Our Community

Florida State University is a community of scholars in pursuit of excellence in higher education, both at the undergraduate and graduate level, and dedicated to public service. Superior faculty members interact with students in and out of the classroom and laboratory, stimulating their creative intellects as well as their realistic capabilities, to promote lifelong learning that enhances the well-being of the individual, the state, and the nation. In an atmosphere of responsible freedom, students gain the benefits of a strong liberal arts tradition and a deep, rich, cultural understanding. The University encourages the learning process, critical thinking, sensitivity to others and to the environment, and the development of ethical principles on which to base a life of intellectual curiosity and satisfaction within a wide range of careers.

Florida State University’s main campus in Tallahassee is well known for its beauty. Jacobean Revival structures are combined with the latest in modern architecture, set in a landscape of rolling hills and Spanish-moss draped live oak, pines, palms, and dogwoods protected by a strict municipal ordinance. Flowering shrubs, notably azaleas and camellias, provide year-round color. Nearby, a national forest, wildlife refuge, lakes, rivers, and the Gulf of Mexico beaches offer opportunities for numerous outdoor pursuits.

Tallahassee is not only Florida’s capital, but is one of its oldest and fastest growing cities. The capital city is located in Leon County, which has a population of 272,497. More than 100 state and federal agencies furnish our students with opportunities for internships, research and work-study programs matching all areas of academic interest. In addition, Tallahassee affords a rich offering of social, cultural, and recreational activities, making it an excellent place in which to live, study and grow.
Florida State University has earned a growing national reputation as a public graduate research university that blends outstanding teaching with research that advances our community, our state, the nation, and the world. We are home to a talented community of learners who are committed to excellence and engaged together in the pursuit of knowledge in the classroom, in the research lab, and through community outreach.

Our dedication to excellence encompasses many realms. Ranked as a Doctoral/Research University-Extensive—the highest category awarded by the Carnegie Foundation—and with many of our colleges ranked among the country’s finest, we stand firmly in the ranks of the nation’s top public universities. Led by a world-renowned faculty that has included six Nobel Laureates and numerous eminent scholars in many areas of the arts and sciences, our academic programs continue to receive major recognition for their quality and overall strength.

In the realm of scientific excellence, the National High Magnetic Field Laboratory, which houses the most powerful magnets in the world, is located on our campus. The prestigious Center for Applied Superconductivity made its home on FSU’s campus in 2006. Our powerful supercomputers have contributed to advances in hurricane forecasting, and the United States Navy chose Florida State University to develop the advanced power systems that will drive its next generation of ships.

Our external research awards have increased during a time when declines have been more typical, and our endowment increased six-fold in less than a decade. These achievements truly are marks of our excellence as an academic institution. To further strengthen this university’s reputation, we have initiated “Pathways of Excellence,” an innovative, multi-year plan aimed toward moving Florida State to a new level of distinction in the academic world.

Our excellence also shines in realms beyond traditional academic settings. Located in countries throughout the world, our international programs are unparalleled. In the area of athletics, our scholar-athletes continue to perform at championship levels on and off the field, and their hard work and dedication add to this university’s great reputation. Our students supplement their academic pursuits with community service time outside of the classroom, and each year they record hundreds of thousands of hours of service. In uncountable ways, this university reaches out to our community, the region, state and nation.

With a dedicated faculty and staff, a commitment to strong graduate and undergraduate programs, and a research agenda that contributes to the nation’s economic well-being and quality of life, Florida State University is a leader in higher education. I hope that as you become a part of our community you will join us in our continuing pursuit of excellence.
The University Experience
The academic experience at Florida State University presents a variety of educational opportunities for scholarly excellence on a campus with a rich academic heritage.

The multicultural studies component, Living and Learning environments, guest lecturers, ready access to advisers, and a commitment to digital access prepare students for a variety of careers — from art to business to medicine.
Research Opportunities
During its distinguished history, Florida State university has built a reputation as a strong center for research in the sciences, the humanities, and the arts.
The Florida Center for Reading Research (FCRR) was established by Governor Jeb Bush in April 2002. The Center is jointly administered by the College of Arts and Sciences and by the Learning Systems Institute at Florida State University. Dr. Joseph Torgesen, from the Department of Psychology, was asked to serve as the director of the center with Drs. Richard Wagner and Christopher Lonigan serving as Associate Directors.

The Center is currently housed in the City Centre Building, and part of its operation will move to the new Psychology Building on campus when construction is completed in 2008.

FCRR’s mission has two fundamental goals. First, FCRR conducts basic and applied research on reading that contributes to the scientific knowledge base and benefits students in Florida and throughout the nation. Second, FCRR provides technical assistance and disseminates information related to literacy instruction and assessment to schools throughout Florida and across the nation.

To accomplish the mission’s first goal, FCRR was awarded permanent funding by the Florida legislature to hire tenure-earning faculty within the Department of Psychology and the College of Education. Thus far, five new faculty members have received joint appointments between FCRR and the College of Education, and two were jointly appointed in Psychology. One of these appointments, Dr. Barbara Foorman, was the first Eppes Professor appointed within the College of Education, and she also serves as one of the Center’s Associate Directors. The active research programs of FCRR’s research faculty are supported by grants from the National Institute of Child Health and Human Development or the Institute for Education Sciences. Two of the largest projects currently administered through the Center are the Multidisciplinary Center for Research on Learning Disabilities (Dr. Wagner, PI) and the Predoctoral Multidisciplinary Research Training Program (PIRT, Dr. Lonigan, PI). Faculty at FCRR currently receive approximately 12 million dollars a year in grants to support the research and research training mission of the Center.

In 2006, four project grants totaling 7.4 million dollars supported FCRR in its mission to provide technical assistance and disseminate information. Through its work with the Reading First program in Florida, the Center is providing support to improve reading instruction in kindergarten through third grade in 587 elementary schools serving predominantly poor and minority students throughout Florida. FCRR also has a contract with the United States Department of Education to provide technical assistance to 13 states along the Eastern Seaboard, Puerto Rico, and the Virgin Islands in their work to implement Reading First. Finally, the Center recently was awarded a contract with the USDOE to be part of a Center on Instruction for K-12 Reading, Math, and Science with a national research dissemination and technical assistance mission.

As of fall 2006, FCRR supported the work of 10 tenure-earning faculty. In addition, 49 twelve-month faculty work in either research, technical assistance, or administrative/support roles at the Center. Through the PIRT program and various research grants, FCRR is supporting a total of 34 graduate students or postdoctoral fellows.
The quick brown fox jumps over the lazy dog.
The Magnet Lab
Florida State University's National High Magnetic Field Laboratory is the largest and highest-powered magnet lab in the world—at 330,000 square feet and 40 million watts. This enables it to produce the highest continuous magnetic fields in the world, one million times the earth's magnetic field. Such a powerful magnet allows the lab to support and conduct research in biology, biomedical sciences, chemistry, engineering, geochemistry, materials science, and physics. Current research activity at the lab includes collaboration with Scripps-Florida that gives scientists a powerful new tool for drug discovery; mapping the chemical composition of the ocean floor; development of a new generation of drugs to treat tuberculosis; detailed analysis of all the chemical compounds in crude oil; the study of comet dust that is believed to be older than the sun; and the basic science behind electron "spins" that could one day lead to advanced quantum computers.

Research Opportunities
The Mag Lab operates 16 hours a day and accommodates nearly 900 researchers each year, about 20 percent of whom come from outside the U.S. In addition, the lab employs more than 350 faculty, staff, and students and is committed to providing science education within the Tallahassee area. Roughly 7000 students are reached each year through classroom visits and hands-on demonstrations, and the number of students, teachers, and members of the general public who tour the lab annually totals approximately 10,000. In addition to the main lab in Tallahassee, the lab has two additional branches, one in Gainesville and another in Los Alamos, New Mexico. All three facilities are open to the "user community," which means that qualified scientists from across the globe have free access to the magnets as long as the researchers agree to share the results of their work.

Growth and Expansion
The magnet lab's pre-eminence and global reputation have enabled it to lure researchers and equipment from all over the world to advance its research mission. In 2005 the university acquired a new Applied Superconductivity Center to work in partnership with the lab in advancing its research agenda. The ASC was previously based at the University of Wisconsin in Madison for more than two decades but now joins with the magnet lab to build the next generation of superconductors and associated materials. In all, ASC may bring as many as 30 researchers to FSU alone, with some $2 million in research grants and another $2.5 million worth of precision laboratory equipment.
Distinguished Faculty
Judy Bowers

Like many of my colleagues in the College of Music, I greatly enjoy teaching. Since my teaching focuses on preparation of choral music teachers, I concentrate on pedagogy as well as choral music. My research areas of developmental choirs, adolescent voice change, and learning partnerships have evolved from my teaching interests.

I saw the power of teaching early on, when teachers invested in me by structuring experiences that led me to discover a great passion for teaching. My first job involved many challenging students, some of whom faced poverty, neglect, or abuse. I was forced to contemplate why I was there and why music mattered in the lives of these students. To my utter surprise, I found that music indeed played a powerful role in their daily lives and contributed greatly to their overall happiness and quality of life. Thus, providing success for every student in my classes quickly became a priority. I now meet this goal by preparing expert teachers who leave FSU ready to help every student in their own classes reach success.

Because I teach a sophomore introductory music education course, a senior techniques course, choral pedagogy to graduate students, and choral ensembles that include students of all levels, I get to see the tremendous growth that occurs as students grow as musicians, as teachers, and as people. I greatly value the personal satisfaction that comes from being a part of this process.

Jeffrey Chanton

The Oceanography Department at Florida State University is a wonderful place to work. The best part of my job is that I get to teach students about Florida and the natural world. We discuss what makes a beach, a marsh, or a river delta. I get to work with young people as they learn new things—for themselves and for us all. In addition to supervising graduate students’ research and teaching graduate classes, I teach a number of undergraduate classes, including Oceanography and Global Change, and have created a class for non-science majors to introduce them to hot topics in the environmental sciences. In 2004, I taught a geochemistry class to young scientists in Finland, and in 2007 I will teach a similar class in Chile.

My research involves the greenhouse gases methane and carbon dioxide. Current projects include the effect of permafrost decomposition on methane release from northern regions including Alberta and Alaska and the design of landfill covers to reduce methane emissions. I am also involved in studies looking at the stability of gases in underwater environments and am working to establish a sea-floor observatory. My work on the greenhouse gases led to my concern about their effect on climate and my involvement with a local citizens group to promote environmental education and sustainable lifestyles. I give talks on the science of climate change to local churches, synagogues, civic groups, campus undergraduate organizations, and government organizations.
Dean Falk

I’ve been a faculty member in the Department of Anthropology at Florida State University since 2001. Since then, our department has grown in many ways, including establishing a PhD program. My teaching and research focus on various projects related to human evolution. I am lucky to collaborate with colleagues from the University of Vienna, which allows me (and an occasional student) to join their team in the Ethiopian desert in search of our fossil ancestors. Other collaborative projects focus on brain evolution with colleagues at Mallinckrodt Institute of Radiology at Washington University School of Medicine in St. Louis. Recently, we have studied the brain of the newly discovered species, *Homo floresiensis* (‘Hobbit’), by analyzing impressions left on the interior of its skull, and we are now investigating brains of humans born with abnormally small brains (microcephalics) using the same techniques. My PhD student, Angela Schauber, is following up on the hobbit research in her dissertation, which focuses on the relationship between brain size and body size in animals that live on and off islands. I am also interested in the evolution of language and am writing a related book that focuses on mother-infant communication. A graduate student in our department, Colette Berbesque, and I are conducting related research that explores whether or not there are cross-cultural universals in the ways that mothers (and others) speak to babies. I love working with highly motivated graduate students but also enjoy teaching the department’s large undergraduate course in human evolution.

Alfred Mele

I came to FSU in 2000 as the William H. and Lucyle T. Werkmeister Professor of Philosophy. I had taught at a very nice liberal arts college for many years, but moving here gave me my first opportunity to teach graduate students. I have found that very rewarding. The feeling of having guided an excellent dissertation through to completion and then seeing the student land a good job at a college or university in this highly competitive field is particularly wonderful.

I find teaching and research enormously enjoyable. The rewards for teaching a good class at any level are immediate: they include an instant sense of accomplish- ment and the exhilaration of connecting with bright minds. The rewards for good research are more distant, but the process itself is fun. The activities are inter- twined. An active research program promotes good teaching in many ways. And I find that thinking about how to explain difficult things to bright students helps me to present my ideas and arguments more clearly in my published work. Of course, good teaching and good research take a lot of time, and my grad students joke about all the hours I spend in my office. But they wouldn't see me here if they weren't here too.
Stephan Von Molnár

As a long-term research scientist and administrator at IBM’s T.J. Watson Research Center, I was little prepared to meet the challenges of an academic environment. In 1994, I left IBM and was appointed Professor of Physics and Director of the Center for Materials Research and Technology (MARTECH) at Florida State University. While research and management were skills I had honed at IBM, I had never taught, and my association with young researchers had only been at the postdoctoral level. I have relished my teaching duties at FSU, where I primarily have been involved in the introductory course in physics with calculus, lecturing to large classes. This was an intentional choice and was inspired by the knowledge that a giant such as Hans Bethe always chose to teach the introductory course because he felt that it was the most important, and often most difficult, course for undergraduate students.

Furthermore, my own research in physics at small dimensions down to the nanoscale gave me an opportunity to explore with graduate students new functionality of devices formed from integrating hard semiconducting solids with soft polymeric and biological materials. This interdisciplinary field, nano-biotechnology, represents the largest fraction of my current research and is a focus of the interdisciplinary Center for Materials Research and Technology.

Richard Wagner

Although I spend much of my time doing research, teaching is both the most enjoyable and most important thing that I do, by far. The most satisfying part is straightforward: Interacting with students in the classroom is just plain fun! The most important part takes a little explaining. The goal of every researcher is to influence a field—to make a difference in what people believe and value, and that is my goal as a researcher. I have been fortunate to have published the occasional article that appears to have made a difference. For example, one article I published years ago was, for a time, the most widely cited article on reading—the area that I study. But the influence of even the most widely cited article fades over time. Realistically, the influence of the article I mentioned lasted no more than five years. But if I can influence a student—perhaps an undergraduate student to consider academic psychology as a career, or a graduate student to think about something in a new way—I can make a difference that lasts a lifetime! What can be better than that?
Eight students from Florida State University won Fulbright awards in 2006-2007. The Fulbright competition is administered at Florida State University through the Office of National Fellowships. Jamie Purcell, the Office’s interim director, serves as FSU’s Fulbright Program Adviser.

Under this program, almost 1,300 American students in over 100 different fields of study have been offered grants to study, teach English, and conduct research in over 120 countries throughout the world beginning this fall. Of the grantees, 40 were also recipients of a new supplemental Fulbright Critical Language Enhancement Award, through which they can study to become fluent in languages deemed “critical” under the National Security Language Initiative.

Students receiving awards for this academic year applied through 532 different colleges or universities. Please visit the Fulbright Program Web site: [www.fulbrightonline.org/us](http://www.fulbrightonline.org/us).

The Fulbright U.S. Student Program equips future American leaders with the skills they need to thrive in an increasingly global environment by providing funding for one academic year of study or research abroad, to be conducted after graduation from an accredited university.

Fellows undertake self-designed programs in disciplines ranging from social sciences, business, communication and performing arts to physical sciences, engineering and education. The U.S. Student Program awards almost 1,300 grants annually and currently operates in over 150 countries worldwide.

Since its inception in 1946, the Fulbright Program has provided more than 275,000 participants worldwide with the opportunity to observe each others’ political, economic and cultural institutions, exchange ideas and embark on joint ventures of importance to the general welfare of the world’s inhabitants. In the past 60 years, more than 100,000 students from the United States have benefited from the Fulbright experience.

The Fulbright Program is sponsored by the United States Department of State, Bureau of Educational and Cultural Affairs. Financial support is provided by an annual appropriation from Congress to the Department of State, with significant contributions from participating governments and host institutions in the United States and abroad. The presidentially appointed J. William Fulbright Foreign Scholarship Board formulates policy guidelines and makes the final selection of all grantees.

The Institute of International Education administers and coordinates the activities relevant to the U.S. Student Program, including an annual competition for the scholarships.

The Fulbright Program also awards grants to American teachers and faculty to do research, lecture and teach overseas. In addition, nearly 3,000 foreign Fulbright students and scholars come to the United States annually to study, carry out research and lecture at U.S. universities, colleges and secondary schools.