Bright Futures money may shift
02/19/2008 © Gainesville Sun

The state's popular Bright Futures scholarship program may be headed for changes.

The Board of Governors, which oversees Florida's 11 public universities, will hold a conference call Thursday to discuss a proposal that would divert some of the money going toward Bright Futures to need-based aid and funding for students in high-value majors.

Under the proposal, the $400 million merit-based Bright Futures program would put $100 million toward need-based aid. Another $100 million would go toward students in the so-called "STEM" disciplines, which include science, technology, engineering and math. In so doing, the state would leave $200 million for traditional Bright Futures rewards - cutting in half the current allotment that is given to students purely for academic merit.

The plan would cap the size of the program at $400 million through 2012, and rewards would remain stable even if tuition rates increased. Education officials have long complained that the scholarship program artificially constrains tuition rates because lawmakers are reluctant to increase the cost of the program with tuition hikes.

"Changing Bright Futures is the only way to save it," according to a memo outlining the proposal. To listen in on the 9 a.m. conference call, dial (888) 808-6959 and enter the pass code 8502450.

New center opens
Oak Hall School recently celebrated the opening of its new 10,219-square-foot Early Childhood Learning Center. It is the new home of the preschool, junior kindergarten and kindergarten classes.

Among the building's features are a restricted access security system, SmartBoard technology in each classroom and environmentally green features. For example, the east porch roof has a deep overhang to help moderate interior temperatures, and motion sensor lights automatically turn off and on when someone enters a room or departs.

Oak Hall School officials said the opening of the new building is part of a strategic plan - "to grow the school from the youngest grades up."

Professors win grants

Two University of Florida professors have been named Fulbright Scholars, placing them in an elite group of about 800 faculty who received the awards across the world this year.

The Fulbright program, sponsored by the U.S. State Department, sends scholars across the world to conduct research and give lectures. It was founded in an effort to spread cross-cultural understanding.

Leslie Anderson, UF professor of political science, will spend four months in Buenos Aires, Argentina, researching and lecturing about executive and legislative power in new democracies.

Marilyn Thomas-Houston, a professor of anthropology and African-American studies, was also awarded a Fulbright grant. Thomas-Houston is already in Canada, where she is studying black migration and relocation on the Fulbright grant.

Bright Futures' own future at stake
02/19/2008 © St. Petersburg: WTSP (Ch. 10)

Tampa, Florida - Florida's Bright Futures Scholarship guarantees students money for college provided they meet certain academic requirements and test scores. The program pays for 75 percent or 100 percent of a student's college tuition to a Florida school. But some worry the program is getting too expensive and may not last.
Plans to change it aren't going over well with many parents and students. One proposal from the Board of Governors' Chancellor calls for capping funding at this year's rate of $400 million and reallocating half of the money for students based on need or major in science, technology, engineering or mathematics.

Cliff Schulman's daughter is transferring from a community college to USF under Bright Futures. The program paid 100 percent of Eileen Schulman's first two years. Her father would like the program to remain the same.

"I like the way it is the student should earn it... you get a better quality student go by grade point average," says Cliff Schulman.

USF Freshman Danielle McCauley a bright futures scholar says it would be unfair to change the rules now. McCauley says, "I worked so hard in high school, I know kids like me in high school work the same if they don't have Bright Futures they don't have anything to work for."

On Thursday, Florida's Board of Governors will discuss the latest plan to revise the program but any changes to Bright Futures would be up to lawmakers. One report estimates, in 10 years, Bright Futures would cost the state $1 billion annually.

The fate of 16 Indian teachers, who are facing deportation for being issued the wrong visas, is still up in the air.

Officials at Florida Atlantic University, who created the exchange/internship program, have yet to hear from U.S. State Department on whether the visas will be extended to the end of the school year, said Kristine McGrath, university spokeswoman.
The teachers, who all have master's degrees and tested proficient in speaking English, helped the district fill vacancies for experienced math and science teachers. The teachers have been placed on unpaid administrative leave since Feb. 9, when their visas expired, because legally they can't work until the issue is resolved.

Last week, U.S. Rep. Tim Mahoney, who is working with the university and the district to solve the problem, said the issue could be resolved as soon as the State Department receives a letter from the teachers' sponsor, FAU. But the letter has been sent and McGrath said the university is waiting to hear from federal officials.

The visa problem occurred when the teachers were hired in August and were given the wrong type of short-term visas — ones that did not allow extension requests. FAU officials learned of the problem in late November and have been working with the State Department since December to resolve the issue. Federal officials have until March 9 to extend the teachers' visas or they could be deported.

**Editorial: More than a visa error in FAU teacher program**
02/19/2008 © Palm Beach Post

Florida Atlantic University is offering an intriguing new class: Damage Control. Students, though, will have to wait. Administrators have filled all the slots.

For the second time in less than a year, The Post has caught FAU denying, and then back-filling. Ten months ago, it was the departure of fund-raiser Lawrence Davenport. This time, it's the hiring of foreign teachers at what the federal government considers slave wages.

With Dr. Davenport, FAU President Frank Brogan first said that he had left on his own. Why, then, did Dr. Davenport get nearly $600,000 in severance? In fact, he had been forced out. With the 16 teachers, brought to St. Lucie County from India through an FAU program for this school year, The Post reported 10 days ago that they could be deported because of a problem with their visas. How did that happen? FAU said it was "unclear."

In fact, the problem was very clear. Last week, after more poking and prodding, The Post obtained a Jan. 24 letter from the State Department to FAU. The government blasted FAU for paying the Indian teachers - all bilingual, all with master's degrees, all experienced - the salaries of interns for half of the academic
year and pocketing the difference to run the program. And, by the way, the mistake about the visas was FAU's.

Once The Post had the State Department letter, FAU late Friday afternoon released a statement from College of Education Dean Gregory Aloia. The statement was full of the usual platitudes about FAU being "committed to excellence in its international programs" and conducting "a vigorous, multi-phase review" of the program. Mr. Brogan issued a similarly evasive document after the Davenport story broke.

The 16 teachers haven't been in school for more than a week. Because of the visa problem, they can't be paid. U.S. Rep. Tim Mahoney, D-Palm Beach Gardens, who represents St. Lucie County, is trying to work things out.

Here's how this looks. FAU, responding to a need for math, science and special education teachers, got veteran foreign teachers into the country by using a program designed for foreign students who wanted shorter teaching internships. FAU obtained visas tailored to that sort of program, which led to the problem for the Indian teachers. FAU did all this to save money.

On Monday, FAU's associate general counsel denied any "duplicitous" behavior. Dr. Aloia said that the teachers didn't deserve a higher salary until they had demonstrated their competence in an American classroom. "They understood the rules," he said of the teachers and their salaries. FAU, though, will suspend the program until it can be "reconfigured" to reduce the university's time and money for "mentoring" the foreign teachers until they are prepared to teach in the United States. Dr. Aloia claims that none of these changes in a "great program" is about the money. It seems to be very much about the money.

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**Florida Gulf Coast University**

**No Articles Today**

**Florida International University**

**CNN.com readers: Are we safe on campus? - CNN.com**

02/18/2008 © CNN.

(CNN) -- If a shooter came into some of the biggest classrooms at the University of California-Berkeley, recent graduate Scott Alto wonders whether students would be able to protect themselves.
Alto said some of the big lecture room doors don't have locks and others open out to the hallway on the Berkeley campus, something he thinks leaves students on campus vulnerable to an attack.

"Students at Virginia Tech said they barricaded themselves with their bodies," Alto said. "In some of these rooms at Berkeley, that just wouldn't be possible."

After the shooting at Northern Illinois University last week, students on campuses across the country are wondering whether they are safe.

Some students say they want the administration to install security features such as extra cameras and metal detectors. Others are calling on them to fix broken blue emergency lights. Watch a Kent State student talk about security »

Some students, professors and campus police officers argue a person determined to kill cannot be stopped, but say they are doing everything they can to put a proper security system in place.

The following is a sample of e-mails sent from CNN.com readers, some of which have been edited for length or clarity:

**Liann Casey of Miami, Florida, Florida International University**
Although my school's campus has its own police, I hardly see them and I feel like there is no quick way to access them in an emergency situation. At my old school, University of Miami, they have "blue light" poles distributed all throughout the campus with emergency phones directly linked to the campus police. They claim that the police will be there within minutes of your call. At orientations and events, the campus police regularly set up a table to promote campus safety and gave away pens with emergency numbers on them. Help never seemed far away. My current school, Florida International University, does not yet have any of these safety implementations and my nerves suffer for it.

**Brandon Ackerman of Boca Raton, Florida, Lynn University**
I go to a small private college in Boca Raton, Florida, and I feel campus safety is a No. 1 concern for students these days. Our school instituted a program for students who feel if their peers or fellow classmates are showing any behavior that is out of the ordinary or seem depressed or not acting like themselves, they can be reported anonymously to campus safety and the school will seek counseling sessions for them.

8 intelligence agencies scope out new recruits at FIU career expo
02/19/2008 © Ft. Lauderdale Sun-Sentinel
Miami - There was nothing clandestine about what was going on Monday in a second-floor meeting room packed with students: Eight of the nation's 16 intelligence agencies were looking for spies.

And Hallandale Beach resident Johanne Civil, 27, a Florida International University senior, was looking to the future.

"I'd like a job that is more than paper pushing," said Civil, who also works full time for a credit card company in Plantation. "My main interest would be foreign service. But would I be a spy? How much you going to pay me?"

Civil was just one of about 75 FIU students who turned out for an Intelligence Community Career Expo hosted by the school's Institute for Public Policy and Citizenship Studies. Recruiters from the Central Intelligence Agency, the FBI, the National Security Agency and five other federal organizations gave overviews of the work involved and then chatted one-on-one with those who wanted to know more.

A year ago, in swearing in retired Vice Admiral Mike McConnell as director of national intelligence, President Bush emphasized the need for more minority hires with the language skills and cultural background that might help track terrorists. About half of those who attended the session in the Graham Center were women, and many were foreign-born.

Bill Cottrell, a 35-year employee of the NSA, explained that cloak-and-dagger spying is just a small part of what the agencies do. Much of the intelligence work in this high-tech, post-Sept. 11 era is in data analysis.

FIU is a good place to look for potential hires since the state school was one of the first four universities selected three years ago to offer certificates in national securities studies, according to David Twigg, the institute's associate director. There are now 10 such sites.

Many of those in attendance were working on the necessary 18 credit hours to earn such a certificate. But others, such as Joseph Arigo, 29, and Robby Cedon, 26, were simply interested in careers that Cottrell touted as satisfying and vital to the nation's well-being.

"We get up every day knowing that what we do helps the country," said Cottrell, who said the 16 agencies would fill about 10,000 jobs in the next year to expand the services while coping with Baby Boomers' retirement.
Cedon, a Miami resident and U.S. Marine Corps veteran of three tours in Iraq, said he speaks Creole and French and was interested in a diplomatic mission.

West Palm Beach resident Arigo, a senior geography major, planned to gather information from the National Geospatial-Intelligence Agency representative. But when asked about being a spy, he, too, seemed willing to entertain the notion.

"I've got that baby face," he said with a smile. "So you never know."

Rattling off a list of exotic-sounding languages that would enhance a candidate's chances, Cottrell warned the group that the screening process was exhaustive. He said personal investigations included foreign relationships, travel, drug use, financial problems and every aspect of an applicant's life.

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**Florida State University**

**FSU faculty pioneer recalls early days**

02/19/2008 © Tallahassee Democrat

The year is 1968. Two new instructors have been hired at Florida State University. But these two are different from those who were employed at that time.

The new additions to the campus of about 16,000 students were the first black instructors employed by the university. Two people who, alumni, students and administrators say, helped provide the backbone of a legacy for today's 82 black faculty members at FSU.

Those two are Earl Gordon and Tonya Harris and both still live in Tallahassee. Harris was hired as a faculty member for FSU’s School of Nursing. Gordon was hired as a sociology instructor, who was also in charge of the Horizons Unlimited program — a program similar to Upward Bound. Harris preferred to not be interviewed. However, Gordon, 83, supplied details of a time when being a black instructor on campus meant walking an unusual tightrope.

"It was lonely," Gordon said. "The biggest problem I came into — (I had) to satisfy faculty or administration, black parents and white parents. You're walking three lines and that's tough."

Gordon chose to support students as much as possible. A difficult task when considering parents and students weren't ready for integration.
"Students (and some parents) weren't ready to accept black students," Gordon said.

One white mother told Gordon she would not have her son live in a dorm with black students. She moved him off campus. Black students also insulated themselves by living off campus, said FSU alumna Doby Flowers — the university's first black homecoming queen.

"It took more than just being bright (to be at FSU)," Flowers said. "Some of us were perfected by the experience."

Those who weren't perfected were in pain.

"I had two good friends at FSU. Both had nervous breakdowns," Flowers said.

Today, FSU's black student population makes up about 11 percent of its 38,000 students. Of the 1,800 faculty members on staff at FSU last fall, 82 were black. Anne Belcher, senior associate dean for academic affairs at Johns Hopkins University, was hired to teach at FSU, along with Harris, in 1968.

"In retrospect, there may have been other (racial) pressures on Tonya from faculty," Belcher said. "Tonya was not one to complain. We really worked very hard and worked well together."

But the impact that Gordon's and Harris' presence made on campus gave encouragement and hope to students. Herman Haynes, 53, was one of Gordon's students.

"I had a professor who told me that a black person couldn't earn more than a C grade," said Haynes, who arrived as a black student from Manatee County in 1971.

When hearing students' concerns, Gordon would say, "Disregard that. (Then) prove them wrong. That's the best way to (handle that)."

His words resonated with Haynes.

"They made a great impression on us to succeed," Haynes said. "There were still things we had to deal with on a racial level but we knew we could succeed."
Gordon retired from FSU in 1985. He's active in his church — St. Michael and All Angels Episcopal Church. But he wants today's students and faculty to remember 1968.

"(I) want them to know from whence they came, but I don't want to demoralize them," he said. "I don't think they can even imagine the prejudices we had then."

Stanley Marshall, a former FSU president, said he remembers both Harris and Gordon. Marshall's presidency began in 1969. His biggest push was to add more black faculty and students to the university.

"I took a pretty firm stance on integration of faculty as well as students," Marshall said. "I wasn't satisfied with the progress we were making — so I did some arm twisting. We sought black students and faculty and they came in large numbers."

Another one of FSU's firsts was Jack Gant, who started at FSU in 1970 to earn his doctorate. Gant returned around 1974, to become the first black to head a school as dean of education. Today there are no black deans at FSU, according to FSU's Office of Institutional Research.

Current FSU student Alycia LaFavor wasn't familiar with the earlier instructors that she said blazed the path for others.

"They definitely paved the way for other faculty members," LaFavor, a sophomore communications student, said. "They opened the door for other African-American students."

Marshall offered a challenge to FSU’s black faculty and students.

"Be mindful of the progress that's been made here," he said. "The fact that we are one of the leading universities in the country in terms of graduating black students — we ought to do everything possible to sustain the strength of that movement."

**FSU Project Aims To Develop Better Quality Teachers**
02/19/2008 © WTXL ABC Channel 27 Tallahassee

What factors enable someone to become an effective teacher? Armed with nearly $1.2 million in research grants, two Florida State University faculty members are seeking answers to that question -- and are compiling their findings into a Web site that will help school administrators and other policymakers nationwide
create the conditions necessary for students to excel in the classroom.

Tim R. Sass, a professor of economics at FSU, is the co-leader of two research projects designed to provide statistical evidence on the characteristics and education of effective teachers. One of the projects is funded through a four-year, $960,000 grant from the U.S. Department of Education's Institute of Education Sciences; the other, which recently concluded, was funded through a one-year, $208,000 grant provided by the National Board for Professional Teaching Standards.

"The thing that matters most in terms of children's education is the quality of their teachers," Sass said of the projects. "We're trying to come up with objective standards to measure teacher performance and also determine what factors affect that performance."

Working with Sass is Stacey Rutledge, an assistant professor of educational leadership and policy studies at FSU. Rutledge has conducted extensive interviews with school principals in order to learn more about the mix of personal and professional attributes that the principals are looking for when they interview prospective teachers. Understanding why principals hire certain job candidates and not others is an important step in developing objective standards for measuring teacher effectiveness, she explains.

"We have a federal policy -- the No Child Left Behind Act of 2001 -- that says all teachers need to be highly qualified, but sets narrow criteria for what constitutes effectiveness: a bachelor's degree, certification, and having passed a content knowledge assessment," Rutledge said. "So this really is an attempt to identify a broader set of criteria for defining effectiveness."

In developing those criteria, the researchers have conducted surveys and compiled data on a variety of topics, including the following:

- Evaluations of the effects of "high-stakes accountability," in the form of state and federal mandates, on the hiring of teachers.

- Identification of the most and least effective teachers through the use of principal assessments and then studying the differences between the two groups.

- Analyses of test scores for students of specific teachers over three consecutive years as a means of setting benchmarks for teacher effectiveness.
"A lot of what we're looking at is big-picture stuff, such as the effects of professional development on teacher performance," Sass said. "One could assume that professional development would help someone become a better teacher, for example, but until you actually measure it, you don't know exactly what works and what doesn't."

Working with colleagues at the University of Wisconsin at Madison, Sass and Rutledge have created a Web site, "Teacher Quality Research" (www.teacherqualityresearch.org) that will function as a clearinghouse for information that school districts, principals, academics and policymakers throughout the nation can use as a resource.

"I would really like to see a broader understanding of what comprises teacher quality," Rutledge said. "Hopefully through our research and the Web site, this broader understanding will begin to filter out into the educational community."

Also participating in the project for FSU is Cynthia T. Thompson, a doctoral candidate in the College of Education, and W. Kyle Ingle, a recent graduate of FSU's Department of Educational Leadership and Policy Studies and now an assistant professor at Bowling Green State University.

**New College of Florida**

**No Articles Today**

**University of Central Florida**

**Tavistock to build $50M bio-tech space**

02/19/2008 © Orlando Business Journal

The Tavistock Group announced Monday that it will build a 100,000-square-foot $50 million wet lab and bio-tech incubator facility in Lake Nona.

The facility, which will be located near the University of Central Florida College of Medicine and the Burnham Institute for Medical Research, will house research institutes and private businesses compatible with the institute and UCF, say Tavistock officials.

Tavistock expects to complete design of the building this year, with construction to start in 2009. The project is expected to be completed and ready for occupancy in 2010.
“This building will accommodate immediate move-ins of biotech users,” says Jim Zboril, president of Lake Nona Property Holdings, in a prepared statement.

University of Florida

UF ritual: Many apply, few chosen
02/19/2008 © Gainesville Sun

There was plenty of elation and heartbreak in the homes of high schoolers this weekend.

The University of Florida, which has made a habit of giving a lot of bad news to would-be Gators in recent years, sent out acceptance and rejection letters Friday.

As tradition would have it, most applicants were disappointed. Of the 27,865 who applied to UF this year, only 10,289 were admitted. That’s a 37 percent acceptance rate, a little lower than normal.

After students weigh competing offers and cost considerations, about 6,600 of them are expected to enroll as freshmen at UF in the fall of 2008. That's in line with class sizes in recent years and indicates that UF won't trim the size of its incoming class even though budget predictions for next year are dire by all accounts.

The eagerness of applicants was all too clear on Friday, when UF's admissions Web site allowed students to check their final application status for the first time. Within the first three minutes, the site had 26,000 hits, UF officials said.

Those who did get into UF boasted high academic credentials. The middle 50 percent of the class had grade-point averages between 4.1 and 4.4. Their SAT scores were in the 1240 to 1410 range, admissions officials reported.

UF expects a budget cut of nearly $50 million come fall. In order to maintain per-student funding from the state at current levels, UF would need to cut its enrollment by 7.4 percent, or about 3,800 students, according to Board of Governors' estimates. The board, which oversees Florida's 11 public universities, has instructed universities to present plans by the end of the month that would bring enrollments in line with the dwindling budget figures.

The board alerted universities to the need to trim enrollments in January, but UF was too far along in its admissions process to scale back freshman acceptance letters for the fall, according to Janie Fouke, UF's provost.
"We can't comply with (the board's) projection for August '08," she said. "But this isn't a short-term problem. It's a long-term problem, and I think a long-term solution is in order."

Unlike in years past, UF moved to a single Nov. 1 deadline for applications, and the majority of admitted students found out Friday whether they'd gotten into UF. There are still a few students who applied late, but they will only be admitted if there's space in the 6,600-seat class.

In the near term, UF has few opportunities to rein in class sizes. Acceptance letters have already gone out to incoming freshmen and most graduate students. That leaves transfer students, about 4,400 of whom have already applied to UF. UF typically admits between 2,500 and 3,000 transfer students, but Fouke said she was unsure whether UF would sustain that number in light of the budget situation.

"I'd hate to predict until we've had a chance to discuss it across campus," she said.

The final deadline for transfer applications is June 7.

While other universities have rolled out budget-cutting proposals that would include layoffs and enrollment freezes, UF officials have been tight-lipped about how they'll cut the budget. UF will need a plan by the end of the month - the deadline to inform the Board of Governors - but Fouke said she wasn't ready to discuss whether that plan will contain significant enrollment cuts or other specific cost-cutting measures.

"There is no point in alarming anybody because we just don't know yet what pathway (UF will take)," she said.

One thing, however, is certain: Business as usual won't be possible.

"Our cut is almost $50 million, and that's a horrendous amount to try to take out of your system," Fouke said. "And there's simply no way we can do the same business that we did a year ago with $50 million less money this year."

**UF's work on 'glue grant' expands to clinical studies**
02/19/2008 © Ft. Lauderdale Sun-Sentinel
The University of Florida College of Medicine and its affiliate hospital Shands at UF will serve as a clinical study site through a national research consortium, aiming to uncover the biological reasons why burn and traumatic injury patients often have dramatically different outcomes.

UF researchers have already been collaborating on data analysis with the national group of scientists, who are united by a 10-year, $75 million "Glue Grant" from the National Institute of General Medical Sciences.

Glue Grants bring together scientists from diverse fields - in this case surgery, critical care medicine, genomics, bioinformatics, immunology, engineering, and computational biology — to solve problems in biomedical science that no single laboratory could address.

The new designation expands UF's role in the large-scale research study, which is striving to find ways of predicting which patients are likely to develop complications. Funded by a four-year nearly $1.1 million grant, UF will begin enrolling patients this month.

"This is the first program to attempt to solve the life-threatening problem of inflammation following major trauma or burn injury," said UF Acute Care Surgery Director Larry C. Martin, M.D., who is a co-principal investigator.

The Glue Grant funds studies of patients with severe injuries who still have the potential to survive their trauma, said co-principal investigator David W. Mozingo, M.D., a professor of surgery and anesthesiology and director of the Shands at UF Burn Center. Mozingo will coordinate the burn segment of the study and Martin, along with UF Trauma Medical Director Lawrence Lottenberg, M.D., will coordinate the trauma section.

Lyle L. Moldawer, Ph.D., a professor and vice chairman of research for the department of surgery, said most trauma and burn patients do well after injury and have a normal recovery. But a significant number of patients fail to recover or suffer complications for reasons the doctors don't fully understand.

UF acute care surgeons will evaluate genetic and molecular markers as well as epidemiological data to help predict which patients might develop complications and the role inflammation may play. That may help physicians better determine how best to treat these patients early on, Mozingo said.

Inflammation is part of normal healing when people are severely burned or injured, but in some patients, it can be fatal, increasing the risk of infection and causing multiple organ failure. Learning how and why inflammation becomes
harmful will help doctors more accurately predict how each injured patient will fare.

Researchers at both UF and Shands at UF annually will enroll up to 50 patients whose injuries are severe enough to lead to possible complications, yet not so severe they are unlikely to survive.

Since the study started in 2001, UF has been one of five analytical sites to collect and process blood and tissue samples under the direction of Moldawer and Henry V. Baker, Ph.D., a professor and interim chairman of molecular genetics and microbiology. During the first five years, more than 1,500 burn and trauma patients participated nationally.

The overall program grant has been renewed through 2011 with the goal of understanding markers that predict patient outcomes, identifying new areas for research and determining targets for drug and other interventions.

**Flu takes its toll on campus**

02/19/2008 © Gainesville Sun

The annual outbreak of the influenza virus is here, and students at the University of Florida are among the sick.

Continue to 2nd paragraph Last week, the proportion of deaths in the United States attributed to pneumonia and influenza was above the "epidemic" threshold for the fifth consecutive week, according to the Web site for the Centers for Disease Control and Prevention.

The Web site said 44 states reported widespread influenza activity last week, with official notifications of nine pediatric deaths so far this year.

Dr. Phillip Barkley, director of UF's Student Health Center, said he has seen a significant number of patients with influenza this semester.

He said it's typical to see a considerable number of cases during the winter months, but that officials won't know how this year's number of cases stacks up against previous years until the end of the flu season.

Barkley noted that college students are at high risk of contracting influenza due to constant close contact in places like classrooms and residence halls.
"Any student wanting to reduce their risk should consider being vaccinated," he said.

The vaccination takes two weeks to take effect, but it decreases the risk of getting influenza, Barkley said.

Because of variation in one influenza strain, the vaccination's match isn't perfect this year, he said. But the CDC still strongly recommends a vaccination to reduce the risk of contraction and to shorten the period of illness if it is contracted.

Barkley said the Student Health Care Center generally receives 5,000 doses of the influenza vaccine each year, 3,000 to 3,500 of which typically go to students.

The cost of the vaccine at the SHCC is a $5 co-pay for students and a $25 co-pay for faculty.

Barkley said, for students who do not wish to be vaccinated, the best way to prevent contracting influenza is to maintain general good health practices, which include eating wisely, getting enough sleep, exercising, not smoking and limiting alcohol intake.

"The best thing people can do is to do frequent hand washing," he said. "If there is no soap and water available, use alcohol-based hand sanitizer."

Students should be on the lookout for influenza symptoms, like fever, body aches, headaches, cough and sore throat. If you develop these symptoms, your best bet is to make an appointment to see a doctor.

Barkley said if you see a physician within 48 hours of developing symptoms, he or she can prescribe an anti-viral oral medication to treat early-stage influenza.

For more information on influenza, consult the CDC's influenza Web site at www.cdc.gov/flu.

**University of North Florida**

**BATTERY OF THE FUTURE?**
02/19/2008 © Florida Times-Union

UNF receives a defense grant to develop a fuel cell for military laptops.

Think of all those portable electronics you love dying at just the wrong time.
Cell phone batteries that cut calls. Portable music players that kick the band off stage during even the wildest guitar solo. Laptop computers that can't keep a DVD spinning past the action-packed scene helping you forget you're on a plane and hate to fly.

Researchers at the University of North Florida are embarking on a project that could result in longer battery life for all of the above.

The work starts with military computers.

On Monday, the university announced receiving $2 million in defense funding to develop a direct methanol fuel cell-powered laptop. The power source, which is in the early development stages, may be able to supply 10 times the life of a traditional battery.

Jim Fletcher, a UNF engineering professor working on the project, said the technology will be crucial for soldiers in the field, but the research could be a boon for consumer electronics producers as well.

"You have a discrepancy between what electronics could do and what the power source enables them to do," Fletcher said. "There's a lot of need. ... You could imagine an ever evolving design. We want to continue to develop this."

UNF is working on the project with PolyFuel, a California-based fuel membrane engineering company.

The project starts this spring, although Fletcher said the groundwork to do the research evolved in discussions between UNF and PolyFuel over the past several years. He said he anticipates three to four years of work before a finished product.

Fletcher likened the fuel cell to an internal combustion engine. Unlike traditional batteries, the device would produce energy rather than store it.

The power source requires refills, not recharges. It runs on methanol, a chemical compound that can be harnessed from a variety of sources including natural gas and wood.

The idea of using methanol in digital devices isn't exactly new but remains in its infancy, Fletcher said.
In April 2003, the techno-journal PC World published an article about the topic titled Bye-Bye Batteries? It estimated methanol has 40 to 60 times the energy efficiency of a lithium ion, a common component in top-quality batteries. Also, it said mass production could keep prices down to $2 to $3 for the methanol cartridges used to power mobile computers.

A downside to methanol, though: It's flammable, bringing up questions about whether the devices would be allowed on commercial airplanes.

Refining the technology likely will foster competition, Fletcher said, as other institutions race to outdo one another's research.

"There's a lot of interest in this," he said. "It's a great opportunity, though. We've gotten great support and we're going to be in a great position."

Those comments were echoed by university President John Delaney in a statement released Monday thanking U.S. Sen. Mel Martinez and U.S. Rep. Ander Crenshaw for help securing the research funding.

Researchers at UNF have been awarded $2 million in federal defense funding to develop a direct methanol fuel cell-powered laptop for the military. The power source works like an engine by burning methanol, a fuel generated from natural gas and even wood products thought to pack more energy than a lithium ion battery.

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University of South Florida

**USF site safe only for rescue robots**

02/19/2008 © St. Petersburg Times

A new building at the University of South Florida is going to look like a disaster, with smoke, dust and chemicals billowing inside. That's by design. Scientists will use the $2.1-million building - home to the new National Testbed for Safety, Security and Rescue Technologies - to vet newly designed rescue robots, which are increasingly deployed to determine if disaster sites are safe for humans to enter. The U.S. Army's Edgewood Chemical Biological Center also is a partner in the project, which is set to open in December.

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**Carnival History Goes Digital**

02/19/2008 © Tampa Tribune

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The local showmen's club and the University of South Florida Library have teamed up to preserve the colorful history of the carnival industry.

The International Independent Showmen's Association, with headquarters in Riverview, is working with USF to develop a computer photo collection of carnival history.

There's plenty of photographs and other paper memorabilia, such as tickets, programs and news clippings, available for the digital photo history, said Chuck Mayo, the showmen's club member in charge of the project.

Many of the old photographs are in boxes in the carnival museum housed in a small building on the club grounds and in some of the 25 trailers of carnival history stored at the facility.

Eventually, copies of the old photos combined with the other carnival memorabilia - from horse-drawn wagons to costumes and props - will be housed in the museum. The shell of the building has been constructed; additional work is being done on a "pay-as-you-go basis," with no schedule on when the project will be completed, museum director Ivan Arnold said.

Andrew Huse, an assistant librarian for the USF library's special collections department, said he was overwhelmed on his first visit to the club grounds last year and saw what he described as "a treasure trove of history. It's truly a world-class collection."

He also saw that some of the old items were being stored outdoors and need to be preserved and copied as soon as possible.

Huse gave Mayo a list of computer equipment the club would need to copy and preserve the photos and to have the copies compatible with the USF library's archives.

The showmen's club has spent about $8,000 on the project for supplies and equipment. Huse and other staff members from USF have visited the trailer where the project is housed and instructed Mayo and other volunteers on how to create a digital history.

Huse said the plan is to have the carnival history linked or included in the university library online photo histories.

The photo partners are looking for grant money to allow the USF staff to work more closely with the carnival photos.
In the meantime, Mayo works several days a week scanning photos into the computer and then preserving the originals in clear envelopes and filing them.

For many of the photos, Mayo has no clue about details. When the photos eventually are posted to a Web site for public viewing, Mayo hopes people will recognize aspects of the old photos and contact him so he can add more information.

Mayo, who travels the carnival circuit as a glass blower and with food concessions, enjoys working with the photographs.

"If I could, I would do this full time," he said. "I think there is a lot of interest in this collection. When it's done, the whole world will be able to look at our history," he said.

**Officials break ground on Pace Road project in Auburndale**

02/19/2008 © Winter Haven News Chief

AUBURNDALE - Instead of celebrating the start of construction on improvements to Pace Road in Auburndale, Polk County and University of South Florida officials broke ground Monday on a gateway to the future. Pace Road will lead to a new Polk Parkway interchange that will assist students traveling to and from the future USF Lakeland campus.

It also will provide access to the Polk Commerce Center in the northern part of Auburndale.

The Polk County Commission's Community Investment in Infrastructure project will widen the existing Pace Road and extend the new divided, four-lane section just under a mile, from Berkeley Road to the future interchange with Polk Parkway.

"Capacity projects, like this one at Pace Road, are intended to benefit the traveling public through added travel lanes and other features to safely support more traffic," said Polk County Commission Chairman Sam Johnson.

Marshall Goodman, USF Lakeland campus vice president, joined Polk County officials in celebrating the start of the $14.2 million project, which is funded by impact fees.
"I don't see Pace Road," Goodman said before a crowd of more than 60 people. "I see Innovation Way, because that's what is coming here and it's coming quickly because people like yourselves are building the roads of the future to open up those opportunities."

Local support key to Pensacola's future
02/19/2008 © Pensacola News Journal

Pensacola is an increasingly wonderful place because of citizens who are willing to step forward and create meaningful institutions, and support them through the years.

For example, the campaign to complete the John H. Fetterman State of Florida Maritime Museum and Research Facility brings a vision to reality on a daily basis.

The maritime museum has drawn many dedicated citizens supporting that vision and giving generously since we initiated an innovative community effort, led by the Pensacola News Journal, that provided even more than that "Do It" challenge imagined.

For each dollar donors gave, the state of Florida matched it, and Pensacola raised over $500,000!

In the last few weeks, the University of West Florida Foundation has received seven-figure "leadership gifts" because several local families believe in the inherent value of our historical resources and the importance of preservation.

Kathy and Ted Brown, Martha Lee and Skip Hunter, and the Switzer, Reilly and Lamar families believe that the economic impact of this museum, and its educational benefits, offer our children and grandchildren a great opportunity.

Additionally, Rishy and Quint Studer gave a multimillion-dollar gift, one that challenges the rest of us to step up to the plate and participate in our city's future.

These major donations, along with the extraordinary families who presented them, underscore the American ideal of giving back to our communities toward
a common goal — in this case sharing with others the history of Florida and its importance in the American narrative.

The end result of generous citizens' commitment will be a fine maritime museum on the Gulf Coast offering an amazing and enjoyable addition to our community. Built from the ground up, with citizen input from all levels, this museum is worthy of support.

This is our Florida Maritime Museum, envisioned for decades by many in the community who saw that the region's maritime history was in danger of disappearing if it was not collected and preserved.

But there is still much to do. Not only does the existing information need to be pulled together in one place, but gaps in knowledge need to be filled quickly, before the information is lost.

The museum will establish basic research programs to support its artifacts and exhibits, enlisting the aid of historians, environmental scientists, archaeologists and maritime specialists.

Ongoing research will support fascinating educational curriculum for children and schools. The dynamic nature of human interaction with the maritime environment — the ocean's impact on this area and its people — is at the forefront of the mission of the John H. Fetterman Maritime Museum.

Along with other fine area museums teaching the next generation about Florida, it offers never-ending prospects for the future.

To those exceptional community leaders who are helping us daily — too many to name here — and to those who continue to give as they can, our community thanks you all.

We need you. You are helping to preserve and share our heritage while creating bright futures for America's children.

Nancy Fetterman is a member of the Board of Trustees of the University of West Florida. She is a resident of Pensacola.

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**State Higher Education Issues**

**PBCC to ask state today to certify 4-year degrees**
02/19/2008 © Palm Beach Post
Palm Beach Community College could begin offering four-year degrees if a request for a bachelor's of applied science in supervision and management is approved today.

The traditionally two-year college is going before the State Board of Education to request the new program, which would prepare students for management positions in private business, health-related jobs and public safety administration.

It would be the first bachelor's degree for the 75-year-old school, but it follows a recent trend of community colleges' offering four-year programs.

If approved, classes would begin with an estimated 80 students in August 2009. College officials estimate more than 100 students will enroll in the program within three years.

"Right now students taking this don't have a smooth transition into a four-year degree," said PBCC spokesman Grace Truman. "Students who want to pursue a bachelor's realize that many of their credits don't articulate into Florida Atlantic University."

The program initially would cost $543,340, which would be paid out of the school's general budget, Truman said.

Colleges and universities statewide are cutting budgets, including PBCC, which has a freeze on hiring and equipment purchases. But Truman said the new program would not affect school resources adversely.

The degree would be supplemented later with student tuition and fees and state baccalaureate degree grants, she said.

This year, Gov. Charlie Crist set aside about $1.3 million in the state budget for community colleges offering four-year degrees.

"We are fairly confident we can weather this without anything more drastic happening to the budget than what we have already done," Truman said.

Eight of Florida's 28 community colleges offer bachelor's degrees, including St. Petersburg College, Okaloosa-Walton College and Daytona Beach Community College.
In January, Indian River Community College, with its main campus in Fort Pierce, began offering four-year degrees in nine majors. School trustees voted to drop the word "community" from the college's name to reflect the new degrees. The legislature will consider the name change in the spring.

Miami Dade College began offering four-year bachelor's degrees in 2002, and now offers eight four-year degrees in nursing, public safety and education.

Florida universities have been wary of community colleges' offering four-year degrees that once were solely their domain.

Florida Atlantic University Provost John Pritchett has no problem with PBCC's pursuing this program, which is not offered at FAU.

"This is a niche they'd like to explore, and we've worked very positively with them," Pritchett said.

**Rep. Nick Thompson hired by Edison College**
02/19/2008 © Ft. Myers News-Press

Fifteen months after voters gave him a job, Edison College is giving more work to state Rep. Nick Thompson.

Edison District President Kenneth Walker appointed Thompson, R-Fort Myers, to the position of special assistant to the president and legal counsel. In that role, Thompson will direct Edison's governmental affairs and legislative advocacy programs. He also will provide legal advice on policy issues while serving as a liaison to local, state and federal officials.

Thompson, 42, is a prosecutor by trade, but was elected to the Florida House of Representatives, District 73, in 2006. He is vice chairman of the House's Constitution and Civil Law Committee, and also serves on Healthy Families and Infrastructure committees, in addition to his role on the Safety and Security Council. Thompson previously held a governmental affairs position at University of Florida.

Walker said Edison wanted to fill this position for several years, and Thompson has a "winning combination of qualifications, experience and interpersonal skills."

"I am honored to receive the confidence of President Walker, and proud to serve Edison College," Thompson said. "This is a tremendous opportunity for me to
apply my legal and legislative background to help the college grow and thrive for the benefit of the Southwest Florida community."

Thompson earned a bachelor of Arts degree from Washington and Lee University, and a doctorate in law from Nova Southeastern University.

Education awards lunch set for March 13

Tickets and table sponsorships are still available for the 2008 Holland T. Salley Leadership in Fostering Education Award luncheon scheduled for Thursday, March 13, at the Naples Grande Resort and Club. Check-in is 11:30 a.m. to noon and the program will start at noon.

Adria D. Starkey is the 2008 recipient. The award, sponsored by the Edison College Foundation, recognizes individuals who have made outstanding contributions toward advancing academic opportunities for the citizens of Collier County.

Available sponsorships range from $1,500 for a table to $5,000 for a LIFE Sponsor and individual tickets are $150 per person. Proceeds will benefit the Allied Health Science Building Fund at Edison College's Collier Campus.

Starkey has served on the Southwest Florida Regional Planning Council and many local boards.

For more information, contact Kevin Miller at the foundation office at (239) 732-3718.

Student from Fort Myers makes Dean's List

Bradford Allen Tanner of Fort Myers made the Dean's List at Adrian College in Adrian, Mich.

NSU branch edging closer
02/19/2008 © Miami Herald

Nova Southeastern University is one step closer to opening its doors in Miramar.

On Wednesday, Miramar city commissioners are expected to sign off on a lease agreement for the school to move into the Miramar Town Center. Nova Southeastern University officials say the Miramar campus will open sometime in April.
"It's always important to be a part of the community," said Deo Nellis, NSU's director for the student educational centers. "Miramar is a newly developing community, and we wanted to be part of the excitement."

The college is expected to have 19 classrooms and a computer lab. About 250-300 students will attend there, some of them from the school's satellite branch at Everglades High.

The programming is not concrete yet for the school, but graduate courses, especially in education and business, are likely.

NSU will have 21,100 square feet on the third floor of the Miramar Library-Education Facility.

Also at the library at Miramar Town Center, 2300 Civic Center Pl., Broward Community College will lease 21,100 square feet on the second floor.

Base rent for NSU, if approved, will be $112,390 a year.

The college can use up to 190 spaces in the parking garage during peak daytime hours. NSU can use 160 parking spaces of the library when the library is closed.

NSU is joining other higher education institutions in Miramar such as DeVry and Ana G. Mendez universities.

"I am thrilled," Miramar Mayor Lori Moseley said. "We always wanted to bring more higher education to the city, and we are getting there, inch by inch."

College loans hit by fallout from crisis in mortgages
02/19/2008 © Orlando Sentinel

If you are about to borrow a lot of money for college you are not going to like what the mortgage mess is doing to you.

The so-called "credit crunch," that started with a panic over people missing home-loan payments a few months ago, has infected a broad range of loans. Now, at the student level, it is poisoning opportunities for college students to get some student loans and is adding painfully high interest costs to some others.

So far federal student loans -- or the low-interest college loans offered under federal-government rules -- are still plentiful. Students, who get the so-called
"Stafford loans" pay 6.8 percent, which is relatively low compared with other loans available for college.

But concerns developed last week, because some lenders, including Chicago-based National Education Servicing LLC, have decided to stop giving out student loans. The lenders reached the decision because they had trouble borrowing money themselves. And they need to borrow money in order to lend money to students.

The issues sprang from mortgage problems. As homeowners have been missing mortgage payments, banks and other lenders have taken billions of dollars in losses. Lenders have become wary in general -- fearful that if they loan money they won't be paid by businesses and consumers, and also concerned because bond investors won't buy the packages of loan payments that are critical in funding new loans. Investors are aware that during the last few years, lending practices became sloppy. They aren't sure now what loans to trust and what loans are suspect. As a result, the process of handing out money -- whether to home buyers, college students, or car buyers -- has been paralyzed by fear.

Until lenders and investors start feeling safe again, they are expected to hold on tightly to money.

Ultimately, that could mean that students that seek college loans could have difficulty getting some loans. They might have to turn more to higher interest private loans. And amid the panic environment, families without good credit could be turned away or charged a lot, said Mark Kantrowitz, publisher of Finaid.org.

Currently, there is no way to know if the problem will subside quickly or last into next summer, a time when incoming college students might be seeking loans. The problem has been worsening since last summer.

"Six weeks ago, I would never have said that colleges could run short [of student loan money]," said Andrew Davis, executive director of the Illinois Student Assistance Commission. "Now, I'm not so sure." In the last week, the state of Michigan said it was not going to be generating its usual student loans because it was having difficulty borrowing money. Some companies in the loan business have had similar problems.

For the moment, the federal government is assuring students. A spokesman for the Department of Education said that if there is any slack in lending that it will step in and meet demand by granting more loans at the 6.8 percent rate.
But it is also hinting at potential problems. While the government's program could accommodate additional schools and the students and families they serve, the spokesman said, "The department is concerned the benefits of the FFEL (Federal Family Education Loan program could diminish as a result of fewer lender participants." In other words, it's possible the government wouldn't be able to pick up all the slack if the credit crunch lasts long.

To appreciate this, you must understand that students get federal Stafford loans in two ways. About 20 percent come from the government directly. The other 80 percent come from lenders that follow rules the government gives them, such as charging no more than 6.8 percent interest. But those lenders depend on borrowing money. The government doesn't have to borrow money from any source but the U.S. Treasury.

Davis said it would be a "bureaucratic nightmare" for the government to try to take on a 400 percent increase in loans.

While students have no immediate worries, he suggests that families immediately fill out their FAFSA forms, or the financial-aid forms students must complete -- along with a tax return for their family -- in order to qualify for a low-interest federal loan.

That way a student may qualify early for aid instead of taking a chance on a shortage later. "Rest assured, if you are the last guy to ask for a loan, you might not get one," he said.

He suggests staying on top of the process by following up with a student's college financial aid office.

Given the credit crunch, students are also likely to have problems with higher-cost private student loans that are provided by banks and other lenders.

All loans are bogged down in this era of fear. So students are encountering tough lending standards and high interest rates.

The average rate for people, who don't have the highest credit scores, is about 12 percent, said Kantrowitz. Many are even higher.

While students should seek lower-interest federal loans before turning to higher-interest private loans, many will be burdened by the higher private loan costs, Kantrowitz adds. Under federal rules, students in their first year of college can only borrow $3,500 in Stafford loans. Yet, public universities often charge about $18,000 a year for housing, food, tuition and other fees. Private colleges can
exceed $40,000 a year. Even in their junior and senior years, students can't borrow more than $5,500.

To make up for the difference, Kantrowitz says, parents can take out federal PLUS loans, at an 8.5 percent interest rate. But there again, he thinks, parents may run up against tougher lending standards. While parents aren't turned away based on credit scores, if they have defaulted on other loans, they won't qualify.

Given the number of homeowners with mortgages they can't afford, Kantrowitz is expecting families to have difficulty accessing both PLUS loans and private loans. But Kantrowitz advises students: If a family is turned down for a PLUS loan, federal rules allow students to borrow more than the usual Stafford rules allow.

For more insight on the problems, read finaid.org/loans/creditcrisis.phtml

**Private colleges face tuition aid cuts**
02/19/2008 © Sarasota Herald-Tribune

State grant program would be eliminated in Crist budget

VENICE Students graduating from high school next year may have a harder time getting into and paying for college than those graduating in a few months.

Not only are Florida universities cutting back on enrollment by about 17,000 students, but private colleges will lose $102 million in state grant money that used to help students pay for tuition. The grants averaged about $3,000 a year, and Gov. Charlie Crist recently eliminated them from his proposed budget.

Supporters of the Florida Resident Access Grant program say it provides a relief valve for the crowded public system, which has one of the highest student-to-teacher ratios in the country.

The state's public universities have absorbed a $157 million budget cut this year, with more cuts possible as legislators meet in March to deal with the state budget.

University presidents have cut enrollment by about 6 percent. The enrollment drop means it will be harder for high school students to win admission to one of Florida's 11 public universities, and it also will be tougher for community college students to transfer to a university.
Students who may have opted to go to one of the pricier private colleges, such as the University of Miami or Eckerd College, where tuition runs about $30,000 a year, will no longer be able to get state help with tuition.

Crist was criticized last year for keeping the Florida Resident Access Grant after denying public universities permission to raise tuition.

But this year's budget crunch prompted him to propose axing the grant program for next year. A state official said that with diminished revenue, Crist could no longer justify spending state money for private schools.

For nearly 30 years, Florida students at private colleges have been able to qualify for the state grant. Former Gov. Jeb Bush increased funding for the program to $102 million, where it remains, from $70 million in 2001, where it remains today.

About 37,000 students received money from the program last year. Under Crist's proposal, students receiving the grant money would continue to get it. But no new students would be eligible next year.

Education cuts coupled with job losses and the tightening credit market will only make admissions and affordability more stressful for families, said Paul Gallagher, assistant principal for Riverview High School, who oversees the International Baccalaureate program.

"There is a collision course on many levels," Gallagher said. "There are too many Florida kids trying to get into too few spots."

Students are still finding out whether they have been accepted at the state's universities, and in the months ahead, they will learn whether they will get scholarships and financial aid.

Venice High School counselors will tackle both topics tonight at a college informational meeting for high school juniors and their families to help them get an early start on planning for next year.

Guidance counselors will discuss SAT and ACT testing, scholarships and financial aid. A representative will also discuss the Rotary Futures Program -- a resource center that helps students plan for college or vocational school.

In a portable classroom on the Venice High campus, they assist with career planning and finding scholarships. It is available to all Venice area high school students. Since it opened in 2002, the Rotary Futures created the first local scholarship database with more than 850 local and national scholarships.
Last year's graduating class received more than $1.1 million in scholarships, not including Bright Futures.

**National Higher Education Issues**

**Bloodbath at alma mater cruelly colors college life**
02/19/2008 © Ft. Lauderdale Sun-Sentinel

My God, I really wanted to make this one hellacious anti-gun screed. I really did.

I wanted to rail about guns after a gunman tore apart my alma mater, Northern Illinois University. I wanted to go after the gun freaks of the world, who are out there en masse. It would make me feel better.

But I know that all the gun laws in the world probably wouldn't have prevented the carnage at Northern Illinois last week, although maybe some gun adorer wants to explain why somebody with a history of mental illness can pick up a weapon as easy as they pick up dry cleaning. If I ruled the world, nobody would have a gun, but short of that, nothing was going to stop this gunman.

The gunman doesn't matter to me anymore. What matters to me is what he has done to so many families, and what he has done to my university, which will always own a big part of my heart.

I grieve for the families of the dead and wounded. And I grieve also for the thousands of students at NIU who won't have the privilege of remembering their college years the way I remember mine.

I was at NIU during a wonderful time to go to college, in the mid and late 1960s. Like all college kids, I reveled in the freedom of being away from home and on my own, but still close enough to bring my mother the laundry if I went home for the weekend.

All college students should have memories like I do.

Of the first car -- mine was a well-used 1962 Nash Rambler convertible with the legendary rollback seats. Cost about $400.

Of the parties. The football games. The all-nighters studying, and the all-nighters at the student newspaper.
Of taking a day off -- OK, I did it often -- and heading into Chicago to watch my beloved Cubs.

Of the heavy snowfalls and the below-zero temperatures while walking across campus.

Of celebrating my 21st birthday the way all college kids should celebrate their 21st birthday, no explanation needed.

Of going to anti-war marches. Yep, we actually did that in the '60s.

Of living with three other guys in a dorm room the size of a pantry, and somehow making it work.

Of the first apartment. Good enough to make me forget about the dorm.

Of great music and lots of pizza and again, just loving that feeling of freedom and that the whole world was out there waiting for me.

We didn't worry about campus security. We weren't suspicious of everybody. We were decades away from Columbine and Virginia Tech and the Amish school. We were free and loving every minute of it. I realize it won't ever be like that again, not at NIU, not at any big campus.

After Virginia Tech, many South Florida schools -- and schools all over the country -- put more emphasis on safety. Some added more police. Some came up with text-messaging systems. Some improved other alert systems, or added locks to classrooms. You can be sure more safety measures will be coming now.

It is not what college should be like. Universities should be open, free places, not fortresses. But more security is a reality. It's a reality I know my child will have to face when he goes to college in a couple of years. It's a reality that will be on my mind -- and my wife's -- while our son is at school.

It is also a reality that instead of sweet memories of great years, the students at NIU will always recall the unspeakable horror of Feb. 14, 2008. They will remember the ambulances and the sirens and the TV helicopters. They will remember turning on the TV that night, and seeing Anderson Cooper and Greta Van Susteren and Nightline talking about the tragedy that occurred at the school. They will remember candlelight vigils and packing up to go home.

And they will forever be linked in tragedy with the folks at Virginia Tech.
Virginia Tech, which has offered help to NIU, has tried to carry on and give students as normal a college life as possible. Students go to class, go to football games, and act like students. But life there will never be the same, just like it will never be the same at Northern Illinois.

So I mourn for the families of the victims and their unimaginable grief.

And I grieve for those who are left behind, who lost an awful lot of themselves on Valentine's Day, 2008.

Gary Stein can be reached at gstein@sun-sentinel.com, or 954-356-4616.

Coping With Trauma: What a Psychologist Learned at Virginia Tech Could Help Northern Illinois - Chronicle.com
02/19/2008 © The Chronicle of Higher Education

People who were in the ocean-sciences class at Northern Illinois University and who survived the gunman's rampage there last Thursday are not the only ones at risk for psychological trauma in the weeks and months to come. People who were across the campus at the time—or not even at the university—may also be prone to stress and depression just because they know someone, or lost someone, who was close to the horror at Cole Hall.

"Both direct exposure as well as loss are doses of trauma," said Russell T. Jones, a psychologist at Virginia Tech who has been studying people's responses after last April's shootings on that campus. "The administration at NIU needs to be aware of that."

Mr. Jones was here last week, preparing for a talk at the meeting of the American Association for the Advancement of Science on his research into campus distress, when Steven P. Kazmierczak opened fire in a classroom in DeKalb, Ill., killing five students and wounding 16 before turning a gun on himself.

After his talk and over the weekend, Mr. Jones spoke about what he has learned from the Virginia Tech tragedy and what Northern Illinois should expect to deal with.

One key, he said, is for campus officials to identify people now who are going to need help.
"The individuals most exposed to the event, and those who may have experienced loss as a result—who knew someone who was shot, or otherwise hurt—are those most likely to develop elevated levels of distress," he said.

"It's also important to account for pre-existing emotional problems," Mr. Jones added. "Research suggests that those who have mental-health problems prior to an event are at greater risk subsequent to it."

Indeed, children who survived Hurricane Katrina but had previous trauma in their lives were most likely to show symptoms of anger, depression, and post-traumatic-stress disorder afterward. Howard J. Osofsky, who is chair of the department of psychiatry at the Louisiana State University Health Sciences Center, who was also here to speak at the AAAS meeting, has been following children on the Gulf Coast. He reported that the storm and its aftermath had led to the resurfacing of old wounds.

Coping With Trauma

During an interview after his talk here, Mr. Jones reached down to a pad of paper and began sketching out a sequence of trouble that can follow a traumatic event.

"This is our dose-response model of trauma," he said. He scrawled a circle. "Here is the trauma," he said, and wrote in the circle the words "exposure," "loss," and "secondary adversity." He drew another circle at the other side of the page. "This is the outcome, or the response," he said, and within the circle wrote "post-traumatic stress disorder," "depression," and "anxiety disorder." He then drew a line connecting the two circles. "There are factors that mitigate these outcomes," he said, writing along the line "coping skills" and "social support."

Even among those with a high dose of trauma, Mr. Jones said, good coping skills—such as the ability to solve problems—and support from those around them lead to better outcomes.

It's important to note, he said, that children and adolescents are resilient, and that long-lasting psychological distress is far from preordained. This line of research simply attempts to identify those who may be most vulnerable.

College students, however, have a unique and sometimes conflicted position when it comes to social support. "Generally, home and family is a balm," Mr. Jones said. "But students can be torn between two homes. They are part of a
campus community. So there can be a conflict of loyalties. They may want to get to their families, but many also want to stay with and support their friends at the college."

College administrators need to be aware of such issues, Mr. Jones said. "The first thing is to provide safety and stability on campus," he said. Then comes the job of letting students know that help is available.

"At Virginia Tech, we had two counselors available in each classroom right away," he said. "Our counseling center was open 24 hours a day. And we gave out pamphlets explaining normal reactions of distress following frightening events."

It's essential, Mr. Jones said, to create a culture "where kids know it is OK to share their stories, their feelings, their thoughts. This can happen in dorm rooms, in coffeehouses, in churches." And, of course, with mental-health providers. This culture, Mr. Jones said, helps provide the crucial sense of social support.

**Frontline Support**

The administration also needs to speak with professors. "You must make sure they are even more sensitive to students' needs during this distressing time," he said. "If a student begins missing classes, that could be a sign of trouble. Professors need to call the student's adviser, and start reaching out."

Faculty members and counselors have needs, too. That was seen at Virginia Tech, and along the Gulf Coast. Mr. Osofsky found that volunteer "treaters" as well as mental-health professionals experienced what he called "compassion fatigue" and needed their own support systems.

So in the coming months, Mr. Jones said, one important thing administrators at Northern Illinois will need to do is "to get a survey of faculty, staff, and students to learn how they are doing." Campus officials need to be sensitive about this task, he said, noting that jumping in with a survey right away could be difficult for students and employees. The questions can be intrusive.

"But one to three months after the event is a good time frame," he said. "That survey informs what further steps need to be taken, such as increasing the availability of therapists and other support services."

Feeling safe and sound again is not going to be easy. But a college campus, pulled together by a sense of community, can get there.
The solution to shooting incidents at colleges and universities is not more guns, public-safety experts and campus officials argued here on Monday at a national conference on higher-education law, sponsored by Stetson University and NASPA—Student Affairs Administrators in Higher Education.

Yet in response to tragedies like the massacre at Virginia Tech and fatal shootings at other institutions, many state legislatures have introduced, and at least one has passed, laws to allow people to carry concealed weapons on college campuses. But such laws would not, as their proponents suggest, help students and staff members shoot active killers, administrators said during a panel here on Monday. Instead, the laws would have a slew of scary consequences, they said, creating campus environments not unlike the Wild West.

"You can't just make a decision and hand people firearms," said one panel member, Jesus M. Villahermosa Jr., who founded the consulting firm Crisis Reality Training and is a former director of campus safety at Pacific Lutheran University. Even among law-enforcement officers, shooting accuracy in emergency situations varies. And those officers are highly trained, he said—not only to fire their weapons, but also to retain them.

An armed student or staff member would have a significant risk both of misfiring a gun, Mr. Villahermosa said, and losing control of it. A disturbed individual intent on causing harm could easily discover who on campus carried a concealed weapon, he said, and try to seize it. He pointed out that one of the most common crimes on college campuses is theft.

Fears of Escalation

For campus police departments, the prospect of responding to a shootout rather than a shooting is chilling. Imagine one student proceeding to kill others, and another armed student trying to kill him, said Regina G. Lawson, chief of police at Wake Forest University.

"When you're responding to a situation like that, and someone's in plain clothes with a gun, who's the bad guy?" she asked. "Who are you going to take out to save the lives of the 10,000 other students you're trying to protect?"
And what about, absent a crisis, a dangerous mix of guns, alcohol, and students? "The scariest thing for me is they get into fights, they get into arguments," said an audience member who identified himself as a campus police officer in Texas. "If they had a gun available, they would use it."

The liability issues for colleges are almost as frightening, said Jonathan R. Alger, vice president and general counsel at Rutgers University. "The lawyers are having nightmares thinking about this possibility."

### Limiting Guns

Several administrators called for excepting colleges from laws that allow private citizens to carry concealed weapons, and protecting such exemptions where they already exist. A few offered tips about how to persuade lawmakers. James E. McCollum, former executive director of the Inter-University Council of Ohio, shared his successful strategy for getting the legislature in his state to include an exception for college campuses.

"Ohio had to lobby hard," he said. Colleges had to agree to maintain gun-storage facilities and to allow people to lock their weapons in parked cars, he said. "That was crucial in working out a compromise with our legislature to carve out that exception for us."

A woman from Kentucky said colleges got an exception there, but now another pending bill threatens to take it away. In Utah, Mr. Alger pointed out, it is now legal to carry concealed weapons on college campuses.

But regardless of the various state laws, there are probably many guns already on college campuses, administrators here agreed. When Mr. Villahermosa asked how many of them suspected there were students and staff members illegally carrying guns on their campuses, nearly everyone's hand went up.

And still, Mr. Villahermosa said, "no faculty or staff member has walked up and shot the shooter."
Like most university presidents, Irvin D. Reid is used to having his wife at his side during important events at Wayne State University. She has been here to help greet donors during celebrations of the capital campaign and has attended every football homecoming game during his decade-long presidency.

But since last month, Mr. Reid has been learning what the other half of the presidential equation is like. His wife, Pamela Trotman Reid, just became head of Saint Joseph College, hundreds of miles away in Connecticut — making him a presidential spouse. The move turned the Reids into one of a handful of academic couples to hold two college presidencies at the same time. And they may be the only dual-career African-American presidents ever.

Mr. Reid has announced that he is stepping down from the presidency at Wayne State sometime before the start of the next academic year. But in the meantime, he and his wife will have to get used to jockeying their schedules. The overlapping months of the Reids' dual presidencies are the culmination of their 40 years as an academic couple.

"The presidency is such a high-powered job," says Claire A. Van Ummersen, vice president of the Center for Effective Leadership at the American Council on Education. "There's the fund raising, the pressure to be on campus at all events, and then there are the campus crises. You can go to your spouse's campus for a visit, but then you have to fly right back home and take care of your own."

Not only will the Reids have to get used to synchronizing their calendars, but they will also have to hold up under not one spotlight but two. "I love the fishbowl, but it's not necessarily always relaxing," says Mr. Reid, who has encountered trustees while vacationing in Manhattan and on a beach in Mexico.

The couple also is learning a bit about how gender influences the job of college president. Although their numbers are growing, women still hold only 20 percent of the top jobs at four-year institutions. Some people expect different things from women in the role than they do from men. Alumnae of Saint Joseph, a women's college, have asked Ms. Reid how she will manage the presidency while her husband has a similar position. No one at Wayne State has asked Mr. Reid that question.

And while Ms. Reid was invited to attend her husband's interviews for the job of president, no one asked him to come to hers.
"It is kind of amusing," says Ms. Reid, "when you realize how many things women have achieved, that there still are firsts."

'She is Very Real'

The Reids first met in the mid-1960s, when they were students at Howard University. They married when she was a 20-year-old undergraduate and Mr. Reid was a 25-year-old graduate student. He was the first in his family to graduate from high school, eventually earning a Ph.D. in marketing. She was the first in her family to attend college and is a developmental psychologist who studies children and gender issues. Now he is turning 67 and she is 62 years old. They have two grown children and two grandchildren.

The Reids built their careers while balancing a young family. Mr. Reid was always a bit ahead of his wife, earning his doctorate at the University of Pennsylvania and landing a faculty job in Drexel University's marketing department. Ms. Reid never took a break from her own work on a Ph.D. at Penn or from her faculty career, which began at Trenton State College (now the College of New Jersey). Instead the couple spelled each other; while one was working or studying, the other watched the kids.

It is the kind of juggling that still challenges young academic couples today, the source of widespread tension that colleges are trying to ease by offering on-campus day care and maternity leave to graduate and postdoctoral students. The Reids never had any of that. They just quietly managed, with the help of Sesame Street.

The Reids are warm people who like to laugh and don't take themselves very seriously. He is the more charismatic and flashy of the two, with a melodious way of speaking, thanks to the hours of church services he sat through as a child listening to his grandfather preach.

During an interview at his home here with his wife, Mr. Reid wears gold-and-black tweed pants and a black turtleneck with a white Nike swoop and a gold W on the collar. At Wayne State, he has been known during his presidency as an energetic and personable leader who has made the traditionally commuter campus more residential, helped spur economic development in Detroit, and presided over a capital campaign that has raised almost double its $500-million goal.

Ms. Reid is more understated, wearing a plum-colored blouse and jeans during an interview. She is personable but soft-spoken. When the couple reminisce about their early careers, it is Mr. Reid who cuts in to offer definitive dates. Even
if he is wrong, you get the sense she wouldn't correct him. Since 2004 she has been provost at Roosevelt University, in Chicago, and that's one thing she's learned about keeping peace within a long-distance relationship. "When you live apart," she says, "you let the small things go."

Ms. Reid says she recognized long ago that her husband was destined for academic leadership: "He naturally connected with people. It didn't matter who they were — workaday people or very privileged people." Academic leadership, which Mr. Reid notes takes lots of self-confidence and ego, grew more slowly as an option for his wife. "I saw it develop in her over time," he says.

In fact, Ms. Reid's down-to-earth personality is part of what made her attractive to Saint Joseph, says Philip J. Schulz, chairman of the board there. "She is just very real," he says. Saint Joseph, in West Hartford, is a Roman Catholic college, so it also helped that Ms. Reid had attended Catholic elementary and secondary schools as a girl.

But Saint Joseph will have to get used to dealing with Mr. Reid. Until Ms. Reid, its only two lay presidents were single women, and before that, all of its leaders were nuns. Ms. Reid is the first married president ever to head the 76-year-old institution. Mr. Schulz says he considers that a plus. "This is her first presidency, but Irvin's been around, and through him she's familiar with the trials and tribulations of a college president," he says. "She's a step ahead of any other brand-new president."

The Trailing Spouse

Like many academic couples, the Reids have faced difficult decisions about whether the other will follow when one makes a move. In their case, he usually got a job, and she followed. It happened over and over as Mr. Reid moved from Philadelphia to Washington to Chattanooga, Tenn., to Montclair, N.J., and then to Detroit. As he made the moves — in the process advancing from marketing professor to university president — Ms. Reid found a new job as a psychology professor and later as an academic administrator.

"At times I was excited about moving, and other times I was not," she acknowledges. "It did help that with every move, Irv was advancing his career, and for the most part, I was also able to advance."

But in Chattanooga, where the couple was on the University of Tennessee campus for a decade during the 1980s, Ms. Reid learned the pitfalls of being a trailing spouse.
Her husband started as head of the department of marketing and business law and then became dean of business administration. Ms. Reid landed a job as a psychology professor. But when her tenure decision came up, her department turned her down. She says she was a target of resentful colleagues who considered the couple's two jobs on the campus double-dipping and suspected that, as a dean, Mr. Reid had unfair influence over her career.

Officials at the university system's office eventually asked Chattanooga to reconsider Ms. Reid's tenure bid, the Reids say, and it was successful. But from then on, the Reids pledged never to work at the same institution again. When he became president of Montclair State, in 1989, she steered clear of the institution. Instead she became a psychology professor at the Graduate Center of the City University of New York, where she also served as interim provost. And when Mr. Reid moved to Wayne State, in 1997, she became a professor of psychology and head of women's studies at the University of Michigan at Ann Arbor, 45 minutes away.

Ms. Reid decided to trade in her faculty career to become a full-time administrator at Roosevelt University in 2004 because she was attracted by the broader scope of the job. "Being a faculty member is a more singular activity," she says. "You have to be so much more social and collaborative as an administrator."

But she also realized that she would have to move even farther away from Mr. Reid. "If you are at universities in the same city or state, you are competing for the same local dollars and resources and attention, so that makes you competitors," she says. "There were a number of situations where people did not want to hire the wife of a very prominent current university president."

Ms. Reid's former job as provost at Roosevelt gave the couple a chance to get used to juggling the demands of administrative jobs at two institutions. But the provost's position typically involves managing the internal workings of the university, while the president is the institution's face to the outside world.

**Not Easy for a Couple**

Other presidents sympathize with the Reids. Judith A. Ramaley, who has been president of three institutions — including Winona State University, in Minnesota, where she is now — says the Reids can benefit from each other's experience when it comes to managing their two high-profile positions.

But she predicts that the situation also will place a strain on their relationship. "They'll certainly understand what the other one is going through, but they may
not have a whole lot of reserve left to be sympathetic to each other," she says. "When your spouse is telling a story so much like the one you're dealing with, it just makes your teeth hurt."

Madlyn L. Hanes and her husband, Michael L. Hanes, are considering writing a book about the seven years they spent as campus leaders. She is chancellor of Pennsylvania State University at Harrisburg, and until last year he was president of Georgia Southwestern State University. The book's working title is "The Top of the Escalator." It's where they used to meet when she flew to the Atlanta airport to see him.

Ms. Hanes wouldn't necessarily recommend dual-career presidencies. "It takes a special couple," she says. But she and her husband enjoyed it. They planned their schedules six months in advance, and when one did get the chance to visit the other's campus, "we did marathon weekends, where we might host a brunch and a dinner in our home and then attend a big campus event. It was chock full."

They also strategized together over issues and problems on their campuses. And they stayed in touch by phone several times a day, before bed each night and first thing in the morning.

Mr. Reid, who is going to stay on as a professor at Wayne State after stepping down as president, intends to spend most of his time here, not in Connecticut. In fact, he will hold a newly endowed chair that will allow him to continue some of his work on revitalizing Detroit. Last month, though, he flew to Chicago to pack up Ms. Reid's belongings there and supervise the movers, who were going to truck the stuff to West Hartford. Then he flew to Connecticut to attend a house party that Ms. Reid held during her first weekend on the job.

The morning of the party, Mr. Reid was busy hanging pictures and paintings at the president's home. And during the party, he made a tentative plan to play golf with Mr. Schulz, the Saint Joseph board chairman, once the weather warmed up.

But that evening a storm swept through, blanketing Connecticut with a foot of snow. Mr. Reid's flight to Detroit the next morning was canceled, and he had to reschedule a few meetings. It was another lesson on the perils of life for a dual-career presidential couple.

**ADVICE TO THE UPWARDLY MOBILE**

*The Chronicle* asked the Reids to offer advice to one another as Pamela Trotman Reid becomes a college president and her husband, Irvin D. Reid, who is already a college president, becomes a presidential spouse as well. Here's what they
came up with:

Ms. Reid's advice to a new presidential spouse:

1. You don't have to answer all questions that come your way from people on your spouse's campus. You're not the president, and it's not your job to have the answers, particularly on controversial or sensitive issues.
2. Choose carefully which campus activities you'll attend. The job of spouse can easily be full time. If you go to everything, you run the risk of being taken for granted. If you are more selective, people really appreciate your time and interest.
3. When helping to decorate the president's home, use good taste but watch the bottom line. No one wants to see gold-plated fixtures in the president's restroom, but they do want to be proud of the on-campus home.
4. Take care not to say or write anything you wouldn't want to see in the newspaper.
5. Go slowly in establishing new friendships. Even longtime acquaintances may try to take advantage of your potential influence with the president.
6. Be flexible and recognize that the president's schedule can change at any time, so that long-standing family time might be superseded by unexpected legislative visits and emergencies, including student catastrophes.
7. Do your best to protect the privacy of your children. If you live in a campus home, you may have to set limits on access. For example, no workers may enter before 8 a.m. and some rooms are off limits except by permission.
8. Remember that, as a spouse, you help create the image and perception of the president. Be gracious, respectful, and generous to all campus faculty members, students, and staff members.
9. Enjoy the opportunities that a spouse has to meet interesting and prominent people, to travel to new places, and to experience exciting events.
10. Make sure to leave time for yourself, whether it's for exercise, a book club, a massage, or golf.

Mr. Reid's advice to a new president:

1. Say as little as you can for the first 90 days, while listening to everyone — even when you've already made up your mind on an issue.
2. In deciding which campus events to attend, first find out what your predecessors have done, then decide what you're prepared to do. Remember that whatever you do becomes precedent, so choose carefully.
3. Ask people to put their suggestions or ideas in writing. Half won't do it, so you'll never hear from them again. For those who do, you'll have a coherent statement if you're interested in exploring the proposal.


5. Don't be afraid to fire staff members who aren't working out, and don't wait, or you may pay for it later.

6. Keep people moving in the receiving line at a large public event, spending about 15 or 20 seconds on each person.

7. Consider keeping a hideaway office that you can work in without interruptions.

8. If you know there are changes you'd like to make to the president's home right away, consider asking your predecessor to make them before he or she leaves office.

9. Don't lose your sense of humor. There is a lot that's hilarious about university life. Even if it isn't funny, it's better to laugh than to talk about how really stupid it is.

10. Don't be afraid to walk the campus regularly. It is important that the groundskeepers, maids, and cops know that not only do you care but that you insist on their caring.

Scientists Worry That Not Enough Nuclear Engineers Are Being Trained for a Nuclear-Powered Future - Chronicle.com
02/19/2008 © The Chronicle of Higher Education

Visions of a rosy nuclear future were on display here this past weekend, as a panel of scientists laid out a research program for a new generation of safer, more efficient, and more environmentally friendly nuclear reactors. At the same time, they expressed concern that universities had not trained enough nuclear engineers to operate the proposed plants.

"A little bit of uranium goes a long way," said Jacques Bouchard, chairman of the Generation IV International Forum, a consortium pushing the development of the next, or fourth, generation of nuclear reactors. One of those reactors "gives off the same amount of energy as two tons of oil," Mr. Bouchard, a nuclear physicist, told an audience at the annual meeting of the American Association for the Advancement of Science.
The 441 nuclear-power reactors in 31 countries around the world produce 17 percent of the electricity generated and used on the planet, according to the U.S. Department of Energy. But by 2050, Mr. Bouchard estimated, the need for electricity will increase by a factor of four.

So, he said, we will need new power plants, but as they produce more power, they will have to generate much less radioactive waste than the plants operating today.

"If they use uranium more thoroughly, there will be less waste," he said.

**Fast Neutrons, Fast Reactors**

Scientists hope that so-called fast reactors will play a major role in accomplishing that goal, said David J. Hill, deputy director for science and technology at Idaho National Laboratory, near Idaho Falls. Those experimental designs use "fast neutrons" for the fission reactions that generate energy. (Current reactors, which are either second- or third-generation, use slower neutrons.) Fast, fourth-generation reactors could limit the thermal mass in the reactor, which has important safety implications. It reduces the chance of an uncontrolled temperature rise, said Mr. Hill, a physicist.

Mr. Bouchard said that advanced reactor designs also used "partitioning technology" to treat cooling and recovery systems. Partitioning essentially filters still-usable radioactive elements from wastewater and returns them to the reactor. That technique reduces the volume of radioactive waste, Mr. Bouchard said, which means there is less to be stored in underground repositories. And that means the underground holding areas can be smaller.

But it will not be until 2030 that one of those reactors can be built, Mr. Bouchard said. Designs have to be tested for power output, safety, and economic viability, and that can take decades in the highly regulated nuclear industry.

**New Nuclear Families**

The time frame raises concerns about the nuclear work force. A member of the audience pointed out that no reactor had been built in Britain for 20 years, and so there is a dearth of nuclear physicists and engineers at universities, making it hard to train a new generation. Similarly, in the United States, 37 nuclear programs at universities have been shuttered in the past 30 years. High-profile institutions such as Cornell University and the University of Illinois at Urbana-Champaign closed their research and teaching reactors recently (*The Chronicle*, November 17, 2006).
But that trend is slowly turning around. Energy companies have applied for licenses to build new reactors, indicating a future job market. And a few universities have started new programs in nuclear studies. The University of South Carolina at Columbia is one, and the University of Nevada at Las Vegas is another. Nevada touts what it calls "the fastest-growing nuclear-science-and-engineering program in the nation," and offers a new doctoral program in radiochemistry in addition to a master's program in materials and nuclear engineering.

"I believe in markets," said Mr. Hill. "There will be a demand, so you will see a resurgence of academic departments. And that will supply more engineers."

The True Lure of Extreme Sports: A Rare Break From Thinking - Chronicle.com
02/19/2008 © The Chronicle of Higher Education

For some academics, the local 5-K run and the climbing wall at the campus fitness center just aren't enough. They need to test their limits — so they seek out sheer rock faces, raging rapids, mountains that loom ever higher. When they have a conference to attend on the opposite coast, they don't fly — they bicycle.

We spoke with several such athletes. To a person, they said their sport brought them intense pleasure. And, perhaps paradoxically, they said that while their exploits gave them a rare opportunity to forget their intellectual work, they also helped make them better scholars.

Tackling Everest

Sitting on Francis Slakey's mantelpiece in his Capitol Hill home, in Washington, is a heavy, squat oxygen bottle he found near the top of Mount Everest. The weathered steel cylinder had been left there by the 1953 expedition in which Sir Edmund Hillary and Tenzing Norgay became the first people to scale the world's highest peak. Mr. Slakey, 44 years old, holds an endowed position teaching physics and biology at Georgetown University, and is associate director of public affairs for the American Physical Society. He was part of a 2000 environmental expedition that hauled down more than 600 spent oxygen bottles and a half-ton of trash from what has been called the world's highest garbage dump.

On that occasion, he became only the 28th American to reach the Everest summit. On their way down, he and the 11 other climbers in his party, including nine Sherpas, battled a storm and near whiteout conditions. Mr. Slakey's climbing
partner started hallucinating from exhaustion and oxygen deprivation, and at one point began frantically searching in nonexistent pockets for money to buy an ice cream, recalls the physicist. Mr. Slakey says he learned much from the harrowing ordeal — mostly "about myself."

By 2002 Mr. Slakey had climbed the "seven summits" — the highest peak on each of the seven continents. His mountaineering career has colored his professional life, raising his expectations of what he and his students can accomplish: "It's very rare that I say, Ah, that's not possible." The students in a science-policy course he teaches, for example, lobby Congress on environmental and other issues. Their proposal for federal subsidies for colleges that build more ecologically friendly buildings was included in one ultimately unsuccessful bill.

The course is only four months long. But, Mr. Slakey points out, "that's twice the length of an Everest expedition. You can get a lot done in four months."

Christina L. Catlett's relatively recent passion for mountaineering also brought her to Everest — to the base camp, some 17,000 feet above sea level — in the spring of 2006. She was the expedition doctor for a well-known New Zealand guiding company named Adventure Consultants. (Several members of the company's 1996 Everest expedition were among eight climbers who perished in one day in the tragedy recounted in Jon Krakauer's best-selling Into Thin Air: A Personal Account of the Mt. Everest Disaster.)

For 10 weeks, Ms. Catlett, 38, an assistant professor of emergency medicine at the Johns Hopkins University and associate director of its Office of Critical Event Preparedness and Response, lived in an eight-foot-square tent and tended to climbers' cuts and bruises as well as several medical emergencies.

Ms. Catlett took up climbing and backpacking only four years ago, after going on a three-day hiking tour in the Australian outback. It turned out to be an "Aha!" experience, she says. Now she and her husband, a lawyer, make two weeklong trips each year to different parts of the world, one for hiking and one for mountain climbing.

The skills she has honed on those trips — living in tents and practicing improvised medicine when needed — have been very useful in her professional life. In 2005, for example, she led a medical-relief team to New Orleans only days after the region was devastated by Hurricane Katrina.

Hiking through American deserts and climbing 20,000-foot Andean peaks serve another, salutary purpose. Ms. Catlett is intensely involved with planning a medical response to any future terrorist attacks. For most of the year, "I live,
breathe, and eat terrorism," she says. "So for me, those two weeks a year when I turn off the pager and the BlackBerry are my escape hatch."

**Skiing the Vast Backcountry**

In May 2004, Deborah A. Carver, the dean of libraries at the University of Oregon, found herself holed up in a tent at 11,000 feet in California's remote Sierra Nevada while a blizzard raged outside. Ms. Carver, 56, her husband, and three friends were on a weeklong backcountry ski trip when the storm blew in.

When it subsided 36 hours later, the party could neither advance nor return, due to the danger of avalanches from newly accumulated snow. So they made a risky decision that appeared to be the least-dangerous option: They abandoned their planned route and sought to get off the mountain by skiing down into unknown territory for which they had no maps. They were forced to backtrack a number of times after arriving at an impassable obstacle or the lip of a cliff.

After more than eight hours, tired and carrying their skis on their backs (they were by now well below the snow line), they stumbled on an old tungsten mine at the end of a long dirt road. As luck would have it, there was a couple living there. The man drove them 45 miles to a main road.

It was the kind of adventure Ms. Carver craves. "So much of our day-to-day life has been made safe and convenient and easy," she says. "But we have a human spirit that wants to do things that are not safe and easy." Such exploits require team work and communication, skills that are also essential in faculty jobs, she says.

Ms. Carver only started going into the wilderness in her mid-40s, after she married a man in Eugene, Ore., who taught rock and mountain climbing. Since then they have often climbed mountains and steep faces of rock and ice in the United States and abroad. They do their beloved backcountry skiing not far from home, in the Sierra Nevadas and the Wallowa Mountains of northeastern Oregon. They use telemark skis — a cross between downhill skis and cross-country skis in weight and width — with glue-on climbing skins. Because they must be self-sufficient for up to a week, they carry heavy backpacks. (Ms. Carver, who weighs 125 pounds, carries a pack of up to 50 pounds.) Sometimes they pull their supplies in a light sledge behind them.

And they always find what they are seeking in the mountains — sheer beauty, remoteness, and challenge.

**Conquering Cliffs — and Manuscripts**
When Russell R. Reno finished high school, he hitchhiked to California and spent a year rock climbing. The experience changed his life. "It was the first time I had really been good at something," he recalls. "It gave me a feeling of command and competence. When I went on to college, I wasn't going to accept high-school mediocrity."

Mr. Reno, 48, embarked on a successful academic career. Today he is a professor of systematic and moral theology at Creighton University. Climbing remains central to his life, and helps sustain his academic work.

"I continue to draw on it today when I'm writing a book, or doing some other difficult project," he says. Producing a long academic text and scaling a high rock face have much in common: The same strength and endurance that he discovered in himself as a young rock climber help get him to the end of a manuscript. "The most exhausting part," he says, "is when you can see the summit but you're not yet there."

Omaha is not the happiest place for a climber; the nearest rock faces are a three-hour drive away. So Mr. Reno practices several times a week in a nearby climbing gym at the University of Nebraska. Several times a year, he flies to his favorite climbing spots: Yosemite, Joshua Tree (another California national park with lots of climbing routes and boulders), or the Grand Tetons.

Mr. Reno says his colleagues are sometimes baffled by what they see as his chronic attempts to die by falling from great heights. What they fail to understand is that climbing brings him peace of mind, especially as he has become more deeply engaged with his academic career. "I find it very relaxing," he says. "The element of danger drives out all the anxiety about things I have to do at work."

"I'm profoundly unsuited," he adds, "for a beach vacation."

**Biking Coast to Coast**

One summer, 22 years ago, Gerald A. Tindal and a colleague, both from the University of Oregon, met up at an annual conference in Washington, D.C. What if, they mused, instead of flying across the country the following summer, they biked? From that contemplation came five cross-country bicycle trips and countless shorter ones. With each trip, Mr. Tindal, 55 and a professor of educational leadership at Oregon, has tested his body and cleared his mind.

Their first ride, in 1986, was a learning experience. "We didn't know how to eat or how to ride," he recalls. But they gradually learned, for example, to eat heavy
pancake-and-bacon breakfasts full of slow-burning calories. They learned to pace themselves more evenly, to survive 105-degree days, and to take turns "drafting" — following close behind each other to cut down on wind resistance and take advantage of the leader's wake.

It took them 27 days to cross the country on that first journey. But Mr. Tindal did each subsequent cross-country trip (with two different partners) in about 19 days — riding for eight or nine hours and covering 150 miles per day. They chose a different route each time, spending weeks mapping their way in advance. (The professor, who uses a custom-built bike, always rides from west to east to go with, not against, the prevailing winds.) They followed America's "blue highways" — those two-lane back roads made famous by William Least Heat-Moon in his 1982 book of the same name. The itineraries give the academics a window on what remains of rural America. "It's a joy," says Mr. Tindal. "You get to meet the salt of the earth — people you don't ordinarily meet."

Instead of thinking "I'm just trying to get through the day physically," he says, "it's a good way to take stock; it really makes me appreciate my job."

Next summer Mr. Tindal and a partner are planning to pick up the pace and complete the ride in only 14 days, requiring an average of about 200 miles a day. But that's not a problem, says Mr. Tindal: "The joy is in the motion."

'Surviving the Next 60 Seconds'

Richard J. Pierce Jr., 64, has been teaching administrative and antitrust law for 30 years, the last 12 at George Washington University. But something was missing, and 11 years ago, he found out what: white-water kayaking. Now he shoots the rapids about 80 days a year.

"I'm one of those people who has trouble believing he's alive unless he occasionally flirts with the alternative," says the author of numerous legal articles and books, including a leading multivolume treatise on administrative law. Fortunately his wife indulges his pastime. Another spouse might be less sanguine. Two years ago, the professor, whose writings have been cited in about a dozen Supreme Court decisions, led a group of six fellow paddlers in a descent of the Cheat River Canyon, in West Virginia. (None were academics; Mr. Pierce knows no legal scholars who share his passion). One drowned when his kayak was sucked down into a "rock sieve" — a place where water drains downward through a pile of rocks under the surface.

Not unlike academe, white-water kayaking combines community with personal challenge. "No one can get you down a rapid," says Mr. Pierce. "You have to do it
alone. But you're highly dependent on friends to rescue you if you get into problems."

The scholar is fortunate to live in the Washington area. Twenty minutes from his campus in the city, the Potomac River offers a wide range of kayaking possibilities, and many other rivers just a few hours away provide serious white-water opportunities.

What does he get out of the sport, besides thrills? "It's a wonderful way of relieving stress," he says. "I tend to be obsessed with academic problems. When I do white-water kayaking, I can only think of surviving the next 60 seconds."

When Diana M. Hassel is not operating on sick horses, she is likely to be training hard. Ms. Hassel, 40, competes in Ironman contests, those grueling endurance events in which participants swim 2.4 miles, bike 112 miles, and run 26.2 miles — all in one go. The assistant professor of equine emergency surgery and critical care at Colorado State University has competed six times in the most famous Ironman competition, the world championship in Kailua-Kona, Hawaii. In 2002 she won in her amateur age group, completing the three events in 10 hours and 17 minutes.

In high school, Ms. Hassel ran and was a serious swimmer. In the late 1990s, she did her first triathlon — the same three events as the Ironman, but only about a quarter as long. That was around the time she was hired by the veterinary-teaching hospital of the University of California at Davis. She did mostly nighttime emergency surgery on horses brought to the hospital with colic (a painful blockage of the digestive system), cuts, or infections, which left her time to train during the day. At Colorado State she continues treating mostly horses, as well as llamas and alpacas raised in the area for their wool.

"I've always enjoyed challenges and goal setting," says Ms. Hassel. "Ironman is the ultimate challenge." The toughest part is mental, she says: "breaking the pain barrier." While training for the events makes a person extremely fit, she adds, the actual competitions are wearing on the body and "not a healthy thing to do."

Then why do it? "It keeps me happy and efficient," she says. This year, however, will be the first in the last seven that Ms. Hassel will not be going to the Hawaii Ironman competition. With both board certification and tenure coming up, she simply does not have time to train for the event.

This year may be a less happy one for the veterinarian.

When 26.2 Miles Aren't Enough
Donald M. Davis always liked sports, but eventually he realized he wasn’t especially good at any. Then, at age 30, a year after he joined the math department of Lehigh University, he made an unexpected discovery: He had a talent for ultramarathon running.

The term "marathon" comes from the ancient Greek legend of a soldier who was sent to Athens from the town of Marathon to announce the miraculous defeat of the Persians in the Battle of Marathon. It is said that he ran the entire distance without stopping, but moments after arriving and proclaiming victory, he collapsed, dead from exhaustion. Today the length of a modern marathon is defined as 26.2 miles, the approximate distance between the two Greek towns. An ultramarathon is anything longer.

Mr. Davis wasn’t fast enough to win a marathon. But he could run farther than most runners, he says. In 1989 he won the Sri Chinmoy 12-hour race in Burlingame, Calif., by logging 78 miles on a quarter-mile track. (No iPod user, he still wards off boredom by listening to the Rolling Stones, the Beatles, and other classic rock on a Walkman). The high point of his running career came in 1994 when he represented the United States at the 100-kilometer (62-mile) "Del Passatore" race in Italy. He came in 54th among 3,500 runners, completing the hilly route in 9½ hours. Now 62, he has remained at Lehigh, where he is a professor of mathematics specializing in algebraic topology. "I’ve accomplished a lot since I’m very well organized and very energetic," he says. "I think that’s related to the running."

For many years, he did a 10-mile run with a fellow faculty member at 6 a.m., seven days a week. Recently he has cut his running back to one hour every other day.

"I’m slower and my hips hurt," he says. "But it’s just as much fun as it used to be."