Rebirth of FSU’s marine lab

Legacy Walk brings campus history to life

Oil spill: FSU prof speaks out
Our cover story in this issue of *Across the Spectrum* is a remarkable tale of rebirth and renewal. The Florida State University Coastal and Marine Laboratory has seen a whirlwind of change in the last few years and become a center for cutting-edge research that blurs the traditional distinction between basic and applied science. This is a story of how inspirational leadership and hard work have created a place where people want to be. The lab has energetic faculty, students, and staff, and a dedicated corps of donors and friends whose support is taking the lab beyond anyone’s expectations. The atmosphere is positively electric.

This same charge is building on the campus. Florida State University President Eric J. Barron, who earned his Bachelor of Science degree in geology in 1973 from the college, is providing the inspiration—and his energy and enthusiasm have proven infectious. With an energized faculty and excited students, we are embarking on our own revitalization. This is especially true in the college, from new undergraduate majors to new outreach efforts to new approaches to important research problems, we are renewing ourselves almost daily.

That renewal would not be possible without our own corps of donors and friends. While what we do with the generous gifts we receive makes great stories, the greater stories are of the gifts themselves. Of course, those stories tell of the confidence our donors have in what we are doing in one or another area of scholarship or teaching. But the more interesting parts of those stories tell of the varied paths that brought people to philanthropy and the markers along the way—family members, teachers, classes, and subjects—that inspired them.

I hope you enjoy these stories. And I hope that in one of them you will see a reflection of your own experience and have a renewal of your own—a renewal of interest in Florida State, a renewal of pride in the college, and a renewal of excitement for the programs in which you studied or that have captured your imagination. The college has always been a place where people want to be, and I hope that this issue of *Across the Spectrum* reminds you that this is still so.

*Joseph Travis,* Dean

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**College honors alumnus Bill Maxwell**

Robert W. "Bill" Maxwell Jr. (center), a petroleum geologist, has been named the 2010 Graduate of Distinction by the College of Arts and Sciences. He is shown with Assistant Dean Nancy Smidt (left) and Dean Joseph Travis (right), who serves on the college’s Leadership Council. Maxwell’s bachelor’s degree in geology in 1969 and his master’s degree in geology in 1973, both from the college. He is also involved in an emerging advisory board for FSU’s new Department of Earth, Ocean and Atmospheric Science.
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Led by biologist Felicia Coleman, the FSU Coastal & Marine Lab reinvigorates research and education on the Gulf coast

By Wil Oakes

Reimagining an underused resource

Members of the FSU community traveling to the beach may pass right by the university’s Coastal and Marine Laboratory without noticing it. Situated about an hour’s drive of 45 miles down U.S. Highway 98 from the main campus, the lab looks unremarkable from the outside. An inconspicuous brick sign and a cluster of palm trees is all there is to decorate what otherwise appears to be no more than a chain link fence and a cluster of low, warehouse-like buildings. This small outpost of the university is more about substance than flash, however. An emerging center for independent research as well as top-notch educational opportunities, the marine lab is quickly becoming a source of pride.

The university has operated a marine lab of one type or another since 1949. The first such lab was at Alligator Point in Ochlockonee Bay, and the current site, at the convergence of highways 98 and 319 near St. Teresa, was opened in 1968 on land donated by famed Florida businessman Edward Ball. For most of that time, the site functioned primarily as a support facility for programs and scientists located on the main campus.

As time went on, however, use of the facility dwindled. Professor Kirby Kemper visited the lab shortly after taking up the post of vice president for Research in May 2003. “Where I expected to see a beehive of activity,” he recalls, “I found several labs active, but several that obviously were not

Felicia Coleman, who earned her Ph.D. from FSU in 1991, became director of the marine lab in 2006. Many point to her leadership as the key to the lab’s resurgence in recent years.
in use. At that time the Office of Research was putting about $300,000 per year into the lab under the assumption that numerous faculty used it as their primary research site, but found that interests had shifted and many of the faculty were carrying out research elsewhere.” That realization prompted talks about the future of the lab, including the question of whether it should be shut down. All agreed that, if it were to remain, it needed to become a fully functional, ongoing research center.

The lab had its supporters, among them then-Provost and Executive Vice President for Academic Affairs Larry Abele, but it was when then-President T.K. Wetherell made an unannounced trip to the lab one Sunday afternoon that the new course was decided.

“He came back convinced that the lab was important,” says Kempner.

Felicia Coleman, originally from South Carolina, has a long history at Florida State, earning her Ph.D. in 1991 and moving directly into research in the Department of Biological Science. She spent years researching exploited fish populations and reef ecology, passions that guide her even today. Long before she was chosen to direct the new manifestation of the marine lab, she’d had her eye on the facility.

“I kind of kept this little file—you know, if I were queen—and stuck ideas in it … so when the job came open and I applied for it, I had already put a lot of thought into why I thought this was an important place.”

The importance of the place became even clearer when the university, prompted by a developer’s desire to build a marina near the site, started considering its options for creating a new, more productive lab, including the possibility of moving it yet again. The St. Joe Paper Company, now known as Arvida, had plans that involved dredging around FSU’s property, a move that could have seriously compromised the marine habitats in the area as well as its value as a research site. A task force was established, headed up by Professor Emeritus Bill Herrkind, and spent nearly a year searching for a new site, but realized quickly that the current site offered research advantages that simply couldn’t be topped elsewhere. He, along with a chorus of people from FSU and the community, started speaking out publicly about the importance of conserving the area. The area is not only an oasis of relatively pristine land in overdeveloped Florida, but is situated within range of a number of different ecosystems.

In the end, Herrkind and the other voices of protest were heard, and the developer agreed to change its plans. As for the future of the lab, there was only one choice. Coleman says moving the lab would have been a terrible move on the university’s part.

“You’re nuts. This is the place. This is located right in the middle of all this incredible diversity … why would you throw all that away?”

Support from the university was critical in those early decisions, and Coleman is grateful to Abele for his interest in the lab.

“I always credit Larry Abele,” she says, “and I think he should be credited, for listening to what the task force had to say and saying, ‘OK, let’s put our money where our mouths are and see what we can do.’”

While the university decided to keep the old site, the lab would continue on with a new name and a new mission. While the official name is still the Edward Ball Marine Laboratory, to honor its benefactor, the lab became known in 2006 as the Florida State University Coastal and Marine Laboratory. The hope was that, in time, it would become less of a support facility and more of an institute in its own right, with faculty based on site conducting research. There was a long way to go.

Hard work ahead
With Coleman signed on as the new, full-time director of the site, the work of restructuring began. That process involved improvements to the facilities as well as the organization of the lab, and Coleman found herself working more as a member of the maintenance staff than a scientist at first. Some members of the existing staff were under the impression she had been hired to dismantle the lab rather than revitalize it, and getting everyone on the same page was difficult at times. Coleman had to find hands-on and sometimes unconventional ways to establish a sense of trust and cooperation with employees unaccustomed to her style. In an early incident, she saw some middle school students playing in an old structure on the property that had been severely damaged by Hurricane Dennis in 2005. It was a dangerous liability, so she decided it needed to be removed and went to the maintenance staff with her request.

“I said, ‘Why don’t y’all start tearing it down?’ and they wouldn’t do it and they wouldn’t do it. And finally, I went out there with a sledgehammer and started knocking it down, and they came out and started helping me, and we were good from then on.’”

One of the many steps in developing a real research institution for Florida State was creating opportunities for faculty members...
Still, those first days were difficult and the rewards few. Coleman can recall a time when the phone at the lab would go weeks without ringing.

Whatever early obstacles may have impeded the progress of the lab, the largest of which may have been pre-existing attitudes about what was possible there, Coleman approached them with an indefatigable attitude.

“My feeling was, get rid of the word ‘no,’ and if somebody wants to do something you figure out how you’re going make it possible for them to get their work done.” Within two years, the facilities were in good shape and hiring had begun. “We hired a couple of post-docs who were just amazing young people who just really understood what we were trying to do and worked hard toward that end, and the faculty are the same way — no big egos, everybody works beautifully together, with each other and with the staff.”

Only a few short years later, the marine lab is already starting to look something like what Coleman and Abele had envisioned initially. There are seven faculty members working out of the site — Coleman as well as other research faculty, including Herrnkind, Kevin Craig, Dean Grubbs, Randall Hughes, David Kimbro, and Christopher Koenig — and two post-doctoral researchers. Graduate students and undergrads alike make the trip down from Tallahassee routinely. The lab has become an active and vibrant institute with a three-pronged mission: producing independent research, reaching out both to the local community and the larger world, and supporting academic programs on the FSU campus. In each of these areas, signs of success have started cropping up.

A new mission in research

The marine lab is located within close range of various ecosystems, including oyster reefs, seagrass meadows, freshwater bogs, salt marshes, sponge reefs, and drowned patch reefs. This easy access to such a diverse array of marine communities provides researchers at the lab a unique chance to study how those communities are structured and function as parts of a larger system. Hughes, a marine ecologist at the lab, finds the environment perfect for her work.
“For ecological field research,” she says, “you can’t beat the location and facilities that we have available.”

As Coleman puts it, the basic research mission of the lab is “to learn about how marine communities and the animals in them make a living.” Addressing this mission involves answering questions about how animals behave and how that behavior affects the larger ecosystem, as well as discovering what services that system provides in the larger world. Coleman thinks this last question in particular deserves more press.

“We don’t typically think of marine communities or organisms as providing services that are of any use to humans other than food, but in fact the salt marshes and sea grasses and mangroves all serve as buffers to storms.” The services of the sea don’t end there. Erosion prevention, pollution filtering, and water clarifying are all important processes taken on by such unsung heroes as oysters and sponges. These services, Coleman is quick to point out, are not only environmentally but economically important to coastal residents in tourist-dependent Florida.

Now that the lab is fully up and running, faculty members are each contributing their individual research talents to that greater goal of understanding the web of marine communities in the northern Gulf. Gnibbs works out of the lab on shark ecology. He tracks the movement of sharks from open water to the coastal region, which then serves as a nursery. The rich resources of the area enable newborn sharks to feed and grow rapidly. And Hughes, an expert in seagrass and salt marsh ecology, has made strides in showing the correlation between genetic diversity in coastal habitats and biological diversity in the entire ecosystem. Her findings may have a big impact on the work of conservationists, especially since diversity affects the resilience of ecosystems, a crucial characteristic as the environment faces ongoing challenges such as climate change and more sudden disasters like oil spills.

**Bringing science out of the lab**

Because the ecosystems being studied at the lab have such practical importance in the lives of people, there are plenty of outlets for faculty members to get their work into the public sphere. Coleman emphasizes the importance of scientists interacting with the public and made sure her faculty members were aware of that importance when she hired them.

“Scientists and journalists,” she explains, “come from very different cultures. While journalists want to get information from scientists, we are abysmal at being able to say what we do without adding so much detail that people’s eyes glaze over.” That same thing, she believes, also hampers scientists trying to help public policymakers make informed decisions regarding the environment. “If you’re talking to a senator or aide at the federal level, you have two minutes to make your point. You don’t get 45 minutes. You get two.” Still, taking those two minutes is something she sees as vital and part of the job. “Policymakers are not going to the library to dig out your papers from *The American Naturalist* or *Bulletin of Marine Science or Ecology or Timbuktu Journal of Loop-Dee-Loos*. We have to take the science to them.”

A big opportunity to take science to the public came in the aftermath of the Deepwater Horizon oil spill in April, when Coleman and her colleagues found themselves deluged with requests for comment.

“*New York Times*, *Wall Street Journal*, *USA Today*, *Los Angeles Times*. I haven’t heard from the *Times-Picayune*, but I think somebody probably has. It’s kind of all over the map. I talked to somebody in India.”

Their readiness to respond to the media made them an invaluable resource to reporters. They have also been able to contribute to the response in more direct ways through the lab’s involvement with groups such as the Florida Institute of Oceanography and the Northern Gulf Institute. FSU marine lab faculty have, through these and other channels, been able to procure or influence the distribution of millions of dollars from BP that will be used to research environmental consequences of the spill.

This response to the oil spill has been just one of what university officials hope will be many opportunities for the lab to make important contributions to real world problems. “The lab and its faculty members are in a perfect position for a future in which we will need strong ecological science to guide difficult policy decisions about how we treat the coast and the resources of the Gulf,” says Joseph Travis, dean of the College of Arts and Sciences and Robert O. Lawton Distinguished Professor of Biological Science. “This program is not only located perfectly in a geographic sense, but the rejuvenation of the lab and the
maturation of the research programs of the faculty come at a perfect time for the lab to be a focus for a new era of research."

FSU marine scientists have also shown their commitment to having an impact by acting on their own. Coleman has served on a number of federal committees, including the Marine Protected Areas Federal Advisory Committee and the Ecological Society of America’s Rapid Response Team. Grubbs serves with the International Union for Conservation of Nature, which works on solving various environmental problems, as well as the Gulf of Mexico Fishery Management Council, a federal council that makes decisions regarding the management of fish and habitats. Hughes and oyster reef specialist David Kimbro operate a blog called In the Grass, On the Reef (http://wfsu.org/blog-coastal-health/) to inform the public about their work. Faculty have also been asked to give talks locally, nationally, and internationally.

New educational opportunities, in and out of the classroom
As the lab has expanded from a support facility into a full-blown research center, its ability to effectively support programs on the main campus has also expanded. The lab remains heavily affiliated with the Department of Biological Science, Coleman’s home department, and the new Department of Earth, Ocean and Atmospheric Science. Faculty members in those departments have taken notice of the revitalization of the lab.

“Felicia’s leadership has brought a whole new dynamic to [the marine lab],” says Professor P. Bryant Chase, chair of the biology department. “It is a great place for biological science faculty, graduate students, and undergraduates whose research involves marine and coastal biology to conduct their projects.”

That sentiment has been echoed by a chorus of Coleman’s peers. Professor Lynn Dudley, chair of the Department of Earth, Ocean and Atmospheric Science, says “Dr. Coleman is a bright, high-energy person. She consistently brings new ideas to the table.”

Jeff Chanton, FSU’s John Widmer Winchester Professor of Oceanography, agrees.

“She has been a real breath of fresh air and has made the marine lab a happening place. It’s an exciting place [with] a young and energetic faculty, lots of students, and an exceedingly helpful staff.” Chanton has already had the chance to see his students and peers take advantage of what the lab has to offer. “We have cooperative projects with the marine lab faculty, we have students working down there, and we have projects that are based there.” He has even made use of the lab for his own research. “Dr. Bill Burnett and I have run a number of groundwater projects there over the years, which we couldn’t have done without that base.”

Coleman remains humble but is enthusiastic about the interest that’s been generated in Tallahassee.

We just couldn’t do without the marine lab.”
- Professor Jeff Chanton

“I think the level of activity here has been an attractant for people on campus,” she says, “and we have a lot of undergraduates who come down to do hands-on research, so they’re getting a phenomenal research experience.” Coleman runs the biology department’s Certificate Program in Marine Biology—an enterprise that she and Herrnkind started 10 years ago—which takes around 12 top undergraduate students per year. All of those students get the rare opportunity to do research, which some of them end up publishing in peer-reviewed journals. Recent research projects by students in the program have addressed issues such as sea turtle nesting patterns, the effect of salinity on the behavior of the crown conch, and the dietary habits of sandbar sharks.

The program has even drawn the interest of some of FSU’s most exemplary undergraduates. Erin Simmons, a 2008 graduate and current graduate student in biological science, made the university proud when she became a Rhodes Scholar finalist in 2009. During her undergraduate

people change over a couple of years. I find that really exciting.”

Hughes sees student involvement in a similar light.

“From the students’ perspective, this experience looks great for job and/or graduate school applications, but more importantly, it gives them a chance to make sure that field research is really something they enjoy,” she says. “From my perspective, it’s fun and engaging to interact with students, and of course it’s wonderful to have more hands to help with the work.”

Graduate students continue to use the lab as well, but now that the lab has its own faculty and is a hotbed of activity, they do so with a new purpose. Coleman is pleased with the change. While graduate-student use of the lab for research had been declining for almost 20 years prior to its repurposing, they now flock to the lab for the opportunity to work alongside the resident faculty.
The lab also offers full-credit courses, primarily for the Department of Biological Science, such as "Field Marine Science" and "Biology of Fishes." An oceanography course called "Microbial Ecology" uses classroom time on the main campus as well as hands-on work at the marine lab. There is a dive program that trains students in scientific diving, a rigorous program that combines the basic skills of scuba with the techniques required for conducting research underwater. There is so much activity, in fact, that the lab even operates a shuttle service four days a week to help students make the hour-long trip from Tallahassee.

Chanton has seen his students' use of the lab increase dramatically.

"I have students that drive down there weekly or more to conduct their research," he says. "We just couldn't do without the marine lab."

Educational opportunities at the lab aren't limited to FSU students, either. Public lectures by scientists from FSU around the state, and around the nation draw large crowds from the community. Herrick offers a continuing education class called "Science Inquiry" for middle- and high-school teachers, a six-week course focusing on how to teach science through hands-on research. There are even chances for younger students to come in and learn about marine biology, such as the Saturday at the Sea program, another hands-on experience that teaches primary school students and their teachers about the marine environment of the Gulf of Mexico.

Looking toward the future

The lab is filled to the brim with people and activity, with experiments taking place both in the actual lab space and in some cases out on the sidewalks or wherever space permits. Kemper and other university officials are impressed with the progress so far, when they look back at benchmarks they established for the lab in 2005. "The lab has greatly exceeded them in all categories from papers published to outreach to the local community," Kemper says. "Consequently, its continued operation is assured."

Travis, who has watched the lab's progress closely over years, agrees with Kemper. "The success of the lab has vindicated what Larry Abele and Kirby Kemper saw; everything good they thought could happen one day with the right leadership and more investment has happened," Travis says.

With the lab's future existence secured, there is already some thought being given to future expansion. A new volunteer advisory board has been established to help raise public awareness of the lab and to help with fundraising. The board is chaired by Pat Hamilton, a St. Augustine realtor who has a keen interest in conservation and marine biology.

In addition, a full building plan has been developed that would bring the offices and labs together in one building and improve the greenhouses and support facilities. A new education center with classroom space, dorms, a cafeteria, and a large auditorium would be put up on the other side of the road, where the university already owns around 70 acres of unused land.

"We have a small auditorium," Coleman points out. "It seats probably 40 or 50 people, but we sometimes get 100, and everybody's sitting in each other's laps."

In addition to this need for expanded facilities, the lab is already in need of greater research capacity, which means hiring more faculty members. Plans for all these dreams are firmly in place even though the first crucial step—funding—hasn't yet materialized. Coleman still sees value in looking ahead.

"We don't have a nickel, but you never know when the opportunity will come up, so it's better to be ready with the idea and the plan."

When the chance to expand the faculty comes, Coleman says she will be excited to move forward with hiring, careful to preserve the camaraderie her team enjoys. She recognizes that the cooperation of the current faculty came about, to some degree, because of luck. While scientific credentials are important, finding personalities that work together is equally important, and Coleman is grateful that her faculty and staff happen to have that chemistry.

"They do extraordinary work. Those are the people that built it. It's amazing; it just makes me happy every day."

The rest of the marine-lab faculty members feel the same way. Kimbro recalls arriving in summer 2008, when there were few staff members struggling to turn an underutilized resource around. He has watched the staff come together over the last couple of years and sees the result as overwhelmingly positive.

"Working with Dr. Coleman has been fantastic," he says. "She has assembled a staff and faculty that I think mesh perfectly in personality and research expertise: there is no duplication of effort, and everyone brings something different to the table so that, collectively, we produce great research."

The environment at the Florida State Coastal and Marine Laboratory has that effect on almost everyone who works there, not the least of whom is Coleman herself, who, after four years on the job, still seems genuinely passionate about the lab in a way that goes beyond her enthusiasm for research.

"It's an incredibly beautiful place," she says. "I never get tired of coming down here."
Legacy Walk

Honoring the past, embracing the future

By Leigh Gruwell

Thanks to a project called Legacy Walk, there has never been a better time for College of Arts and Sciences alumni to take a stroll through the campus—or, for that matter, just to lounge in the shade of an ancient oak tree.
From the Westcott end of campus to the western edge along Stadium Drive, the footprint of the College of Arts and Sciences looks better than ever. Old landmarks such as Dodd Hall and the Williams Building have been extensively renovated with respect for their history so that they retain the same character as always. New buildings—such as the biology, chemistry, and psychology buildings—have been constructed in the Collegiate Gothic style to complement the old buildings. And now, tying them all together is Legacy Walk, a beautifully landscaped collection of walkways showcasing the history of the campus.

Twisting its way through Florida State's 450-acre main campus, Legacy Walk is a network of quaint brick pathways flanked with informative markers and colorful banners that highlight the university's heritage. Allowing students, alumni, faculty, and staff to stroll through FSU's history, the first phase of the project was unveiled in October 2004. While it provides a rich and unique glimpse into FSU's past, Legacy Walk also leads the campus into the future, anticipating the university's continued growth and development.

Legacy Walk is divided into four areas, all spread out amongst the most vibrant and recognizable parts of campus.

**Phase 1**, the Eppes Walk, travels through the easternmost part of campus, around the Westcott Building and other historic structures. This first phase showcases buildings that house departments in the humanities, including Differnbaugh Modern Languages and Linguistics, as well as interdisciplinary humanities, Williams (English), and venerable Dodd Hall (Classics, Philosophy, and Religion). Renovations to this part of campus complement new and innovative programs in a variety of departments, such as the editing, writing, and media track in the English department; philosophy's program in the history and philosophy of science; and the addition of Chinese to the modern languages department.

**Phase 2**, the Student Legacy Walk, winds through the student engine of the university, around Landis Green and the Student Union. One of its most beautiful stretches is the broad shaded walkway in front of the Bellamy Building, where Department of History students share space with students from several other colleges.
Phase 4, still in its early stages, is the Legacy Walkway. Originally undertaken by Seminole Boosters, the Legacy Walkway circles around the University Center and Doak Campbell Stadium while honoring figures from Florida State’s prominent athletic tradition.

Donna McHugh, FSU’s assistant vice president for Community Relations, is the person whom most point to as the driving force behind the Legacy Walk project. She, however, is much more modest about her involvement.

“It took hundreds of people to make it happen,” McHugh says. She credits former university presidents Sandy D’Alemberte’s and T.K. Wetherell’s efforts to honor FSU’s history, as well as current President Eric J. Barron’s support. McHugh has partnered with leaders from all around the university, working with staff, alumni, and students.

“A collaborative effort produces a better result,” she says.

Collaborate they did. Retired faculty and staff, the Alumni Association, the FSU Foundation, University Communications, Seminole Boosters, Facilities, Landscaping, and alumni, among others, have all lent a hand to realize the Legacy Walk project. Even students in the Master Craftsman program have helped create the podiums along the path, as well as architectural details on new buildings, using molds taken from older buildings on campus. McHugh hopes such widespread support will engender a universitywide feeling of pride in Legacy Walk.

“People recognize that FSU has a rich history,” she says. “The campus is a showcase for that history.” McHugh compares Legacy Walk to a mode of storytelling, as it enables visitors to experience the university’s distinctive heritage firsthand: from the plants that serve as living monuments to Florida State’s traditions, to the informative podiums, as well as the banners displaying historical and contemporary images of life at FSU and the statues honoring influential people from the university’s past.

One of the biggest advantages of Legacy Walk is the opportunity it provides alumni to tour the buildings of the College of Arts and Sciences. All alumni are sure to recognize the older structures, built in the Collegiate Gothic style best exemplified by Dodg Hall, but Legacy Walk showcases the way newer additions to the campus build upon the existing architectural environment.

New buildings aren’t the only way the campus has changed, however, as many old ones have been renovated to pave the way for the future. While their historical integrity has been preserved on the outside, their interiors have been updated, modernized in a way that reflects the vibrancy and continual evolution of the college.

In that sense, Legacy Walk is a project just as much about looking toward the future as it is about remembering the past. University leaders have invested $500 million into a campuswide construction and renovation campaign in hopes that a beautiful campus with vast resources will attract talented students and faculty. Legacy Walk was initiated in this same spirit.

“It reflects the health of the campus when everything looks good,” McHugh says. And while Legacy Walk calls attention to the university’s past, perhaps the most striking thing about it is the sheer beauty of its pathways.

The campus’s charm is highlighted by the meandering brick pathways of Legacy Walk. Mark Bertolami, director of facilities planning, is responsible for the university’s master plan, and planned the layout of all the walkways of Legacy Walk.
“We drew on ideas from other universities,” says Bertolami, but it is clear that his expertise and deep appreciation for Florida State’s campus and heritage has paid off with Legacy Walk. Pathways vary from wide brick walking and bike paths, running as arteries through the heart of campus, to narrower, more secluded walks among mossy oaks and magnolia trees. The one thing all of these paths have in common is how well they blend in with campus, drawing on university heritage for their content and using native North Florida plants to shape their form.

The exquisite landscaping surrounding Legacy Walk is the work of Scott Cisson, FSU’s grounds director.

“Campuses are living, breathing things,” he says. “Ambiance is one of the first things people notice on campus.” Cisson clearly has a passion for designing environments that speak to people. “Plants are like storybooks,” he says. His goal is to create points of interest while embracing diversity and harmony. He also has a fondness for using native plants as much as possible. The campus is covered in ferns, wildflowers, magnolia trees, palm trees, and hydrangea. Not only are they less expensive to purchase, but they’re also easier to maintain, Cisson explains. “Natives never go out of style.”

Cisson has also focused on preserving the campus’s oldest living residents: the ancient oak trees. He believes these trees are as much a part of Florida State’s heritage as any of the people honored along Legacy Walk.

“We have trees on this campus that could be national champions,” Cisson says. He even dreams of developing the campus into a natural, educational arboretum. For Cisson, preserving these trees is just another way to honor tradition.

Reactions around campus to Legacy Walk have been nothing but enthusiastic. Bertolami says people have been “very impressed” by Legacy Walk, and Cisson says, “Everybody has been extremely enthusiastic.” The only thing close to a complaint that he encounters, he adds, is people asking him, “When are you coming to my building?”

But for McHugh, the work is just beginning.

“This is a work in process,” she says. “It will never be finished.” Among the projects she identifies on her to-do list are to safeguard the campus’s green space, create a memorial garden for students that have passed away while enrolled at FSU, restore the Mina Jo Powell Green (which was damaged by the expansion of Ruby Diamond Auditorium), build a “Greek Walk” to honor the university’s thriving Greek community, and finish the final phase of Legacy Walk, which surrounds the University Center.

Bertolami echoes McHugh: “It will never be finished because our history is never finished. We’re creating a framework that others can fill in.”

Surprisingly, Legacy Walk is not a budgeted project. The lack of a dedicated budget is what led to the project’s completion in stages. Although it was developed alongside an enormous campuswide renovation campaign, the success of the project is all thanks to innovative thinking and help from donors.

“It’s about sharing memories,” McHugh says. A large part of Florida State’s heritage is the families that have attended the university for generations, she explains. Legacy Walk allows families with past and present ties to FSU to honor the traditions of the place that has become such a significant part of their lives while at the same time learning about what the university and its colleges have become and will become.

McHugh has big visions for the project’s future, but, she cautions, it will take both “money and expertise.” Her plans are extensive: She is developing a museum in the Werkmeister Reading Room in Dodd Hall, adjacent to the Eppes Phase of Legacy Walk, to display notable objects from the university’s long history. She wants to create a website to coordinate fundraising efforts with campaigns to recover lost artifacts from Florida State’s past that may have moved off campus. McHugh says she needs to create printed guides to hand to visitors, to lead them through all phases of Legacy Walk while providing additional information. She also identifies a need for statutory honoring significant figures from the university’s past, such as Robert Strozier and Gordon Blackwell. And that’s just the tip of the iceberg.
"There are always places to add or improve," McHugh says.

These plans require support from the large Florida State family. And since Legacy Walk honors the traditions and people that have made FSU the respected university it is today, it only makes sense for those who love the school to contribute.

"People can contribute," McHugh says. She encourages gifts in honor of alumni, favorite faculty, or just in the spirit of the fond memories that live on at FSU’s campus. Whatever the reason, if alumni or friends would like to continue to honor Florida State’s heritage and contribute to the Legacy Walk project, Nancy Smilowitz of the FSU Foundation is happy to help. Contact her by e-mail at smilowitz@fsu.edu or by phone at (850) 644-9324.

The Eppes Walk is at its best in the springtime, when white, pink, and purple azaleas blossom amongst the shady oak trees, almost bragging about their beauty. There is also an abundance of history on this leg of Legacy Walk—there are statues honoring Frances Eppes and Claude Pepper, the historic Dodd Hall stained glass windows, and of course, the Westcott fountain. There is even an obelisk memorializing the first woman to be honored along Legacy Walk, Margaret Sandels, first dean of the School of Home Economics (now the College of Human Sciences).

Phase 2: Student Legacy Walk

Unveiled on Heritage Day 2005, the Student Legacy Walk is so named because it winds through the heart of student campus life. Anchored at historic (and recently renovated) Landis Hall, the Student Legacy Walk moves across Landis Green to the Bellamy Building.

The path then widens significantly to make room for the bicycle and foot traffic that runs in front of Oglesby Union and is shaded by a row of oak trees flanked by brick benches. This is an ideal place to spot students chatting, studying, or just relaxing. The Student Legacy Walk continues past the Union to the Integration Statue—which honors the FSU students who pioneered integration in the 1960s—on Woodward Avenue, and travels up another wide sunny path to the Student Services Building before ending back at Landis Hall.
Phase 3: Call Street Corridor
This phase of Legacy Walk provides an excellent walking tour of the science and math buildings, as well as the new medical school. Beginning at the Integration Statue, the Call Street Corridor runs past the FSU Bookstore and Dirac Library, up a tree-shaded artery leading straight to the west side of campus. This walk exemplifies Florida State’s commitment to leadership in the sciences, as it takes visitors past older science buildings to the brand-new Chemical Sciences Laboratory, the James E. “Jim” King Life Sciences Teaching and Research Building, and the Psychology Building. While these buildings house top-of-the-line equipment and modern classrooms, every effort was made to keep their exterior in line with the Collegiate Gothic style that characterizes Florida State’s most historic buildings.

Moving past these new buildings, the Call Street Corridor terminates with the Nobel Laureate Walk, which travels past the Psychology Building toward the medical school. An elegant stairway takes visitors to a walkway covered by a pergola, which drips with newly grown vines. Along this walkway, five bronze busts of some of FSU’s most accomplished faculty, all Nobel laureates (including Sir Harold Kroto and Paul Dirac), sit prominently on podiums, keeping watch over the next generation of young scientists training at Florida State.

Phase 4: Legacy Walkway
The Legacy Walkway phase is the most current, and thus least complete, portion of the Legacy Walk. Initially undertaken by Seminole Boosters, Legacy Walkway formally united with the Legacy Walk project. Surrounding the University Center and circling Doak Campbell Stadium, the Legacy Walkway honors Florida State’s extensive athletic heritage. There are statues of some of the school’s most famed athletes and coaches—not to mention the famous “Unconquered” statue of Osceola atop his horse, Renegade.

Scott Cisson: The man with the green thumb

Legacy Walk’s lush landscaping relies on native plants, but its beauty is no accident. Scott Cisson, Florida State’s grounds director, is using his expertise and creativity to save the school money while beautifying the campus.

Cisson arrived at Florida State in 2007 after working at Arizona State University. He holds a degree in landscape architecture, and his specialty in designing campuses coupled with his background in sculpture made him a perfect fit to design the landscape that makes Legacy Walk as beautiful as it is.

Cisson was given the task of beautifying the campus without receiving any additional funds. With a little creativity—and common sense—he’s been able to drastically revitalize campus landscaping, all while using eco-friendly practices. His crew recycles concrete, plants wildflowers, builds on existing details like the campus’s historic oak trees, and turns all organic waste debris into compost or mulch.

And he means all organic waste. As he sat talking on the patio of the Starbucks on Legacy Way, he recognized a man carrying a bag from the back of the coffee shop. He waved at Cisson, and Cisson smiled back. “He’s taking the used coffee grounds,” Cisson explained, “We’ll compost those.”

He’s also recycling—or more interesting ways. Recently, he and his crew uncovered some plant bulbs in storage that somehow survived after their original planting in the 1940s, after the war. Those, he said, “will be planted by summer,” possibly around the president’s house.

Cisson’s approach to landscape architecture is marked by common sense. He cites native plants as his “backbone material,” and when he arrived at Florida State, his first objective was to “save as much native as possible, especially the oak trees.” He offered an example of how simple changes can make a big difference. He pointed to a parking lot behind him, next to the Mendenhall Building. “Those medians,” he explained, “used to be covered in grass.” Not only was it expensive to plant and maintain the grass, but when it came time to mow it, loose rocks would get kicked up and dent the cars nearby. Cisson’s simple solution to this problem? Plant wildflowers. They’re inexpensive native plants, and they are much easier to maintain. They look lovely, and the owners of the rock-dented cars are thankful as well.

Donna McHugh, assistant vice-president for community relations—and the leader behind the Legacy Walk project—quips, “Bringing on Scott Cisson was the best thing we’ve ever done.” Take a stroll down Legacy Walk, and you’ll agree.
Professor Ian MacDonald has been studying natural oil seeps in the Gulf of Mexico since the early 1980s.


Earth, Ocean and Atmospheric Science Professor Ian MacDonald—who came to Florida State University in Fall 2009 from the University of Texas A&M-Corpus Christi—became something of a celebrity in 2010 as the public, news media, and government struggled to understand and deal with the devastating Deepwater Horizon oil spill. Just days after the spill, MacDonald was one of the first scientists to call into question BP's estimates of the amount of oil gushing forth after the rig exploded and collapsed, and he also said publicly that he believed it was possible to use videos of the leak to estimate the size of the spill. He was right on both counts, and subsequently became the go-to guy for reporters needing accurate scientific expertise on deadline. More recently, he continued to speak out about the amount of oil left in the Gulf while other officials were saying that much of the oil had disappeared.

Even though MacDonald's worldwide notoriety seems sudden and he is a relatively new figure at Florida State, he is a marine scientist with decades of experience. As with most scientists whose work goes unnoticed by the general public, MacDonald is pleased that people are interested in understanding the scientific issues surrounding the BP disaster. However, he also admits that the media attention put a big dent in his schedule. To illustrate, he gives a snapshot of his media contact over five days during a week in August.

"This week, I started out with a long interview on NPR Sunday Morning Edition," MacDonald says. "On Monday, Andrew Revkin from the New York Times Dot Earth blog asked me for a blog on the current status of the oil offshore and published my reply. Tuesday I had a BBC5 interview. That
evening NOAA [the National Oceanic and Atmospheric Administration] previewed a report on the oil budget with The New York Times, and I spent Wednesday answering reporters’ questions about it—also a TV appearance on CNN. Then on Wednesday night I had three radio interviews: AP; a local station in Washington, D.C.; and BBC4. [Thursday] I fielded calls from at least four reporters in the morning, then a TV spot with an ABC affiliate show at noon, followed by a pretty detailed interview on Fox at 3 p.m. Whew!

That is what happens when reporters trust your expertise. But another reason they keep calling is that MacDonald is articulate and personable, able to explain complex scientific information in simple, direct terminology.

“I’ve been flattered by the fact that the media does seem to like to talk to me, and maybe it’s because I try to speak with authority, and directly, and I’m glad that I can do that,” MacDonald says.

He credits his experience as an instructor as being particularly formative in his ability to explain scientific knowledge to the public.

“Trying to communicate to students turns out to be really useful in that because you’re having to talk directly to people in a personable way,” MacDonald says. “No professor nowadays can be successful if you set yourself up on a pedestal or just use big words … you have to be able to communicate even difficult concepts in a way that people can understand.” This approach seems to work well on television too, he adds.

It is this ability to distill his impressive research into easily understood sound bites and, most importantly, the fact that he was correct about the amount of oil coming out of the well from the very beginning of the crisis that have made him a press darling and have also resulted in his being asked to offer testimony to Congress. Among other things, he said in a congressional hearing on Aug. 19, “I expect the hydrocarbon imprint of the BP discharge will be detectable in the marine environment for the rest of my life. The oil is not gone and is not going away anytime soon.”

MacDonald’s scientific experience runs deep
From the beginning, MacDonald was correct about the amount of oil not because of a lucky guess but because he has been working at spotting and understanding natural oil seeps in the Gulf of Mexico since the early 1980s, a time when almost no one was interested except oil companies and the federal government. Natural oil seeps, also called cold seeps, can be found on the ocean floor and are areas where methane, crude oil, and other gases and fluids arise out of cracks in the ocean bottom and form the basis for a strange ecosystem that is based not on sunlight but on bacteria and microbes that can use chemical energy. Many people are surprised to learn that about 15 million gallons of oil seep into the Gulf naturally each year. MacDonald’s photos of these cold seep communities show such things as giant tube worms, corals, and crusty icy structures called gas hydrates. It makes sense that oil companies are interested in seep areas. These places are often good indicators of petroleum deposits, thus tipping off companies about where to drill.

It was a combination of MacDonald’s groundbreaking work on deepwater hydrocarbon seeps and his at-sea savvy that drew the attention of his peers at Florida State University.

“I had been on several scientific cruises with him, and I was very impressed with him,” says Jeff Chanton, the John Widmer Winchester Professor of Oceanography, who helped recruit MacDonald to the FSU faculty. “For one thing, he was really good with technology. He had all of these cameras that went into long glass tubes that he would put on the sea floor for about a year at a time. These things would spin slowly and take several shots so that you would get a 360-degree view of the sea floor as a series of time-lapse images, which was very clever and would allow us to watch how fast these gas hydrates would change and erode over time.

“I was also impressed at his knowledge,” Chanton says. “He just knew all of these amazing spots in the Gulf of Mexico and the Caribbean. For example, he knew where to find gas hydrates, and he took us to a brine pool on the bottom of the sea. There on the sea floor was what looked like a lake with a sandy beach. It was like going to this underwater resort with its own ecosystem. He also knew where to find asphalt seeps in the Caribbean. He’s an explorer.”

Chanton and MacDonald also credit FSU research scientist Oscar Garcia-Pineda for his role in finding oil seep areas in the Gulf. Garcia-Pineda earned his Ph.D. under MacDonald at Texas A&M—Corpus Christi and accompanied MacDonald to FSU. Along with MacDonald, Garcia-Pineda had been looking for oil seeps in the Gulf even before the Deepwater Horizon disaster occurred. In their search for the seep areas, MacDonald and Garcia-Pineda pore over satellite images from NASA and the NOAA, searching the vast surface of the Gulf for oil slicks the size of pizza boxes. Because this task is akin to looking for a needle in a haystack, the researchers use computers to help do the grunt work, and Garcia-Pineda, as part of his Ph.D. project, developed an algorithm to look for dark patches in the satellite images of the Gulf. Such dark patches can be caused by layers of floating oil.

“These slicks form where the oil flattens out the tiny ripples in the water,” MacDonald says. “Oscar’s contacts at NOAA set the stage for the work we did on the oil spill.”

A pioneer in researching hydrocarbon seeps
MacDonald, who earned his Ph.D. in oceanography from Texas A&M in 1990 while working in its Geochemical and Environmental Research Group (GERG), was a pioneer in the field of deepwater hydrocarbon seeps and did research on seep communities for his dissertation project.

“It grew out of work I did when I was employed by a consulting firm in Bryan, Texas,” he says. “We had a contract with the Minerals Management Service [MMS] back in 1985; during the course of that work, we discovered the first seeps and seep communities and did some of the early submarine work.”

Overall, MacDonald has spent much of his career doing environmental impact research in marine science. From 1984 to 1987, he was a marine ecologist with LGL Ecological Research Associates, and before that he earned a master’s degree from Texas A&M in fisheries science. Not only has he spent
long hours in his lab and office analyzing data and images—as you would expect of a scientist—but he recently estimated that he has probably spent about four or five years of his life at sea, beginning with his time on a fishing boat in Haiti during the 1970s as part of his undergraduate program majoring in environmental studies at Friends World College. The college, founded by Quakers in 1965, is a school that no longer exists as a separate university but that originally specialized in non-traditional study-abroad programs, including heavy emphasis on fieldwork, service learning projects, and cultural awareness.

After receiving his Ph.D., MacDonald stayed on with GERG as a research scientist because the work was interesting and there were reliable sources of funding. During that time as a scientist he published reports and research articles at a steady pace, but the frequency of his academic publications increased after he accepted a tenured faculty position in 2002 at Texas A&M Corpus Christi, a school that specializes in environmental and marine science. Over the years, his research has been featured in such highly regarded academic journals as Science, Nature Geoscience, and Marine Geology, giving him a solid reputation among his scientific peers. In the final analysis, MacDonald’s years of fieldwork and academic research in oceanography and fisheries science prepared him well on many levels for the unexpected international role he would play as scientific spokesman.

Ready to step up when the moment arrived
As it turns out, the timing of MacDonald’s arrival at FSU in the Fall 2009 semester was perfect because it allowed him and Garcia-Pineda a few months to get settled in and to set up their laboratory and computer equipment. Little did they know when they were setting up, however, that in the Spring 2010 semester they would be analyzing satellite images of an oil spill of unbelievable proportions. About a week after the April 20, 2010 explosion that killed 11 oil rig workers and eventually resulted in the spill of about 5 million barrels of crude oil as well as untold amounts of natural gas, MacDonald and a couple of other scientists analyzed satellite images of the oil on top of the water and publicly questioned the amount of petroleum that BP and government officials estimated was spewing from the broken pipe.

“Ian’s early estimates of the rate of oil released from the Deepwater Horizon blowout far exceeded the values that were being reported,” says Ross Ellington, FSU’s associate vice president for Research and the chair of the Oil Spill Academic Task Force (see sidebar story on page 18).

Then, after an underwater video of the oil plume was released by BP, MacDonald and other scientists revised their original estimates upward, while BP continued to insist that accurate measurements were impossible.

“Ian had the courage of conviction, and the hard data to back up his assertions, to bring the enormity of the oil spill to the attention of the scientific community, government agencies, and the media,” Ellington says.

Eventually, after public pressure, both the federal government and BP revised their measurements upward in line with those of MacDonald and other independent scientists. All the while, MacDonald insisted that it was important to have accurate estimates so that experts could figure out how best to handle the problems created by the spill. And all the while, reporters were contacting MacDonald for comments on the unfolding drama.

“As scholars, we tend to shy away from this kind of public posture,” Ellington says. “However, Ian played an invaluable service to the Gulf region by so forcefully communicating this information. His scientific conclusions have been strongly endorsed and supported by his peers here at FSU and throughout the nation.”

What gave MacDonald the courage to speak out, especially when he had worked alongside the Gulf oil industry for years?

Chanton says some scientists and engineers who had worked closely with the oil industry for many years felt betrayed by BP for focusing too much on cost savings and not enough on safety. MacDonald agrees, saying, “BP let a lot of people down with this.”

Perhaps MacDonald’s Quaker ideals also played a role in his willingness to take a public stand. Quakers, despite being known for religious services in which silence plays a major role, are also known for their social activism. MacDonald, who was introduced to the Quaker religion by his grandparents when he was a teenager and who attended a Quaker college, says those college years—which included experiences in Haiti, England, and Norway—were pivotal in shaping his ideals and worldview, as were his years as a fishery biologist in Malta and Rome right after college.

“Friends World College was a good fit for my rebellious, footloose personality,” MacDonald says. “I started attending Quaker Meeting regularly in the early 1980s in Galveston. My religious faith is very plain and simple compared to most Christians. Quaker ideals—truthfulness, peace making, simplicity, non-violent courage—these are touchstones.”

MacDonald combines idealism with practicality
Some people might be surprised to learn that, despite his Quaker faith and his public criticism of BP, MacDonald is not against deepwater drilling for oil in the Gulf of Mexico. He is, however, a proponent of greater safety precautions and more stringent regulation. He also says the Deepwater Horizon disaster was a result of failures at multiple levels. It is a mistake to place blame solely on BP, MacDonald says. He notes that drilling
regulations were “systematically dismantled during the Bush administration” to remove any barriers to drilling.

“In retrospect, this was very unwise … the industry proves that it is not able to self-regulate, at least not 100 percent of the time,” he says. “This is an industry that was very determined to develop without oversight.”

It is this lack of regulation, believes MacDonald, that led to lax safety procedures. The oil industry as a whole may need to reconsider its safety and operating procedures in order to continue to drill safely, he says.

"Some of my confidence [in safe drilling] has been shaken by these events," MacDonald says. He cites the faulty blowout preventer that failed on the Deepwater Horizon. "[Blowout preventers] were developed to work in shallow water, but they were very unreliable in actual field tests that MMS did. Something like 40 percent of them failed. The blowout preventer that was on the Deepwater Horizon had known problems … before they even got on the site and began drilling. They had problems [with the blowout preventer] going back to 2005. It's like your safety belt doesn’t click … you'd still want to get it fixed if you were a prudent driver.”

Although he doesn’t believe offshore drilling will ever be stopped, MacDonald still hopes this disaster will prompt Americans to reconsider their energy consumption.

"I think we need to recognize what the real costs of oil are," he says. "And I think we need to recognize that we're not paying enough for oil and gas." He believes the nation should begin to use energy more effectively, as well as diversify its energy sources. "We can still live like Americans; we just have to turn the knob down … we have to just dial it back a little bit." MacDonald speculates that perhaps an increased attention to climate change and energy conservation may have helped avert this disaster.

What it will take to drill safely, though, will require a great investment in time, money, and research, he says. MacDonald hopes the industry will move toward "a lot more redundancy in this blowout prevention stuff. They have to go back and redesign that whole process. The fact is, there are all these wells out there, and they all have this same technology. The same engineering for these blowout preventers, as what failed on the Deepwater Horizon. And they're drilling into these deep formations which are very powerful, with lots of gas in them.”

**Disaster underscores need for scientific literacy**

While MacDonald hopes to see more systemic changes in American energy consumption and production, he also would like to see some changes right here at Florida State. MacDonald hopes this disaster will underscore the importance of science education. "The events of the oil spill prove that environmental sciences—earth sciences—are not a luxury, they're a necessity." He thinks that earth science courses have just as important a place in the curriculum as do other fundamental science courses, namely biology, chemistry, and physics. Moreover, he would like to see increased opportunities for students to do fieldwork, which in his area often means research cruises. Unfortunately, opportunities like this are not currently available for undergraduates at FSU, and are only rarely available for graduate students.

Still, MacDonald hopes the spill will spur a renewed investment in oceanographic research.

"If we don't come out of this with some fundamental improvements to research capabilities, it's really a shame," he says. "We found out just how unprepared we were for all this.”

He traces the recent decline of national prioritization of oceanographic research: "In the last decade, there has been a steady decline in funding for oceanography. It’s become a lot more expensive … our priorities have shifted, and the amount of money available from the government has shifted, and despite the fact that the oil industry has reaped gigantic profits from their activities in the deep Gulf of Mexico … there hasn’t been an investment in the science … or in the capability to respond. It’s not like we have a national response capability sitting by, waiting. In the whole of the Gulf of Mexico, there’s like two ships devoted to science.”

Yet, as devastating as the spill has been, MacDonald is still optimistic.

"If we can learn lessons here, then it's good. That's our responsibility as scientists—not to just give these quick and dirty chats to reporters, but to really do the science … to establish the facts about the events.”

Others agree with MacDonald's assertions about the value of science and the value of communicating science as clearly as possible to the general public.

"I've had a lot of e-mails and a lot of personal conversations where people come up and say, in a very sincere way, 'Thank you for being an honest spokesperson … we really appreciate getting the straight facts,’” MacDonald says.

Ellington, FSU's associate vice president for Research, says MacDonald's efforts bring great credit to his department and to the whole College of Arts and Sciences. "No doubt Ian will be a key participant in the years to come in evaluating the long-term impact of oil and dispersants on the Gulf,” Ellington says.

MacDonald is quick to credit other scientists for their willingness to speak out.

"I think it's interesting how [academic] scientists emerge as really effective spokespeople, and it's not an accident," he says. "Our job is communication of difficult concepts—also, a sort of truth-telling. The academic scientists have [not only] been out in front of the industry but also the government … I'm very proud of the scientific community … I feel good about the fact that science is such an essential part of this dialogue.”
FSU takes statewide lead in responding to BP disaster

Creates pool of experts, public portal for information

With the public and the news media hungry for scientific expertise as oil was gushing into the Gulf of Mexico after the Deepwater Horizon explosion, Florida State University quickly took the lead in mobilizing scientists and scholars around the state.

This response resulted in the formation of the Oil Spill Academic Task Force and—months later—its chairman, W. Ross Ellington, being named a “Point of Light” by Gov. Charlie Crist.

Ellington, associate vice president for Research and a biology professor at FSU, traces the task force’s creation.

“Within a few days of the sinking of the Deepwater Horizon oil rig, Earth, Ocean and Atmospheric Science (EOAS) Professor Ian MacDonald contacted a number of his colleagues reporting that if the spill continued there would be an environmental catastrophe of historic proportions in the Gulf,” Ellington says.

The next day, Ellington convened a group of faculty members to discuss how FSU could help local, state, and federal responders. As a result, an FSU task force was created, consisting of faculty from EOAS, the Department of Biological Science, the Center for Ocean-Atmospheric Prediction Studies (COAPS), and the FSU Coastal and Marine Laboratory.

In the weeks right after the spill, the task force planned to unite researchers to track and estimate the size of the oil spill and to provide guidance about how the spill might affect marine and shoreline ecosystems. It also hoped to bring legal, policy, and risk-management experts together.

“This local task force morphed into the Oil Spill Academic Task Force, a consortium of the 11 State University System institutions, five private universities, the Smithsonian Marine Station in Port Pierce, and the Mote Marine Laboratory,” Ellington says. At that point, Ellington was appointed as chair by State University System Chancellor Frank Brogan.

Currently, the task force is still serving as a clearinghouse of information about the spill and its effects—with a rich website containing lists of experts, information about ongoing research, multimedia images, and a host of other resources (See the website at www.oilspill.fsu.edu).

“FSU, and more specifically COAPS, is the administrative hub of the task force,” Ellington says. “COAPS Director and EOAS Professor Eric Chassignet, Professor MacDonald, and marine lab Director Felicia Coleman serve as the local steering committee.”

While professors from the College of Arts and Sciences have stepped forward to lead the task force, many A&S scientists are also actively engaged in research focused on the spill. Among those investigators are Jeff Chanton, Eric Chassignet, Markus Huettel, Joel Kostka, Ian MacDonald, and Sherwood Wise, all of EOAS; Felicia Coleman, Dean Grubbs, and Tom Miller, all affiliated with the Department of Biological Science; and Alan Marshall of the Department of Chemistry and Biochemistry and the National High Magnetic Field Laboratory.

Some, such as Coleman, have gathered baseline information about ecosystems, while others, including Huettel and Kostka, have studied oil in beach sands. At the same time, researchers in Marshall’s lab have been harnessing their powerful analytical tools and expertise to determine the exact chemical makeup and origin of oil found in seawater samples.

Although the biologists might not have had previous firsthand experience with oil’s effects on wildlife and ecosystems, they still bring to bear a wide range of useful environmental knowledge.

“What we do know is something about how systems function, that there are certain types of physiological problems that result from exposure to chemicals, to low oxygen events, and other types of pollution,” Coleman said a couple of months after the oil rig exploded. “We’ve dealt with those kinds of things—we just haven’t specifically dealt with oil.”

As recipients of a Rapid Research Response grant from the National Science Foundation, oceanographers Huettel and Kostka were on the Gulf coast shortly after the spill to collect core samples of beach sands.

“Unfortunately, crude oil contains such harmful substances that even small amounts can kill fish larvae—which means that oil stored in deep layers of beach sediment present a potential source of toxins to nearshore waters and groundwater,” Huettel says.

Now, less than a year after the spill, many FSU researchers are well on their way to becoming international experts on the effects of such a catastrophic environmental disaster. Their combined research efforts, as well as the strides they have made toward making that expertise available to the public, have positioned Florida State at the forefront of oil spill research.
Editor's note: There are still many mysteries involving William Shakespeare, which is one reason why Oxford University Press (OUP) is planning a new edition of the Bard's collected works. The new edition also rethinks how to present Shakespeare to today's students—the Facebook generation. With those factors in mind, OUP has named world-renowned Shakespeare scholar Gary Taylor of The Florida State University lead editor for the new edition, to be titled The New Oxford Shakespeare.

Taylor, an award-winning writer and editor, has a history of overseeing complex projects and is founder and first director of Florida State's unique, interdisciplinary History of Text Technologies program. In 1986, he served as general editor of OUP's Shakespeare's Complete Works, and in 2009, his Thomas Middleton: The Collected Works won a huge award, the Modern Language Association's prize for the most "distinguished scholarly edition" published in the previous two years, firmly establishing Middleton as "our other Shakespeare." Four other works by Taylor appear on the Random House/Modern Library list of the world's best 100 books on Shakespeare. Taylor, who has been at Florida State since 2005, is the George Matthew Edgar Professor of English.

The New Oxford Shakespeare is set to be released in 2016, the 400th anniversary of Shakespeare's death. Working with Taylor as general editors are Professor John Jowett of the Shakespeare Institute at the University of Birmingham in England and Associate Professor Terri Bouricius of Indiana University-Purdue University Indianapolis (IUPUI). Working as co-editor is Eleanor Lowe, also at the Shakespeare Institute. And working as assistant editors are Francis X. Connor and Sarah Neville, both at IUPUI.

In the following Q&A, Taylor discusses how he chose his editing team and how the team will approach the new edition.

Tell us about your first encounter with Shakespeare.
Neither of my parents graduated from high school, so Shakespeare and theater were not a part of my home environment. I first encountered Shakespeare in a ninth-grade English class, where we were taught Romeo and Juliet from a textbook, which removed much of the sexual material from the play. My English teacher told us we were reading a censored text, and she also taught us, the same year, an uncensored text of Orwell's 1984. That very year she got in trouble, because some parents objected to the sexual content of the literature that she was teaching. This incident illustrates, I think, what is wonderful and terrible about American education. It's wonderful that an individual teacher had the courage to teach us great literature in all its complexity, and it's terrible that our educational system continues to be warped by the narrow-mindedness of people who demand that we should give students a deliberately distorted view of the past.

What are a couple of things that people would be surprised to learn about Shakespeare?
Shakespeare was not recognized in his own lifetime as the dominant literary figure of the period. And he did a lot of his work in collaboration with other writers that most people have never heard of.

What are some of the driving questions about Shakespeare's works that you personally have as you head into this new edition?
Much of my own work has been focused on two questions: How did Shakespeare revise his own work? And how did Shakespeare...
collaborate with other playwrights? Both of these are questions about how great works of art are created, and both of them affect how Shakespeare’s works are edited and presented to readers.

Why do we need a new edition of Shakespeare’s works? And how would you explain the value of your work to a member of the Florida Legislature?

I have been asked many times why we need a new edition of Shakespeare. The answer is simple: What Shakespeare actually wrote is not at all obvious. We have no manuscripts that are indisputably in his own handwriting. Many of his best-known works were published after his death. All the earliest texts are full of errors, and they all lack information that we expect in a modern script or book. For some of his best-known works (Hamlet, Othello, Romeo and Juliet, King Lear, Richard III, The Taming of the Shrew), there is more than one early text, with large and startling differences between the early versions.

Determining exactly what Shakespeare wrote, what it meant, how it should be performed—these are questions at the center of an enormous, international frenzy of historical research. And at the same time, Shakespeare is the world’s most widely taught literary figure. So it’s vital to apply to Shakespeare the continually-evolving research into the best methods of teaching, into the psychology and technology of effective instruction.

Given that you are the lead editor, is part of your role to serve as a project manager? Is that a strength of yours?

Yes, and yes. I did the same thing for the Oxford Middleton project, which a succession of people before me had tried and failed to complete. With the earlier Shakespeare project in the 1970s and ’80s, I was junior general editor, but that project too had gone through a succession of scholars who never succeeded in finishing it. So I have a reputation for succeeding where others had failed.

What methods will you use to collaborate with the other five people on the editing team? When I began work on Shakespeare in the late 1970s, we were all working in a small set of rooms together in Walton Crescent, Oxford. In the late 1990s, for the Middleton project, I was leading a team of more than 70 scholars in a dozen countries: With most of them I had very little face-to-face contact, but it was important to have so many collaborators in order to demonstrate that Middleton appeals to critics from so many different backgrounds, working from very diverse perspectives.

For The New Oxford Shakespeare, I want to go back to a small team of people working closely together, because that is the best way to produce revolutionary results that are coherent across the whole Shakespeare canon. We will do a lot of file-sharing, e-mail, and Skype. Three of the team will be working in Indianapolis together, five days a week, and the two UK editors are only about 30 miles apart, and will meet regularly. As team-leader, I’ll probably be traveling more than any of the others.

Please tell us how and why the other people on the editing team were chosen. Of course they are Shakespeare scholars, but are they scholars with whom you mostly agree about things, or are they scholars with whom you have fun arguing?

I picked the two other general editors. I then delegated to each of them the final choice of the three others, but in each case I was part of the process.

When I was asked by OUP to take this on (three years ago), I said I would only do it if I could find collaborators who would be intellectually stimulating, who would make it interesting for me to return to the field of Shakespeare editing. That’s true of all five of my collaborators. And I didn’t want to surround myself with people who would be afraid to talk back. The two other general editors have no problem disagreeing with me. And one of the questions I asked when we were interviewing candidates for the junior positions was, “Give me an example of something you think I did wrong in my earlier editorial work.”

All the members of the team are brilliant, but they are also brilliant in different ways. We complement each other’s skills.

My guide in putting together the team was the way that my own mentor, Professor Stanley Wells, put together his team in the 1970s (when he was head of the Shakespeare department at Oxford University Press). He was (and is still) a modest man, a good listener who encouraged a team spirit and did not micromanage.

Bourus, like you, is American and has ties to the Midwest (You’re a native Kansan, right?), which might surprise some Brits.

When I began my work at Oxford in 1978, I had to get a UK work permit, and my boss and mentor, Stanley Wells, had to fill out a lot of paperwork to convince the British immigration authorities that he could not find a British subject who was as qualified as a 25-year-old American to edit Shakespeare. But over the last 30 years, the Brits have accepted me as a major figure in Shakespeare scholarship. Sometimes controversial, but not because I’m a Yank. Terri is new to them, but she has lots of contacts in the British theater community.
Oxford University Press says the new work will be “available in both print and digital formats.” And Bourus told the Indianapolis Star that the new edition will contain clips from film and stage versions of Shakespeare’s plays. Can you tell us more about the digital format of the new version?

I wish I could say more about this, but OUP is just creating its new digital reference division, and I’ve been asked not to say more about specific features. Certainly, any Shakespeare edition for the 21st century must make use of all available media technologies, and everyone on the editorial team is enthusiastic about producing an edition that will be much more than just a traditional book.

I will be actively pushing for a multi-pronged digital presence. As founding director of the History of Text Technologies interdisciplinary cluster here at FSU, I’m very aware of how new communications media have transformed the history of culture. We are living in a period of explosive expansion for text media, which will certainly transform the way that we receive, teach, and understand Shakespeare.

What is the total budget of the project?
It’s hard to calculate, because it is split up between different institutions. The previous Oxford Shakespeare cost about a million dollars to produce—and that was 25 years ago.

What does this project bring to FSU?
The economy of the state of Florida depends on tourism, and the tourists who come to this state are brought here by a desire for beauty and for entertainment. Both of those are basic human needs, and both of them are satisfied by the arts. So it makes sense that FSU has always distinguished itself, nationally and internationally, by its excellence in the arts: film, theater, music, visual arts. Shakespeare is all those things: a multidimensional verbal and visual theater artist, whose plays are filled with music, whose plays have been part of the film industry from its very beginnings. (Just last week I was teaching a silent film of Othello.) Shakespeare has inspired painters, sculptors, composers, actors and directors for centuries.

Unfortunately, the state of Florida increasingly has a reputation as the “dumb blonde” of the United States. It’s pretty, yes, but it’s unwilling to invest seriously in education. Over the long term, that reputation will have disastrous economic consequences. The literature program in the English department has lost seven faculty members in just the last three years.

Leading the world in research on the world’s leading writer helps to demonstrate that FSU can compete, intellectually, with the finest universities in the world. And at the same time, because this project unites research and teaching, it provides a perfect example, which every educated person will appreciate, of what “the student-centered university” can offer. You can come to a university with one of the lowest tuition rates in the country—and be taught face-to-face by some of the best scholars in the world.

Do you teach undergraduates?
My teaching is evenly divided between graduate and undergraduate classes. And during the years when I am focusing on this project, I hope that my undergraduate teaching will be focused on Shakespeare. Next semester, for instance, I’m teaching two very different undergraduate Shakespeare courses. Courses on Shakespeare are very popular with students, and the English department has an extraordinary cohort of research faculty who teach those courses, and who bring to young people the latest research on the world’s most influential writer. I’m proud to be a part of that team.

How will this project affect your teaching?
Part of our mission, with this edition, is to re-think how to present Shakespeare to students. So we are constantly thinking, as individuals and as a team, about the relationship between historical research (determining exactly what Shakespeare wrote) and pedagogy (making the past relevant, exciting, transformative for students who are living in the present and who will soon be creating the future).

What is your favorite Shakespeare quote, and why?
“Our doubts are traitors” That’s from Measure for Measure (a play I’ll be editing in the new edition). I love this quotation because, in four words, it articulates a profound insight about human achievement. If we doubt ourselves, if we doubt our ability to achieve something, then of course we will not achieve it. We betray our own potential when we listen to the voices, in our heads or on our talk-radio shows, that tell us that we just can’t do what should be done.
Research in action

As military suicide rates rise, Pentagon turns to psychologist Thomas Joiner for help

Psychology Professor Thomas Joiner, who has spent much of his career waging war against suicide, is narrowing his sights on one increasingly deadly enemy: military suicides.

As Joiner heads into this latest battle, he is well armed. This fall, the U.S. Department of Defense announced that Joiner and suicide researcher Peter Gutierrez would equally share an $18.1 million, three-year grant to conduct the military’s first comprehensive, evidence-based research into the problem. Gutierrez is a psychologist and suicide researcher at the Veterans Affairs Medical Center in Denver.

According to an August 2010 Pentagon report, more than 1,100 servicemen and women died by suicide from 2005 to 2009, about one suicide every 36 hours. Moreover, the suicide rate for Marine and Army troops increased sharply during that time period, with the rate in the Army more than doubling.

“These suicides have deeply affected the military leadership,” Joiner says, “and they are desperate to do something about it. For many in the military, they never knew the misery of suicide, and now they do. They are agonizing over this. They say it hurts every bit as much as losing someone in combat, maybe more.”

The grant will have two main thrusts. The first will be a coordinated set of scientific studies, to be determined by Joiner and Gutierrez along with a panel of experts, and the second will be a cataloging and
warehousing of information and resources that is searchable and accessible in real time. The second thrust will be directed by Professor Greg Riccardi of FSU's School of Library and Information Studies.

"Our data on past conflicts are not very systematic," Joiner says. "There was no systematic tracking system in place for things like suicide rates, and so we really do not know what rates were in past conflicts. It has been difficult to nail down."

It has also been difficult for the Pentagon to nail down which prevention and screening methods are most effective. For example, while the military has been using such tools as counseling and suicide hotlines to try to predict and prevent suicides, it does not have definitive scientific evidence about which prevention tactics work and which don’t—or, of the ones that work, which are the most effective and why. That is why the military’s decision makers have turned to Joiner and Gutierrez.

In an Oct. 27 news conference during which the grant was announced, U.S. Army Col. Carl Castro, director of the Military Operational Medicine Research Program at Fort Detrick, Md., referred to Joiner and Gutierrez, co-principal investigators on the grant, as innovative and dynamic researchers who are “world-class, recognized leaders” in suicide research. "We need all of the help we can get," Castro said. "This consortium represents the beginning of a major investment in this area."

Joiner, Florida State’s 2010-2011 Robert O. Lawton Distinguished Professor of Psychology, has been ranked the world’s second most productive academic clinical psychologist by one recent survey. Now in his mid-40s, he has already written or edited around 400 articles and 15 books, including the critically acclaimed 2005 book Why People Die by Suicide and the 2010 book Myths About Suicide. In addition to being a productive researcher and writer, Joiner directs the Florida State University Psychology Clinic, overseeing a staff of five psychologists and 20 graduate students, who together treat about 80 patients per week.

Yet Joiner’s interest in suicide research has always been much more than academic or even clinical. His own father, a non-combat Marine veteran, died by suicide when Joiner was in graduate school, something that the psychologist has written and spoken extensively about. He has been featured twice on the Dr. Phil show, and he has also been featured on National Public Radio’s Talk of the Nation and in such publications as The Wall Street Journal, Men’s Health, and The Times of London.

It has been in the past five or so years that Joiner has begun talking to military audiences, including top brass and chaplains, about the problem of suicide. In May 2010, for instance, Joiner was the keynote speaker at a conference for Air Force chaplains held at Langley Air Force Base in Virginia, where he talked about depression and how it relates to suicide. He offered suggestions to chaplains for helping crew members who were depressed or suicidal, emphasizing that while major depressive disorder is extremely painful, it is treatable.

Even before receiving half of the $18.1 million grant, Joiner had received a grant in 2009 from the U.S. Army for $745,000 for a study titled “Optimizing Screening and Risk Assessment for Suicide Risk in the U.S. Military.”

Castro, who himself is a psychologist in addition to being a military officer, notes that he does not expect the military suicide problem to be solved by the end of the three-year grant. But he does believe that the consortium will lay a solid foundation of evidence-based research and accessible information. He also believes that the research will have implications for the problem of suicide in the general population.

"I take it as an honor to combat this huge public health issue," Joiner says.
Academically, Frances Cushing Ervin belonged to an elite group. In 1941, when she graduated from Florida State College for Women (FSCW), fewer than 5 percent of women in the United States earned bachelor's degrees or higher. And of that small cohort of college women, only the best of the best were invited to join the Phi Kappa Phi honor society—generally fewer than 10 percent.

Born in 1919, she grew up in a family that valued education so much that they moved from South Florida to Gainesville so that it would be easier for their two sons—Frances's older brothers—to attend the University of Florida, which they did. The baby of the family and a recipient of a Colonial Dames Scholarship, Frances entered FSCW in 1937, majored in art, and earned a teaching certificate, following a course of study similar to her mother, an artist and teacher.

Unfortunately, her college experience included a great loss. In 1939, Frances's father died. Nonetheless, Frances continued her studies, excelling in her scholarship, which was recognized by her invitation to membership into the Phi Kappa Phi honor society. After graduation in 1941, she accepted a position as a draftsman with the telephone company in Jacksonville. Meanwhile, her future husband, Robert M. Ervin, whom she had already met through one of her brothers when she was 16 and Robert was 18, decided to join the Marine Corps after graduating from the University of Florida in June 1941. But it wasn't long before her career took not only a backseat to her husband's career but to history as well.

When Pearl Harbor was bombed on Dec. 7, 1941, Bob and Frances decided, like many people, to get married as soon as possible. They had already known each other for six years, and so, with two days added to his weekend pass, they were married on Christmas Day. They were not the only ones. Although the battalion commander urged his soldiers not to get married because there would be a lot of casualties in the war, almost half of the men got married over Christmas anyway, Bob remembers.

During the next four years, Bob was stationed overseas twice—once in Samoa and once in Midway—and during those times, Frances worked, at times living with her family in Gainesville or his in Tallahassee. In between those two overseas assignments, Bob was stationed at Camp Lejeune, N.C., where he trained a battalion for about a year. During that time, Frances was with him.

Life after World War II
After the war, Bob considered a military career. "Frances was willing to do what I wanted if I wanted to stay in the Marine Corps," Bob says. "She was a good military wife, and she was able to get along well with everyone." But instead, he opted to remain in the Reserves and to return to the University of Florida Law School.

Fortunately, Bob had already finished one year of law school before the war at the same time he was finishing his bachelor's degree, which meant he was able to fast-track his way through law school after the war. By the time Bob earned his law degree in June 1947, the couple had already started their family, and Frances never worked outside the home again.

Yet, like many women in the post-war era, Frances very quietly and capably held down the fort at home while her husband made his mark in the professional world. Over the years, Bob's law firm grew to be one of the largest and most prominent in Tallahassee, and besides his involvement with the Reserves, Bob also was a major player in the American Bar Association at the state and national levels. Not surprisingly, he worked long hours.

"Dad was gone before I got up in the morning, and he was generally home after dark," says the Ervins' son, Robert M. Ervin Jr. "So my mother ran everything at home. If there was a problem, I went to my mother."

The Ervins' daughter, Anne Ervin Rowe, has similar memories. "I never saw my mother lose her temper," says Rowe. "She was a very steady presence."
As it turns out, Frances was not just a steady, positive influence on her own children; she had a positive effect on the lives of neighbor kids as well.

“We lived on Crestview Avenue at the bottom of a big hill,” Bob Ervin Jr. says. “We knew everybody in the neighborhood back then. A lot of kids would crash on their bicycles and skateboards at the bottom of that hill, and I can remember my mom having to patch them up occasionally.”

A former next-door neighbor and a friend of Rowe’s, Theresa Desilets-Ink, says, “Back then, neighbors’ lives were much more intertwined. Mothers were home during the day and kids went freely from one house to another during the summer and after school. As a kid you stayed away from those homes where you were not wanted, but I always felt welcome at the Ervins’ house.”

Another of Rowe’s childhood friends and neighbors, Lora Chapman, also has fond memories of Frances Ervin. “Mrs. Ervin was practically my second mother, and she treated me like one of her own children. She helped us with science fair projects, and she was always encouraging us.”

Chapman remembers one act of kindness particularly well. “Anne and I were making a pound cake at Anne’s house, and I broke the bowl with the butter in it,” she says. “I ran home, very upset. But Mrs. Ervin called me and told me not to worry. She did not get upset with kids’ mistakes. She never yelled at us. She was so peaceful. She really was her own person.”

Chapman also remembers the fun side of Frances Ervin, saying that the family took Chapman with them to Washington, D.C. when she was 12 years old. While Bob Ervin attended to career matters, Frances Ervin took the kids around to the monuments, the National Cathedral, and other places.

“When we were there, Mrs. Ervin took us to a tea room in a big, fancy department store,” Chapman says. “They had huge menus, and I remember asking the waitress if they had any yak tender-tips. At the time, Mrs. Ervin thought that was very funny, and years later she reminded me of that. She loved to laugh and have a good time, and I can still remember her laugh.”

While Frances Ervin is remembered by friends and family members as a calm, gentle soul who never saw the bad in anyone, she was not a pushover, says her son. “I was a handful in my younger years,” says Bob Ervin Jr. “She came across as a demure person, but she was strong-willed. She was very kind, and she would never have done anything to hurt anyone; instead, she would try to bring you around to her point. She would never steamroll anybody.

“She tried to teach me not to fight and to always see the good in people,” Bob Ervin Jr. says. “If I got in a fight, I shouldn’t have done it, according to her. She believed that I should have found another way to solve the problem.

Sunday school. And even though he was mischievous, Mrs. Ervin never spanked her kids. Back then, we probably took her for granted, as most kids do. We thought every mother was that good.”

In her church and community

Dorothy Clifford, for many years a writer and features editor for the Tallahassee Democrat, remembers Frances Ervin during those Sunday school years at St. John’s Episcopal Church. “People liked Frances very much,” Clifford says. “She was very gracious and kind, and she was easy to talk with. She had a lot of interests and was very bright. She was very warm and kind to people, and I think, non-judgmental.

“She was a family woman,” Clifford says. “Bob and Frances were a very handsome couple. Bob was very outgoing, while Frances was quiet. Bob adored her, and I’ll bet she was beautiful when she was young.”

Besides knowing Frances Ervin through St. John’s, Clifford also served on a historic preservation board with Frances Ervin, where she remembers Frances Ervin’s efforts in 1979 to save the Bloxham House, built in 1844 and owned by Gov. William Bloxham in the late 1800s.

“You learn a lot from people on boards,” Clifford says. “She was a good board member—dependable, prepared, interested in preservation—and when it was possible to rescue the Bloxham House, a Federal-style building at 410 N. Calhoun St., she rose to the occasion. She and Bob bought the house, and she took care of all of the restoration. The project was very painstaking and took a lot of patience. Frances oversaw all of that and did an excellent job.”

In addition to being remembered as an outstanding parent and role model, Frances Ervin is remembered for her good taste and artistic sensibilities in general, not just for her work on the Bloxham House. “She was creative,” says Desilets-Ink. “Her home was always beautifully decorated. She had a lot of style.”

That artistic vein extended beyond home decorating, which included collecting...
antiques and original art work, recalls Rowe. She sewed beautifully,’ Rowe says. ‘She made a lot of her own clothes when first married. She could go to a store, see something she liked, and then come home, make a pattern, and replicate the item.’

Chapman agrees. ‘Mrs. Ervin was a very tasteful woman—not showy, but extremely tasteful,’ she says, adding that Frances Ervin was unpretentious about everything, from the clothes she wore to the way she decorated her house, and even to the cars she drove, including a Mercury Comet station wagon that Chapman recalls fondly. ‘She was not comfortable being center stage,’ Chapman says. ‘She was much more of a behind-the-scenes person, the support crew.’

Those who knew her best echo that sentiment. ‘Frances certainly put her children and her husband before herself,’ says her husband.

Chapman elaborates. ‘What she did was to foster ambition in Anne and Bobby,’ she says. ‘She gave them great self-confidence and strong values, including the value of education. Her lifetime accomplishment was really her success as a mother.’

Rowe agrees. ‘My mother never pursued a career of her own, but what she did instead was inspire other people to accomplish things,’ she says. Currently, Rowe serves as dean of the faculties and deputy provost at Florida State University. Before that, she was an associate dean in the College of Arts and Sciences and chair of the English department. Rowe is also the mother of three grown children and the grandmother of four.

‘I admired my mother very much,’ Rowe says, ‘but I always wanted a career. In turn, I always had strong support from my mother to pursue the kind of career I wanted.’

Not only was Frances Ervin supportive of her children when they were young, but she continued that encouragement when they had children of their own.

‘I would talk to my mother on the phone almost every day,’ Rowe says.

‘During the times my children were young and I was in school or working, my mother always encouraged me, told me I could achieve what I wanted. Now I try to give my own children the same kind of advice and support that my mother gave me.’

Honoring her legacy

Like many PSCW women of the World War II generation, Frances Cushing Ervin’s greatest legacy may well be her family and their accomplishments, from her husband on down to her grandchildren. Unlike their husbands, however, who were much decorated for their accomplishments on battlefields and in board rooms, these women have no medals to show for their years of hard work. Yet every now and then, one of these families chooses to remember the love and devotion of such everyday heroes by making gifts in their name—for causes they know that their mothers, wives, and grandmothers cared about. Such is the case with the Ervins and the gift they have given to the university that meant so much to their mother.

After her death on Jan. 9, 2007, her husband and children decided that an appropriate way to honor her memory was with a gift reflecting her interests, and they decided to create a professorship in her name.

The Frances Cushing Professorship in the Department of English was established to further scholarship in English or American literature. Professor Bruce Boehrer is the current holder of the named chair.

‘I’ve spent some years studying the role of animals in early modern writing and culture,’ Boehrer writes. ‘The Ervin Professorship has helped me to continue this work by finishing a new book titled Animal Characters: Nonhuman Beings in Early Modern Literature (University of Pennsylvania Press, 2010).

‘Animal Characters’ looks at the cats and parrots and horses and other beasts who occasionally wander into Renaissance writing as fully-formed, reasoning beings: Reynard the Fox and Tybalt the Cat from the History of Reynard, Rinaldo’s intelligent horse Biaardo in Orlando Furioso, the cat Mouse-Slayer who dictates her own autobiography in William Baldwin’s Beware the Cat, and so forth. I’m interested in how the humanity of these animal characters is used to figure forth religious controversy, to mark off differences of social status and regions and nation and gender and so forth. But I’m also interested in how this kind of symbolic use affected the treatment of actual animals in real English households during the period in question (1400 – 1700).

‘My interest in animal studies extends somewhat beyond the page,’ Boehrer writes. ‘In summer 2010, for instance, the Ervin Professorship helped me spend some time at the British Library before then flying on to Phnom Penh, Cambodia, where I worked at a rescue center for Asiatic black bears. A photo of Boehrer engaging in these rescue efforts appears on the jacket cover of his new book.’

Missionary, medical doctor, and Nobel Peace Prize winner Albert Schweitzer once said in an interview, ‘I realize how important to me were the help, understanding and courage, the gentleness and wisdom so many people gave me. These men and women entered into my life and became powers within me. But they never knew it. Nor did I perceive the real significance of their help at the time.’ Frances Cushing Ervin would have been pleased to know that her family believes she also was one of those individuals who inspire others in these ways.
Buddhist foundation to offer support to religion department

The Sheng Yen Education Foundation of Taiwan has given two gifts—totaling $160,000—to the Department of Religion, says Nancy Smilowitz, assistant dean for the College of Arts and Sciences. One gift will create an endowed professorship, and the other will create two non-endowed graduate fellowships.

Before his death in 2009, Sheng Yen was one of the most influential Buddhist teachers and monks in the Western world, dividing his time between the United States and Taiwan. The foundation carries on his work by providing grants for academic research on Buddhism and the promotion of Buddhist education.

Assistant Professor Jimmy Yu is an expert on Chinese Buddhism and Buddhist monasticism.

The endowed professorship to be established at Florida State University will be designated for a faculty member’s teaching, research, and service, with the recipient being known as the Sheng Yen Professor of Buddhist Studies. It will most likely be supported by a gift of $100,000 from the Sheng Yen organization and will be eligible for as much as $50,000 in state matching funds. The recipient is expected to be Assistant Professor Jimmy Yu, who at one time was one of Sheng Yen’s chief translators and who now does research on Buddhism and Chinese religions; monasticism and asceticism; and gender and religion.

The graduate fellowships are expected to begin in Autumn 2011. This $60,000 gift will support students for two years, and Florida State will provide the stipend for the remaining year.

“We take this and all private giving seriously,” says Dean Joseph Travis, “and would not be able to enhance the program in Chinese Buddhism without the Sheng Yen Education Foundation’s generosity.”

Born in mainland China in 1930, Sheng Yen entered a Buddhist monastery at age 13, but in 1949 fled the mainland for Taiwan by becoming a soldier. After finishing his military service, he received a doctorate in Buddhist literature from a university in Japan, after which he came to the United States and began teaching Chan Buddhism to Westerners. He was also a prolific author, both of scholarly and popular books.

Former faculty member John Simons of modern languages remembers his department with gift

Professor John Simons, a faculty member for decades in the Department of Modern Languages and Linguistics who died in January 2010, has made a gift of approximately $300,000 for student scholarships. Simons, who began teaching at Florida State University in 1970, taught German.

“John was my friend for a long time,” says William Cloonan, chair of modern languages and a professor of French. “He was a wonderful, crazy and generous man. When he was alive, he gave an initial gift to the university for students, graduates and undergraduates who were studying German. In his will he left a generous bequest of about $300,000 in all, and once again intended primarily for students.

John’s generosity has created a very bright future for German studies at FSU.”

In addition to being a generous man, Simons was a dedicated scholar, Cloonan says.

“Our conversations often dealt with writing,” he says. “For John, scholarship either involved eloquent, clear prose—or it was not worth producing. He took pride not just in what he said, but how he said it. This was particularly welcome for me, because at the time incoherence theory, or whatever it was called, was at its height in French studies. It was a pleasant relief to pick up an essay and understand it at first reading. Not that what John wrote was simplistic—far from it. He published in many of his field’s finest journals, but John wrote to be read, not to be deciphered. I learned a lot about writing from reading John’s work.”

The fund is officially called the Ursula and John D. Simons Endowment for German, in honor of Simons and his wife, Ursula, who preceded him in death.
Leadership Council’s Carol Brennan makes gift to support FSU-Teach

Carol Brennan, who received her bachelor’s and master’s degrees from the Department of Mathematics and who serves on the Arts and Sciences Leadership Council, has made a provision in her estate plans for $89,000 to fund an endowment for general uses within the interdisciplinary program called FSU-Teach. Brennan says she established the J.B. Brennan endowment in honor of her late father “because he was always interested in helping young people.” Previously, she funded the first endowed professorship within the Department of Mathematics in the name of her mother, Marion Bradley Brennan.

Carol Brennan had a 26-year career in the telecommunications software business. She began as a software engineer with Bell Laboratories and worked in all areas of software development, from requirements to customer support. In 2003, she retired from Telcordia Technologies as corporate vice president of quality and operations. Under her leadership, Telcordia achieved significant milestones in efficiency, quality, and customer satisfaction. Based on these results, Brennan served as chairperson of the U.S. Quality Council and on the Executive Board of Quality New Jersey.

Currently, Brennan lives in Piscataway, N.J. Semi-retired, she divides her time between her consulting business and leisure pursuits. Her company, Pathways to Performance LLC, helps businesses achieve their performance goals through quality-focused, effective processes. She makes sure, however, that her work leaves plenty of time for the things she enjoys most: travel, golf, FSU football, and Rutgers women’s basketball.

World War II Institute hits the road with ‘An Evening to Honor the Greatest Generation’

In late October, around 150 people gathered at Pensacola’s Naval Aviation Museum, in a room filled with more than 100 restored aircraft representing the entire history of American military aviation, for an evening of remembrance. The occasion was “An Evening to Honor the Greatest Generation,” hosted by the Florida State University Alumni Association and the College of Arts and Sciences and featuring FSU’s Institute on World War II and the Human Experience.

Guests got the chance to look at some remarkable memorabilia that made a rare trip off of FSU’s main campus—everything from equipment salvaged from Allied ships to sand from Iwo Jima to a photo album believed to have belonged to Adolf Hitler—as well as to hear a World War II veteran, Wayne Coloney, who also serves on the institute’s advisory board, read letters that he and his father wrote to each other and to Coloney’s mother during the war.

Many guests were veterans themselves, and for those it was a chance not only to look and listen but to reminisce with fellow soldiers of various generations. Even for attendees who never served, however, it was a unique learning experience. For the institute, it was an attempt to reach a wider audience, according to Joseph Travis, dean of the College of Arts and Sciences.

“We’re trying to give it a greater public presence with outreach activities,” Travis says. “We’re limited by space and money, so we don’t have a public display area.”

The institute is a bit of an unknown treasure. In a small space inside the Bellamy Building, it houses the nation’s largest non-federally funded collection of World War II artifacts in the country.

“It’s a very significant collection for historical purposes,” says Travis, “and, like many things about Florida State, people don’t know how good it is, and don’t know it exists.”

The institute focuses not on the public record of World War II, but on the personal accounts—letters, diaries, and other individual recollections—of the men and women who experienced the war at home and abroad. William Oldson, a professor of history and director of the institute since its inception in 1997, sees that type of historical record as vitally important.

“It’s my 42nd year of teaching at FSU, and I’ve found it’s the easiest way to get students interested,” Oldson says.

Attendees at the Pensacola event left with a new appreciation for the institute and what it has to offer the FSU community as well as the world at large. Cal Koesy, a World War II veteran and FSU alumnus, was particularly moved by the personal nature of what the institute has to offer.

“It was terrific,” he says. “The personal letters of Wayne to his dad, and his dad’s response—nowhere else could you get that.”
Iwo Jima veteran Harold Ronson makes gift to World War II Institute

Kay and Harold Ronson

E
erly in his life, Harold Ronson made his mark at two of the bloodiest battles of World War II: Iwo Jima and Okinawa. And now, Ronson has made his mark at Florida State University with a gift of $100,000 to establish the Harold Ronson Endowed Fund at the Institute on World War II and the Human Experience.

Through his gift to Florida State, Ronson hopes to ensure that future generations of Americans never forget the sacrifices made by his fellow soldiers.

Ronson, who served as part of the Navy’s Landing Craft Infantry from 1944 to 1946 on what he calls “the smallest seagoing vessel there was,” took part in the Battle of Iwo Jima, which began in February 1945 and lasted for more than a month.

“From the boat I was on, we took Marines onto the beach;” he says, “Our boat had a flat bottom and could go within 1 or 2 feet from shore.

“Being at Iwo Jima scared the life out of me. I was feeding ammunition into a machine gun going into the beach. The guy next to me who was firing the gun was hit in the face with a mortar but survived. It was terrible. There was bombing and gunfire night and day. I was just a kid—I was 17—but everybody else on my landing craft was a kid, too. Only a couple of them were over 20.”

Later that spring, Ronson’s boat set sail for Okinawa, where they stayed for three months during a battle that was even bloodier than Iwo Jima in terms of lives lost.

“We fired mortar rockets and we did what was called picket duty,” he says, “We made smoke around the ships so that the kamikaze pilots could not see the ships. There were about 2,000 kamikaze attacks, mostly at night. It was terrible.

“The only thing worse was to be on the beach fighting, which I did not do. I watched the kamikaze pilots smash their planes into our ships one after another. The battle of Okinawa didn’t get as much press as the Battle of Iwo Jima, but the Battle of Okinawa was a mess.”

Although the war had a profound effect on Ronson and his fellow soldiers, many of them did not talk about their service for several years after they returned home.

“We were just busy trying to do something with our lives,” he says, “We did what had to be done—during the war and in the aftermath of the war.”

For Ronson, that included graduating from the Philadelphia College of Textiles and Science (now Philadelphia University), going to work for W. Lewenthal Textile Mill in Cohoes, N.Y., getting married, and raising two daughters with his wife, Kay. Of his first job after college, Ronson says, “I got a 90-day trial and stayed for 36 years.” During those years, he rose through the ranks, eventually becoming president and sole owner of the company, retiring in 1988 after selling the business to Hanes. Following retirement, he and his wife split their time between New York City and the Sarasota, Fla., area.

A decade or so after retiring, Ronson began to reconnect with fellow World War II veterans, one a former shipmate who sold newspapers in Manhattan. Around the same time, Ronson read Tom Brokaw’s book, The Greatest Generation, which furthered his interest in reconnecting with veterans around the country.

In addition to reading Brokaw’s book, Ronson had yet another experience prodding him to want to preserve the memory of the war. It occurred as he sat in Yankee Stadium for the 2001 World Series, held later than usual because of the terrorist attacks of Sept. 11.

“It was a big day in New York,” Ronson says. “They played the national anthem, and while they played that, on the big screen they showed scenes of New York—the George Washington Bridge, the Empire State Building.

They also showed the famous AP picture of the flag-raising on Mount Suribachi in Iwo Jima. I poked the guy I was with and said, ‘I saw the flag go up on Iwo Jima.’ The kid next to him said, ‘Where’s that?’ As it turned out, nobody around us had heard of the place, so I said to myself, ‘I have got to do something about this.’

Having made charitable giving part of his life for many years, Ronson began to contribute to veterans’ causes, such as the World War II memorial in Washington, D.C., and the national World War II museum in New Orleans. And it was at a veterans’ event where Ronson heard William G. Oldson, director of Florida State’s Institute on World War II and the Human Experience, talk about preserving the legacy of the wartime generation. By that time, Tom Brokaw had already given the World War II Institute much of the wartime correspondence he had collected, and Brokaw currently serves as honorary chair of the institute’s advisory board.

“I liked the cause—the fact that they’re keeping alive the memory of what we did in World War II,” Ronson says, “In my eyes, every guy who was in combat was a hero.”

For more information on the World War II Institute, contact Assistant Dean Nancy Smilowitz at smilowitz@fsu.edu or (850) 644-9324.
Microsoft has announced a $100,000 gift to Florida State University to help a Nobel laureate bring science into classrooms around the world by using the Internet.

The Nobel laureate is Sir Harold Kroto, Florida State's Francis Eppes Professor of Chemistry.

"The gift is a great indicator that Microsoft aims to encourage the development of new approaches to education in the 21st century," Kroto says.

Kroto and colleagues at Florida State have created GEOSET, which stands for Global Educational Outreach for Science, Engineering and Technology. GEOSET uses digital tools such as video, photos, graphics, and PowerPoint to offer what Kroto calls "curriculum-focused modular concept presentations" free over the Internet.

"This gift from Microsoft has come as tremendous encouragement for our GEOSET initiative, which is a component of the [Florida Center for Research in Science, Technology, Engineering and Mathematics] FOR-STEM program here at FSU," Kroto says.

Kroto explains how the Microsoft gift came about. "Over the last year we had been in discussions with Microsoft over the development of free software that will enable us to achieve our educational outreach aims when the gift came 'out of the blue,'" he says. "It will help to ensure the success of our primary aim of helping teachers, all over the world, to gain access to the global cache of knowledge in a format that facilitates classroom education. Furthermore, it will benefit FSU students directly by making evidence of their intellectual abilities accessible via the Internet."

How does GEOSET work?

Using GEOSET, an elementary school teacher in New Zealand, for instance, can create a lesson quickly by downloading the components needed to most effectively illustrate specific issues, and she could stream the presentation directly into her classroom. In general, most of the GEOSET presentations use a split screen with a video appearing on the left side of the screen and the speaker's slides appearing on the right. For viewers, it's like being able to watch your teacher do an experiment and, simultaneously, being able to watch her slide show, too.

While teachers and students can find presentations organized by topics, the presentations are also organized by audience and age level, making it easy for teachers to find just the right level of technical depth for their students. Using lists on the GEOSET website, teachers can easily see who gave the presentation, when it was recorded, and how long it lasts. Some presentations are as short as two minutes, while others are longer than an hour.

The gateway site is at www.geoset.info, and the local FSU site is at www.geoset.fsu.edu

Impacts of GEOSET

"The GEOSET initiative turns the whole strategy of the way teaching material is created on its head," Kroto says. "By focusing on our best teachers and amassing a globally accessible cache consisting of the tried-and-tested approaches to the teaching of specific concepts developed by our best educators."

As news of GEOSET spreads, more universities and scientists are partnering with the site. Sister sites have already been set up in the United Kingdom and Japan, and now that the Microsoft software is freely available, Kroto's scientific counterparts around the world will be able to join the initiative at a much lower cost than was previously possible.

While GEOSET is a groundbreaking educational tool for teachers, it has had an unexpected bonus. Students who have given presentations say it has led to scholarships and job offers. For example, Florida State alumna Pratika Dhar found that her GEOSET presentation led to a postdoctoral fellowship and ultimately a tenure-track job offer.

"The university whose offer she has accepted commented that GEOSET indicated she could teach," Kroto says.

Another student, Artrease Spann, won a Florida Gubernatorial Scholarship and was told at her interview how much the committee enjoyed her GEOSET presentation. And chemistry doctoral student Kerry Gilmore, winner of a Fulbright scholarship for 2010-2011, included his GEOSET presentation in his application.

Kroto is proud of his team and is happy to use his scientific reputation to promote his GEOSET initiative and science education in general.

"I came here because FSU was keen to support both my research and educational aims," he says. "And the major value of the Nobel Prize has been the way it has enabled me to open doors that can lead to success in exploring the way that the Internet can improve the level of general education."

Kroto is a veteran of using media technology to promote science education, having joined established the Vega Science Trust in 1995, an organization that creates broadcast programs for television and the Internet. Learn more about the Vega Trust at http://veg.org.uk/

Kroto won the Nobel Prize in 1996 along with Robert Curl and Richard Smalley for the discovery of buckminsterfullerene, a new kind of carbon molecule. Born in England and knighted in 1996, Kroto has been a member of the faculty at Florida State University since 2004. Colleagues involved with GEOSET at FSU include Steve Acquah, Colin Bylleet, Penny Gilmer, Sam Rustan, Helena Safron, and Dave Simpson.

To read more about GEOSET, visit www.fsu.edu/news/2009/06/15/science.geoset/
iCPALMS: a buffet of tools for math, science teachers

EOSET isn’t the only project on campus that is helping to lead the way in web-based math and science teaching. The Florida Center for Research in Science, Technology, Engineering, and Mathematics (FCR-STEM) is preparing to unveil an online portal that will bring educational resources to teachers throughout Florida and eventually the entire country.

Dubbed iCPALMS, the portal will enable teachers to plan lessons with a few clicks and instantly access resources relevant to their current needs. Those resources could include anything from classroom activities to videos to news articles.

“For example,” says Danielle Sherdan, iCPALMS project manager, “resources like those being developed through Dr. Harry Kroto’s GEOSET project are being aligned with standards and benchmarks, reviewed by educators and content experts, and then delivered to teachers just-in-time, based on the teachers’ course plans and schedule.”

The portal will link its resources to teaching standards at both the state and federal levels that all educators are required to follow, making it practical and adaptable to each teacher’s needs.

“This is not an empty system,” says Laura Lang, director of the Learning Systems Institute (LSI), of which FCR-STEM is a part. “This is not a laundry list; this is a system in which every aspect is tied to learning goals for students.”

The new project, funded by a $2.5 million grant from the National Science Foundation, will build upon a previous project known simply as CPALMS. While the CPALMS website brought together teaching standards and course tools in one easy-to-find spot, iCPALMS is set to go a step further, according to LSI Associate Director Rabieh Razzouk.

“We aim to connect teachers to each other, to high-quality resources, to other experts such as scientists, mathematicians, and engineers, and to educator supports, such as media and technology specialists, through the latest web technologies,” says Razzouk.

The effectiveness of iCPALMS will also be monitored by FCR-STEM for research purposes to help further develop technology for use in the classroom. The project’s principal investigators are Lang and Razzouk from LSI and Marci Marold of the School of Library and Information Studies (SLIS). The rest of the team includes Sherdan as well as Mabry Gabbard of LSI and Nancy Everhart from SLIS. Others collaborating on the project include the NSF’s National Science Digital Library and programming experts from Scholus, Inc., as well as FSU’s College of Arts and Sciences and College of Education, which run FCR-STEM in collaboration with LSI.

The site will benefit from the involvement of teachers from the Duval, Brevard, and Seminole county school districts, as well as the rural districts in the Panhandle Area Educational Consortium, who will serve as early testers of the portal.

It remains to be seen just what the response to iCPALMS will be, but the CPALMS website on which it will be based has received 204 million visits over the two and a half years that it’s been in operation. Many of the features to be incorporated into the new portal will be based on ideas that came from those visitors, so iCPALMS will be a direct response to teachers’ needs.

The first version of the portal is due for initial release in time for the 2011-2012 school year, probably going online in August.

Alumna creates fund for graduate students to attend conferences

Florida State alumna Ermine M. Owenby has made a gift to the College of Arts and Sciences so that female graduate students can attend professional conferences and present papers.

“It is important for future professionals to attend conferences in their field so that they can hear and meet those people that they read about in professional journals and textbooks,” Owenby says. “During my graduate studies, I was fortunate enough to attend several professional conferences. Now I am happy to return the gift of opportunity.”

The gift totals $50,000 and will provide $5,000 per year for the next 10 years, says Assistant Dean Nancy Smiolowicz of the College of Arts and Sciences.

In addition to holding a bachelor’s degree from Wesleyan College, in Macon, Ga., Owenby is a three-time graduate of Florida State University. She received a B.S. in business in 1963, an M.S. in education in 1975, and an Ed.S. (educational specialist) degree in 1981.

Owenby’s gift continues a tradition of philanthropy to Florida State begun by her parents nearly two decades ago. In recent years, she and her brother, Carl Owenby, have also created an endowed scholarship in computer science.

Now retired, Ermine Owenby had a career in business and vocational education in Florida at the high school and post secondary levels. She also had a career with the Social Security Disability program. She is a longtime disaster volunteer with the American Red Cross in Tallahassee and has served on several nonprofit boards. She lives in Tallahassee.
final takes

Alligator Point served as home for the marine lab from 1949 to 1968, when the lab moved south from Ochlockonee Bay to its current location directly on the Gulf of Mexico.

Photos courtesy of The Heritage Protocol Collection
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 2010 marked 12 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 12 years as a liaison between the College of Arts and Sciences and the FSU Foundation, Nancy has raised over $25 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, Ind. Currently, Nancy and her husband, Matt, live in Tallahassee.

Jeff Ereckson
Following a 17-year career in the financial services industry in Atlanta, Jeff Ereckson joined the FSU Foundation in March 2005 as director of planned giving. As a liaison to as many as seven colleges within the university, Jeff worked with several donors and development officers to raise more than $8 million in just over four years. He also helped raise funds and gifts-in-kind to build the new FSU President’s House.

In November 2009, Jeff joined the College of Arts and Sciences as the director of development.

In addition to being a graduate of Florida State University (B.S., Finance, 1985), Jeff was on the Renegade Team while in school and was Chief Osceola in 1983 and 1984. Jeff was also an active alumus with the university by serving on the FSU Alumini Board as well as the College of Arts and Sciences Leadership Council for eight years. He and his wife, Renee, currently live in Tallahassee with their two teenage sons.

Leslie Deslis
Originally from Leesburg, Fla., Leslie Deslis graduated from FSU in 2010 with dual bachelor’s degrees: one in marketing and the other in merchandising and product development. While in school, Leslie served as an advisory council president for the College of Business sales program and worked as the marketing director for the News Service of Florida. These positions enabled her to develop communication skills vital to her role as development officer for the College of Arts and Sciences. In her new role, Leslie looks forward to working closely with alumni and friends of the college and ensuring that they can support the college in a way that fulfills their own passions and enhances the lives of current and future Florida State students.

Torri Miller
Torri Miller, born and raised in Miami, graduated from FSU in 2006 with a bachelor’s degree in residential science. The first time she visited Tallahassee and toured the campus, she realized that FSU was the place for her. Torri met her husband, Blake Miller, while a student, and they were married shortly after her graduation. From 2002-2008, she worked at the Tallahassee Leon County Civic Center, where she learned all about catering events and the restaurant industry, and from 2007-2010, she worked at the Tallahassee Builders Association as a marketing coordinator. In April 2010, Torri joined the College of Arts and Sciences, where she is happy to be working at the university where she experienced some of the best moments of her life.

Would you like to leverage your endowed gifts with state dollars?
All endowed gifts of $100,000 or more with a specific purpose are eligible for matching funds from the state of Florida. Gifts are matched based on the following percentages.

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To give online, go to http://artsandsciences.fsu.edu/Alumni-and-Friends/Talk-to-Someone-About-Your-Own-Philanthropy
A walk to remember

Winding its way through campus is a beautifully landscaped network of brick pathways known as Legacy Walk. Join us for a guided tour, beginning on page 8.