



Across the Spectrum

SPRING 2008

FLORIDA STATE UNIVERSITY COLLEGE OF ARTS AND SCIENCES

English program blazes new trails

*FSU Seminole heritage:
From athletic success
to academic excellence*

**STATE-OF-THE-ART
SCIENCE BUILDINGS**

If this issue of *Across the Spectrum* gives you pause to wonder why you can't remember the last issue, worry no more. This is our first newsletter since spring of 2006 and represents the start of a new era for *Spectrum*. We are expanding the newsletter and will be producing two issues a year instead of one, with the goal of keeping you in closer touch with the College of Arts and Sciences and giving you a deeper look into what we are doing and where we are going.

We have been successful in launching several new initiatives and programs in the last year. The new faculty members we hired in our initiative in the History of Text Technology, which was awarded to us through the Pathways of Excellence program, have established themselves on campus, and we have been interviewing dozens of terrific candidates for faculty positions in our other Pathways initiatives in biological science, psychology, meteorology, and oceanography. Arts and Sciences joined with the College of Education and the Learning Systems Institute to compete successfully for state funding to establish the Florida Center for Research in Science, Technology, Engineering and Mathematics (FCR-STEM), an institute chartered to conduct new research on how science and math are learned by students in the K-12 system and how these subjects can be taught most effectively. Also with the College of Education, Arts and Sciences recently received one of the first round of awards from the National Math and Science Institute (NMSI) to develop a new program named FSU-Teach for training secondary-school teachers in science and math. FSU was one of 12 universities chosen for the award, for which 52 universities had originally applied. The NMSI award includes \$1 million in private funds, which was matched by a gift from the Helios Education Foundation, to establish an endowment that provides scholarships for undergraduates in the program.

But the news from campus also includes a significant challenge, which is how to trim the Arts and Sciences budget by almost \$5 million without creating undue harm to students and programs. Florida's revenue collections are running about \$2 billion below its budget; the state cannot operate in deficit

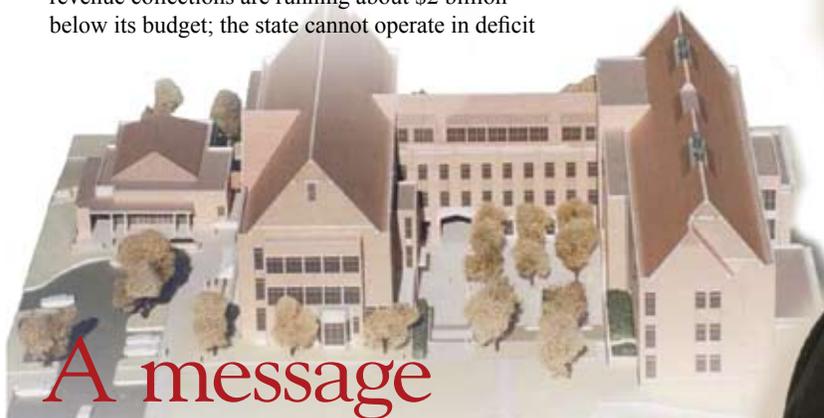
(unlike the federal government), so budget reductions are in order. This is very difficult because Florida's universities rely upon state revenue for the bulk of their budgets (70 percent). In most other states, the universities rely on tuition revenue and endowments for the majority of their budgets, which insulates them from some of the swings in their states' economies. The reduction is even more difficult for Arts and Sciences because we have been building so much positive momentum.

Of course, a different perspective on a challenge is that it offers an opportunity to rise to the occasion. We are facing our budgetary challenge by taking a hard look at what we do well and must preserve. The faculty and staff are answering the challenge with remarkable spirit and commitment, and I could not be more proud of how everyone has risen to this occasion.

A significant factor in our ability to rise to this occasion is the private funding that we have secured through the generosity of you—our alumni and friends. In good times, these gifts take us to new levels of effort and achievement; in times like the present, these gifts become our lifeline. But the lifeline is not just the money—it is the knowledge that our alumni and friends believe in the college. Your confidence, trust, and support mean a great deal to all of us; they help inspire our determination to excel regardless of the challenges, whatever they may be, and for that I am most grateful to you.



Dean Joseph Travis is shown in front of a model of FSU's new psychology building, one of three new science buildings on the west side of campus.



A message

from the dean . . .

Across the Spectrum

SPRING • 2008

FLORIDA STATE UNIVERSITY COLLEGE OF ARTS AND SCIENCES



On the cover

Kyle Doney, a member of the Seminole Tribe of Florida and 2007 graduate of FSU, stands near a sculpture titled "Seminole Family in Bronze." The sculpture was designed and created by artists Bradley Cooley and Bradley Cooley Jr. of Lamont, Fla., and is situated on the east side of Doak Campbell Stadium.

Silver spoon

Donated by a 1947 alumna, this spoon features a Florida State College for Women student. Photo by FSU Photo Lab

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Native studies

at FSU

Interest grows
among students
and professors

By Susan Hellstrom



It's obvious that Andrew Frank, an assistant professor of history at FSU and one of just a handful of experts worldwide on the Seminoles and Creeks, is at ease with his students and his subject. Instead of standing behind a podium, he moves fluidly around the front of the classroom, sometimes writing on the board, sometimes sitting on the front of his desk. Without any lecture notes in hand, he recalls historical and current events, people, and places with ease. He asks students about their homework reading assignment written by Buffalo Tiger, a former Miccosukee chief. He also asks them when they think the Seminole Tribe of Florida became successful. Was it in 1957 when the tribe was granted sovereignty as a nation but Seminoles themselves were mostly poor and isolated? Was it in more recent years when the tribe acquired the Hard Rock International chain of cafés, hotels, and casinos with wealth accumulated through gambling? Not looking for rote answers from students, Frank instead wants the 40 undergraduates in his Seminole history class to consider the complexities of the tribe's heritage and culture, and to participate in the class discussion, which they do.

Across campus, this time in an undergraduate anthropology class, students are treated to a poetry reading and art exhibit by guest artist and Seminole Tribe member Elgin Jumper. The professor of the class, Mike Uzendoski, says, "My ethnopoetics class is about the oral poetries of the various cultures around the world, and I thought it would be a good idea to bring in a Seminole poet to share his work with us."

When Jumper reads one of his works describing the stark beauty of the Everglades, one student remarks that Jumper's descriptions are so accurate that he's making her homesick for South Florida.

FSU anthropology and history professors invited Seminole writer and artist Elgin Jumper to campus to serve as a guest lecturer. Photos by FSU Photo Lab



Jumper, who started writing at age 7 or 8, says he is in Uzendoski's class not only to share his own works with the students, many of whom write poetry or music themselves, but to encourage them to dream and to create their own art. Students listen intently as he describes a time when he and some friends skipped school and listened to Aerosmith. And when Jumper reads one of his works describing the stark beauty of the Everglades, one student remarks that Jumper's descriptions are so accurate that he's making her homesick for South Florida.

Frank's Seminole history class and Uzendoski's anthropology class are examples of growing opportunities for FSU students to learn about native culture and history, especially that of the Seminoles (See sidebar articles about Andrew Frank and Mike Uzendoski). In response, student demand for such classes is strong. In fall 2007, Frank taught two 40-student sections of the Seminole history class. In spring 2008, in addition to two undergraduate sections of Seminole history (one taught by Frank and one taught by a graduate student), Frank also taught a senior seminar about American Indians and a graduate seminar about Southeastern ethnohistory. All sections were full or had waiting lists.

Not only is there student interest, there is a growing body of expertise on campus in native people and cultures, especially those of the Western Hemisphere. Frank and Uzendoski mention history professor Robinson Herrera, who trained as an ethnohistorian specializing in Latin America and whose early work focused on the interethnic interaction between natives, Africans, and Europeans in 16th century Guatemala. In spring 2007, Herrera and history professor Ed Gray team taught a course titled "Native Peoples in the Americas," and Herrera says there are colleagues in the religion department with interest and expertise in native studies as well. Meanwhile, Uzendoski collaborates regularly with Juan Carlos Galeano of the department of modern languages. Galeano is a



Elgin Jumper, a member of the Seminole Tribe of Florida, talks to FSU students about one of his works, an Impressionist-style painting of chickees that was inspired by Claude Monet's haystacks. Jumper's art and poetry blend contemporary and traditional styles.

poet, translator, and essayist with special expertise in Amazonian culture and Latin America. Also in modern languages is Carolina Gonzalez, an assistant professor who is interested in Panoan, an endangered family of languages spoken by indigenous peoples

in Peru, Bolivia, and western Brazil. Indeed, Frank, Herrera, and Uzendoski say they are part of a growing number of faculty members who would like to form a native studies program at FSU.

Student interest in all things Seminole, coupled with a growing expertise among the faculty in not only Seminole history and culture but native studies in general, dovetails with the deepening relationship between FSU and the Seminole Tribe. While the relationship may have originated on the football field, there is a realization on both the part of the university and the tribe that there are many common interests and mutual goals.

According to Donna McHugh, FSU's assistant vice president for University Relations, the university "owes back to the Seminoles to be more than just an Indian head on the football field."

"The relationship has always been respectful," she adds, "but we needed to become more aware of Seminole culture and their needs." Consequently, President T.K. Wetherell began meeting with tribal members during the first year of his presidency to ask them what the university should do.

"For example, with Osceola riding a horse in the football games," McHugh says, "we originally weren't even using the right kind of traditional clothing. Now we do." Not only that, but members of the tribe are now regularly invited to the games as guests of the president, making them a part of the community in a more substantial way.

At the 2007 Homecoming game, the university named Seminole educator Louise Jones Gopher the winner of the Westcott Award, an honor reserved for people whose loyalty, advocacy, and support

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Not only is there student interest, there is a growing body of expertise on campus in native people and cultures, especially those of the Western Hemisphere.

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of FSU is extraordinary. Gopher, the first female member of the Seminole Tribe of Florida to earn a college degree, “is a champion of education of all members of the Seminole Tribe of Florida,” says Wetherell, “and a true friend and staunch supporter of this university.”

“The Seminole history course came out of this realization,” McHugh says. “Here we were with a great deal of common interest with a tribe—more than most universities—and yet we didn’t have any courses representing this interest.”

McHugh says the relationship now goes beyond the football field, adding that the university and tribe share the common value of the importance of education. One goal that Frank set for himself in teaching the Seminole history course was to debunk some common cultural stereotypes about Seminoles. “The two biggest things that I hoped to change [were] first, to demonstrate to students how Seminoles live both traditional as well as modern lives simultaneously and how the two can be reconciled. Second, they should be able to see how Seminoles and other Indians were not and are not passive victims but rather active participants in their history and creators, not just heirs, of culture and tradition.”

While the university wants to educate FSU students about the tribe and would like more tribal members to attend the university, the tribe also wants to educate its young people. Currently, there are seven students on campus from the Seminole Tribe of Florida, McHugh says, and another student from the Seminole Nation in Oklahoma.

“Our first FSU graduate from the tribe wasn’t until 1992,” McHugh says. “Previously, we had Seminole students coming here, but for whatever reason, they left. We don’t know why because we didn’t follow them. Neither did the tribe. But now we and the tribe are keeping in close touch with them. Someone with the tribe is meeting with the students every semester. FSU and Tallahassee can be an overwhelming place, especially if you’ve grown up in the rural part of the reservation. It takes a lot to be the only Seminole student going through college. Now we’ve had five graduates, and there’s one student in grad school. We’re making progress, one student at a time.

“Other Native Americans are coming here too,” McHugh adds. “They see us as a good place. In time, we hope that perception will grow too.”

With the tribe’s success in several enterprises—including

NATIVE STUDIES continued on page 8

Expert on Seminole

Whether he is speaking to a class full of undergraduates or delivering a public lecture at the Museum of Florida History, Andrew Frank is clearly passionate about his specialty—namely Florida history, the Seminoles, and the Creeks.

When Frank lectures in class about the Seminoles and their traditions in South Florida, he knows firsthand about that part of the state, its people and its politics, enabling him to anchor his lectures with a sense of place. Having grown up in South Florida, Frank

not only knows the cities but has toured the Everglades, visited the Seminole reservation in Glades County, and as a kid, even saw his share of alligator wrestling performances. Although he was born on Long Island, N.Y., and did his undergraduate work at Brandeis in Massachusetts, Frank moved with his family to the Fort Lauderdale area, where he began grade school, and later lived in Gainesville, Fla., for six years, where he received his M.A. and Ph.D. After teaching stints in Massachusetts and California, Frank returned to Florida to teach at Florida Atlantic University. Yet when he heard about a position at Florida State, he was immediately interested “because FSU is a strong research university and because of its relationship with the Seminole Tribe.

“Being at FSU provides a great opportunity to have students with a predisposition to want to know about Seminole Indians,” he says.

Frank, who began teaching at FSU in fall 2007, traces his passion for history to three or four inspiring professors he met at Brandeis—especially David Hackett Fischer, winner of the 2005 Pulitzer Prize for history for his book *Washington’s Crossing*.

Fischer believed that history was something that everyone had to come to their own conclusions about, rather than just being handed a set of interpretations. Frank says that Fischer empowered students to “go find a set of primary sources and write something that taught [Fischer] something. So really,” Frank says, “I was



Andrew Frank, Ph.D.

“Being at FSU provides a great opportunity to have students with a predisposition to want to know about Seminole Indians,” says Frank.

history feels at home at FSU

learning the method [rather than just the facts or somebody else’s interpretation of events] for doing scholarly research.”

Frank remembers his research in Fischer’s class. “I chose to research really early slave law in the U.S. Looking back on my project, I might have spent my time reinventing the wheel, but the important thing was that the assignment introduced me to the process of historical research, and I loved it.”

So, from early slave law, how did Frank’s interest shift to his current area of expertise, Seminole and Creek history?

“When I decided to go to graduate school in history, I thought I wanted to study race in early America,” Frank says. “And then early in grad school I began exploring Bacon’s Rebellion in 1676, which had an Indian component to it. Because of what I wanted to study, [Fischer] urged me to study with a longtime friend of his at the University of Florida, Bertram Wyatt-Brown, with whom I eventually did my master’s and Ph.D.”

But Frank’s plans took an unexpected detour. “While I did do my master’s thesis on aspects of Bacon’s Rebellion and originally planned to also do my Ph.D. in the same area, I had to switch to Plan B when, while doing research, I met [another graduate student] who was doing pretty much the same topic but who was much further along than I was—about to graduate, actually.”

Because of an anthropology class he was taking at the same time, Frank began doing research on two oral traditions formed by white indentured servants involving two towns that got relocated (Broken Arrow and Big Springs). “Particularly, I was interested in researching mixed-raced native people involved with these events because I was finding that there were dozens of prominent mixed-race people, generally involving an Indian mother and a white father,

mentioned in the secondary literature. My research took me in the direction of how these individuals mediated between both worlds—the white establishment and their Creek communities—because the boundaries seemed to be very fluid. What I found was that the answer involved the kinship that these mixed-race people had with both communities. Many of these people with white fathers and Indian mothers were bicultural, bilingual (or more), comfortable in various cultural situations, and acted as go-betweens between both races.”

Since those days as a graduate student, Frank has written a book called *Creeks and Southerners: Biculturalism on the Early American Frontier*, a book called *The Routledge Historical Atlas of the American South*, and is working on a book called *The Second Conquest: Indians, Settler and Slaves on the Florida Frontier, 1760-1860*. In addition, he is the editor of a book called *The American Revolution: Peoples and Perspectives* and has written dozens of shorter works, including journal articles, book chapters, and book reviews.

Kathleen DuVal of the University of North Carolina at Chapel Hill writes that *Creeks and Southerners* was “elegantly written, impeccably organized, and deeply researched in English and Spanish sources.”

In his current book project (*The Second Conquest*), Frank uses “an interdisciplinary approach to prioritize the actions of Native Americans and African-Americans—the most populous and powerful cultural groups in the Florida frontier until around 1800.

Most of the documents used in the project were necessarily created and collected by the white

ANDREW FRANK continued on page 6



inhabitants of Florida, as well as governmental and religious officials in Spain, France, Great Britain, and the United States. These documents primarily focus on the complex interactions of the most privileged Floridians, while they marginalize the experiences of the territory's majority. This [book] project carefully draws upon ethnohistorical methods to tease out the presence and actions of Native Americans and African-Americans from these otherwise biased records. In large part, this requires a focus on the actions recorded in the documents other than on the often-egregious explanations that accompany them. This method then forces scholars to interpret the behavior of Native Americans and African Americans within their cultural and social contexts.

"More and more these days, historians are looking at history not from the perspective of the elites, such as kings, generals, or landowners, but from the perspectives of the farmers, the indentured servants, or the Indians—looking at things from the bottom up rather than the top down," Frank says.

And he tries to convey that modern approach to students. "The best part about undergraduate teaching is the ability to break open the discipline—to show how the past is contested and how everyone can directly confront this past themselves. The hardest part is forcing students to feel that they can master or control the information rather than letting it control them. Too often students want to tell what they already know, their received knowledge, rather than leave their comfort zone and discover something new."

In addition to using a modern approach to writing about history, Frank also uses modern methods in teaching history. For example, in one of his fall classes, Frank showed students a video clip from YouTube. The clip, which features a 1971 television commercial for the Keep America Beautiful campaign, depicts a Native American paddling a canoe in a polluted waterway surrounded by smoke-spewing factories. At the end of the commercial, the camera moves in for a close-up shot of the Native American's face, showing a tear cascading down his cheek. Frank then explains to the class that the actor isn't really Native American at all—he's an Italian-American—which prompts a discussion about how the advertising industry and other non-native groups have used the stereotype of the American Indian for their own purposes. Next, Frank asks students to look closely at the actor's costume, as well as the canoe and paddles. Using knowledge gained throughout the semester, students are quick to point out historical and cultural inaccuracies.

Perhaps in becoming more critical of common historical and cultural perceptions, Frank's students have met one of their professor's major goals: to help students realize that they can control and interpret information, rather than letting it control them. ▲

Students experience native culture firsthand in Ecuador

By Susan Hellstrom

For FSU students who are interested in native studies and who want to go beyond what is available in the classroom, anthropology professor Mike Uzendoski will again offer a six-week ethnographic field school in Napo, Ecuador, in summer 2008. Uzendoski, a world expert on the culture and native language (Napo Quichua) of that part of Amazonia, has been traveling to, studying in, and teaching in Ecuador since 1993. As part of the summer program, students live in pairs with local families whom Uzendoski knows personally.

Offered through FSU's office of International Programs, the field school teaches students to do ethnographic research firsthand and also teaches them about the people and cultures of Amazonia. Students, who can earn up to six credits, spend some time in the classroom but most of their time living and working with the indigenous people of the area. Besides working on their own research projects, students immerse themselves in Napo life by helping with farming, preparing food, participating in the annual community fiesta, teaching English, and participating in other projects.

Students who participated in the program in summer 2007 have many positive memories of the experience. Joyce Nachtsheim, who is set to graduate in 2008 with a double major in creative writing and anthropology, says, "Dr. Uzendoski is well known and well liked in the communities and also in the towns nearby. I really appreciated the opportunity to visit Napo as his student, as any friend of his instantly became a friend of ours.

"It is difficult to establish these kinds of connections in anthropology without having spent a lot of time getting to know people and customs," Nachtsheim adds, "so this opportunity is very valuable to any beginner who wishes to do anthropological fieldwork or even just have a firsthand, relatively stress-free experience with life in the Amazon Basin. I would think few undergraduates can say they have done that."

Bathing in the river every day

Students also say they enjoyed the physical work and challenges. "I enjoyed bathing in the river every day and doing my wash there also," Nachtsheim says.

Another 2007 participant, Jessica Murphy, who is double majoring in Spanish and communications, says, "We fished with



PHOTOS: MIKE UZENDOSKI



During FSU's 2007 summer ethnographic field school in Ecuador, students made a balsa raft, played in a local soccer tournament, and hiked in the Andes mountains. They also took classes and worked on individual research projects.

our hands, harvested yuca and corn, wove baskets, and cooked our own chica (lightly fermented manioc brew). Though difficult at times, putting hard work and energy into producing something was extremely satisfying in the end.”

Erin Zinck, a 2007 program participant who is now working on her master’s degree in urban and regional planning after having received her B.A. in anthropology and Latin American studies, says, “Our host families showed us that work could be fun, sustainable, and family oriented. Additionally, hiking up a mountain into the deep rainforest and sleeping there was an unforgettable experience. I’ll never forget how that night one of the men of the community, after traveling through the bamboo forest, shot an armadillo. It was butchered and roasted that night and served as a soup for breakfast.” Although students weren’t required to eat the armadillo, Zinck did, adding, “I thought it was rather delicious.”

Zinck, who would prefer to be doing her graduate work in native studies if such a program were available, says the biggest thing she learned in the Napo program from Uzendoski is that “there is an infinite world out there to explore, which doesn’t end in the classroom. Sometimes school makes you feel that way. However, the Napo study abroad program can prove to you otherwise.”

From Omaha to Amazonia

How did Uzendoski, who grew up in Omaha, Neb., become fluent in Napo Quichua? When he was a graduate student in anthropology at the University of Virginia, he took a summer Quichua class from a native speaker at the University of Wisconsin-Madison.

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“I realized that I was not just learning a language but a different way of looking at the world, so I was fascinated and wanted to learn more.”

Having already studied and taught Spanish, which is widely spoken in Ecuador, Uzendoski went to Ecuador the following summer to work on his Quichua. At that point, he received a Fulbright to spend a whole year (1994-1995) in Ecuador. “I decided to work in the Amazonian region where there wasn’t much anthropology work yet done on Quichua speakers,” he says. “I found a community to work in, and one family adopted me into their group.”

Uzendoski lived in the Napo province of Ecuador along the Napo River, which feeds into the Amazon. While there are about 8 million speakers of Quechua (spelled with an e), a native language of South America, there are only about 20,000-30,000 speakers of Napo Quichua (spelled with an i). Increasingly, while Napo Quichua is the language of the home, most people in the region also speak Spanish, the language of commerce. One thing that makes Uzendoski’s anthropological work unique is that he is one of the only people in the world who has ever translated Napo Quichua stories and mythology directly from Quichua to English.

Another thing that makes Uzendoski’s anthropological work unique is that he married a native Amazonian Quichua speaker, Edith Uzendoski, who is also an important research collaborator. Edith and Michael are currently working on a book titled *The Ecology of the Spoken Word* that shows how Quichua speakers draw on the sounds and experiences of nature in composing stories—stories that are more like poetry than prose. This book will be published by the University of Illinois Press. The two met while Uzendoski was living with the Napo family that had adopted him into their group. “I lived in Campo-Cocha for one year, and that is when I met my wife—she was a relative of the family I was living with but lived in the nearby city. After we were married, we returned to the U.S. until I could get another grant to finish my research. After that happened, we moved back to Ecuador and lived there for almost two more years, built a house, and worked in the local school as teachers while [I was] also doing research for my dissertation.”

After finishing his dissertation, Uzendoski accepted a position as an assistant professor at FSU in 2000. “Since then, we have returned to Ecuador every summer, except for 2003 due to the birth of our daughter.

“So,” Uzendoski says, “Quichua for me is more than just a part of my research. It is part of my family life, and Ecuador is our second home as well as the site of my professional research.”

To learn more about the Napo summer program, visit <https://international.fsu.edu/Types/College/Ecuador.aspx>.



Native studies *continued from page 4*

entertainment, gambling, cigarette sales, and the cattle industry—they often have to hire in the expertise they need. According to McHugh, the tribe hires 6,000 people in Florida alone. “They want their own people to rise up to positions, whether that’s in marketing or preservation or water rights or history. They also want their own people to go to graduate school.

“In addition, the Seminoles—in their efforts to improve education—have recently opened the first charter school on an American Indian reservation in the country. It’s in Brighton and was Louise Gopher’s vision and goal, which she was successful in accomplishing before her recent retirement.” Currently, the FSU College of Education has an ongoing dialogue with charter school officials and collaborates with the school on several fronts. “The tribe is also interested in museum studies,” McHugh says. “There are many things that both the Seminoles and the university are interested in. We have to try to marry our interests so that it’s beneficial to both the tribe and the university. It’s definitely a win-win relationship.”

While creating Seminole history courses, inviting Seminole speakers into the classroom, and trying to make the campus a more comfortable place for Seminole students are a strong beginning, several professors at the university believe that the next logical step is for FSU to create a native studies program.

“I think that it’s in FSU’s best interest to genuinely support a native studies program,” says Herrera. “FSU stands to increase its national stature and draw substantial grants with the creation of a viable native studies program. As importantly, the program would go a long way toward building a lasting relationship with the Seminole Tribe.”

Neil Jumonville, chairman of the history department, says, “There have already been talks with the administration about a broad program that would study native Americans in a hemispheric setting, from Alaska to Chile, with the Seminoles at the center of the focus but with North America, Mexico, and Latin America all in a related whole.”

While at first blush, the Seminoles might appear to be very different historically from the native peoples of Latin America, scholars point out common threads among all indigenous peoples of the Americas. Frank believes that the program should be hemispheric. “Seminole history only makes sense as a larger history,” he says. “For example, there’s the story in colonial times of westward expansion, and there’s the story of indigenous resistance worldwide. Additionally, there are no scholars out there of any tribe who base their scholarship on a study of one tribe alone; our questions are transnational.

“Even the methods that ethnohistorians use are trans-tribal,” Frank adds. “We often use our understanding of neighboring kinship to understand a region. For example, Creeks and Seminoles have a lot of common history. Besides that, you can’t just write for the dozen other historians worldwide of the Seminoles; our questions have to be bigger than any single tribe or nation.”

Frank believes that students would also be better served by a

hemispheric program. “For intellectual and pragmatic reasons—including jobs—it’s important that students understand the big picture. You also don’t want to have a degree, such as Seminole history alone, that no one else has—because then your audience is too limited.”

“We need something that’s hemispheric and comprehensive,” he says, “with the Seminoles at the core because that’s where student interest is and that’s where we have unique resources. For example, Tina Osceola and Elgin Jumper were recently on campus, and we have a tribal population that’s relatively local who, at least as individuals, want to participate.”

Frank says he would love to see the Seminoles participate in shaping a native studies program at FSU and that, in an informal way, the university has already begun to solicit advice from tribal members. Jumonville says that the Seminoles had considerable input on the initial Seminole course and that Frank, being a well-

the university budget for this purpose), or a combination. So right now the program is a goal, a dream if you will, that we would like to see become a reality.

“The breadth of the program would depend upon the funding,” Travis adds. “If we had funds to recruit two or three faculty members, we would almost certainly keep a more narrow focus. The larger the funding, the broader the focus. Conversations have revolved around considering the Seminoles and other Southeastern U.S. groups as the minimal focus and a maximal focus being native peoples of the Americas.”

To a certain degree, the focus of a native studies program would probably be determined initially by the history department, Travis says, because the history faculty is so clearly committed to the idea. However, “the history department is mindful of other potentially participating units,” Travis says, “and they would like a larger, more inclusive program for the sake of intellectual power.”

‘We’re hopeful that FSU will commit to a full-fleshed native studies program with a hemispherical approach,’ says history professor Robinson Herrera.

published historian with a national reputation, has the expertise to know which other courses such a program should offer next.

Herrera too has high hopes for a possible native studies program at FSU. “We’re hopeful that FSU will commit to a full-fleshed native studies program with a hemispherical approach. Typically native studies programs at other universities focus entirely on North America. A program that includes North America, Latin America, and the Caribbean would stand out for its broad and inclusive approach.”

Yet while Herrera has high hopes, he is also realistic about what it would take to turn those dreams into a reality. “Hiring faculty in different departments is but one step. You cannot simply hire faculty and expect them to somehow build a program. You’ll end up with a community of scholars, true, but without the organizational expertise of a director well versed in grant writing and experienced in dealing with the different state and federal agencies, a program cannot succeed. FSU needs to hire not only faculty but an experienced native studies program director and provide her or him with a support staff and grant seed money.

“For a native studies program to succeed,” he continues, “FSU will have to make a major commitment, but once established, the program can generate outside funding and over time hopefully become self-sustaining. We’re now at a critical juncture: FSU can either decide to prioritize native studies or to ignore it. For the good of the university, we’re hopeful that FSU decides the former.”

“Unfortunately, this idea has risen at the same time that the financial health of the university is declining,” says Jumonville, “so this vision is now on hold.”

Joseph Travis, dean of the College of Arts and Sciences, confirms that the future of a proposed native studies program hinges on finances. “We would need a handful of new faculty positions and some initial funding for graduate student support. Those funds could come from private source (for example an endowment established by donors) or public ones (such as an enhancement to

Whether the program would offer bachelor’s, master’s, or doctoral degrees would depend in part on the level of investment in the program. “With the minimal investment needed to establish a credible program, students would take a B.A. in history,” Travis says, “and have a concentration in native studies. The same would be true at the graduate level. If we dream big, one can imagine interdisciplinary degrees in native studies per se, analogous to the undergraduate major in computational biology or the graduate degree in neuroscience.”

What would such options cost? “Consider that we’d need perhaps \$750,000 annually in salaries and benefits to sustain a senior faculty member and five junior faculty members,” Travis says. “A minimal program might be possible for \$400,000 annually. In an ideal world, we’d have a new building in which to place a strong program and include the entire history department.”

Regardless of the size of a possible native studies program at FSU, Travis believes it should be held to high standards. “I want the program to be one of the best of its type in the nation. I want it to be renowned for the work of the faculty members associated with it, and I want it to have a strong reputation as a place for students.”

“To put it plainly,” Travis continues, “I want the program to be so good that when a student anywhere in this country says, ‘I’m interested in native studies—where should I go to pursue that interest?’ folks anywhere in this country will say, ‘You should consider Florida State University.’ If the program isn’t large, it should be focused tightly on some areas where we can excel. As it grows, it should grow in directions consistent with the best scholarship and most exciting intellectual opportunities. And in an ideal world, it would attract Native American students because we would have the combination of scholarly power and credibility with the tribes.” ▲

FSU alumnus endows professorship in honor of his parents

Immigrating to the United States from a Europe that had been ravaged by two world wars and the Great Depression, onetime FSU professors Nikola and Elisabeth Pribic placed great value on education. As a result, they worked hard to instill that value not only in their students but in their only child, Rado.

And now Rado, a 1968 FSU graduate, is passing the torch to the next generation by endowing a professorship in Slavic in the department of modern languages and linguistics in memory of his parents. The department says Elisabeth and Nikola, who began teaching at FSU in 1965, were “distinguished faculty members ... who were largely responsible for creating and developing an interest in Slavic studies at FSU.” The endowment, with additional state matching funds, will total \$150,000.

“Since it was always their mission to introduce Slavic studies to American students and society, the Pribic Family Professorship will support their lifelong commitment,” Rado says. Previously, Rado established a scholarship in the department in honor of his parents.

As with many Europeans of their generation, the lives of Nikola and Elisabeth were largely shaped by war. Nikola was a Serbian who, Rado says, “ended up with U.S. occupation forces at the end of World War II in Munich, Germany as a translator. There he finished his second Ph.D., in Slavic languages (His first was in Romance languages from the Sorbonne in Paris). He eventually became professor of Slavic languages at the University of Munich. Following the war, he met my mother, Elisabeth, who was German and who also became a professor of Slavic languages at the University of Munich. My father’s special area was the Yugoslav literatures and Old Church Slavonic, and my mother’s was Russian and Czech philology.

“With the turmoil of the two world wars,” Rado adds, “the families of my parents lost everything that they materially possessed. Therefore, my parents very much valued education since their knowledge helped them recover in both cases.”

Meanwhile, world events continued to shape the lives of the Pribic family. “After the launching of Sputnik in 1957, the U.S. ‘raided’ European univer-

Elisabeth and Nikola Pribic were experts on Slavic languages and literature who began teaching at FSU in 1965. Nikola died in 1992, Elisabeth in 1996.

At right, this photo from January 1966 shows FSU registration in the era when the Pribic family was new to the FSU campus.



PHOTO COURTESY OF THE HERITAGE PROTOCOL COLLECTION

sities for linguists and scientists. My parents ended up in the early '60s at the University of Texas before they were hired by FSU in 1965. (FSU was establishing a Balkan Study Center with CIA money.)”

Nikola retired from FSU in 1981 and died in 1992, while Elisabeth retired from FSU in 1991 and died in 1996. Although Elisabeth retired from FSU a full professor, Rado says, for a few years she taught at the University of Illinois, Chicago Circle, because of an anti-nepotism law at FSU that no longer exists.

Thus Rado, who was born in Germany, where the family spoke both German and Serbo-Croatian at home, finished high school in Austin, Texas, and received his B.A. from FSU. Following in his parents' academic footsteps, he received his M.A. (1970) and his Ph.D. (1972) from Vanderbilt in German and comparative literatures. “In 1971, I was hired by Lafayette College in Easton, Pa., to teach German/Russian comparative literature,” he says, “and for the last 20 years, I have been chairing our International Affairs Program.” Specializing in literature, languages, and politics, he currently holds a chaired professorship at Lafayette College and is working on his fifth book, *Problems of German Unification*, slated

to be published in 2008.

“I am an unusual FSU alumnus,” Rado says, “since I not only love the university because of my wonderful memories and friends at FSU during my undergraduate years, but also because of my close connection to many of my parents' colleagues. My most memorable time at FSU goes to the 1967-68 Florence program, where I made many friends. As a sports enthusiast, I even have season tickets for FSU football and try to fly down for most of the football games.”

As for establishing the professorship and scholarship in honor of his parents, Rado says, “My aim is similar to that of my parents, that is to help internationalize/globalize our students and society and make them particularly aware of the importance of Russia and Eastern Europe. Both the Pribic professorship and scholarship should help strengthen FSU's modern languages and linguistics department in general and the Slavic study area in particular. I hope that they will attract many talented students and committed faculty.”

To date, Rado and his wife Mary Lou have given over \$128,000 to the department of modern languages at Florida State. ▲

“Both the Pribic professorship and scholarship should help strengthen FSU's modern languages and linguistics department in general and the Slavic study area in particular,” Pribic says.

“I then asked her [Yancey] for recommendations for people I could recruit. After about a half a year of contacting those people, I asked her [Yancey] if she herself might be interested.”

Coxwell-Teague remembers her reaction at hearing Hawkins’s idea. “When Hunt Hawkins mentioned to me that he planned to offer her a position at FSU, I was shocked and said to him, ‘You know, Hunt, Kathi Yancey is the top scholar in the nation—no, the world—in rhetoric and composition. She can go anywhere she wants.’ What I was really saying to him was, ‘Don’t get your hopes up, Hunt. She’s not going to come to FSU.’”

A scholar at the top of her field

Yancey, who at that time directed the Pearce Center for Professional Communication at Clemson University and founded its Class of 1941 Studio for Student Communication, was not looking for another job, but she was intrigued by the opportunity to re-invent a graduate program in rhetoric and composition, especially one keyed to 21st century communication theory, research, and practice. Yancey also was attracted by the prospect of taking her experience in other leadership positions—such as directing an academic center—and using it to direct a new program

Currently, Yancey is president of the National Council of Teachers of English, a group made up of about 60,000 English teachers at all levels, and as part of that role, she chaired the November 2007 national conference. Held in New York City, it was attended by about 8,000 people, a record-setting number of attendees. She has also held several leadership positions in other national organizations, such as chairing the Conference on College Composition and Communication and serving as president of the Council of Writing Program Administrators. In addition, she co-founded and co-directs the

From left are Kathleen Yancey and fellow composition scholars Kristie Fleckenstein and Michael Neal.

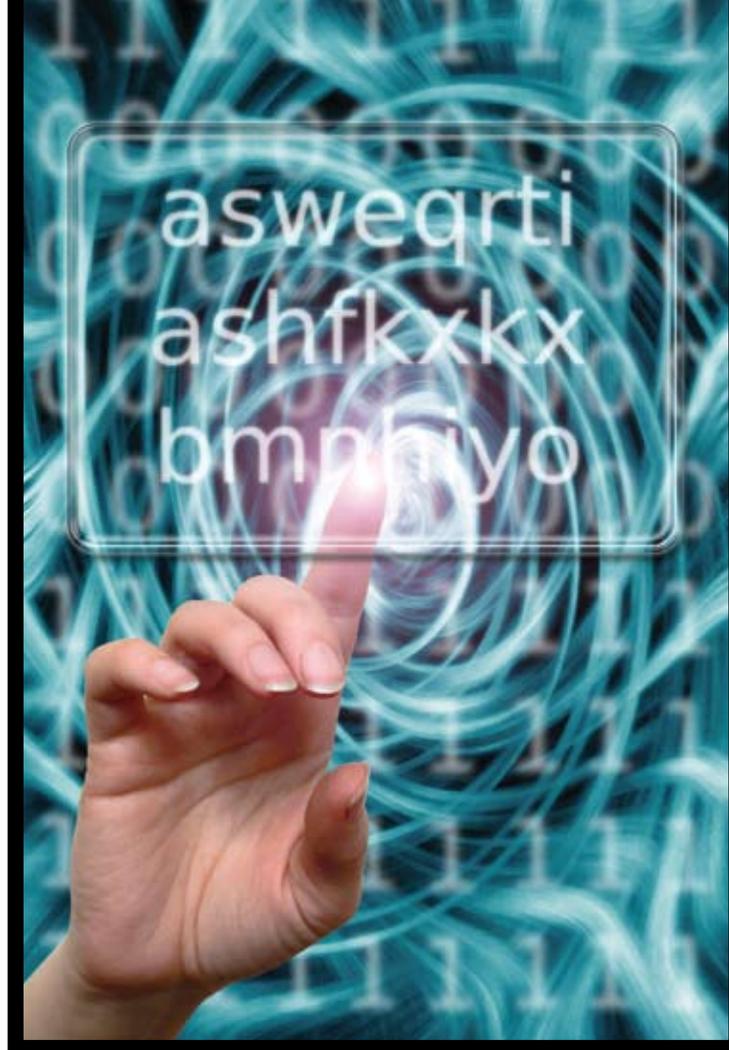


PHOTO BELOW BY EMILY BAKER; ARTWORK ABOVE BY GLEN JONES/DREAMSTIME.COM; AT LEFT, DZIANIS MIRANIUK.

Inter/National Coalition on Electronic Portfolio Research, and she co-founded the journal *Assessing Writing*. All together, she has written, co-written, or edited 10 scholarly books and two textbooks, and she has written or co-written more than 65 articles and book chapters.

Yancey also served on the Steering Committee of the 2011 National Assessment of Educational Progress, she was the lead researcher for a national study titled “Portraits of Composition: How Writing Gets Taught in the 21st Century,” and she serves on the board of advisors for writing programs at other universities. Because of her visibility and expertise in the areas of writing and testing, she regularly fields calls from reporters all over the nation soliciting her opinion on topics such as the influence of handwriting on a student’s grade, the addition

of writing sections to standardized tests, the use of computers in standardized writing tests, and the role of text messaging on students’ compositions. For example, because of her advocacy, starting in 2011 eighth-graders and twelfth-graders will take the National Assessment of Education Progress Writing Exam on a computer.

Two critical hires

One important part of rebuilding the program was identifying new faculty, and Yancey negotiated for two faculty positions that she and colleagues in her new department—David Kirby, Leigh Edwards, and Deborah

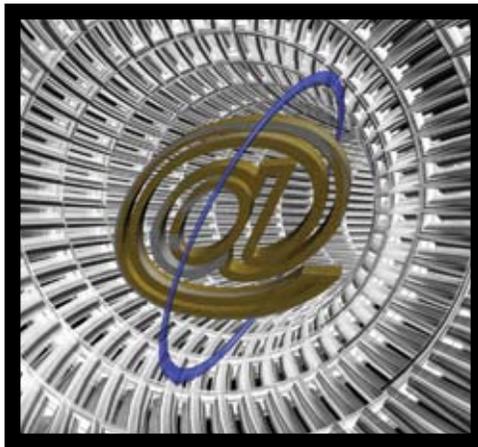
YANCEY continued on page 14



Yancey

continued from page 13

Coxwell-Teague—recruited for, across the country. Those two new hires are associate professor Kristie Fleckenstein and assistant professor Michael Neal, who both came to FSU in fall 2006. A former high school teacher, a frequent reviewer for the most prestigious journals and presses in the field, and an award-winning scholar, Fleckenstein brought with her to Florida State the co-editorship of the *Journal for Expanded Perspectives on Learning*. Fleckenstein's second book, *Embodied Literacies: Imageword and a Poetics of Teaching*, won the 2005 Conference on College Composition and Communication Outstanding Book of the Year, and she is working on a third book. In addition, she has written more than 40 articles and book chapters. A prolific grant writer and a consultant to both small colleges and large universities, Neal has played a pivotal role on the "Portraits of Composition" study of writing, the first-of-its-kind national large-scale study of first-year composition programs across the country. Neal's research focus is on multimedia composition and



chose not to seek a tenure-track faculty position right away because she had two young children, Genevieve and Mathew. Instead she took a part-time lecturer position in Purdue's Office of Writing Review (OWR), a testing center for writing adjacent to Purdue's Writing Lab, where she also worked. At that time, all engineering and education majors at Purdue needed to satisfy a writing requirement to graduate, a requirement that Yancey administered in the OWR, assisted by a staff of 18 graduate students. During the three years that she led the OWR, she

began moving students from taking a test of writing into creating a portfolio of writing that did a better job of showing the students' ability to write across multiple occasions, purposes, and genres.

Yancey recalls that one of the reasons she first became interested in portfolios as an assessment vehicle was that she could evaluate a single piece of student writing and easily see that it was, for example, underdeveloped. But with just a single piece of writing to look at, it was extremely difficult to determine the underlying cause of the problem. Yancey realized that, by way of contrast, it was much easier to see patterns in a student's writing

One thing that sets Yancey apart from many traditional English scholars is her affinity for technology, which was evident early in her career.

assessment, as well as on writing-across-the-curriculum and faculty development. The author of several scholarly articles and book chapters, he also serves on various national committees regarding composition and shares Yancey's interest in the intersection of technology and literacy.

As a matter of fact, the focus on new technology and literacy was the theme of the November 2007 annual conference of the National Council of Teachers of English.

Yancey's early interest in technology

Although Yancey has had several professional interests over the years, they have generally centered on the interplay between composition, literacy, technology, and the assessment of student writing, especially through the use of portfolios.

One thing that sets Yancey apart from many traditional English scholars is her affinity for technology, which was evident early in her career. For example, although she studied English and wrote her dissertation on a topic related to literacy generally, *Scripts, Schemas, and Scribes: Needed Dimensions of the Composing Process*, she attended universities that were focused on engineering and technology: Virginia Tech for her B.A. and M.A. in English, and Purdue for her Ph.D. Besides Yancey's affinity for technology as it affects composition and assessment, her husband, David, happens to be a Ph.D. engineer from Purdue—which she says helps her to stay on top of technology trends.

As for her interest in assessment of student writing, that may have occurred by accident. At the beginning of her career, Yancey

and to diagnose a student's writing problems if the assessment process required the student to include several writing samples, as well as self-reflection about writing strategies and attitudes, together making up what's now commonly referred to as a writing portfolio. So, from the very beginning of Yancey's career, she became convinced of the value of portfolios.

Teaching composition in a digital age

Since those early days, Yancey has remained interested in assessing writing through use of portfolios, and in the past few years, she has focused primarily on electronic portfolios, or E-portfolios as they are often known. With the advent of e-mail, Instant Messaging, blogging, MySpace, podcasting, wikis, mapping technologies, and so forth, students have a variety of ways to not only compose a piece of static writing, but also to create with a mixture of visual elements, sound elements, and interactivity with their audiences. Unsurprisingly, students arrive on campus already comfortable with using many or all of such technologies, making them what Yancey and others call digital natives, as opposed to their parents, who are digital immigrants. As a matter of fact, the magazine *Campus Technology* says in its October 2007 issue that the web trends watcher Technorati "was tracking 100.8 million blogs and more than 250 million pieces of tagged social media," such as that used in MySpace and Facebook. In her own classes, Yancey uses such 21st century technologies as blogging, right along with traditional assignments. Not only are students accustomed to using such new technologies, but as a result of the explosion of digital technology,

Yancey says, there's a widening of how society defines literacy in general.

So it's only natural that these digital developments will affect how the teaching and assessing of composition are done, not just in universities but in high schools, middle schools, and grade schools. For example, Yancey described digital literary mapping projects in high schools that mimic one piloted by *The New York Times*. In the *Times's* mapping project, readers added content to a literary map of New York City, resulting in text that is married with visual and audio elements. Students too can digitally map authors and literary influences in their own hometowns or states, and a digital mapping project in Florida, she says, included a movie. Through her leadership of the National Council of Teachers of English, the organization's 2007 conference featured over 20 such mapping projects, which can be seen online at <http://www.ncte.org/announce/126207.htm>.

Students speak at national conferences

Yancey, who is passionate about the area of 21st century literacies, is brimming with ideas about how digital technology could enrich assignments given by English teachers at all levels. Yet she also realizes that someone needs to be doing research to discover which teaching methods work best with the new technologies, which is one role that she and FSU's rhetoric and composition program are now playing and that she would like to see expand.

Right now, she says, FSU professors, graduate students, and honors undergraduate students are tackling research projects that should yield some answers. Already some of her graduate students have delivered talks at national conferences and are publishing papers in scholarly journals. This year, for example, the major conferences for rhetoric and composition include the Conference on College Composition and Communication, where six graduate students are presenting; Writing Across Borders, a research conference, where one student is presenting; Writing Across the Curriculum, where one student is presenting; and Computers and Writing, where four students will present. Their topics range from the rhetoric of Hurricane Katrina to the impact of wikis on students' ability to

write. In April, the program held a department-wide digital showcase that included examples of electronic literacy including different kinds of electronic texts as well as iMovies. (Such movies are made by using video editing software originally released by Apple that allows users to combine iTunes, video clips, narration, and so forth.)

But providing computer technology and sending students to conferences to present papers, which is a critical part of their professional development, costs money. "Money is always an issue," Yancey says. "Our students are writing the papers that will change the field and enhance FSU's reputation, so we need to be sure that they are supported in these efforts."

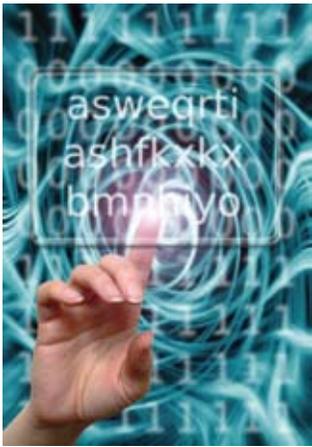
'The field is a great place to be right now'

While some scholars, especially those who were not born in the digital age, might be overwhelmed by new technology and its applications to literacy, Yancey says, "The field is a great place to be right now. There's lots of interest in composing in many media. It's like Al Gore's message about global warming. He got his message across through a convergence of media—speeches, a book, a movie, a set of PowerPoint slides. And that, at the end of the day, is how we're going to be teaching composing—in many media."

YANCEY continued on page 16

*Yancey, who is passionate
about the area of 21st century
literacies, is brimming with
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technology could enrich
assignments given by English
teachers at all levels.*





“One of the exciting things that Kathi Yancey brings to FSU, along with her professional stature and expansive knowledge of her field, is a constellation of interests in media, technology, and new literacies . . .” — *Ralph Berry, English department chair*

Yancey *continued from page 15*

Because of the growing interest in multimedia composition, as well as the growing pressure from politicians on schools at all levels to teach and to test writing, FSU’s rhetoric and composition graduates will be in great demand, Yancey says. “There’s a critical need for scholars and practitioners who understand the changing nature of literacy. Ph.D. graduates will have a choice of university jobs, while master’s students will be in high demand as well, but probably in lecturer positions and at two-year colleges.”

Since Yancey has been at FSU, the number and quality of applicants to the rhetoric and composition program has gone up. In 2006, the program admitted just five M.A. students, but in 2006, it admitted five M.A. students and six Ph.D. students. These students came from across the country—Texas, Wisconsin, Ohio, Illinois, Louisiana—and from Canada to study at FSU. Not surprisingly, these graduate students and others teaching first-year composition are interested in teaching with cutting-edge technology.

Ormond Loomis, who directs the English department’s writing center and its two computerized writing classrooms, says that since Yancey has been in the department, the numbers of graduate students interested in teaching writing courses in the computer classrooms has shot up so much that he must turn away applicants. Previously, he had a tough time finding students to fill those slots.

Currently, there are not enough computers to fill the demand from instructors and students. Each of the two computerized writing classrooms contains 18 computers. But there are about 1,500 English majors on campus and about 6,000 students who are required to take freshman composition. So Yancey applied for an FSU grant and was awarded \$25,000, which will be used to bring digital technology to the writing center, creating a digital studio area where students can receive help in both technology and writing. But this space—with about 400 square feet to serve 40,000 students—is only a beginning. More funds are needed to create other such studios and to upgrade classrooms. One dream of Yancey’s is to have 20 laptop computers that instructors could use in their classrooms on an as-needed basis. While laptops are generally more expensive than desktop PCs, having carts of laptops would make computers available to many more instructors. Another cutting-edge tool in the classroom is the tablet PC.

Although there are many variations of tablet PCs, one important feature is that the user can write or draw on the screen by touching it, generally with a stylus. These handwritten comments or graphics can then be saved and sent digitally. With more widespread adoption of tablet PCs and their ability to incorporate handwriting, researchers can begin to explore how old practices such as handwriting can influence new teaching practices. Yancey described a chemistry professor who used tablet PCs to ask his students to create concept maps. The professor could then respond digitally with his own graphics or handwritten comments. Making available new technologies and devices such as tablets would enable the rhetoric and composition program to extend its groundbreaking work in the relationship of old and new literacies.

Yancey would also like to expand the research she has begun with students on the effects of online technologies on students’ academic texts. Her initial results suggest that one reason students carry into their academic projects abbreviations and shorthand from cell phone screens and Instant Messaging practices is that the students do not understand these new practices as writing. Instead, they see these new writing spaces as places to speak and then incorporate those speech patterns into writing—much as they bring in other speech patterns. Bringing slang and new speech patterns into academic and workplace writing is an age-old problem, Yancey says, but with a new face. At the same time, students are writing and multi-tasking in new ways. It used to be that they would listen to music or watch TV while composing; today, they compose an academic project while simultaneously talking on Instant Message and updating a Facebook page. So the first research task is to continue to document these new writing practices and understandings of writing, and then to explore what they mean for helping students learn to communicate well.

Current English department chair Ralph Berry is a strong supporter of Yancey and the research projects being undertaken by her and others in the rhetoric and composition track. “One of the exciting things that Kathi Yancey brings to FSU, along with her professional stature and expansive knowledge of her field, is a constellation of interests in media, technology, and new literacies.

YANCEY continued on page 28

Stella Cottrell chairs Arts and Sciences Leadership Council

For Stella Cottrell, who became chair of the Arts and Sciences Leadership Council in 2007, Florida State University has always been a special place. It is where she met her husband, Raymond, and where they both received bachelor's degrees, he in chemistry in 1969 and she in French in 1971. It is where her son, Keith, played football for four years and received his bachelor's and master's degrees. And it is where her daughter, Catherine, received her bachelor's degree and now works.

So Cottrell, who because of her husband's medical career has also lived in Dallas, San Antonio, Gainesville, and Orlando, is happy to once again call Tallahassee home, having returned in January 2006 after 25 years in Orlando. And she is thrilled to be able to give back to the university through her role on the A&S Leadership Council and her involvement in other FSU organizations, such as the Alumni Association, Seminole Boosters, and the Woman and Philanthropy Initiative.

"I was 16 years old when I came to FSU, and I'll never forget that people here took time to encourage me, to help me along, and to make it a little less frightening a place for a 16 year old. I met my husband as a freshman—in the Suwanee Room dining hall at lunchtime—although we didn't start dating until my junior year." She adds that FSU was also a supportive place for her husband, who like other students of his generation was on campus amidst the backdrop of the Vietnam War and the draft. She remembers that both she and her husband found the Baptist Campus Ministry a

COTTRELL continued on page 29



Stella Cottrell came to FSU at 16 and met her husband, Raymond, in the Suwanee Room dining hall (top of page) as a freshman. Cottrell returned to Tallahassee in 2006 after 25 years as a musician at Walt Disney World. Suwanee photos courtesy of the Heritage Protocol Collection

NEW SCIENCE BUILDINGS



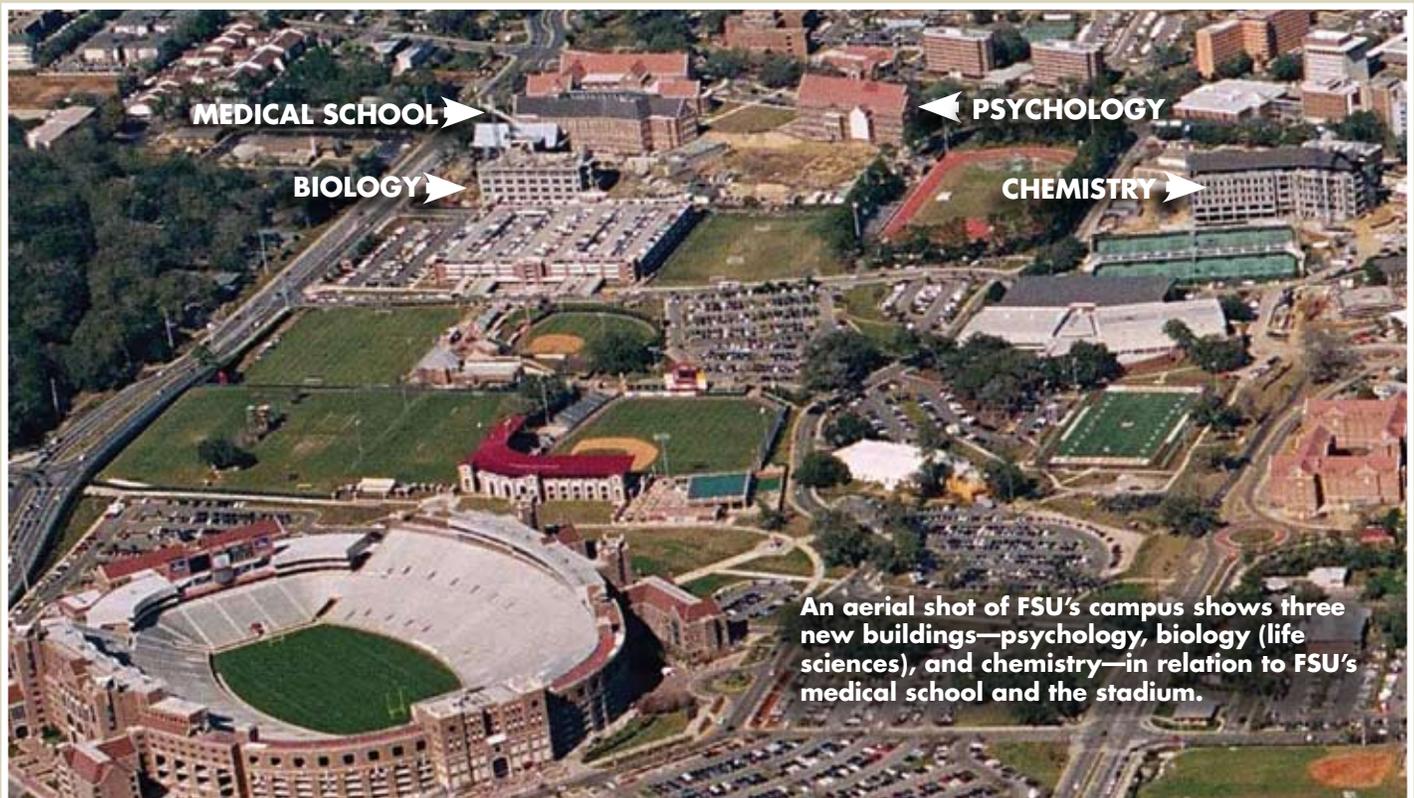
New psychology building
Photo by Stan Warmath



New biology building
Photo by Stan Warmath



New chemistry building
Photo by Stan Warmath



An aerial shot of FSU's campus shows three new buildings—psychology, biology (life sciences), and chemistry—in relation to FSU's medical school and the stadium.

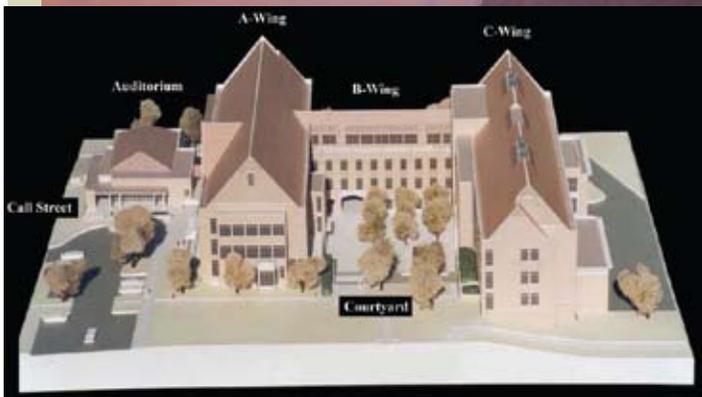
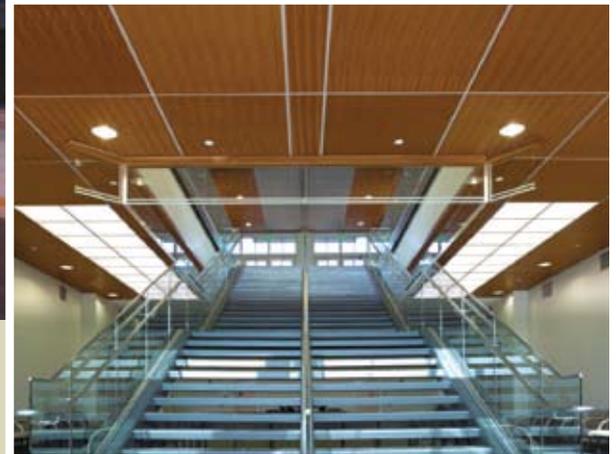
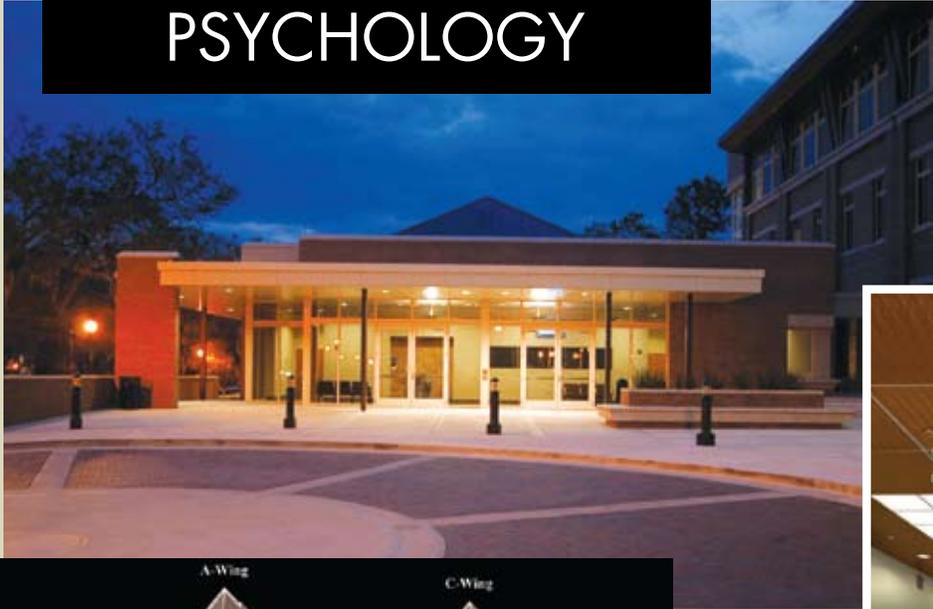
Site of new science construction

The west side of campus is the site of major new construction in the sciences, most recently the biology building, the psychology building, and the chemistry building. To the left is Stadium Drive, with the medical school at the top of the photo, somewhat to the left. Below, between the medical school and the parking building is the biology building under construction. To the right of the medical school is the A-wing of the psychology building. At the time the photo was taken, the B-wing had not yet been constructed. The new chemistry building is on the top right of the photo.

PSYCHOLOGY

Photo at left courtesy of Elliott Marshall Innes

Below, the psychology building first-floor lobby looking up toward the second floor. The lobby's ceiling features cherry paneling with perforated steel panels. The lobby stairs are made of fabricated steel channel filled with concrete and covered with ceramic tile. Photo courtesy of Armstrong



Left, a model of the new 103,000 square foot psychology building shows what was built in Phase 1 (the auditorium and A-wing) at a cost of \$23.5 million and Phase 2 (the B- and C-wings) at a cost of \$22.5 million. An additional \$4 million is earmarked for furniture and equipment. Phase 1 is already in use by faculty and students, while Phase 2 will be occupied in summer 2008.

The B-wing houses most of the faculty offices, while the C-wing holds the Psychology Clinic, the Florida Center for Reading Research, additional laboratories, and the departmental shop facilities. Photo illustration by Stan Warmath

The new psychology building will bring together faculty, staff, and students previously scattered among seven different buildings.



Circular drive marks entrance to psychology's A-wing

Phase 1 of the new psychology building includes a 220-seat auditorium (to the left) and the four-story A-wing (on the right), which houses six classrooms, several administrative and faculty offices, as well as research laboratories. Construction of Phase 1 began in 2004, and the building was occupied in the summer of 2006. View of psychology building from Call Street. Photo by Stan Warmath

Second floor of the new psychology building

Shown is the second floor of the A-wing of the new psychology building. Photo courtesy of Armstrong

Students reap benefits of new psychology building

Seated in the new 220-seat auditorium are students in an Introduction to Psychology class. The auditorium features wireless network technology and includes dual projection systems and powered computer tables for student laptops. Although the auditorium is used mostly for classes, it is also used for large presentations. Photo by Stan Warmath

BIOLOGY



An aerial view of the James E. "Jim" King, Jr. Life Sciences Building

This photo of the new biology building was taken in fall 2007. The building, which is situated between a parking ramp on the left and the new medical school on the right, features two wings that contain laboratories, classrooms, greenhouses, an auditorium, and administrative offices. In the middle of the wings is a central lobby. Overall, the project will cost approximately \$61.5 million and add about 171,000 square feet of space. Photo courtesy of LLT Building Corporation



Undergraduate teaching lab

Undergraduate laboratory classes will be held in this room. Notice the two drying racks for glassware on the back wall. In the foreground are student work stations with power outlets. Photo courtesy of Lord, Aeck, & Sargent

Photo at left by Stan Warmath

Biology building



Third-floor research lab

Alice Winn, an associate professor in the biological science department, surveys a lab on the third floor of the new biology building. The new building will bring together faculty and programs scattered among four buildings. The architects are Elliott Marshall Innes, P.A. (EMI) of Tallahassee and Lord, Aeck, & Sargent of Atlanta. Photo by Thomas Miller



Fifth-floor greenhouse

Touring one of the new greenhouses in the biology building are members of the biological science department, from left, Alice Winn, associate professor; Brian Inouye, assistant professor; Hank Bass, associate professor; and Carol Heiman, facilities manager. The greenhouses on the fifth floor can be accessed by elevator or the southeast stairway. Photo by Thomas Miller



An office in the new building

This third floor office in the biology building features carpet, a whiteboard, and natural lighting. The building also features an outside courtyard, a small rooftop garden over the east entryway, and several small areas that will be conducive to conversation and collaboration. Photo by Thomas Miller

CHEMISTRY & BIOCHEMISTRY

New Chemical Sciences Laboratory in an early stage of construction

The new chemistry building, shown below in 2006 in an early stage of construction, was designed by lead architects Obrien Atkins Associates PA of Research Triangle Park, NC, with help from a local firm, JRA Architects. Photo by FSU Photo Lab



New chemistry building opened May 2, 2008

Taken in late October 2007, this photo shows the new five-story chemistry building as it nears completion. In the foreground are the Scott Speicher Tennis Courts. Construction on the approximately 168,000 square foot building began in November 2005, and the project's final cost is expected to be around \$72 million. The building will house 250 researchers and a 160-seat auditorium. It has 145 fume hoods, and the labs will have high-purity nitrogen, compressed air, chilled water, and potable water. Specialized facilities in the building include vibrationally isolated labs, six environmental cold rooms, two Biosafety Level 2 labs for bio-research, a clean room for microfabrication, and a laser lab for ultrafast spectroscopy. Photo by Stan Warmath



Inside a research lab in the new chemistry building

Counters and work stations in the new labs have special resin surfaces that are impervious to most chemicals. The work station shown above includes a sink equipped with an eyewash apparatus and, above the sink, a drying rack for beakers and other glassware. In the foreground, above the work stations, are shelves for storage. Photo by Steve Leukanech

State-of-the-art safety equipment

Notice the ventilation equipment, including movable snorkels and two stationary fume hoods. Photo by Steve Leukanech

New labs feature natural light

Hanging from the ceiling are miniature fume hoods called snorkels, which extract vapors from any location on the workbench below them. In the background is a more typical fume hood, which draws away fumes from chemicals and is generally used when someone is doing an experiment with chemicals that create dangerous fumes. Notice the window to the right, which will give experimentalists much more natural light than they had in their previous labs. Photo by Steve Leukanech

Graduate of Distinction

Arts and Sciences honors retired Texaco executive

Janet Stoner, a retired vice president of Texaco, Inc. who chaired the College of Arts and Science's Leadership Council from 2004 to 2007, has been named the college's 2007 Graduate of Distinction. In conferring the award and thanking Stoner for helping the college realize its dreams, Dean Joseph Travis said that one hallmark of Stoner was her tremendous dedication to her commitments.

In her acceptance speech, Stoner said that she has enjoyed reconnecting much more closely with the college since her retirement. "It's a great experience for a grad who has fond memories of and philanthropic interests in FSU and who wants to explore an opportunity to stay involved," Stoner says. Additionally, Stoner credits her career success to lessons learned both inside and outside the classroom at FSU and from her parents before that.

Stoner earned two degrees from FSU—her B.S. in physical education in 1970 and her M.S. in mathematics in 1972. After that, she taught for a year before deciding to leave the classroom. "I spent little time teaching. Instead, there was a lot of policing and classroom control. I felt there had to be some other way to contribute." So in 1974 she joined Texaco as an engineer's assistant in Louisiana. In 1977, despite the fact that she did not have an engineering degree, she was named a petroleum engineer, after gaining the necessary skills and qualifications on the job and from night classes.



PHOTO BY LINDSEY MORROW



At the time, fewer than one in 10 engineers nationwide was female, and the only women she worked with in her department at Texaco were secretaries. When asked about those early days of her career and how she was treated, Stoner says, “Although I was not stationed on an offshore oil rig, I would occasionally visit one for three to four days for a specific part of my job in the district office at Morgan City. When staying on the rig, though, I bumped the superintendent from his quarters because the rig didn’t have separate quarters for women. During one of my early trips to a rig when they got me up at 3 a.m. for a job, they let me drink day-old Cajun coffee. A little later they finally told me that the fresh coffee was in the other room.”

When asked whether she was treated that way because she was a woman, she says probably not. “I think that’s called hazing

*Janet Stoner says some of her best memories of FSU center around Tarpon Club, the university’s synchronized swimming club.
Photo by FSU Photo Lab*

the new engineer.” Although much has been written about the lack of women in engineering, Stoner never saw herself as a victim of discrimination. “I never approached the workplace as having gender issues. I just got in and competed. I was just there to do my job, and I wasn’t expecting to be treated differently because I was a woman.”

Stoner also credits her parents with setting a tone in which gender was not an issue in achieving success. “I grew up in a family of four girls in which my parents, who were both college educated, put a strong emphasis on education and accomplish-

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“I never approached the workplace as having gender issues. I just got in and competed.” – Janet Stoner, Graduate of Distinction

Dean Joseph Travis (far left) presents Janet Stoner (third from left) with an award. Also shown are Stoner's parents, Hank and Fran Stoner. In the Tarpon photo below are (from left) Alicia Crew, Janet Stoner, and Susan Mayo. Awards photo by Lindsey Morrow. Tarpon photo from FSU Photo Lab.



Stoner, who competed in sports in high school and participated in the Tarpon Club, FSU's synchronized swimming club, for five years (sophomore year through graduate school), says the win-lose mentality of sports helped her to prepare for her career.

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ment. They always supported the idea that we could do anything we wanted. Because of my parents, the idea that being a girl might be a disadvantage never occurred to me. So, taking to heart the idea that we could succeed at anything we wanted, and adding to it my experience in sports, teaching, and coaching—which built self-confidence—and then the logical reasoning skills developed through studying math and science at FSU, I felt I had the tools to succeed in my career.”

Stoner, who competed in sports in high school and participated in the Tarpon Club, FSU's synchronized swimming club, for five years (sophomore year through graduate school), says the win-lose mentality of sports helped her to prepare for her career. “Even if you lose now and then, it gives you the ability to get back up and compete again.”

Continuing to rise through the ranks at Texaco, Stoner also found herself being asked by the company to move every two years or so, living in such places as Louisiana, Texas, New York, Florida, and Scotland. In Scotland, she served as general manager of producing operations, followed by a stint as vice-president of exploration and production for Texaco's Latin American/West African division. While she's never been especially fond of travel, she says her travels to Europe, Africa, and South America did give her a chance to see how the world looks at the United States, as well as a broader appreciation of others in the world.

In 1997, Stoner was named vice-president of human resources for Texaco worldwide and appointed to the company's six-member Executive Council. She believes she was chosen for this position because of her successful track record on the production and business sides of the company. “Because of my background, I had credibility as a leader and manager. I also had demonstrated the

ability to build relationships in organizations, which goes back to my experiences in teaching, coaching, and knowing how to motivate people.”

As for her skills in teaching, coaching, and motivating, Stoner credits some of her early influences at FSU, including physical education professors Glynise Smith and Janet Wells, as well as Tarpon volunteer lighting and staging expert Mary Lou Norwood. Smith died of breast cancer when Stoner was in graduate school, so Norwood began traveling with the team as an unofficial advisor, or what she called the club's “mature figure.”



“Glynise and Janet [Wells], although both very different from each other in their approach, were very effective at being good teachers and coaches,” Stoner says. “In Arts and Sciences, I was influenced most by Robert Gilmer of the math department, who encouraged me to go to graduate school and helped me through the application process. He also got me an assistantship, which made graduate school financially more feasible.”

Stoner says some of her best memories of FSU center around Tarpon. “Even though FSU was a big campus—probably about 16,000 students at the time—Tarpon gave me a smaller community to belong to. It was my social club and provided the benefit of good exercise. I know that the staff at FSU

today still emphasizes activities that address the whole student in the way that Tarpon did for me.”

When asked about her favorite FSU traditions, Stoner says it would have to be the Annual (Tarpon) Home Show, held every spring in Montgomery Pool and open to the public. Although Tarpon ended in 1994 and the Montgomery Pool no longer exists, Norwood made a video of Tarpon Club traditions, available on the Heritage Protocol website at <http://heritage.fsu.edu/flash/videtarpons.html>.

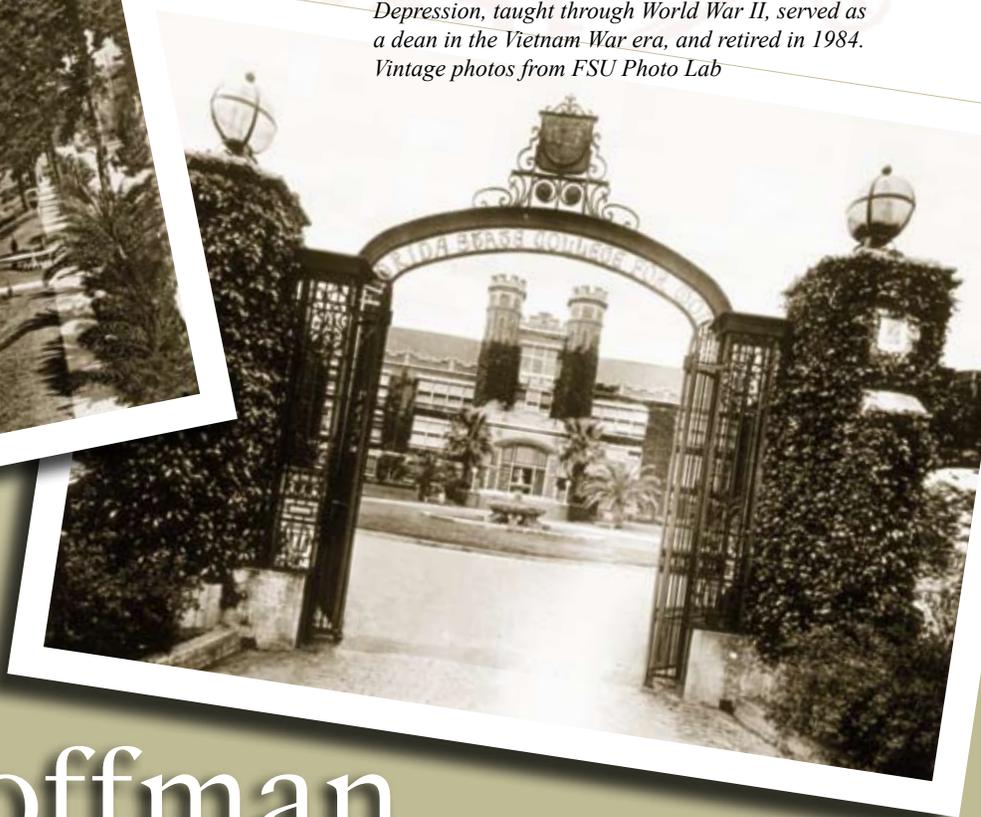
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Katherine “Kitty” Blood Hoffman, FSU professor emerita of chemistry and a member of the Leadership Council for the College of Arts and Sciences, has been awarded an honorary doctoral degree for distinguished contributions to the institution she has loved and served—as a student, alumna, faculty member, administrator, and benefactor—for 75 years.

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Kitty Hoffman arrived on campus during the Depression, taught through World War II, served as a dean in the Vietnam War era, and retired in 1984. Vintage photos from FSU Photo Lab



Kitty Hoffman receives honorary doctorate

“We are deeply honored to present this honorary doctorate to Kitty Hoffman, who has been an integral presence at this institution for seven decades,” FSU President T.K. Wetherell said.

“Beginning as a student at the Florida State College for Women, she became a tireless alumna and, for more than four decades, a distinguished faculty member and administrator. We all owe so much to this award-winning academician and teacher, gracious colleague and beloved mentor who has made countless contributions to the creation and preservation of our university’s great heritage.” The ceremony was part of Florida State University’s annual Fall Meeting of the General Faculty.

Dean of the Faculties Anne Rowe said that no one was more deserving of the recognition than Hoffman. “Her selfless dedication to Florida State University is nothing short of legendary,” she said.



Against the backdrop of the Great Depression, Hoffman’s tuition as a student at FSCW was paid with truckloads of oranges from her father’s Polk County groves. Hoffman earned free meals serving fellow students as a “Dining Room Girl” and despite the long hours, also found time and energy to serve as president of the Student Government Association, to captain the baseball and volleyball teams, to write for *The Flambeau*, and to earn membership in Phi Beta Kappa and numerous other campus and honorary organizations. In her senior year, her classmates chose Hoffman as the yearbook’s representative of “charm.”

Hoffman received her undergraduate degree in bacteriology from FSU in 1936, earned a master’s degree from Columbia University, and was accepted to the medical school at Duke University. At that time, however, Duke required female medical students to remain single. Stung by what she viewed as an unfair policy, Hoffman, who married in 1938, instead embarked on a teaching career. She returned to her alma mater in 1940 to begin a then-

unconventional life as a wife, mother and professor—and in a scientific realm made up of very few women.

During her four decades as a member of the chemistry department faculty, Hoffman authored several textbooks and many articles, and was widely recognized for her scholarship and commitment to the advancement of her field. She won multiple awards for teaching; in fact, students often described her as “the most wonderful teacher” they had ever had.

From 1967 to 1970, Hoffman also served as FSU’s Dean of Women, and then as president of the Faculty Senate from 1980 to 1982.

After Hoffman’s retirement from teaching in 1984, the chemistry department dedicated the Katherine B. Hoffman Teaching Laboratory in her honor. Subsequently, Hoffman and her husband, Harold, established the \$100,000 Katherine Blood Hoffman Endowed Scholarship in Chemistry. In 2002, the FSU Seminole Club of New York City created the Kitty Hoffman Service Award—and Hoffman herself was its first recipient.

Recognized as an energetic and effective alumna, Hoffman established the first FSCW alumnae chapter outside the state of Florida, which originally was intended to assist members who were attending the 1938 World’s Fair in New York City.

During a remarkably productive retirement, Hoffman has served as a board member for the FSU Alumni Association and trustee for the FSU Foundation; chairwoman of the Emeritus Alumni Society; co-chairwoman of FSU’s Sesquicentennial Celebration; and a member of the College of Arts and Sciences Leadership Council. She was honored by the Seminole Boosters as a “Champion of the Game” in women’s athletics, has been an active member of the Retired Faculty Association, a passionate patron of FSU music and theater, and a frequent guest lecturer about the university’s history—of which she has been an integral part.

Hoffman’s nomination as a candidate for the Honorary Doctorate of Science was supported by dozens of enthusiastic letters from former colleagues.

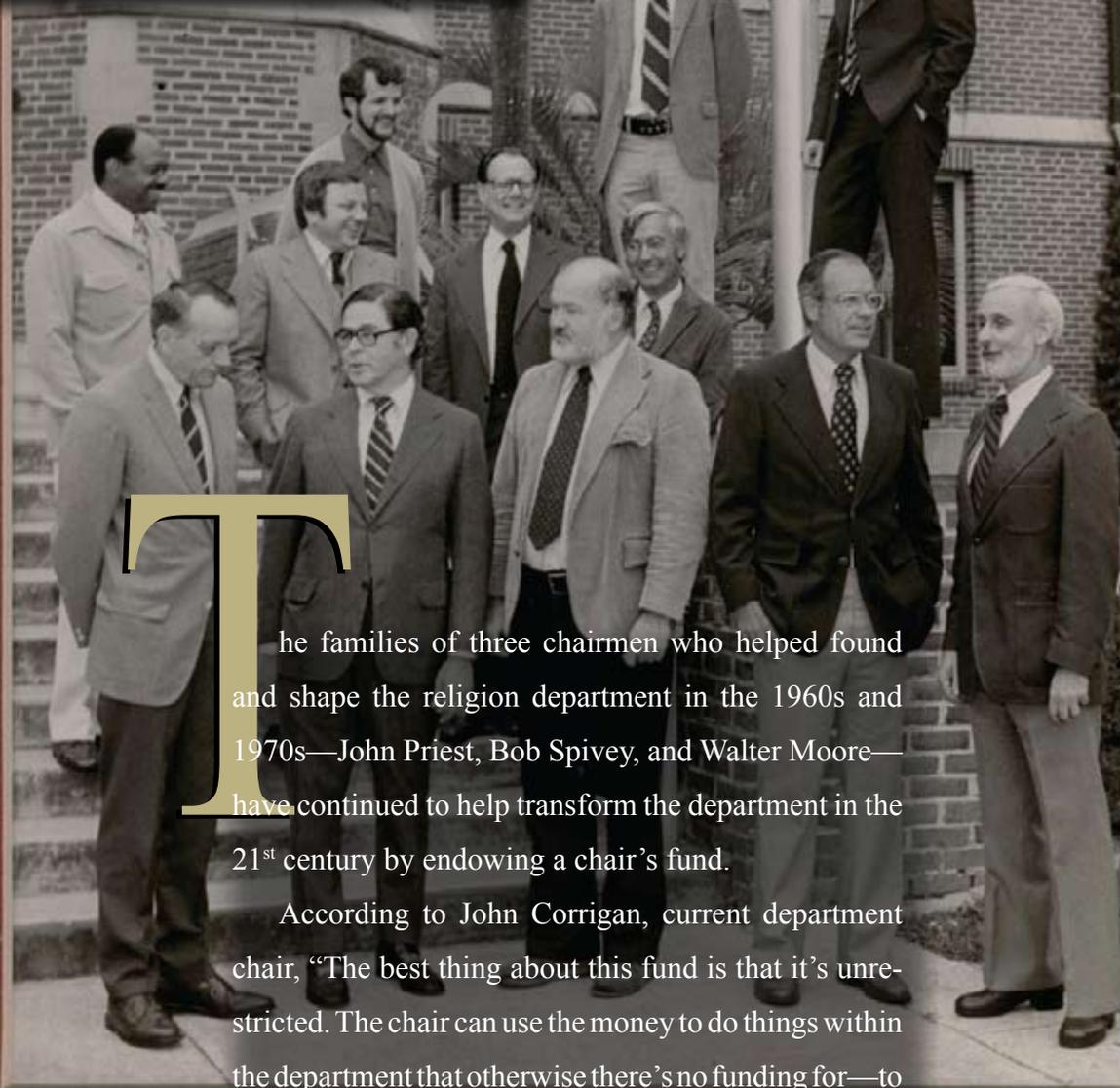
Those letters—from the likes of former FSU Dean of Arts and Sciences Robert A. Spivey, College of Social Sciences Dean and Professor Emerita Marie E. Cowart, and Professor Emeritus of chemistry Gregory R. Choppin, among many others—laud Hoffman’s “exceptional citizenship,” her “continued, long-lasting impact on the quality of education and leadership,” and her “unceasing curiosity and engagement” with the world around her. One letter cites the “absolute commitment, competence and integrity” with which she has unceasingly conducted every aspect of her life, another her unflinching advocacy on behalf of the advancement of women faculty members.

Just as Hoffman’s FSCW classmates did more than 70 years ago, FSU Professor of sociology Patricia Yancey Martin also praised her boundless charm. In a letter of support for the honorary doctorate, Martin wrote, “(Hoffman) inspires all who come into her presence to behave better, straighten their shoulders and stand taller—in short, to be their very best.” ▲

—By Libby Fairhurst of FSU New and Public Affairs

Families of former chairs create special fund for religion department

Religion faculty members gather for a photo during the 1976-1977 academic year. First row: John Priest, Richard Rubenstein, John Carey, Robert Spivey, Jackson Ice. Second row: William Jones, Leo Sandon, Charles Wellborn, Lawrence Cunningham. Third row: Walter Moore, Robert Linney, J. Robin King; Missing: David Levenson. Photo courtesy of the religion department.



The families of three chairmen who helped found and shape the religion department in the 1960s and 1970s—John Priest, Bob Spivey, and Walter Moore—have continued to help transform the department in the 21st century by endowing a chair’s fund.

According to John Corrigan, current department chair, “The best thing about this fund is that it’s unrestricted. The chair can use the money to do things within the department that otherwise there’s no funding for—to plug holes in the department’s budget.”

The endowment was created with \$33,000 from each family and matched by the state at 50%, making the gift worth a total of \$150,000 to FSU. Although John Priest died in 1998, his wife, Gloria, has contributed to the fund in his memory, and the other donors include Bob and Martha Spivey, as well as Walter and Marian Moore.

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According to Walter Moore, Spivey deserves credit for the idea of combining their gifts so that the endowment would qualify for state matching funds. Currently, the Moores, Spiveys, and Gloria Priest all live in Tallahassee, and Walter Moore says that he and Spivey have remained friends since retirement, playing tennis every Friday. Spivey, who officially retired in 1998 but who joined the FSU Foundation as a consultant at the invitation of former FSU President Sandy D'Alemberte, also deserves credit for suggesting that the fund be available for use at the discretion of the department chair, says Moore. "Since Bob, John, and I had all been former chairs, we could appreciate the flexibility of this gift more perhaps than someone who had not been a chair." Gloria Priest, who has also funded the John F. Priest Lectures from 2003 to 2008 in the religion department in memory of her husband, is sure that her husband would have been supportive of the discretionary chair's fund, as well as appreciative of such a fund had there been one when he was chair.

"This fund is a godsend," Corrigan adds, "particularly at a moment when legislative funding of the university is unreliable. It gives us the leeway to take initiatives that we otherwise would be unable to take."

Such initiatives are exactly what the fund's founders had in mind. Spivey, who came to FSU in 1964 and served as the first chair of the religion department from 1965 to 1972, says, "The fund gives a chair the chance to change something from being ordinary to being extraordinary, for example to supplement a fellowship or scholarship to attract an especially outstanding graduate student. Other uses might include funding a student who would like to travel to a conference to present a paper or to fund an outstanding lecturer to enhance learning and research."

Still another use might involve supporting journals that are pivotal to the study of religion and that help keep FSU in a position of national prominence academically. "For example, in the last seven years," Corrigan says, "the department has taken on six new

journals—many of them first-tier journals—that are now all being edited by faculty in the department. Those include *Church History*, *the Journal of Religious Ethics*, *Dead Sea Discoveries*, and *Method and Theory in the Study of Religion*. Taking over these journals editorially helps boost the national and international reputation of the department, and it is also important for the department's graduate students because they assist the faculty editors in all phases of the editorial process."

Because moving a journal here from another university entails some one-time expenses—for example buying a new computer, reconfiguring the journal's subscription base, arranging for some new graphic design, and physically moving the back issues—that is where the chair's fund, as Spivey says, can help to create something extraordinary. Once the journals have been moved to FSU, they are self-supporting, Corrigan says.

Moore agrees with Corrigan that bringing the journals to FSU was a smart decision and says that it gives FSU visibility in a wide area of religious studies. "Back in the early '70s, the department was the headquarters for the American Academy of Religion. Bob Spivey was the executive director and was succeeded by John Priest. I served as associate director. Since then, the department has continued to play a role at the national level, and I'm happy to see the journals being housed here."

Spivey too knows how much difference such a fund can make. A veteran of university administration who, in addition to serving as religion department chair and dean of Arts and Sciences at FSU and who later became president of Randolph-Macon Woman's College, says, "We chose to give to the religion department because that is our passion and because there are not as many grant opportunities in religion as there are in the social sciences, natural sciences, or engineering. Additionally, one's graduates in the religion department are not usually in the highest income bracket."

Corrigan, meanwhile, expresses the gratitude of the department's current faculty members toward their predecessors. "I am fortunate to know Bob Spivey, Gloria Priest, and Walter Moore personally and to see them regularly. They are all fantastic people."



Yancey *continued from page 16*

These forward-looking areas of research enable her to engage with the research specializations of many of our faculty and graduate students outside of the rhetoric and composition track.

"For example, Kathi has taken the lead this year in a long-term initiative to make our reading and writing center a new high-tech facility with satellite centers spread throughout the campus. The first two such centers will be opening at Strozier Library within the year. Most interesting of all, perhaps, is a third track in our undergraduate major specializing in writing, editing and media, which will train students in the use of various communication media, introduce them to the theory of rhetoric and history of publishing, and equip them with the editorial skills needed for leadership roles in any organization where the distribution and production of informative texts plays an important part. Moreover, Kathi has recruited two impressively talented junior faculty, Michael Neal and Kris Fleckenstein, who are also playing a central role in the development of this new undergraduate track."

Berry says that Yancey, Neal, and Fleckenstein's interest in visual literacies and digital media also fits in well with a doctoral concentration in the history of textual media being developed by the literature program.

"In addition to providing the valuable service of training composition teachers and writing center directors," Berry says, "our rhetoric and composition program can now exert intellectual leadership in our doctoral program generally, producing a generation of forward-looking teacher-intellectuals who can carry their innovative research agendas and visionary institutional projects into the nation's major universities. Frankly, I'm not sure there's a more exciting place for a writing teacher to be."

Berry's sentiments are echoed by Coxwell-Teague, who adds, "Kathi is a brilliant, down-to-earth person who gets along extremely well with everyone. She has already earned the respect of her colleagues throughout our department. With her leadership, our program will continue to grow and flourish." ▲



Cottrell *continued from page 17*

particularly supportive place at the time.

Since then, her affiliation with the Baptist Church has remained constant throughout her life, as she is currently a pianist for the Bradfordville First Baptist Church in the Tallahassee area, and before that, she served as a church pianist in Orlando and Texas. While Cottrell graduated from FSU with a degree in French, her first love has always been music, and she worked as a pianist for Walt Disney World for 25 years, starting as an accompanist just as Epcot was about to open. While at Disney, Cottrell produced three albums for various groups and played for such shows as the Candlelight Processional, the Voices of Liberty, and the Magic Music Days shows. During certain shows, she worked with celebrity narrators including James Earl Jones, Walter Cronkite, Felicia Rashad (of the *Cosby Show*), and Mary Hart (of *Entertainment Tonight*). During Christmas season at Disney, she played three shows per night, and then she would sometimes play for a church service that same night. Working at Disney was a big learning experience, Cottrell recalls, adding that two primary themes she's carried with her are the importance of integrity in entertainment and that entertainment is communication.

Before working at Disney, Cottrell and her family lived in Texas, where she earned a teaching certificate and taught middle school and high school French, social studies, and music for 10 years. Ironically, even though she served as the family's primary breadwinner as a teacher and musician while her husband was doing his medical training, Cottrell's parents would not allow her to major in music while she was in college. "They thought I would never make a living at it," she says.

These days, besides her involvement with university committees, her church, and other activities, she is enjoying time with her children, who both live in town. The Cottrells' daughter, Catherine, who graduated from FSU in 2005 with a double major in international business and management and then in 2006 received her master's degree in international studies from the University of Miami, currently works as an academic placement specialist in FSU's Office of Graduate Studies.

The Cottrells' son, Keith, a teacher and coach at Chiles High School, graduated from FSU in 2000 with his bachelor's degree in sports administration and in 2002 with his master's in sports management. While an undergraduate at FSU, Keith was the punter on the football team from 1997 to 2000. Stella, who says

she and her husband attended every game for those four years, called football season her fall diet. "It was nerve-racking sitting in those stands, and every fall he played I would lose 10 pounds. Nobody is happy to see the punter come on the field," she adds, "and three of Keith's four years at FSU, the team was playing for the national championship, so the stakes were high." These days, she finds the games much more relaxing.

Beyond taking an active leadership role in various FSU organizations, the Cottrells have supported the university in academics and athletics by establishing a professorship in the chemistry department to recognize outstanding teaching, by creating a scholarship for the punter of the football team, and by making a gift to the new Alumni Center. Although it came as a surprise to Stella and her husband, there is now a conference room in the Alumni Center named in honor of the Cottrell family.

"FSU is beyond a special place for us," she says. "When I walk on campus these days, I can still feel that same sense of spirit, that same sense of community that I felt here as a freshman many years ago. And as special as it was to be at FSU as a student, how incredibly more special it feels to be able to come back and give back." ▲

Stoner *continued from page 24*

Over the years, Stoner stayed in touch with Tarpon and Norwood, who died in October 2007. Eventually, those friendships and memories made at FSU were part of what drew Stoner, a Tennessee native, back to Tallahassee in 2001 when she retired from Texaco.

Although the former Tarpon Club president does not swim much these days, she does still enjoy water activities including the beach and boating. She also enjoys golfing and gardening. Having never enjoyed the public speaking required during her career, Stoner—a self-professed introvert—is happy to be free of most of her public speaking duties. Yet she enjoys volunteering for a good cause.

In addition to her involvement with the Arts and Sciences Leadership Council, Stoner is president of the Board of Directors for Refuge House Inc., a local organization whose mission is to combat domestic and sexual violence against women, children, and men in the Big Bend area. Besides supporting victims of abuse and educating the community about domestic and sexual violence, Refuge House operates a safehouse for those who have been abused. Having gotten involved in the organization through friends who were on the board or otherwise involved in fund-raising, Stoner says she found the statistics about domestic and sexual violence overwhelming.

Stoner traces her involvement with Refuge House and the College of Arts and Sciences to lessons learned from her parents. "My parents have always set an example of giving back and being involved in their church and other nonprofit organizations. My father told me once that I should be happy to pay taxes because it means that I was earning enough to pay taxes. My parents have always been very generous with their money and their time, and so that's something I was taught, and I am fortunate to have the time and resources now to give back." ▲

By FSU News and Public Affairs
Margaret Cracchiolo (contributing
writer)

FSU to receive about \$5.15 million for innovative program to prepare science, math teachers

With an award totaling about \$5.15 million, the College of Arts and Sciences and the College of Education will work together to recruit and train science and math majors as teachers. The program, called FSU-Teach, will offer students a math or science degree plan that is integrated with teacher certification and early teaching experiences, as well as financial support for students and their supporting teachers.

The university will receive up to \$2.4 million over five years from the National Math and Science Initiative (NMSI), a not-for-profit organization spearheaded by ExxonMobil. The university will receive another \$1 million from the Helios Education Foundation, which is also a not-for-profit organization. And the remaining money will come from matching funds supplied by the state.

FSU was chosen from an original pool of 52 universities nationwide. Of that original pool, 29 schools were invited to submit full proposals, and 12 universities were selected. The program is modeled after a highly successful program at the University of Texas called UTeach.

Dean Joseph Travis called the \$5.15 million award transformative. "Instead of making incremental improvements in how we prepare science and math teachers, we'll be able to take an entirely different approach and make a dramatic difference for the better. We'll be reaching out to students who may not have even considered a career in teaching and will be preparing them more thoroughly in science and math than ever before."

Marcy Driscoll, dean of the College of Education, said, "This gives us reinforcement at a national level in our efforts to meet a critical need in the state—the preparation of qualified and committed teachers in the key areas of math and science."

For more information on FSU-Teach and its donors, see <http://fsu.edu/news/2007/11/14/math.science/>.

The Atlantic Monthly hails FSU's creative writing program as one of nation's best

In an article titled "Where Great Writers Are Made," the *Atlantic Monthly* magazine lists FSU as one of the top 10 graduate programs in creative writing in the United States. Moreover, the English department's creative writing program is lauded as one of the top five Ph.D. programs in the country.

"It's a very great and serious honor to see our English department's creative writing program cited as 'best of the best' in the country for graduate students," said Dean Joseph Travis. "But perhaps it's no wonder. The faculty is filled with fabulous writers such as [...] Pulitzer Prize winner Robert Olen Butler and Mark Winegardner, who is the author of the 'Godfather' sequels and as it happens, the director of our [...] program."

In addition to the many publishing successes of the faculty, many program graduates have had great success, with their works being published by Viking, Penguin, Simon and Schuster, Houghton Mifflin, as well as *Harper's*, *The Atlantic Monthly*, *Esquire*, *The Southern Review*, and others.

Winegardner predicts that the Atlantic ranking will help to draw even more top creative writing students to Tallahassee. According to the article, which appeared in a special edition published in summer 2007, each year around 20,000 people apply for admission to about 300 programs throughout the country.

Other universities named by the *Atlantic* as having top 10 graduate programs include (in alphabetical order as listed in the magazine) Boston University, the University of California-Irvine, Cornell, the University of Iowa, Johns Hopkins, Michigan, New York University, the University of Texas (Michener Center), and the University of Virginia.

Philosophy major Joseph O'Shea is named 2008 Rhodes Scholar

Student Body President and seasoned activist Joseph O'Shea has won what many academics consider the top scholarship in the world. O'Shea, a double major in philosophy and interdisciplinary social sciences, was one of 32

students in the nation—and the only one from Florida—chosen for the Rhodes scholarship.

After graduating from FSU, O'Shea plans to use the Rhodes money to earn a Master of Philosophy degree in comparative social policy at the University of Oxford, after which he intends to earn a law degree with the Truman money.

O'Shea, of Dunedin, has received many other honors as well. He won the highly prestigious Truman Scholarship in 2007. He was also named to *USA Today's* All Academic First Team, won the College of Arts and Sciences Academic Leadership Award as well as the FSU Artes Award, and was inducted into Phi Beta Kappa his junior year.

Besides maintaining a 4.0 grade point average, the 22-year-old student has founded or co-founded a health clinic in New Orleans, an international service-based exchange program for students called the Global Peace Exchange, the Leon County Community Healthcare Coalition, and the Student United Way.

O'Shea told the *Tampa Tribune* that he began his volunteer work at the Clearwater Free Clinic. "That was certainly an eye-opener," he said. "It revealed to me ... that there were a lot of people who needed help and who couldn't get it in America." O'Shea's father died in May 2007 of kidney disease. "My father passed away but he was sick for many years before that," he added. "It forced a lot of changes in my family, and it developed a sense of empathy and humility, and the idea that much of what happens in our lives is just simply a matter of luck."

"I hope to spend the rest of my life resolving the inequalities in society," O'Shea also told the *Tribune*.

O'Shea is the third FSU student to be named a Rhodes Scholar, the first being Caroline Alexander in 1976 and the second being Garrett Johnson in 2006.

Professor Penny Gilmer recognized as pioneer among women scientists

Penny Gilmer, a chemistry and biochemistry professor, has been honored by the Association for Women in Science (AWIS) "for her outstanding commitment and dedication in support of women in

science and engineering." Gilmer was one of only seven people nationwide to be named by AWIS to its 2008 Class of Fellows.

Gilmer, who has been a faculty member at FSU since 1977, has devoted her career to biochemistry research, science education, and ethics in science. She has two doctoral degrees, one in biochemistry from the University of California-Berkeley and the other in science and math education from Curtin University of Technology in Perth, Australia.

AWIS was founded in 1971, and Gilmer started the first AWIS chapter in Florida at FSU. "During my lifetime, the status of women has improved," Gilmer said, "in part by work like mine, but we have further to go for full participation."

"This is a well-deserved honor for our friend and colleague," said Joseph Schlenoff, chair of the FSU chemistry and biochemistry department. "Professor Gilmer's dedication to advancing the opportunities for women in science has resulted in a stronger, more diverse and simply better work force."

FSU physicist named Fellow of prestigious American Physical Society

Winston Roberts, professor in Florida State University's Department of Physics, has been named a Fellow of the American Physical Society. The APS currently has 46,000 members and is the nation's largest and most prestigious professional society dedicated to the advancement of physics research and knowledge. This recognition is one of the top honors in his field.

Roberts joined the FSU faculty in January 2006. He has also been a program officer in the Physics Division of the National Science Foundation and a program manager in the Office of Nuclear Physics at the U.S. Department of Energy.

The ultimate goal of his research is to help develop a better understanding of the properties of matter. To learn more about Roberts and his research, visit <http://fsu.edu/news/2007/12/05/roberts.aps/>.

FSU psychology professor shares \$3.3 million grant to help anxiety ridden smokers kick habit

Brad Schmidt, professor of psychology at Florida State University

and Michael Zvolensky, professor of psychology at the University of Vermont, will share a \$3.3 million federal grant to develop a smoking cessation program focused on smokers with anxiety disorders. The grant is funded by the National Institute of Mental Health and is one of the largest the scientific organization has ever awarded for this kind of study, according to Schmidt.

Schmidt and Zvolensky are recruiting 300 people from each campus to participate in a five year study with two goals in mind: "The first is to see whether combining some of what we know from our anxiety treatments with the state-of-the-art smoking cessation treatments will enhance our ability to help people quit smoking, and the longer-term goal is to determine if these treatments will prevent the development of anxiety problems like panic attacks."

For more information, visit www.anxietyclinic.fsu.edu/research.htm.

FSU's Baggott pens prequel to major motion picture

Julianna Baggott, assistant professor in the creative writing program, has written a prequel to the motion picture *Mr. Magorium's Wonder Emporium* starring Dustin Hoffman, Natalie Portman, and Jason Bateman. The prequel, published by Scholastic and Walden Media, is entitled *The Amazing Compendium of Edward Magorium* and is written under her pen name, "N.E. Bode."

In 2006, Baggott was asked by a film executive to tell the story of the 243-year-old Magorium's life in 150 or fewer pages and with the absence of a true plot. What resulted, according to Baggott, was a "160-page chronological index, really, of all the famous people Magorium has influenced in his long life."

Julianna Baggott is a prolific best-selling author and poet. Among her works are four novels, three volumes of poetry, and seven books for young readers, most notably *The Anybodies* trilogy. Her fifth novel, *My Husband's Sweethearts*, will be published in August under the pen name Bridget Asher. For more information about her and her works, visit www.juliannabaggott.com.

Vietnam to finally publish Robert Olen Butler's Pulitzer-winning book about country's refugees

Robert Olen Butler, the English department's Francis Eppes Professor, won the Pulitzer Prize for fiction in 1993 for *A Good Scent from a Strange Mountain*. The book is comprised of a collection of short stories about Vietnamese refugees living in Louisiana. Banned in Vietnam for 16 years because it acknowledges those that fled the Communist regime in the aftermath of the Vietnam War, Butler's book was finally set to be published in December 2007 by government-approved publisher, The People's Public Security Publishing House in Hanoi. To learn more, visit <http://fsu.edu/news/2007/10/30/butler.vietnam/>.

Chemistry professor helps solve materials mystery that may lead to better computer memory

Naresh Dalal, the Dirac Professor of Chemistry and Biochemistry, and three Argentinian colleagues have found the answer to a phenomenon that has puzzled scientists since 1938. The phenomenon involves a crystal known as ammonium dihydrogen phosphate (ADP), which is used in computer memory devices, fiber optic technology, lasers, and other electro-optic applications.

ADP has some unusual electrical properties that were not fully understood until Dalal and his colleagues were able to do some sophisticated computational analyses using the supercomputer at FSU's Supercomputer Computations research Institute (SCRI).

A characteristic of ADP is that it can be ferroelectric, with a positively charged pole and a negatively charged pole. However, what puzzled scientists is that sometimes ADP displayed an electrical phase known as antiferroelectricity. "With antiferroelectricity, one layer of molecules in a crystal has a plus and a minus pole, but in the next layer, the charges are reversed," Dalal said. "You see this reversal of charges, layer by layer, throughout the crystal."

"We found that the position of the ammonium ions in the compound, as well as the presence of

stresses or defects in the crystal, determine whether it behaves in a ferroelectric or antiferroelectric manner," he said.

The findings are important for two reasons, Dalal said. "First, this allows us to further understand how to design new materials with both ferroelectric and antiferroelectric properties. Doing so could open new doors for computer memory technology—and possibly play a role in the development of quantum computers."

"Second, our research opens up new ways of testing materials," he said. "Using supercomputers, we can quickly perform tests to see how materials would react under a variety of conditions. Many such tests can't even be performed in the lab."

In addition to Dalal, the research team included Jorge Lasave, Sergio Koval, and Ricardo Migoni of the Universidad Nacional de Rosario in Argentina. The findings have been published in *Physical Review Letters*, a highly respected journal.

In 2007, Dalal received the Southern Chemist Award from the Memphis Section of the American Chemical Society recognizing the work he has done since becoming a faculty member of FSU in 1995. This award honors "an outstanding researcher who has brought recognition to the South," specifically the states of Alabama, Arkansas, Florida, Georgia, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, and Virginia. Additionally, Dalal chaired the FSU chemistry and biochemistry department from 1999 to 2007.

Student poet wins 2008 Dean's Prize for Writing

Frank Giampietro, a graduate student in the English department at FSU, is the winner of the 2008 Dean's Prize for Writing. Giampietro read a selection of his poetry before a packed house at Ruby Diamond Auditorium on Feb. 22 during Seven Days of Opening Nights.

While earning his M.A. at Washington College and his M.F.A. from Vermont College, Frank Giampietro was the CEO and general manager of a family-owned appliance business in Dover, Delaware. He is an assistant editor at Fiction Collective 2 and the founding editor of lafovea.org.

His poems have appeared in journals such as *Columbia Poetry Review*, *CutBank*, *32 Poems*, *Exquisite Corpse*, *Subtropics*, *Hayden's Ferry*, and *Poetry International*. He lives in Tallahassee, Florida with his wife and two children. Giampietro's poetry reading preceded a talk by famed author Salman Rushdie about the role of the writer in the 21st century. Among other works, Rushdie wrote *Midnight's Children* (1981) and *The Satanic Verses* (1988). After publication of *The Satanic Verses*, Iran's Ayatollah Khomeini issued a fatwa ordering Rushdie's execution.

Professor and sailor David Vann nets prestigious writing grant

David Vann, an assistant professor in the English department, has won a 2008 Literature Fellowship from the National Endowment for the Arts (NEA). Of the almost 800 people who applied for the grant, Vann was one of 42 chosen. And of those authors chosen, only around 10, including Vann, specialize in creative nonfiction.

The NEA fellowship was based on an excerpt from *Crocodile: Memoirs from a Mexican Drug-Running Port*, a new, unpublished memoir. In August 2007, Vann won the Grace Paley Prize for Short Fiction for *Legend of a Suicide*, a collection of five short stories and one novella written in response to his father's suicide when Vann was 13. *Legend* is set to be published in fall 2008. Vann also wrote 2005 national bestseller *A Mile Down: The True Story of a Disastrous Career at Sea*, chronicling his own sailing exploits.

In his latest seafaring odyssey, Vann planned to sail around the world and chronicle his adventures online for *Esquire* magazine but he had to turn back in February 2008 after experiencing structural problems with his homemade trimaran. You can view photos and read about his adventure at <http://www.esquire.com/the-side/blog/tincan>.

Final takes



Tarpon Club swimmers are on hand with Glynise Smith, the club's faculty adviser, for the dedication of the pool at the governor's mansion in 1961. Photos courtesy of Special Collections, Florida State University Libraries



For more information about honoring your favorite professor or a loved one with a charitable gift, please contact Nancy Smilowitz or Chris Tuveson.



Nancy Smilowitz

Assistant Dean
Advancement and Alumni Affairs

Office of the Dean
P.O. Box 3061280 • Tallahassee, FL
32306-1280

Office: (850) 644-9324
Cell: (850) 294-1034
Fax: (850) 645-3258

E-mail: nsmilowitz@foundation.fsu.edu

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Nancy Smilowitz

Assistant Dean of Development Nancy Smilowitz says she loves working with people who have a thirst for knowledge and a desire to enhance higher education. As the daughter of a professor at a large public research university, Nancy grew up in a family that valued higher education, and she sees her work at FSU as a continuation of those values nurtured by her parents.

May 2008 marks 10 years that Nancy has been in the Office of Development at Florida State University's College of Arts and Sciences. Having begun her time at FSU as an associate director, she became senior director in 2002 and assistant dean in 2008. In her 10 years as a liaison between the College of Arts and Sciences and the FSU Foundation, Nancy has raised over \$20 million through outright and deferred gifts.

Before arriving at Florida State, Nancy earned her bachelor's degree in sociology from Penn State University, where she also worked part-time in the phone center, first as a student fund raiser and later as a supervisor. Between her time at Penn State and her arrival at FSU, Nancy served as the assistant director of annual giving at Ball State University in Muncie, Indiana.

Currently, Nancy and her husband, Matt, live in Tallahassee, where Nancy serves on the board of directors of Refuge House, an organization dedicated to the prevention of and education about domestic and sexual violence.

Chris Tuveson

Chris Tuveson, Director of Development for the College of Arts and Sciences, believes strongly in each person's right to an education. As an alumna of Florida State University, Chris finds fulfillment in helping her fellow alumni support the academic programs in the college.

"Our graduates are a rich tapestry of achievements, success stories, and creative triumphs," Chris says. "The opportunity to meet and talk with people who have so generously used their knowledge and experience enriches my life; the chance to engage them in philanthropic activity is exciting and rewarding, and most importantly, touches the lives of future Florida State students."

Chris has worked with the university for more than eight years as a fund raiser for the College of Arts and Sciences, and before that for the College of Social Work.

A longtime resident of Tallahassee, Chris brings a variety of professional experience to her career in development, including marketing, public relations, and program management. She has one daughter, who begins her college career in the fall. Chris serves the community as a member of the executive committee of the Boys' Choir of Tallahassee and as a board member of Tallahassee Area Crew.



Chris Tuveson

Director of Development
Advancement and Alumni Affairs

Office of the Dean
P.O. Box 3061280 • Tallahassee, FL
32306-1280

Office: (850) 644-4949
Cell: (850) 294-1422
Fax: (850) 645-3258

E-mail: ctuveson@foundation.fsu.edu

State of Florida Major Gift Challenge Program

The Florida Legislature enacted the Major Gift Challenge Program to encourage partnerships between the private sector and state universities. This program matches private endowed gifts, as funds allow, supporting libraries, instruction, and research programs as defined by state law. Gifts are matched based on the following percentages:

Amount of gift	Percentage matched
\$100,000 to \$599,999	50%
\$600,000 to \$1,000,000	70%
\$1,000,001 to \$1,500,000	75%
\$1,500,001 to \$2,000,000	80%
\$2,000,001 or more	100%

FSU's west side of campus is dominated by new science construction. For more photos, see page 18. Photo by Steve Leukanech



Across the Spectrum is a newsletter intended for faculty, staff, alumni, and friends of the Florida State University College of Arts and Sciences. Dean: Dr. Joseph Travis. Publisher: Nancy Smilowitz. Writer/editor: Susan Hellstrom. Contributing writers: Margaret Cracchiolo, Jill Elish, Libby Fairhurst, and Barry Ray. Contributing photographers: Emily Baker, Michele Edmunds, Bill Lax, Ryals Lee, Steve Leukanech, Thomas Miller, Lindsey Morrow, Mike Uzendoski, and Stan Warmath. Copyeditor: Barry Ray. Heritage Protocol Collection archivist: Eddie Woodward. Graphic design: Julia Hanway, MicroType Graphics. Printing: Graphateria.



Office of the Dean
College of Arts and Sciences
Florida State University
Tallahassee, FL 32306-1280

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