

## CLAS



## notes

A Monthly Publication of The University of Florida College of Liberal Arts & Sciences

## Fall Preview

### The Dean's Musings

Welcome back to Gainesville. That assumes, of course, you've been gone. The nine month faculty member who takes a three month summer respite is becoming a rare bird. In fact, the summer sessions now serve as a major source of teaching and scholarship in a complex university like UF. But as busy as the summer may be, there is no comparison to the exciting opening of the fall semester, as the academic year kicks off once again.

By the time you read this you may have noticed that we are still growing. Just when you thought there was no room for more cars, either on the street or in the parking lots, the admissions gods decided otherwise. And for understandable reasons. There is great pressure on UF to take more students, because Florida is turning out so many high school graduates, and being smart students, they know that the best education is to be had here in Gainesville. *Money* magazine reminds them, or probably their parents, that we are the 10th Best Buy in the country. Given the quality of our faculty, coupled with the stunningly low tuition in Florida, I consider that *Money* magazine still underrates by about 7-8 positions the value of a Gator education.

The pressures we feel from student demand constitute a very real problem, but a wonderful one to have. If you think growth is a burden, try downsizing. I am not belittling the operational difficulties on classroom instruction and academic advising. Our faculty are asked to take on ever greater responsibility. At the same time, however, these students pro-

## Academic Advising for Students in CLAS Larry Severy Looks Back at the Changes



CLAS academic advising has come a long way since 1990, when Larry Severy assumed the director's position. "We occupied a small, crowded area on the 3rd floor of Little Hall, a very user-unfriendly location, with a professional advisor staff of two people." He smiles in recollection, "It was survival on a daily basis."

Cut now to their sleek, new quarters in the Academic Advising Center where an expanded staff of professional advisors and faculty greets students warmly and offers them a vast panoply of services. "This building has made a tremendous difference," says Severy, "both for the students, who enjoy coming here, and the advising staff, who feel a strong pride in the facility

and their range of advising programs. Students receive individual attention from a primarily young advising staff who can understand their needs."

"We try not to select actual courses for the students," notes Severy. "Instead, our short term goal is to provide accurate and useful information to help students decide for themselves what they need. We are also interested in following the longer term needs of students, the problems they encounter, and developing programs to enhance the likelihood of their graduation."

Severy's academic training as a social psychologist sparked his interest in heading up the advising program for CLAS. Seven years later, he feels it is enough, and after this year he will return to the Department of Psychol-

**This month's focus: Academic Advising Center**

# Role of Faculty Advising

By Jonathan Reiskind (Zoology)  
Chair of Undergraduate Coordinators



Every undergraduate should have several advisors. Each advisor offers distinct expertise and perspective. For example, one may be in the Academic Advisement Center, which includes counseling for law or health professions, another in the Career Resource Center. But above all, faculty advisors are essential.

At least one faculty advisor in each potential major is imperative. Although students are now required to state their major upon applying, that decision ought to be tentative. The first year or two should be a period of active academic and career exploration. Taking introductory courses, reading about possible careers, talking to family and friends, and discussing ideas with faculty in prospective fields are all part of this process. While more and more information is available via the internet, from departmental web pages and ISIS (the Integrated Student Information System at <http://www.isis.ufl.edu/>), this cannot replace faculty advisors.

*"...above all, faculty advisors are essential. At least one faculty advisor in each potential major is imperative."*

Where do I want to be 10, 20, 40 years from now? How can I get there? How can I have a happy, productive, satisfying life? (Questions many of us are still pondering.)

Faculty not only bring a wealth of experience but offer a springboard for students' ideas. The one-on-one contact with an advisor can make a significant difference both to an exploring student and to one actively involved in his or her major.

An advisor can provide support and encouragement as well as circumvent the bureaucracy and make more personal the college experience. Many students changing their direction (as they often do) need a champion willing to cut through the red tape. An advisor can do that.

With the increasing size of the university and introductory classes inhibiting student-faculty interactions, the advisory role of the faculty is even more important. Of course, not all students make the personal contacts they should. Therefore, each department needs to disseminate information (via e-mail, letters, newsletters, etc.) about itself to all its majors, including double majors. It must encourage its students to fully exploit the faculty.

As students enter their upper division years, faculty knowledge of graduate school opportunities and application strategies can be of special value. While students can obtain preprofessional

counseling elsewhere, advice on graduate schools must come mainly from those in the discipline, the faculty.

Another important opportunity for student-faculty interaction is undergraduate research and the senior projects/theses required of students hoping to graduate with high or highest honors. Both the faculty sponsor and the student are richly rewarded in the process.

To summarize, faculty advisors contribute at every stage of the undergraduates' experience: from their initial exploration for a major and clarification of their career goals, through their intellectual maturation and developing sophistication, to the planning of their future post-graduate careers. Faculty advisors are more important than ever before, as counselors, confidants, champions. ☺

*"Faculty not only bring a wealth of experience but offer a springboard for students' ideas."*

**Jonathan Reiskind**

Faculty advisors should not decipher the catalog for the student, though that is sometimes necessary. Rather, they should address the big questions in a student's academic life: What should I major in? What courses are appropriate? How can I get the most out of my time at UF? And even bigger ones:



**UNIVERSITY OF  
FLORIDA**

CLAS notes is published monthly by the College of Liberal Arts and Sciences to inform faculty and staff of current research and events.

Dean: Will Harrison  
Editor: Jane Gibson  
Graphics: Sally Brooks

<http://www.clas.ufl.edu/clasnotes>

# Around the College

## DEPARTMENTS

### MATHEMATICS

Jonathan King was awarded the Mathematical Association of America's Merten M. Hasse Prize at the Summer Mathfest in Atlanta for his article "Three Problems in Search of a Measure" (*American Mathematical Monthly*, Aug.-Sept. 94). The prize, which consists of a citation and a cash award, recognizes noteworthy expository papers of young mathematicians.

Doug Cenzer gave an invited talk at the NSF-sponsored Workshop on Complexity and Recursion Theory, held in Kazan, Tatarstan, Russia, July 13-20. The title of his talk was "Complexity-Theoretic Model Theory".

In June, Richard Crew attended the "Semestre p-adique" at the Institute Henri Poincaré in Paris. The program, which attracted more than a hundred mathematicians from Europe, the US and Japan, was devoted to p-adic cohomology and its arithmetic applications.

Bruce Edwards was awarded a 1997 Texty Award by the Text and Academic Authors Association for his "Interactive College Algebra" text on CD-ROM.

### SOCIOLOGY

Jay Gubrium's book *What is Family?* has been translated into Japanese and published by Shinyo-sha Publishers.

### ENGLISH / TESL LINGUISTICS

Roger Thompson recently returned from a Fulbright in the Philippines, where he trained over 4,000 teachers of English.

## FACULTY IN THE NEWS

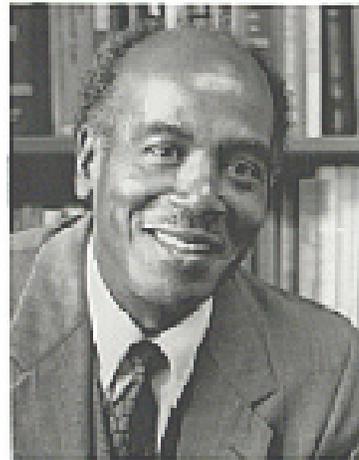
Anthony Randazzo (Geology) was cited in the August 11 *Miami Herald* concerning plate tectonic evidence that Florida was originally part of the African continent. Randazzo co-edited (with Douglas Jones, curator of UF's Museum of Natural History) *The Geology of Florida*, recently published by the Florida Press.

## Fall Convocation To Honor Record Number

The Seventh Annual Fall Academic Convocation of the College of Liberal Arts and Sciences will recognize over 500 outstanding students and faculty members. In the past, Fall Convocation honored only Anderson Scholars (rising Juniors who have earned at least a 3.8), but this year the field of honorees has been expanded to include National Merit Scholars, National Hispanic Scholars, National Achievement Scholars and CLAS Scholars, as well as CLAS Term Professors, Research Foundation Professors, and PEP Professors. Additionally, professors considered 'inspirational' by the award-winning students will be recognized.

After Dr. Lombardi's remarks, featured speaker Dr. Lucius J. Barker, the William Bennett Munro Professor of Political Science at Stanford University, will give an address entitled "Living and Learning; an Intellectual Journey in Race, Law and Politics." Dr. Barker's work focuses on judicial politics and constitutional law, and African-American politics. He is currently collaborating on a major research project on the late Justice Thurgood Marshall. Before joining the faculty at Stanford in 1990, Dr. Barker taught at Washington University, where he chaired the Department of Political Science. In 1993 he was elected President of the American Political Science Association, and in 1994 he was elected to the American Academy of Arts and Sciences for his "distinguished contributions to science, scholarship, public affairs and the arts."

Fall Convocation is designed to be both an annual celebration of the new academic year, and an opportunity for faculty and students to come together after a summer of dispersal. The ceremony will be held in University Auditorium, on Thursday, September 11, at 4:00 PM. A reception on the West Lawn will follow. All CLAS faculty and students and their guests are invited to attend. ☺



Lucius J. Barker, William Bennett Munro Professor of Political Science at Stanford University, will speak at Fall Convocation.

## ANNOUNCEMENTS

**New Faculty Reception**  
**Dean Harrison's home**  
**Sunday, Sept. 7, 4-6 PM.**

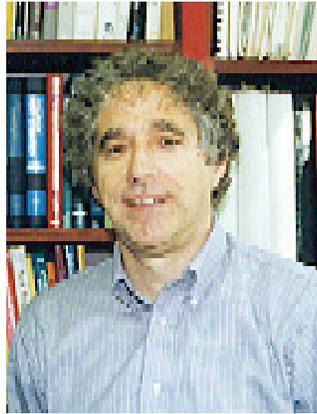
**New CLAS Chairs Orientation**  
**Wednesday, Sept. 17, 2 PM**  
**Dean's Conference Room**  
**2014 Turlington Hall**

**New CLAS Faculty Orientation**  
**Wednesday, Sept. 17, 3 PM**  
**Dean's Conference Room**  
**2014 Turlington Hall**

**First CLAS College Assembly**  
**Wednesday, Sept. 17, 4 PM**  
**Reitz Union Auditorium**  
**wine and cheese afterwards.**

## Research Foundation Professors, continued

Dr. Agresti works on developing new methods for categorical data analysis. He is presently developing specialized models when there is a natural ordering of categories and it can't be assumed that a "normal distribution" (bell curve) applies. The many practical applications of his research have included helping CLAS professors in such departments as sociology and zoology to interpret their findings.



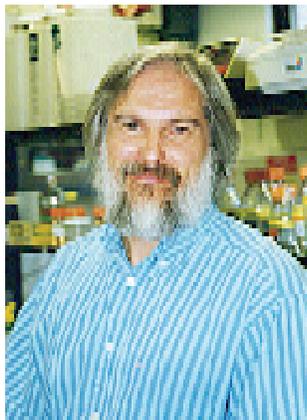
**Alan Agresti**  
Statistics

Dr. Todorova's research focuses on problems of ethnicity and nationalism, and the historical aspects of identity formation and transformation. *Imagining the Balkans*, her study of the notion "Balkan," has just been published by Oxford University Press, and she is currently working on several other projects: a case study of a 19th century Bulgarian national hero, which will address "questions of history and memory, commemoration, hero worship, as well as the tensions among national, political and professional identities"; a chapter on Balkan nationalism for volume 4 of the *Cambridge History of Turkey*; and a book-length manuscript, "Bulgaria and the Bulgarians," to be published by Hoover Press.



**Maria Todorova**  
History

Dr. Guillette's research includes studying the evolution of placenta in relationship to the development of maternal/fetal chemical communications; endangered species reproduction in wild populations; and the extent to which environmental contaminants, such as pesticides and industrial pollutants, alter the reproductive abilities of wild populations. His work on the reproductive abnormalities of the American alligator has been featured in a diversity of lay publications from *National Geographic* to *Mademoiselle*.



**Louis Guillette**  
Zoology

## A Bridge on the Road to Choosing a Major

by Becky Ross, Assistant Director for Career Development (CRC)

One of the most challenging endeavors a college student undertakes is the choice of a major; in fact, the average student changes majors 4 to 5 times throughout her/his college career. This decision can be particularly difficult at the University of Florida, which offers over 150 programs of undergraduate study. With the advent of universal tracking, more and more faculty are being called upon to assist and advise students who are making this decision earlier than ever before. Many of you may then be wondering - what resources are available to help students?

Academic advisors help students determine class schedules, major classification, academic progress, and graduation dates. Career counselors and advisors help students determine career decisions and learn effective job search skills. University career centers and advising centers often enter into cooperative relationships to assist students to make good academic and career decisions, since the two go hand in hand. This is certainly the case at UF.

The Career Resource Center (CRC) and the CLAS Academic Advising Center (AAC) joined forces to develop the popular series of "Exploring CLAS Majors and Careers" information handouts, providing students with a quick reference guide to advising issues and career options for each CLAS major. Career counselors from the CRC staff a walk-in office in the Advising Center, which allows students to get academic and basic career advising all under the same roof. Most importantly, several times every semester the CRC and the AAC present a joint workshop ~*Choosing a Major*~ as a way to help large numbers of students get started with this process.

If you routinely talk to or advise undecided students on their choice of classes or the career implications of various majors, you could help them further by encouraging them to attend this workshop. By building bridges across campus and working together, we can support and encourage the students' efforts to stay on-track and satisfied with their majors.

**Fall 1997 *Choosing a Major* Workshops:  
held at the CRC, 1st floor Reitz Union**

9/8 1:55 PM    9/25 9:35 AM

10/8 3:00 PM    10/21 4:05 PM

10/30 4:05 PM    11/5 3:00 PM    11/13 1:55 PM

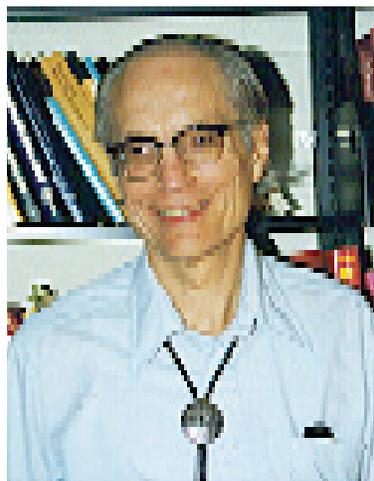
## Seven CLAS Faculty Named UFRF Professors

Seven CLAS faculty were among the thirty professors recently awarded UF Research Professorships. The new three-year awards, which recognize excellence in research, offer a \$3,000 research grant in the first year and a \$5,000 annual salary supplement. The UF Research Foundation plans to fund 60 more professorships over the next two years, primarily through retained indirect costs from corporate contracts and grants, and research royalty income (the revenue from UF licensed products such as Trusopt [a glaucoma drug] and Gatorade totaled \$18.2 million in 1997 alone). This year's CLAS winners are:



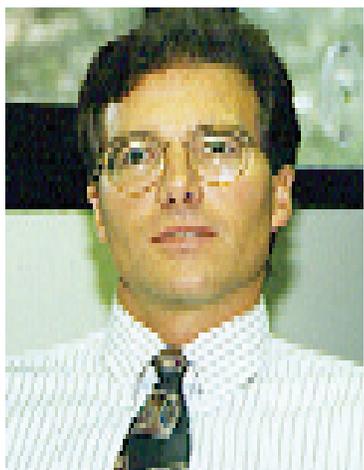
Dr. Kennedy's research group develops new instrumental techniques to measure bioactive compounds in their physiological environments. Examples of his work include a microelectrode to monitor insulin secretion from single cells and an electrophoresis system for detecting changes in neurotransmitter concentration in the brain. These techniques are

used to study the chemical mechanisms of hormone and neurotransmit-



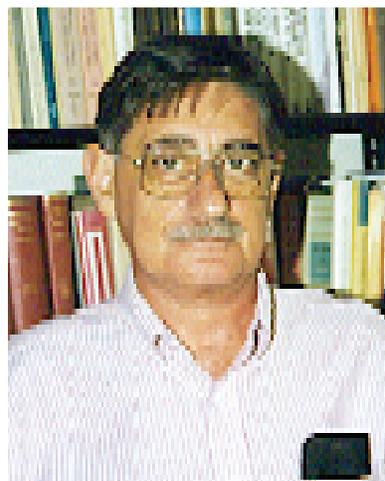
Dr. Feagin's research focuses on racial and ethnic relations, and urban sociology. His work has produced 130 articles and 34 books, including a recently published collection of essays entitled *Everyday Sexism in the Third Millennium*, which he co-edited with Barbara Zsembik (Sociology) and Carol Ronai (Sociology, U. Memphis). Two more books, one on the costs of racial

discrimination for its victims and the other on barriers



Dr. Thiele, a political theorist, is presently exploring the relationship between learning and behavior in environmental affairs. In particular, he is investigating why the great increase of environmental education in the public schools (initiated in the 1970s) and the significant growth in informal environmental learning has not resulted in comparable increases of environmentally responsible behavior. The

pursuit of environmental knowledge, research indicates, occasionally serves as a substitute for action rather than a catalyst for change. Thiele plans to survey people who act in environmentally responsible ways (but who did not always do so) to find out what specific educational practices re-shaped their habits. He is also working on a book manuscript that addresses the topics of justice and judgment



Dr. New recently published (with the Florida Press) volumes 4 and 5 of his scholarly edition of the works of 18th-century writer Laurence Sterne. These volumes contain the first annotated edition ever of Sterne's sermons. New is presently working on volumes 6 and 7, the final volumes of the edition, which will contain Sterne's letters and *A Sentimental Journey*,

Sterne's last great fictional effort. Additionally, his edition of *Tristram Shandy*, Sterne's masterwork, will be published by Penguin Classics this fall. New is also editing a journal collection and book of essays on the 20th-century French philosopher and theologian Emmanuel Levinas and his relationship to the 18th century.



UF has many computing systems. Colleges and departments have systems. Labs and libraries have systems. CIRCA and NERDC have systems. In many cases you must have user id and password to use one of these systems. Since the systems are owned and operated by different groups and have different missions and were developed independently, they each have *different* user ids and passwords. So you may have a password to use CIRCA's grove system, but you may not have an account at the Stat Department. Or if you do have an account at each, your user id may be different as well as your password. The college operates dozens of systems, each with its own userid and password collection. All this is just like the keys on your key chain - you need separate keys for your house and your car. You obtain them in different ways, and they entitle you to different kinds of access.

But might it be possible to have a master list of "people" and their passwords and then grant them access privileges to various services? That is, what if we each had a unique electronic id and password, and that id and password could be used for a *variety* of services. UF is attempting to create such a system, and its name is Gatorlink.

Each member of the UF community - faculty, staff and student, can get a Gatorlink id. You can go to the Gatorlink web page at <http://www.gatorlink.ufl.edu> to find out how

## Gatorlink

to open an account. Your Gatorlink account is free, and it comes with an e-mail address.

My Gatorlink id is mconlon. My Gatorlink email address is mconlon@ufl.edu. Very easy. Turns out I don't read my mail from the Gatorlink server — too many folks will try to do that (40,000 students, for example). So I forward my Gatorlink mail to my regular email account - mconlon@stat.ufl.edu. I don't tell folks about my Gatorlink account either. Mail sent to mconlon@ufl.edu must be forwarded and there's no need to bother a computer to forward when I want people to know that I'm a member of the Statistics Department. So mconlon@stat.ufl.edu makes good sense to me. The Gatorlink web page contains instructions on how to set forwarding.

Gatorlink also comes with dial-up access — fifteen hours of access each month for no charge. You can agree to be charged for access beyond fifteen hours at a cost of \$0.008 per minute after. If you don't agree, you'll have no access after you've used fifteen hours in a month. Again, the Gatorlink web page provides a means to authorize this charging.

Gatorlink is being used to gain access to grove (CIRCA's UNIX computer for student web pages) and the

CIRCA microcomputer labs. Gatorlink is not yet being used in any college or departmental systems due to technical details, but could be used in the future. Local services will need to recognize the difference between authentication and authorization. Gatorlink authenticates - it can be used to determine if the person at the keyboard knows the password to a user id. But whether that person is authorized to use a particular service will remain a local decision. Authenticate globally, authorize locally.

Every faculty member, staff and student can get a Gatorlink account which do not expire. They can be used for email, access to CIRCA facilities and for Internet dial-up access. A pamphlet on Gatorlink is available from CIRCA.

Previously, instructors applied for "class accounts" to gain access to CIRCA services. That is no longer necessary. Students can use their Gatorlink accounts instead. Every student should apply for a Gatorlink account.

Expect some growing pains with Gatorlink. But the basic idea of an electronic id for every UF community member is a good one. ☺

### Buying Software at UF

The SODA Shoppe (Software and Data Acquisition) has been created to spread the news about software purchasing deals and to create additional license agreements and discounts. A list of software and prices is available at [www.software.ufl.edu](http://www.software.ufl.edu). Check back regularly as new software is being added. A UF software CD is available at the Bookstore for \$3.18. The CD contains virus protection, email and web software and instructions for getting on the web using Gatorlink from home.



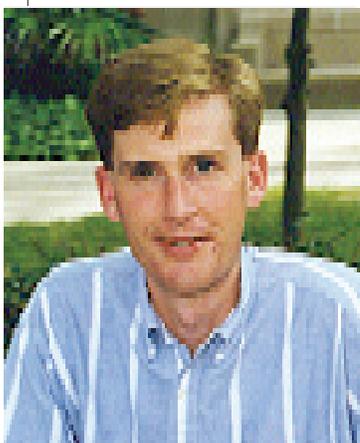
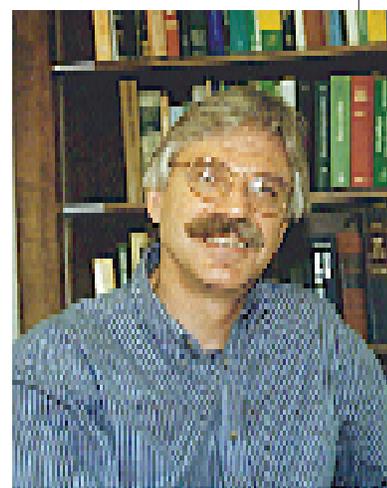
**W. Fitzhugh Brundage**, an associate professor of history, received his Ph.D. from Harvard and joins us from Queen's University, where he was an associate professor of American history (although he spent the last two years on fellowship with the National Humanities Center in Research Triangle Park, North Carolina). His research interests include lynching in the South, utopian socialism, and historical memory in the South. He is currently finishing a book on historical memory in the South from the Civil War to the present, and will be teaching courses in U.S. history and the modern South. In his spare time he enjoys whitewater kayaking.

**Mark Fondacaro**, an assistant professor of criminology and law, comes to UF from The University of Nebraska at Lincoln where he worked as a research assistant professor. He received his J.D. from Columbia Law School and his Ph.D. from Indiana University. He is interested in procedural and distributive justice; stress and coping in adolescents; and child support enforcement, and has taught courses in mental health law, and psychology and law. Jazz, theatre, fishing and running occupy his free time.



**Victoria Pagán**, an assistant professor of classics, spent last year at Cambridge as a Ford Foundation Dissertation Fellow. She earned her Ph.D. at the University of Chicago, where she studied Latin Literature, and will be heading up the beginning Latin program here at UF. She's currently preparing two books for publication: *Disguise in Tacitus* and *False Starts and Dead Ends in Classical Literature*. "Passionate about teaching," she has taught courses in etymology, ancient Greek, Latin and Plato. Her outside interests include health and fitness, music (classical and jazz), and cooking.

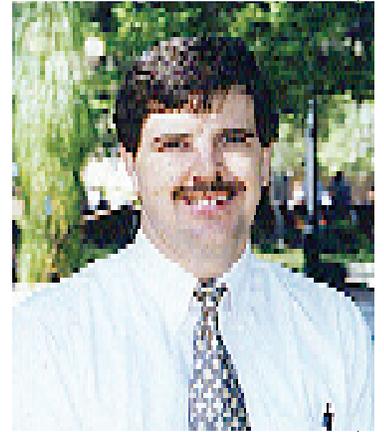
**Stephen S. Mulkey**, an associate professor of botany, most recently taught at the University of Missouri, where he also served as the Director of the International Center for Tropical Ecology. A 1986 Ph.D. from University of Pennsylvania, his research interests include canopy-level exchange processes in tropical forests, and the relationship of physiology to the distribution and abundance of plant species and genotypes. His Panama Canopy Crane Project, the first of its kind, allows researchers to research non-destructively every level of rainforest canopy. Besides pursuing tropical travel, Stephen enjoys hiking, canoeing, and playing bluegrass and string-band music of all kinds.



**Michael J. Scott**, an assistant professor of chemistry, came to Florida from MIT, where he was a NIH Postdoctoral Fellow. He received his Ph.D. from Harvard in inorganic chemistry, and will be teaching inorganic biochemistry at UF. His research interests include the synthesis and characterization of metal catalysts, which are models for metal centers in metalloenzymes. He is also investigating the development of organometallic catalysts with biologically related ligand systems. Biking, hiking and traveling are his favorite leisure activities.

## 29 New Professors Join CLAS

**Alan E. Stewart**, an assistant professor of psychology, did a postdoc at the University of Memphis after completing his Ph.D. in counseling psychology at the University of Georgia. His research activities include studying trauma at later life, birth order and family relationships, and the sudden loss of family members. He teaches courses in the psychology of personality, abnormal psychology, and counseling and psychotherapy. An amateur weather forecaster, Alan also spends his free time cooking, swimming, and working on cars from the 1960s.



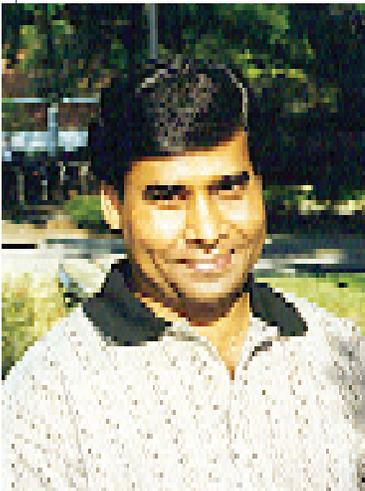
**Dolores Albarracin**, an assistant professor in psychology, received her Ph.D. in social psychology from the University of Illinois, where she also worked as an assistant professor. Her research activities include the analysis of cognitive activities in persuasion contexts in the lab, and field and archival analysis of health and political communication. Her teaching experience includes courses in research methods, social psychology and communication.



**Michael W. Binford**, an associate professor of geography, was most recently employed as an associate professor at Harvard University. In 1980, he received his Ph.D. from Indiana University in zoology (limnology / geology). His research activities include conducting an NOAA-funded study of Lake Titicaca Basin in Bolivia and running an integrated economic-ecological study of land-use change in Thailand. He teaches courses in physical geography and geographic information analysis for environmental sciences. Outside of work, he likes to canoe, sea kayak, and spend time with his family.



**Dhirendra Kumar**, an assistant-in chemistry, researches surfactant formulations, synthesis of latices, and the rheology of concentrated suspensions. After completing his Ph.D. in colloid and surface chemistry at Agra University in India, he taught chemistry for 10 years at NEHV, in Shillong, India. He came to the University of Florida as a postdoctoral associate in 1995. He teaches courses in surface and colloid chemistry and enjoys traveling and photography in his spare time.



**Kaoru Kitajima**, an assistant professor of botany, studied plant ecology and ecophysiology, and tropical forest ecology at the University of Illinois at Urbana-Champaign, where she earned her Ph.D. in 1992. She worked in soil seed-bank ecology as a postdoc at the University of Minnesota before becoming a postdoctoral research fellow at the Smithsonian Tropical Research Institute in Panama. Her research activities include studying seedling regeneration ecology and tree canopy ecology in the tropical forests of Panama. Besides botanizing, she enjoys hiking and traveling.



*Editor's note: More new faces next month.*

## A Day in the Life of an Academic Advisor



**by Lou Powers, Team Leader  
Transitions Advising**

One of the most interesting aspects of academic advising is that there is NO typical day. Working with approximately 20-25 students (on the average) per day means addressing 20-25 individuals who have unique academic and personal experiences that must be considered. The opportunity to personalize the large university experience for students is a challenging and exciting aspect of academic advising, regardless of whether it is a face-to-face interaction or even phone or e-mail advising, which are recent developments in the Advising Center.

While students have unique concerns, common issues that an advisor may encounter in the course of a day run the gamut from: course selection, adjustments to college life, poor time management skills, difficulties choosing a major, lack of motivation, and family and financial pressures, to admissions and graduation difficulties. A few scenarios from a day in the life of an academic advisor might include:

*...my registration appointment is this afternoon and I don't know what to take because I don't know what to major in and I've already completed most of my general education...*

*...I'm in CHM 2040 for the second time and I'm having trouble and I really need to drop but I've already used my two drops and besides I need the course for medical school since my parents want me to become a doctor since they are both doctors so what should I do?...*

*...I came in with 30 hours of AP/IB credit so all of my general requirements have been met so I want to make the most of my education and pursue a dual degree and study overseas next year so I need your help to carefully plan my next three years...*

*...I really messed up my freshman year. I was a straight-A*

## Advising and Technology: A CLASsy Combination



**by Peter J.V. Slinger, Coordinator  
Electronic and Distance Advising**

As you read this article, 5,000 miles away in Athens, Greece, a University of Florida Classics major might follow these same words ([www.advising.ufl.edu/e-article](http://www.advising.ufl.edu/e-article)), while browsing the Academic Advising Center's (AAC) homepage for advice. By the time you finish reading your CLAS notes, she's already e-mailed the AAC a question and has probably received a response. There's no question, University of Florida CLAS students are participating in the Information Age.

Our students can now apply to UF on-line, register using Telegator, submit course assignments via e-mail, and "degree shop" using the Integrated Student Information System (ISIS). With the University of Florida's adoption of a computer use policy for all students beginning in the Summer of 1998, there will be an even greater cohort of students dialing up and logging in for academic advice.

Recognizing this demand for electronic services, the Academic Advising Center has developed a complement of electronic advising resources to assist CLAS students. The "CLASsy (or CLAS-E)" Advisor ([see www.advising.ufl.edu](http://www.advising.ufl.edu)) is an e-mail based service via which CLAS students can pose general advising questions to AAC professional advisors. Since the program's inception in January, 1997, the number of students using the CLASsy Advisor has steadily risen (20%) each month. In the words of one CLAS student, the CLASsy Advisor "is a great system, providing a quick and precise response."

The world wide web, in many ways, is an ideal medium for disseminating academic advice. Widely available, easily updatable, as well as stratified in organization, web researching can appease both the requirement browser as well as the serious information surfer. Another internet resource, the AAC's WWW homepage ([www.advising.ufl.edu](http://www.advising.ufl.edu)) receives over 3000 "hits" per month and is very popular amongst CLAS, pre-law, and pre-health students. In

# Grant Awards through Division of Sponsored Research

July 1997 Total \$2,607,150

<i>Investigator</i>	<i>Dept.</i>	<i>Agency</i>	<i>Award</i>	<i>Title</i>
<b>Corporate...\$76,630</b>				
Abboud, K.	CHE	Dow Chem	6,000	Crystal structure determination.
Katritzky, A.	CHE	Multiple Cos	30,060	Miles compound contract.
Katritzky, A.	CHE	Nippon Soda	1,020	Nippon Soda.
Katritzky, A.	CHE	Nutrasweet	15,000	Joint research agreement with the Nutrasweet group.
Dolbier, W., Jr.	CHE	Synquest Lab	6,300	Organic synthesis and mechanism.
Thomas, C.	CRI	CCA	14,250	Private corrections project.
Scicchitano, M.	PHY	Avmed	4,000	A survey of member satisfaction.
<b>Federal...\$1,753,469</b>				
Campins, H.	AST	NASA	22,000	Characterization of chemical and physical properties of the comae of comets.
Dermott, S.	AST	NASA	22,000	Detecting planets in circumstellar disks.
Dermott, S.	AST	NASA	12,000	High ecliptic latitude study of near earth asteroids and comets.
Kandrup, H.	AST	NASA	12,000	Time series analysis and interpretation of chaotic orbital data.
Lada, E.	AST	NASA	12,000	The nature and genesis of starbursts and infrared emission in galactic nuclei.
Telesco, C.	AST	NASA	22,000	Modifying instrumentation to advance pixon-based image reconstruction.
Yost, R.	CHE	NASA	12,000	Polymer elucidation and characterization by mass spectrometry.
Benner, S.	CHE	NIH	157,722	Oligonucleotide based tools for treating HIV: Catalysts.
Bowers, C.	CHE	NSF	386,500	A proposal to acquire a high resolution solids NMR spectro meter at UF.
Drago, R.	CHE	NSF	250,000	Synthesis and characterization of solid acids.
Hudlicky, T.	CHE	NSF	49,900	Biocatalytic conversion of aromatic waste to useful compounds.
Duran, R.	CHE	DOE	267,560	Instrumentation for the MRCAT Undulator beamline at the photon source.
Smith, N.	GEO	NSF	10,000	Dynamics of agricultural intensification in the Maya Biosphere Reserve.
Hodell, D.	GLY	NSF	116,000	Climate variability and ecologic change in Mesoamerica during the holocene.
Hager, W.	MAT	NSF	44,998	Discrete approximations in variational problems.
Hershfield, S.	PHY			
Sharifi, F.	PHY	Air Force	69,816	Nanoscale devices and novel engineered materials.
Cheng, H.	PHY	DOE	40,000	Nano-machining via coulomb explosion.
Gubrium, J.	SOC	NIH	14,496	Social construction of the closet.
Vining, G.	STA	Quality Cont	65,175	Editorial office for the Journal of Quality Technology.
Vining, G.	STA	PCR	24,256	PCR statistical internship.
Carter, R.	STA	DOH	32,980	RPICC Data Systems.
Hutson, A.	STA	NIH	27,855	Pathobiology and treatment of malaria in Africa.
Shuster, J. &	STA			
Kepner, J.	STA	NIH	2,211	Pediatric oncology group statistical office.
Brazeau, D.	ZOO	NSF	80,000	Population biology of Caribbean octocorals.
<b>Foundation...\$268,249</b>				
Anton, S.	ANT	Leakey	7,000	Australian cranial traits: mastication and modern human origins.
Magnarella, P.	ANT	Wenner-Gren	12,000	Developing countries training fellowship for Mr. Kamal Feriali.
Tan, W.	CHE	Beckman	100,000	Single molecule optical microscopy.
Kennedy, R.	CHE	Jr. Diabetes	34,100	Temporally and spatially resolved detection of insulin secretion.
Golant, S.	GEO	Retirement Res	42,149	The Casera Project.
Mueller, P.	GLY	UF	5,000	Allocation for personnel and miscellaneous expenses.
Holling, C.	ZOO	UF	3,000	UF Foundation account for R. C. S. Holling.
Holling, C.	ZOO	UF	65,000	UF Foundation account for R. C. S. Holling.
<b>Other...\$27,365</b>				
Dermott, S.	AST	Misc Don	3,497	Astrophotographic Studies Program.
Dermott, S.	AST	Misc Don	18,000	Stockholm Fellowship in Astrophysics and Space Technology.
Chege, M.	CAS	Misc Don	1,750	Matching funds for DOE Grant 575651311.
Eyler, J.	CHE	Misc Don	1,290	Miscellaneous donors.
Mueller, P.	GLY	Misc Don	2,828	Miscellaneous donors.

*student in high school and never really had to study before so it was a big shock. I have my head on straight now and I know what is expected but I've been suspended. Is there anything you can do to help me?...*

Advisors spend a large percentage of their time listening, reading between the lines and helping students identify the real issues so they can begin to explore solutions and/or alternatives and develop a plan-of-action.

The underlying philosophy of advising, as trite as it may sound, is to help students help themselves. It would be irresponsible on the part of an advisor to make decisions for their students. Providing students with accurate and honest information so they can make sound decisions and set realistic goals based on their own interests, values, abilities, prior academic performance and institutional programs and policies is the essence of our jobs. But there is nothing more rewarding than having students return at the end of their four years and say "thank you" for having a part in their academic success story. ☺



Lou Powers assists a student with his fall schedule.

the near future, we plan to develop a searchable Frequently Asked Questions database, increase links to CLAS departments, and incorporate digitized video regarding CLAS majors.

One of our primary initiatives this Fall is to expand the reach and services of CLAS tv, the College's academic cable channel. CLAS tv is currently broadcast to over 30 locations on campus, including the front lobby of the AAC, and is viewed by thousands of students each month. Many CLAS departments already utilize our electronic bulletin board to post information for CLAS students. However, in a recent survey, two-thirds of CLAS tv viewers indicated that they would like to obtain more information about CLAS majors via video. Consequently, a major initiative for the Fall term is to collect information and video from CLAS departments. Eventually, with assistance from the CLAS Undergraduate Coordinators, we would like to establish a 15 minute video highlight or segment for each major within the college.

In summary, the Electronic and Distance Advising Team is dedicated to achieving innovative technological answers to the issues posed by our increasingly complex educational environment. To keep ahead of the technology curve and stay on the cutting edge is a challenging proposition. As Scott Adams, creator of the Dilbert comic strip would exclaim, "Technology: No place for Wimps!" Nevertheless, the benefits of enhancing the undergraduate experiences of tens of thousands of CLAS students via powerful, effective and personal communication methods are worth every keystroke. ☺

— Grants continued from page 10

**State...\$105,795**

Judd, W.	BOT	Water Manag	2,000	Collection of grass specimens to supplement water management herbarium.
Colburn, D.	HIS	Fla Inst Govmt	90,000	The Reubin O'D Askew Institute on Politics and Society.
Epting, F. & Neimeyer, G.	PSY	Child & Fam	10,045	Assessment at the North Florida Evaluation and Treatment Center.
Epting, F. & Neimeyer, G.	PSY	Child & Fam	3,750	Assessment at the North Florida Evaluation and Treatment Center.

**Universities...\$375,642**

Eyler, J.	CHE	FSU	72,603	Novel syntheses and fourier mass transform spectrometric analyses.
Talham, D.	CHE	FSU	57,508	Comparing magnetic Langmuire-Blodgett films to their solid-state analogs.
Graybeal, J.	PHY	FSU	27,484	Doped hole physics in single-layer perovskites.
Sharifi, F.	PHY	FSU	51,177	Magnetic materials and devices field biasing and thermal stabilization of films.
Tanner, D.	PHY	FSU	66,611	High field optical studies of highly correlated metals.
Scicchitano, M.	PHY	UF Athl Assoc	7,000	A survey of men's gator basketball season ticket holders.

vide additional growth funding to permit the hiring of faculty in critical disciplinary and interdisciplinary areas. The academy continues to be revitalized. Contrast this with universities where new hires have been nonexistent for years and departing faculty are not replaced.

Few things stimulate a department and a college like new faculty. The 29 incoming faculty in CLAS this fall have outstanding "pedigrees" and superb training. They were hired both for their teaching and their scholarship, the two academic components that are valued so highly in CLAS. We have been able to attract faculty of the highest caliber to this college, and the results are becoming ever more clear. UF is a university still on the ascendancy, and our faculty — the new arrivals and the experienced stalwarts — are the reason for this.

Many good things are going on in CLAS at this time. Our external research funding is at record levels. Private giving is also at an all time high, as UF prepares for the official Kickoff of the new capital campaign later this month. We have many new academic initiatives in the CLAS departments, too many to even mention here. Our students are better than ever, which raises an already high standard. And the scholarly output of books, chapters, and journal articles by our faculty is astounding.

This is not to suggest that we are problem free. Hardly. Funding for all aspects of higher education in Florida is insufficient to meet the rightful expectations and demands of its citizens. This current academic health is fragile, balanced as it is on an unstable revenue base. [Notice I avoided use of the dreaded t-word.]

But I've been in Florida long enough to have experienced bad times and good times. And the good times are a lot more fun than the bad. Enjoy it while it lasts.

**Will Harrison,**  
*Dean*

[harrison@chem.ufl.edu]

ogy. "It's time to move on and back into my real life as a professor, where I have many interesting research projects waiting my attention."

Severy will leave a strong imprint on the advising operation in CLAS. His leadership — and significant resources — have pushed the program from a small underfunded operation to award winning recognition. "We were so far behind the curve, we didn't really know how deficient we were. I would now judge us to be about in the middle of the pack among our academic peer institutions," Severy says. "We have come so far in converting this program into a highly professional operation, but with a rapidly growing UF, serious challenges remain. For example, we are now expanding our services to include various forms of electronic advising that have been very well received. With the newly mandated UF policy of computer accessibility for all entering students in 1998, this area is likely to grow."

The question of providing academic advice from faculty members or from professional, full time advisors is still contentious in university circles. Severy believes that a healthy mix of each is optimum, but notes that the pressures of academic advancement present real problems for faculty who are interested in advising. Severy: "Academic curricula are complex today; the many state regulations that control or influence curricular choices make it very

difficult for faculty members to find sufficient time to keep abreast of the changing standards for the nearly 40 academic majors we offer. Faculty have to worry about teaching, research, grant writing, promotion, etc., while our professional advisors can devote full time to giving correct advice to students."

"And in this office, our advisors must also be prepared to assist students from other colleges as well. About one-third of our business comes from outside CLAS. This includes students who are seeking information about CLAS for various reasons, often with the intention of switching to this college. We also take care of the preprofessional program needs for students who intend to enter law, medicine, dentistry, and the like. It's a very busy place around here. On our more intense days we might see as many as 400 students come through our doors."

Asked what he'd like to be remembered for, Severy says unhesitatingly, "I hope they say 'He cared for the students without giving up academic integrity.' That's what I'd like." Certainly, CLAS owes him a large debt for applying these standards in leading a highly visible, difficult, and ever so important program. ☺



In the lobby of the Academic Advising Center, Students queue up to make appointments with admissions.