and forth to Conway for night classes. And it was like seeing them sacrifice all of that time and energy, because they want this master's degree. What's that about? So I think, you know, just even if they weren't, like, explicit about it, it was just something that they just demonstrated that they thought was really valuable. And so we were, you know, we always had A's and like, I think there was more pressure on ourselves to do well than my parents ever, you know, explicitly put pressure on us. But yeah, I definitely valued education from a young age and they tried to talk me out of becoming a teacher. They said, "No, you've seen all the things that we've gone through and you know that it can be very, very stressful." And I still did it for 11 years because I just saw what a difference they made in people's lives, and I really wanted to replicate that for myself.

MG [00:06:49] I bet. Did your sister? Was she in the Honors College with you at the same time?

LS [00:06:55] For one year. We overlapped and so I was a senior and she was a freshman. I was a T.A. [Teacher's Assistant], but I was not her T.A. So I don't I probably would have asked her for a different assignment if I'd gotten her just because I didn't. I wouldn't want her to feel like she could be the fullest version of herself because her sister was in there or something. I lived off campus, so we didn't really have a lot of overlap. We were there together for one year.

MG [00:07:28] Can you tell me about - I'm not sure if they called it I-squared when you were in the Honors College - but what was your admissions and application process like into the honors college?

LS [00:07:44] I definitely remember the application where you read the two things:. It was "Metaphors We Live By." And what's the other one? There's another one.

MG [00:08:04] We had to read the Elbow essay.

LS [00:08:10] Yeah, that's it I remember doing that. I remember I came to campus and did a group interview. It's been 15 years or so. I don't remember the specifics of that. I'm sure it was great. Obviously I was impressed and really, really wanted to get in honors, especially after that experience. I know that I found it confirming. I was like, "Oh, yeah, this is for me, for sure." I remember being really, really nervous because after that whole application process, I was sure that this is where I wanted to be. And so I was like, "If I don't get in my life is going to be terrible," but it worked out.

MG [00:08:56] Were you really nervous for the interview process? Do you remember who interviewed you that day?

LS [00:09:07] I don't. I don't. I do not remember, so maybe I was. Maybe I was super stressed about it, and now my brain is like, "No, we don't worry about that anymore."

MG [00:09:16] Yeah, I probably will be the same way, because I was super, super stressed about it.

LS [00:09:20] I'm really frustrated because I have this whole binder, it's my honors binder and it's stuff from my freshman year and it's somewhere in my house. And I was like, "Oh yeah, I'm going to grab that before the interview, so I'll have it to look through." I looked where I thought it was and it is not there, so I have no clue where it is and I'm not going to go look for it. That information may be in the binder somewhere. If I do find it, I'm going to follow up with Whit and just be like, "Hey, put all this in there because it's all my notes for my first large group."

MG [00:09:56] That's precious. If you do find it, please do that for sure.

LS [00:10:00] OK, I'll let you know.

MG [00:10:02] Did you know Whit while you were in the Honors College?

LS [00:10:06] I did, yes. We were in the same class together. Yeah, that's how I've known Whit since college, because we were in honors together.

MG [00:10:14] Very cool. What was your major and why?

LS [00:10:19] English, I jumped around a little bit, so I started with journalism and then I switched to political science, and then I settled on English, so that was my final landing place.

MG [00:10:33] Going into college, what were your career plans or did you not know at first?

LS [00:10:40] I was really involved in journalism in high school. I was a yearbook editor, and thought, “Oh, I’m going to go into journalism and do mass com and graphic design and like work at a magazine.” Initially, that’s what I wanted to do.

MG [00:10:54] Do you remember which teachers you had in the Honors College?

LS [00:11:01] Yes, I had Doug Corbitt for Core I. And I had Allison Wallace for Core II. And then I had Rick Scott for one of my seminars, is it seminars? Is that what we call the junior and senior classes? I had Allison again, I took Allison several times. I had to. Oh man, she was my thesis adviser too. I love Allison so much. I know I’m forgetting somebody. I wish I had my binder. What are some of the other faculty I know some of them are probably not even there anymore?

MG [00:12:01] [Nods head to seminar question] Yeah, Rick Scott, I don’t think he’s still here.

LS [00:12:04] Yeah, he was the director before the current one.

MG [00:12:20] Was there a particular faculty member that really influenced your personal life?

LS [00:12:26] I would say Allison.

MG [00:12:28] Which classes did you take with her? This year she’s offering national park classes and environmental ethics classes.

LS [00:12:41] Yeah, the one of the classes with her was really influential for me. And then I had her for an Ethics of Eating class. We read a lot about the global food chain and it made me just want to move to the middle of nowhere and grow vegetables and be independent. So that was really influential. My thesis ended up being part memoir and part like southern food history. Because I'd had that class with her, I knew that she would be a great fit for my thesis, too. Throughout the program, Allison Wallace, for sure.

MG [00:13:22] I was actually really excited when I saw that your capstone project was on cornbread because that's like my favorite food.

LS [00:13:38] Yes, yes. OK, so this is my favorite part of my whole honors experience. My grandmother died when I was in college, which was devastating for me because I'd grown up down the street from her, my mom's mom. She came from absolutely nothing in southwest Arkansas, and was just salt of the Earth, like the most wonderful human being. She passed away when I was in college. I think any honor student is taking advantage of the opportunity to think about your place in the world and what life means. You know, so I was kind of in a place for that anyway. But I wanted part of my thesis to be a memoir because growing up, eating southern, cooking at my table was formative. That's important, but I felt like there's a bigger story there with the history of southern food and culture, and the complications that history has like added to that. That was my focus. It turned out when I started looking into things in the class - what's the class before the thesis class?

MG [00:15:02] I think it's Oxford Tutorial.

LS [00:15:06] - So in Oxford Tutorial when I was kind of getting all this organized in my brain and picking the different pieces I wanted, I found out that at Oxford University in Mississippi, they have

the Southern Foodways Alliance, which is an organization that's dedicated to research on southern food. So I was like, "Well, I need to go there." I wrote a grant proposal and got to go to Oxford and do research. I got to interview one of my favorite food writers, John T. Edge. I quoted him directly in my thesis because I had sat down to interview him and asked him questions. It was a really fun experience, getting to go to Oxford and getting it paid for through honors. I didn't have to pay for that. I just went and did my research and ate awesome food the whole time I was there. I had to do research and try out the local fare [laughing]. That was cool, the whole experience of writing the thesis and getting to use that opportunity to write out my grief about my grandmother, and then explore where this food that is so important to so many people came from. It was really fun.

MG [00:16:23] What was the origin of cornbread? I'm very curious.

LS [00:16:28] There are corn meal types of bread products anywhere you find corn growing. I think maize is from Central/South America and it came up through there, and then it became a staple in southern cooking because it was cheap and widely available. That's really the story of southern cuisine: it's poor people's food. That was really interesting to explore too, because you have these places - like there's a restaurant in Oxford called City Grocery that's really well known, but you're going to pay \$300 for a meal there. The people that created this food couldn't afford to sit at this restaurant and eat it. So there's a conversation to be had, that there are a lot of people profiting on the backs of slaves and really poor people that came up with all this cuisine. There's racial reckoning to be had there. I think in the South, food is inseparable from culture, so cornbread, and southern food, it's from not having a lot of money and needing to survive, but it just so happens to taste incredible. Ham and collard greens, and all this other stuff that's also fairly cheap and widely available.

MG [00:18:05] I know that you mentioned that when your sister got to college, you lived off campus. Did you ever live on campus?

LS [00:18:12] I did, yes. When I was a freshman, Barden, it was the honor's dorm, and that's where I lived freshman year. My sophomore year was when Farris was finished. We moved to Farris from Barden for my sophomore year and then my sophomore year, I had a friend that lived in Mountain Home Apartments, which used to be campus-owned. Her roommate left and she said, "Hey, I've got an open room, you should come move in." I was like, "Oh, that sounds fun." That's when I moved out of the dorm, but I spent a full freshman year and then half of my sophomore year in the dorms.

MG [00:18:51] Did you enjoy living on campus? Did you go to the cafeteria regularly?

LS [00:18:59] Oh yes. Yeah, I loved some grilled cheese and the sandwich bar and the omelet station.

MG [00:19:11] Was the cafeteria a very social place for you? Because, my freshman year COVID hit, and it was not for us, but I've heard stories.

LS [00:19:26] It just hurts for me. I hate it for you. It just sucks, so bad. Yeah, it was. It was a social place and it was fun. It was where we all went to hang out.

MG [00:19:38] Did you have any minor besides your honor's minor?

LS [00:19:45] No, I didn't.

MG [00:19:47] What extracurriculars were you involved in when you were on campus?

LS [00:19:58] I know the initials were “STD,” but it was the English Honor Society, which is really ridiculous. I don't know why they chose this [*laughing*]. I was involved in that and I did Young Democrats. What else did I do? I did Model UN [United Nations] my freshman year. I'm trying to think what else. There was something I did, where we would go out to the courtyard by the chapel and do readings. Oh, it was the Vortex literary magazine. Yeah, that was my big extracurricular.

MG [00:20:56] How did you manage your workload with being involved in so many different things?

LS [00:21:02] Good question. I had good practice for my school courses. Like many honors kids, I was that person that wanted to be involved in everything. I saw a Venn diagram one time that I liked a lot to describe the college experience. [*Sic*] It was three circles that overlap: social life and studying and you had to choose two. I usually chose social life and studying, and did not sleep. Somehow I managed. I can't do that now and I haven't been able to for a while, but I made it work. Minimal sleep, that's how I did it - minimal sleep.

MG [00:21:46] That's actually a question that I've asked everyone I've interviewed is: on average, how many hours of sleep do you think you got?

LS [00:21:55] Oh, my God. It's embarrassing to admit, but probably like. I mean, on average, maybe four.

MG [00:22:04] I hear that [*laughing*].

LS [00:22:10] If you're only counting overnight, four or five, but I had naps. So if you add in other opportunities for sleeping throughout the day, it might have averaged out to seven.

MG [00:22:27] That's funny to me. I love everyone's answers.

LS [00:22:32] What class are you in now?

MG [00:22:35] This is my sophomore class. I'm trying to graduate early, so I'm also taking Junior Seminar at the same time.

LS [00:22:45] Gotcha. That's cool [*nodding*].

MG [00:22:49] Shoot, I forgot the question I was going to ask. Did being in the Honors college change your overall worldly perspective?

LS [00:23:04] Yes, it did. It absolutely did, and I was looking for it, too. One of the things that I was dealing with when I left home was a crisis of faith. I had been raised in a very, very, very conservative fundamentalist tradition and had experienced some things that are not super great. I was having an existential crisis. I didn't know if all the stuff that I believed for my entire life is what I actually thought. I didn't know if it's what I wanted to think. I was primed for that core one experience. I just need to absorb all this and then let it hang out in my brain for a while and see what I think about it. It was really, really formative for me. It was perfect timing because I needed a place where I could explore who I was and feel comfortable and safe with people that I trusted. People like Doug Corbitt and Allison Wallace, who I trusted to lead me through that process responsibly, was absolutely essential.

MG [00:24:21] I'm glad to hear it. Do you happen to remember what your sophomore lecture topic was about?

LS [00:24:41] OK, this may sound crazy. Maybe, bananas - because when you're a freshman it's Core I, is that your entire freshman year Core I, or is it Core I first semester and Core II second Semester?

MG [00:24:55] Core I first semester, Core II for the second semester.

LS [00:24:58] OK, so I wouldn't have been bananas unless the sophomore lecture is at the end of the year.

MG [00:25:05] Oh right, it is at the end of the year, because I am about to do it!

LS [00:25:12] OK, so yes, I think it was about bananas. I even wrote a paper for Allison's class and gave a presentation on bananas, or it was for my sophomore lecture. I think it was my sophomore lecture: The history of bananas. We read an article about bananas in Allison's ethics of eating glass, and it was so interesting that I went out and bought a book on bananas because it's crazy. You need to read it. I won't go into detail because I could probably talk about it forever, but you need to go read about bananas because it's fascinating.

MG [00:25:49] That's hilarious that you say that because my deadline for the topic was two days ago, and my final choice was between bananas and genetic engineering. Unfortunately, I ended up picking genetic engineering.

LS [00:26:06] Well, you can start broad and can also address the banana questions. I'm so excited to meet another banana enthusiast.

MG [00:26:15] Oh, that's hilarious [laughing]. So backtracking to your freshman year, did you all have a retreat?

LS [00:26:25] Yes, we did. It was at the Heifer Project in Perryville.

MG [00:26:29] Did you meet a lot of friends there? Was that how you really met people?

LS [00:26:34] Yes. I think our class was pretty legendary for being exceptionally social. We were all friends before the school year even started, we had all met in the summer before that. All the honors kids were my people. I feel like by the time we went to the retreat, we were already friends with each other. It was just us playing ridiculous games and having really good conversations, too. It was really fun because I felt like we had already become friends and it was just a chance to do something fun with everybody.

MG [00:27:27] Do you still talk to your friends that you had in the Honors College today?

LS [00:27:36] Yeah, I have several good ones.

MG [00:27:40] Looking back, if there was one thing that you could change about the Honors College, what would it have been if anything?

LS [00:27:55] I don't even know. I mean, there are things that I would change about my own experience, like I probably would have lived in the dorm a little longer and stuff like that. I

genuinely don't know if I could think of anything - I just remembered another class that I had that I am mortified at forgetting because it was probably the most influential one, it was with Norb. It was History of the World's Religions. Oh my gosh, it was amazing.

MG [00:28:45] Did that kind of help you settle on a religion, or was it after that formative event?

LS [00:28:59] It's so complicated and cultural, and it was so big for me. That was at a good time, too, because I was still kind of processing all this stuff, and it was like at one time in my life, especially when I was much younger, learning about all these other world religions. We went way into Judaism and learned a lot about some Christian authors and ideas that I would have never been introduced to as Christian. I think it was almost confirmation that it's OK to not know, and it's OK to not be sure. You're going to explore your whole life. And so I think it was good because I think at one time it would have been too much like, "Oh my God, it's all so much. And I don't know what the answer is, and I'm never going to know what the answer is," but you don't have to. You might never feel sure, and that's OK because, people might feel pretty good about it, but it's an exploration, I think your whole life is one. That fascinating as a person and can you feel so?

Norb - what's a good word for him? He's kind of silly, like a little corny, like I always felt like with him - And I think other people would say the same - like he always seemed like you had an inside joke with him, and other people didn't know about it. He just made you feel like you were really important, which I think is a sign of a great teacher. I think all of the best teachers I ever had were people that made me feel like I mattered. So I think that one thing about him is he had a twinkle in his eye and was like, "Oh, Mary nice to see you today, how's it going?" And you're like, "Wait, wait, is there a thing like, are we? Are we friends?" Also, you never knew what he was going to say was like he would just come out of left field with something for you to consider, and you'd be like "What?" And then he would inevitably, you know, explain and, you know, take everything full

circle from this place that you thought was completely unrelated and then your mind was blown by the end of the lecture.

MG [00:32:02] Was that the class you shared with Whit?

LS [00:32:05] She was in that class, I think, yeah, I'm pretty sure she was. He was a really good teacher and we read a lot of things that were interesting and always had a chance to discuss. And that was another thing I appreciated about honors. And that was every class, I never felt talked down to by my professors in honors. It was a conversation, always, which was not the case in other classes. It was. It wasn't where you sat listening to somebody that was sure that they had all the answers. That was refreshing to you was that constant sense of. In the religion class too, Norb had a doctorate in theology from Princeton, which sounds impressive when you say that. But this person is helping me explore these ideas. He was professional when he taught, he didn't like telling us how he felt about things. He was a person that studied this his whole life and felt comfortable not having all the answers. And so I think that was reassuring to you just to see somebody so intellectually curious and willing to ask hard questions and not being afraid of what you might find when he asked them. That was refreshing.

MG [00:33:34] How do you think your education and honors impacted the way you taught when you were a teacher?

LS [00:33:43] Oh, I was so much more willing to not know. I didn't realize that until just now. I think one of the biggest lessons I came away with was that it's OK not to know because it's about the journey and it's about asking questions and seeing where they lead and finding out. I think as a teacher, especially for a newer teacher that didn't necessarily have that mindset, it might be really, really difficult because you would constantly just be convinced that like, I'm not doing this well and

I'm never going to be able to do it well. And if I don't know everything, then I can be a teacher. But it's not. It's not about knowing stuff. It's about, you know, helping kids realize that they can find it themselves, right?

MG [00:34:39] Yeah. What grades did you teach?

LS [00:34:42] I taught at high school, so I started. I started as a freshman English teacher, so I taught ninth grade English for five years. And then my high school journalism advisor retired and she wanted me to take over for her. So I did the newspaper. I advised the newspaper in your book and I taught photography for the last six years.

MG [00:35:03] Gotcha. So when you lived in Paris, I'm just curious, I don't know when this tradition started, but did you ever go into the attic?

LS [00:35:17] No, I didn't know that was possible.

MG [00:35:19] It's like a tradition people do now. People break into the attic and explore it.

LS [00:35:27] I'm genuinely surprised that no one in my class did that because they probably would have if they had known that they could, because there were some explorers among us. But yeah, that's funny. No, I didn't do that. Oh, We would sneak into the forum at night!

MG [00:35:50] That's pretty cool. The one in McAlister?

LS [00:35:53] Yes, we did that a few times.

MG [00:35:59] Did you all hang out at the forum like outside of class?

LS [00:36:07] So like Barden, you know, was like over behind the Student Center, and then Farris is like all the way up by the Hyper. And, we had a lot of classes early. And so if I had a break between classes and I was like, I don't really want to go all the way back, but I don't have a class right now that I would go, hang out there. So people did, and we had one of my seminar classes, the one I had with Rick Scott, we had the class in there. So there were a few times that I met there for class.

MG [00:36:44] I think pretty much now it's only used for classes, but I know they have a kitchen and everything. So I figured this used to be a place where people would go.

LS [00:36:56] It was. It was a chill room.

MG [00:37:00] Yeah. So after you graduated from UCA, did you go into grad school or did you go straight into working somewhere?

LS [00:37:09] I had kind of a convoluted end to my time at UCA, because I finished with my English major in 2009 and graduated with a degree in English. But then I had decided somewhere along in that senior year that because I initially wanted to teach at the college level, that was my initial plan was to get a doctorate in English and be an English professor. Then I was like, "I can't, I just want to go ahead and get started working, and I don't really want to have to go to a Ph.D. right now." So I decided that I would just stay an extra year at UCA and finish the hours that I needed to get a teacher's license. So I wasn't an education major, I was an English major. So, I had to do 12 hours that Fall of 2009, and then I student taught in spring of 2010, and then I got my job and started teaching in Fall 2010.

MG [00:38:11] OK. What was your -and it doesn't have to be within the honors college- but I'm going to ask you like your absolute favorite class you took at UCA and then your least favorite class.

LS [00:38:25] OK. Oh my gosh. It's a good lesson, and I wish I had my binder. Oh, I know I do have something, though. If you don't mind me looking it up real quick. I've got my unofficial transcript from UCA in my email. So that will have some information on it.

MG [00:38:51] Oh Cool

LS [00:39:33] Well, no I don't. I thought I did. Oh well. Let me think about this class. Oh, my goodness, it was probably quarter one with Doug Corbitt. I can't think of any that would be better than that one, although I've forgotten all about the religion one, but those are the top contenders for sure.

MG [00:40:23] What did you enjoy about Doug as a professor?

LS [00:40:27] Oh my gosh. Doug is just like. He just doesn't seem real. He's so kind and calm. Just like if everybody were like Doug, the world would be such a better place. There are however many kids in the Core I sitting around a table, they don't know each other, and you're reading these really difficult philosophical texts and it's hard to talk about. But he just made it feel like the easiest thing in the world. You never had any reason to feel self-conscious or judged - I dare someone to judge another person in Doug Corbitt's presence, it's just not going to happen. It was just the best environment for learning that I had ever experienced. I had incredible teachers in high school like

that who were really, really, really great. But for that moment in my life, like he was the perfect person.

MG [00:41:37] So, yeah, he is really great. I'm taking him for the first time this semester.

LS [00:41:43] Oh, good. What's the class?

MG [00:41:44] It's called William James, did you take it?

LS [00:41:50] No, but I know William James, that's why I got so excited.

MG [00:41:53] Yeah, that's the first class where I've been in and where lots of people have started crying. But it's like he's such a good professor because he gets the message across. He warned us, the first couple of weeks are going to be super depressing, but then it goes up from here. So we're on the uphill part now. But oh my goodness, Doug is a great teacher for sure. Which class did you TA for?

LS [00:42:30] For Allison?

MG [00:42:34] Was she the one you TA'd for?

LS [00:42:39] I can't remember whether it was the first semester of my senior year or the second semester of my senior year. I want to say it was fall. So I think it was, I think it was Core I.

MG [00:42:58] Did you enjoy teaching and reading over what freshmen were writing about?

LS [00:43:05] Oh my gosh, it was so much fun and it cemented that I wanted to be a teacher. That experience as a teacher helped me make up my mind. I was like, Yeah, I'm ready to get into a classroom right now. I'm not ready to go get a Ph.D. right now. So, yeah, it was really fun. And it was because all of those things when I went through them as a freshman were really eye opening and life-changing. And so getting to see them have those Karadzic moments and experiencing that for the first time and like reading their journals where they're like, process saying all of this and like helping them through that like it was just so rewarding. So, yeah, it was really helpful because I was just kind of floundering like, great, I'm going to be one of those people with a humanities degree with no plan. And then I was like, "No, I want to teach."

MG [00:44:02] So it was good. Good. So now I thought I read your form, but I might have accidentally misread the column. Are you doing work with copyright advertising now?

LS [00:44:13] I am a copywriter now at an advertising agency. Yes. So as you can probably guess, the state of education is really tough right now. So ever since March of 2020, when we got sent home, I was like, I kind of saw the writing on the wall. I was already very stressed. I had a baby in 2019, like it was just not going to be sustainable. Plus, I suffer from anxiety. And so it was like, Yeah, it was just, you know, so many factors. And I was like, I got to find a new job. So it took two years for me to find something outside of education. But thankfully, in 2014, I got a mat. I started a master's program at UCA in rhetoric and writing. So I had a master's degree, not in education, which is very helpful for people that don't know if they want to be a teacher forever. And so I was able to get the job as a copywriter. It's really fun and I love it. Oh, so it's really cool. Arkansas Tourism has a Facebook page and a Twitter account and an Instagram page. Oaklawn has a Facebook page or Twitter account and Instagram page. So any of our clients, which are my two favorites - Arkansas Tourism, for sure. But if you see a post from them on social media, I wrote it. That's my job.

MG [00:45:46] Oh, cool!

LS [00:45:47] Yeah. So Arkansas Tourism is like, Hey, we need you. We need to encourage people to go hiking this spring and like, we have a spreadsheet and it's every day of the month, and it's the creative photo or graphic that somebody else in my department made. And then I write the post that goes on so many times. It's much less stressful [than being a teacher]. I miss my kids immensely. I work across the street from Eastham Downtown now and I'll see the kids out, miss that part of it. But it's still fun. I work with great people. I leave work and don't, you know, take home hours and hours of work like I used to have time for my child and my husband. So it's great. It's not teaching and it will never be. And I will never say never. Like one day I might be like, "You know what? I'm going to go, do it again, or I'm just not going to let these evil people get me, and I'm just going to enjoy my life." But I like it, it's what I need right now. I'm glad you've seen my stuff. I hope I convinced you to go, "Hey, let's go hiking at Petit Jean."

MG [00:47:39] I bet. When did you meet your husband? Did he go to UCA?

LS [00:47:47] He did, he was a religious studies major. Graduated in 2010. So he was a year behind me and he did not do honors, but we met through mutual friends.

MG [00:47:59] He is teaching at UCA, currently, correct?

LS [00:48:03] Yes, he had a long and winding road to his Ph.D. in computer science because, like I said, he was a religious studies major at UCA. And so he finished his Ph.D. at UCA and defended last May. And then a job opened up in the computer science department at UCA, and he miraculously got it. So the chances of that happening for an academic position, like a job in your

discipline at a university that is hiring within driving distance from your house, it's like winning the lottery, basically.

MG [00:48:44] Yeah, that is impressive.

LS [00:48:46] And we both loved UCA so much, and before he knew there was an opening, he was like, "I just wish UCA had something because that would be like the ideal place." And yes, it worked out. So yeah, it was really cool.

MG [00:49:03] Yeah, that is lucky because I'm hoping to be a professor for biology and I am already thinking to myself about how there are no openings.

LS [00:49:13] It's academia, it's so much more complicated and ridiculous, and I don't think anybody that's not in academia understands it, because why would you want to if you didn't need it? Yeah, it's kind of crazy. Now that he has this job and has a tenure track and is teaching classes, it's great. But it's tough. Yeah, I bet you can do it though.

MG [00:49:45] What advice would you give to anyone that's in the honors college to have the best experience of college?

LS [00:49:53] Just love it. Love every moment. You know that, everybody knows that. But yeah, it's just like doing everything and taking advantage of things. Because like, I got to the point, probably like midway through my sophomore year, like I had friends outside of honors and I was like, Yeah, I'm like doing my own thing and like, I got a job. I was like waitressing. And so like, I kind of stopped being as involved in the social aspects, which is why if I could get back, would people living in the dorm because that's ultimately what it was as an assistant live there anymore?

Yes. But yeah, let's go to stuff. If there is stuff, if y'all are having fun, yeah, it's more. Now I know that, you know, with COVID, that's not as possible as it should be, but or could be. Yeah, it just wasn't safe. But um yeah, do you do all the stuff, go to soapboxes like get together with people, just like go to the lobby and see what everybody's doing and like, go out for coffee? And just, yeah, like while you have the chance to do all that stuff. Definitely take advantage of it because I wish that I had made more time for it. The further along I got in college because, yeah, then I'll now look back and I'm like, Oh, there was so much more time I could have spent with some. Like because some of the people that I was in honors with, we liked, we knew each other and we were friends. But like, I didn't hang out with them on a regular basis. But now one of those people is in my Dungeons and Dragons party that plays every two weeks and has for three years. So, me and Shawn could have hung out so much more!

MG [00:51:37] All right. Well, that's good to know. Is there anything else about your experience in the honors college or personal life that you'd like to contribute to the project, that we have not talked about?

LS [00:51:56] I don't know, I feel like we've covered it a lot, but I'm just I don't know. I'm like, I've come to moderate sophomore lectures and I stayed in touch with people. It was just so important for me and it was exactly what I needed at a time in my life where, if I hadn't gotten the support I needed and had people in my life that I needed, I would have had a really, really hard time. I'm just thankful. I'm thankful for the scholarship, I'm thankful that they gave me money to go to school, obviously. But more than that, it was giving me a chance to feel comfortable, and figuring out what I wanted out of life and what I thought I was and who I wanted to be and who I could be and kind of get a better sense. Because, you know, in high school, you're in your bubble and that's your world and it's very small. I think when you break out of that, it can be really scary, exciting, but also

terrifying. And so just kind of having a safe place with people. To be able to moderate that, and having a guide through that experience, shows that the honors professors are just amazing.

MG [00:53:46] I'm glad to hear that. I'm going to say like a short little clip signal, this is the end, but then I'll talk about the Deed of Gift. OK, so thank you for your time, Lisa Stine. This concludes our interview. OK, I'm going to stop the recording.