

Chapter 1 : - Some Views from the Campus by Frederick A. Mosher

*Some Views from the Campus (Papers on Presidential Transitions and Foreign Policy) [Frederick Mosher] on calendrierdelascience.com *FREE* shipping on qualifying offers. This volume, edited by the doyen of American public administration authorities, Frederick A. Mosher, contains scholarly papers by several leaders in the field including Laurin Henry.*

Young Americans for Freedom at USC Ben Shapiro Earlier this month, a conservative campus group at the University of Southern California hosted Ben Shapiro, an author notorious for his comments that offend, such as remarks that transgender people suffer from mental illness. This event alone may have not been so unusual. While some conservative speakers have been shouted down, many of them -- including Shapiro -- speak regularly on campuses. But in the case of his USC appearance, some students have questioned whether the group that brought him did so in a way that squelched free expression. The USC chapter of Young Americans for Freedom canceled at least of the free tickets students had reserved, reportedly out of fear that some of them would disrupt the event. Some of these students were leaders of organizations that represent minority students -- the Black Student Assembly, for instance -- or activist groups such as Student Assembly for Gender Empowerment. Some tickets had been reserved under obviously fake names or with curse words. Because the university chapter of Young Americans for Freedom did not respond to request for comment, it is unclear whether certain students were ultimately excluded from the event. Representatives from groups who had their tickets canceled also did not respond to request for comment. The Shapiro event on Oct. A couple hundred people protested outside the hall where Shapiro was giving his talk, but the protest was peaceful; inside the venue, no one tried to drown out Shapiro. Per the rules of that funding, the event must be free for all undergraduate students. The Foundation for Individual Rights in Education, or FIRE, a civil liberties watchdog group in academe, said that a student organization hosting an event can decline to give reservations to those who publicly indicate they are not actually attending or who have announced they want to disrupt an event. But it also contained some misinformation, purporting that the university spent thousands of dollars for the event to pay for security and police K-9 units. It said police dogs were never part of the security plan. North-Hager did not respond to a question about how much security cost, but said the student government money that the group secured went toward that. Young Americans for Freedom is a recognized organization with the university, meaning it enjoys such perks as applying for institutional funding, discounts on renting facilities and using the name, logo and other trademarks associated with USC. The university has been largely quiet about the Shapiro event, other than to correct false statements. Our cultural centers, cultural assemblies and student leaders have made tremendous strides in making this campus a safer space for so many marginalized student populations. Is it really possible this speaker can unravel all that has been accomplished to make our university better? Should we grant any speaker that much power?

Chapter 2 : Clubs and Organizations | Clubs and Organizations | Carthage College

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Email First Amendment freedoms continue to be tested on U. These include encouraging the open discussion of ideas and exposing students to people of different backgrounds and viewpoints while making all students feel included and respected on campus. In , Gallup, the John S. Knight Foundation and the Newseum Institute conducted a landmark, nationally representative study of college students. The survey found students believed First Amendment freedoms were secure, and they generally preferred that campuses be open environments that encourage a wide range of expression. However, students did support restrictions on certain types of speech, such as hate speech, and many were sympathetic to student attempts to deny the press access to campus protests, such as those that occurred over race-related issues in the school year. The past year-and-a-half saw tensions over free expression and inclusiveness escalate amid the contentious presidential election, student objections to invited commencement speakers and a series of violent confrontations on college campuses when controversial speakers or groups expressed their views on campus. In , Gallup, the Knight Foundation and the American Council on Education partnered with the Charles Koch Institute and the Stanton Foundation to update key trends from the survey and ask about new developments in First Amendment issues. The new survey probed whether college students ever consider violence or shouting down speakers acceptable, whether they believe certain groups of students can freely express their views on campus and whether social media has displaced public areas of campus as the venue for discussing political and social issues. The survey of 3, U. Students value both free expression and inclusion, though their commitment to free expression may be stronger in the abstract than in reality. Students continue to prefer campuses be open learning environments that allow for a wide range of views to be heard than to prefer environments that prohibit certain types of potentially harmful speech, though not as widely as they did in When asked whether free expression or diversity and inclusion is more important, they tilt toward saying diversity and inclusion are. Students are as likely to favor campus speech codes as to oppose them, and they overwhelmingly favor free speech zones on campus. Students do not believe the U. Constitution should protect hate speech, and they continue to support campus policies that restrict both hate speech and wearing stereotypical costumes. Students have become more likely to think the climate on their campus prevents people from speaking their mind because others might take offense. College students say campus expression has shifted online. At the same time, an increasing percentage of college students agree that social media can stifle free expression because people fear being attacked or blocked by those who disagree with their views. Also, eight in 10 students agree that the internet has been responsible for an explosion in hate speech. Extreme actions to prevent speakers from speaking are largely, but not universally, condemned. Thirty-seven percent of college students also believe shouting down speakers is sometimes acceptable. College students continue to view First Amendment rights as secure rather than threatened, but compared with the survey, they are less likely to view each right as secure. These findings make clear the college students see the landscape for the First Amendment as continuing to evolve. And as those changes occur, college students, like the officials who oversee their campuses, sometimes struggle to reconcile the tensions that can occur between respecting individual freedoms and respecting individual differences.

Chapter 3 : The Most Beautiful College Campuses In America - Best College Reviews

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Views from experts in academia, providing fact-based analysis of issues for the public. How Campus Policies Limit Free Speech Colleges and universities are supposed to be places where freedom of expression flourishes. Sadly, that is not the case. At a recent debate on the Yale University campus, 66 percent of the attendees supported a proposition that "free speech is threatened. Several incidents across campuses illustrate this. Recently, at Emory, students complained after they found chalk messages scrawled around campus voicing support for Donald J. Last year at the University of Ottawa, a yoga class designed for handicapped people was suspended because the student federation thought it was a form of "cultural appropriation. Illustrating how contentious the debates have become, two of the most respected American comedians, Chris Rock and Jerry Seinfeld, said that colleges are eager " not to offend anybody. Ideally, colleges and universities would foster an exchange of competing and controversial ideas. The reality is much different. Some colleges and universities limit discourse by silencing speech that might offend others through so-called speech codes and free speech zones. In studying free expression issues for more than 20 years, I strongly believe such policies have led to a chilling effect on speech. They also have led to a mentality where students do not wish or want to face an opposing viewpoint. So, what are these policies? A speech code refers to a set of provisions or regulations that limit certain types of offensive or harassing speech. Instead, they refer to them as anti-harassment policies. It was in the s and s that more than colleges passed these policies to combat hateful speech. Schools tried to address harassment of gays and lesbians, women and members of other ethnic groups. The policies were further enforced when white students wore blackface for sorority and fraternity parties. Many schools were trying to achieve more diversity in their student bodies. The intent was good. Many of these policies sought to prohibit speech or conduct that created an intimidating or harassing environment on the basis of race, sex, religion, or other criteria. Policies at the University of Michigan and the University of Wisconsin were invalidated on First Amendment free speech grounds. For example, one fraternity held a "slave auction. In *UWM Post v. Board of Regents of University of Wisconsin* , a federal district court struck down the policy, writing: Similar problems occurred at Michigan, which had its share of disturbing racially charged incidents. At Michigan, a student disc jockey allowed racist jokes to be aired. University officials reacted with a speech code. The problem was that officials applied the policy to chill the speech of students engaged in classroom discussion or academic research. A federal district court judge invalidated the policy in *Doe v. University of Michigan* , writing: The problem was that these codes were not drafted with sufficient precision. Courts ruled that these policies were either too broad or too vague. Overbreadth and vagueness problems A policy is too broad if it prohibits speech that ought to be protected in addition to speech that can be prohibited. In legal terms, this is called "overbreadth". For example, a policy that prohibits "offensive and annoying" speech sweeps too broadly and prohibits lawful expression. A policy is too vague if a person has to guess at its meaning. Vagueness is rooted in the notion that it is fundamentally unfair to punish someone when they did not know that their speech violated the policy. For example, the University of Michigan had a policy that prohibited "stigmatizing or victimizing" individuals or groups on the basis of race, ethnicity, religion, sex, sexual orientation, creed, national origin, ancestry, age, marital status, handicap or Vietnam-era veteran status. University of Michigan, a federal district court judge ruled the policy too vague, writing: Students of common understanding were necessarily forced to guess at whether a comment about a controversial issue would later be found to be sanctionable under the Policy. Controversies still abound over speech codes at colleges and universities. In its annual report, the group contends that nearly half of the speech codes at colleges infringe on First Amendment free speech rights. FIRE contends in its report that "any speech code in force at a public university is extremely vulnerable to a constitutional challenge. Under these policies, people can speak at places of higher learning in only certain, specific locations or zones. Free speech zones limit expression to a

few places on campus. Penn State , CC BY-NC While there are remnants of these policies from the s, they grew in number in the late s and early s as a way for administrators to deal with controversial expression. These policies may have a seductive appeal for administrators, as they claim to advance the cause of free speech. But, free speech zones often limit speech by relegating expression to just a few locations. For example, some colleges began by having only two or three free speech zones on campus. Government officials have sought to diminish the impact of different types of expression by zoning adult-oriented expression, antiabortion protestors and political demonstrators outside political conventions. In a particularly egregious example , a student at Modesto Junior College in California named Robert Van Tuinen was prohibited from handing out copies of the United States Constitution on September 17, - the anniversary of the signing of the Constitution. Van Tuinen was informed that he could get permission to distribute the Constitution if he preregistered for time in the "free speech zone. In the words of First Amendment expert Charles Haynes, "the entire campus should be a free speech zone. Zoning speech is troubling, particularly when it reduces the overall amount of speech on campus. And many free speech experts view the idea of a free speech zone as "moronic and oxymoronic.

Chapter 4 : Some views from the campus (Book,) [calendrierdelascience.com]

Some Views from the Campus by Mosher, Frederick A. University Press Of America. Used - Very Good. Great condition for a used book! Minimal wear.

Natural disasters[edit] Damaged Louisiana Technical College building, formerly flooded section of Upper 9th Ward In addition to the devastating economic toll, natural disasters such as hurricanes , earthquakes, coastal flooding , inland flooding , and tornadoes , damage colleges and universities around the United States and also disrupt campus academics and student life. Several of these disasters have happened on or very close to American colleges and universities and have caused panic and severe destruction. Depending on the severity of the disaster, some universities recover quickly while others are forced to shut down operations for an extended period of time. Although natural disasters can have varying effects on university campuses and the surrounding area, the important part is how universities prepare and respond to disasters. The success or failure of how disaster management is addressed by campus officials can have a major impact on future preparedness and response efforts for that university and set examples or standards for other schools. They are capable of producing high winds and heavy rainfall but they can also have the power to create deadly storm surge and tornadoes. Due to the fact that they form over warm tropical waters, coastal areas are extremely prone to the immediate effects of hurricanes. The University of Miami has campus crisis teams and a university disaster preparation and recovery plan that help them plan and prepare for how they will deal with an approaching hurricane. This presented additional obstacles for campus officials trying to move students into dorms. Universities experienced varying degrees of damage. While some dealt with minor damage like downed trees and power lines, others dealt with leaking roofs, power outages, flooding and building damages. East Carolina University was one of the schools that had to not only recover from campus damage but also flooding in surrounding neighborhoods that made traveling to campus a hazard for faculty and students. Although damage to the campus was not severe, universities have to be aware of surrounding neighborhoods that are vulnerable to severe flooding and can halt campus operations. This is not the first time East Carolina University has been affected by a hurricane, in September , Hurricane Floyd also struck North Carolina, causing extensive damage and flooding to Greenville, NC. On the surface of the earth this results in the shaking and sometimes displacement of the ground. Depending on the intensity of the earthquake this shaking or displacement can result in huge amounts of damage to property and loss of life. The library of Stanford University is reduced to ruins after the San Francisco earthquake, Some examples of threats that earthquakes cause are landslides , avalanches , fires, soil liquefaction , tsunamis , and floods. Due to this unpredictable nature universities in all regions are working to have a response plan in place, just as a precaution. Several universities have been affected by earthquakes and the experiences can be viewed as examples of what to expect in a disaster like this. On November 5, Oklahoma was hit by a 5. The earthquake caused damage ranging from residential structural damage to buckled highways. There was also damage to local St. Benedictine Hall , which is the central feature at the university and houses their administration offices, library, and most of their classes, was damaged by the disaster. Prior to the earthquake the historic building, which opened in , had 4 turrets, however the shaking caused one to collapse completely and severely damaged the other 3. According to university officials, at the time they were unsure of where they would hold classes since the building would have to be closed until repairs could be made. Other universities are now able to use this event as an example when preparing for, responding to, and recovering from the unpredictable effects of natural disasters. Two universities that have experienced a lot of damage due to earthquakes are Stanford University and California State University in Northridge. Stanford University was first affected by the San Francisco earthquake which destroyed much of the original construction on campus. Two of the buildings most badly damaged by the earthquake were the Old Gymnasium and campus library, these two elaborate buildings had been damaged before they were occupied so Stanford officials decided to demolish them completely. Many of the campuses historical buildings that had been damaged by both the and earthquakes. After the Loma Prieta earthquake Stanford implemented an expensive capital improvement plan to retrofit and

renovate older buildings for new, up-to-date uses. The epicenter of the destructive earthquake was only two miles away resulting in the campus suffering heavy damage to many buildings and the collapse of a parking structure. Many or most of which lost some or all of their possessions. There are fewer rentals available because of the over demand brought on by the floods. Coastal, riverine, estuarine, and human induced flooding are just a few of the types that can occur. Coastal flooding can occur as a result of heavy rains or other disasters like hurricanes or tsunamis. Riverine and estuarine floods can occur inland and in coastal areas as a result of run off, hurricanes, heavy rains, and other factors. In many cases low-lying areas near bodies of water or with insufficient drainage solutions are more susceptible to being damaged by flooding first, but universities evaluate all areas of their campus that could potentially be damaged by heavy rains and other problems that come with flooding. Several Universities have been the victims of dangerous flooding that has adverse effects on property and loss of life. In Hurricane Irene left several New England college campuses and surrounding areas damaged from flood waters. Plymouth State University in New Hampshire suffered flood damages to its new Ice arena and Welcome Center as well as many of its facilities building. In North Carolina, Hurricane Irene also did damage to universities like East Carolina University, where flooding and building damage occurred. As in most cases of university flooding many of the surrounding roadways were either flooded or blocked by debris and downed trees, forcing the university to close for several days. Some universities have parking lots that are located in low-lying areas that are prone to flooding. After the devastating Hocking River flood of , Ohio University funded a project to reroute a 5-mile strip of river that would have run through the present day campus. Tulane Married Student Housing: Tulane University, Claiborne Avenue. Rosen House building was damaged in Katrina and the levee failure disaster and is being demolished. Campuses that have experience extreme devastation due to flooding and other natural disasters often have multiple hurdles to over come during the recovery phase. Sometimes this recovery phase can cause massive financial loss in addition to physical struggles. Flooding and extensive damage to half of the campus forced it to cancel fall semester and try to relocate all of its students to other universities while recovery efforts took place. When Tulane reopened its doors in Spring of , it faced a budget shortfall and had to create a Renewal Plan that reduced its operating budget drastically. The Renewal plan altered the entire university structure causing it to cut many academic programs and laying off a large portion of its staff 2, part-time employees in September and October , non-teaching personnel in November , faculty members in December , and another employees in January The Renewal Plan received mix feelings and a lot of backlash by several groups including American Association of University Professors , the Save Tulane Engineering Campaign , as well as students and faculty. Generally tornadoes occur near the trailing end of a thunderstorm and can sometimes be seen forming. It is a common misconception that tornadoes only occur in areas like Tornado Alley, however they have been observed on every continent except Antarctica. All Universities prepare for the worse even if tornadoes do not typically happen in their vicinity. On June 2, a tornado touched down in Springfield, Massachusetts and a second touched down in Westfield, Massachusetts hour later. Their most severe damage occurred at International Hall, an 8-story student residence hall. The campus also suffered damage to 2 other residence halls and a power house. Wallace State Community College in Hanceville , Alabama experienced water damage and structural roof damage to several buildings. Despite the many downed power lines and debris all over the campus, no injuries were reported so the campus recovered well after being closed for a few days. Shelton State Community College in Tuscaloosa, an area hit hardest by the storms, was also closed for several days while officials assessed the damage. Nearby the University of Alabama decided to cancel final exams for students and postpone commencement ceremonies due to campus damage. Since many colleges in the storms path were warned of the damage it could do, they acted ahead and cancelled classes, a call which kept many students out harms way. Many of these campuses remained for a couple days after the storms due to power outages. Shaw University sustained heavy damage to the Willie E. Gary Student Center, [27] which houses the dining hall, taking away its ability to provide dining services from approximately 2, students. The small campus located in the center of Raleigh was unable to provide alternate dining options and made the decision to end the semester a little earlier due to the damage. The early end to the semester presented a number of other challenges regarding academics and current grades in classes. Shaw

University President Irma McClaurin sent out an official letter concerning the closing of the university and what effects it would have on end of semester events Message from the President. In addition to the student center damage, many of the dorms and an office building was damaged. Recent campus crisis events have brought greater awareness to failures in existing university public safety policies at many schools. For some of these institutions, a restructuring of currently implemented policy has been undertaken, in order to ensure greater preparedness for the wide variety of man-made emergencies that can occur in a campus setting. From the active shooter scenarios to theoretical pandemic disease outbreaks on campus, ensuring preparedness for campus emergencies may involve addressing a variety of artificially-created vulnerabilities in order to keep the students and faculty protected from loss of life and property. Campus shootings[edit] Map of the Virginia Tech Massacre Campus shooting are one of the dominant man-made vulnerabilities on American college campuses today. Following high-profile incidents such as the Virginia Tech shootings , many universities have been forced to redesign existing response plans in order to better address the variety of threats posed by gun violence situations. These events have led to new discourse on a state and local government level about several issues, including the prevention of campus gun violence, the release of relevant threat information to at-risk students, and reconsideration of standards for public safety from gun violence. Active shooters, as was present in the Virginia Tech scenario, are characterized by their use of weapons to inflict deadly force on an unrestricted number of victims. In April , the deadliest active shooting incident since Virginia Tech shootings took place at Oikos University in Oakland, California. Unlike the Virginia Tech shootings, this incident was characterized by its brief time-span and the comparatively low loss of life. However, the two incidents echoed similar breakdowns in campus prevention efforts. Both perpetrators felt ostracized and isolated in their campus communities, and were not properly identified as potential threats to the campus community by the existing mental health resources on campus. As a result of unsuccessfully addressed mental health issues, these individuals were radicalized into unpredictable, unprecedented violence in their campus communities. In order to better prepare for situations involving these unpredictable threats, discourse on campus safety [29] has emphasized several key objectives [30] to decrease campus vulnerability to shooting scenarios. The first of these measures, prevention, centers around providing mental health assistance to at-risk students before they are radicalized into gun violence. Second, the dissemination of relevant information concerning the threat is a priority to effective public safety measures, a precaution that was mishandled at Virginia Tech, resulting in the vulnerability of the greater student and faculty body who were unaware of the active shooter threat. Finally, university safety standards must be upheld to ensure that students who are unaware of a dangerous situation are protected. Breakdowns in information dissemination to students and personnel in a dangerous situation can leave these individuals at a greater risk for contact with the threat. To prevent such a situation of individualized vulnerability from occurring, campus officials attempting to implement active shooter response plans may choose to ensure communication and lock-down procedures are effectively utilized in attempt to prevent active shooters from gaining control of an environment and causing further losses. Bomb situations[edit] Sterling Hall after the bombing As evidenced by the bombing of Sterling Hall at the University of Wisconsin-Madison, Campus bomb situations require a flexible yet comprehensive plan for responding to threats, particularly when threats occur during a period of high student concentration on campus. Occurring less frequently than other campus emergency situations, bomb situations can pose a variety of threats to college campuses. Following the identification of the vulnerability, the safe and ordered evacuation of potential victims from the risk area becomes an emergency management priority. Current bomb threat guidelines popularize the controversial theory that prevention of panic is more strategically advisable than the dissemination of all immediate information, advocating the use of code words to prevent panic and ensure an organized evacuation. A situational hierarchy is also advisable for enforcement, to implement a defined, chain of command-based, decision-making process to reduce the ambiguity in chaotic crisis situations. In the case of the Sterling Hall bombing, advanced preparedness was impossible. The bombers did not utilize bomb threats to make the vulnerability known, and as a result, there was a loss of life involved with the crisis. Other college campuses may choose implement response plans evolving from this instance of a fatal campus bombing emergency in order to assess potential shortcomings existing in their own emergency management policies.

Chapter 5 : Petition Calls for Clarence Thomas' Name to Be Removed From GA College Building | Fox News

Room with a View: See some of the best views of campus from our residence halls! As we counted down the weeks to move-in day, we featured on Instagram some of the best views of campus from rooms in each of our residence halls.

Massachusetts Supreme Judicial Court The suicide of Elizabeth Shin at the Massachusetts Institute of Technology in , and the lawsuit that followed , prompted colleges and universities to engage in vigorous suicide-prevention efforts. That tragic event occurred in a period of time when higher education began to experience a significant uptick in students seeking and needing mental health care and interventions. Although few students who need care are either suicidal or violent -- and the combination is even more rare -- the mass shooting at Virginia Tech in cemented the need for colleges to address suicidality and its impacts. Today, many colleges take comprehensive, science-based approaches to suicide prevention and integrate those efforts with larger campuswide risk-management efforts. Public cries for accountability, however, may be motivating colleges to overreact to the risks associated with student suicide. As with other social problems, such as homicide and domestic violence, the hope for a complete eradication of suicide is noble but not realistic. The MIT case provides significant and meaningful guidance to institutions in their continuing efforts to prevent suicide -- but it also reminds us that best efforts may sometimes fail. In science and practice, no empirical evidence supports the idea that all suicide can be prevented. The law has likewise been suspicious of the efficacy of suicide-prevention efforts. In earlier times, it assigned all legal responsibility to suicidal individuals and today imposes liability on institutions of higher education or on therapeutic professionals only infrequently and under very limited circumstances, as illustrated by the recent MIT case. Even inpatient units, seen as the most safe and secure treatment setting for acutely suicidal persons, are unable to completely prevent suicides from occurring. Prisons dealing with inmates who are suicidal can fail to prevent all suicides, as well. Unfortunately, if those of us who work in higher education promise too much when it comes to suicide prevention, we risk producing a number of unintended negative consequences. Language in awareness campaigns that suggests all suicides can be prevented encourages people to believe that all suicides therefore ought to be prevented. Persons who struggle with suicidality and those who care for, and about, them can be lured to false hopes about the powers of the professionals to treat suicidal students. Some mental health practitioners now avoid working with suicidal clients for fear of being blamed for a death by suicide. We must also consider professional ethics issues. Psychologists are legally and ethically bound not to make exaggerated or unfounded claims of the effectiveness of their services or to misrepresent scientific knowledge. There are legal risks associated with overpromising, as well, including the risk that attempts to eliminate suicidality from the college environment might interfere with the rights of students entitled to protection from unlawful discrimination. And colleges may ultimately come to view suicidal students as costly potential legal adversaries rather than sufferers with whom helpers must try to collaborate. Yet perhaps the most pernicious problem with messages that present suicide as completely preventable is the implication that when a suicide does occur it must be the result of some type of failure, neglect or negligence -- that a completed suicide always involves fault, and someone must be blamed. Well-meaning campaigns can be iatrogenic -- actually creating more risk for colleges by reinforcing a stereotype that suicide is inherently connected to wrongdoing. The legal system is in part responsible for perpetuating the myth that suicide and fault are inherently connected. Today, defecting blame to others is only an evolution of primitive legal attitudes about suicidality -- perpetuating the stigma surrounding suicide and creating chilling impacts on intervention. The fact is that the suicide by a person in treatment is not necessarily a failure on the part of mental health professionals or care teams. Yet when a death by suicide or even an attempt occurs, the people who have endeavored to assist a suicidal individual are likely to suffer guilt, self-blame and even despair. In most instances, those predictable responses occur with helpers who have done nothing wrong or legally indefensible. And a system that implicitly suggests that they have done so or are to blame could easily serve to accelerate their issues. We have both observed this in our daily efforts as different types of suicide counselors. Suicidality has the effect of a grenade; it has a field of impact. We sometimes say colloquially that suicidality is contagious or

magnetic; behind the colloquialism is the reality that guilt -- however irrational -- is a powerful feature of the complex set of causes related to suicidality. Modern prevention and intervention efforts must find ways to shred undeserved guilt and avoid any approaches that enhance the risk of the very thing we seek to prevent. That is not to say that colleges and the administrators who deal with student suicides should not be fairly and reasonably accountable. Rather, we must move past thinking of suicide as a wrong, implying that every suicide must result in the imposition of blame. Assertions that all suicides are preventable also convey an erroneous message to the individuals who struggle with suicidality, giving the impression that their own volition is less consequential and that an external person or organization can successfully control them. When suicide is successfully prevented, it almost always occurs with the collaboration and cooperation of the suicidal person. Our opportunity in higher education going forward is to enhance that agency, as opposed to recreating the blame game in a new form. Legally, that means searching for accountability approaches that improve rather than undermine our prevention and intervention efforts. From the perspective of the counseling center, that means listening to the best instincts of the people who are trained in this work. Deaths by suicide can and do occur, even when everyone trying to prevent suicide demonstrates the utmost concern and compassion and the latest prevention and treatment methodologies. We should always strive to improve our prevention strategies. But we must use reasonable care with our aspirations. A fundamental standard of care in treating suicidal persons is to assist them in the least restrictive environment possible, which implies acknowledging that death by suicide may, in fact, happen. Keeping suicidal students safe and well is difficult work and requires something other than pressure to attain an unrealistic goal of zero suicides. Instead, prevention campaigns should focus on counteracting stigma and encouraging students to seek help. Care and compassion should guide us, not the fear of assigning blame where none exists. Being realistic will place higher education in the best position to perform this challenging work. The National Suicide Prevention Lifeline is a free, confidential service that can provide people in suicidal crisis or emotional distress, or those around them, with support, information and local resources. Polychronis is a board-certified psychologist and director emeritus of the Counseling Center at University of Central Missouri.

Chapter 6 : Conservative group cancels tickets for students from some campus groups

Some Views from the Campus (Papers on Presidential Transitions and Foreign Policy, Vol 4) by Laurin L. Henry, Carl M. Brauer, James P. Pfiffner, W. David Clinton, Frederick C. Mosher Paperback, Pages, Published

Grab a morning coffee and a snack and Starbucks or Einstein Bros. A new option, Carthage Cash, even covers some off-campus meals. Learn more about how the liberal arts prepare you for a successful career. Lots of schools wear the four-year label. Carthage stands behind it. Each year, the Carthage Theatre Department commissions an original script by a renowned playwright for its New Play Initiative. Carthage students then work with the writer to stage it. Carthage has been named a top producer of Fulbright Fellows three years running: Read about Carthage Fulbright winners. Things look new at Carthage because they are. Our science center, student union, athletic and recreation center, and numerous residence halls have all been constructed or newly renovated in the last 15 years. Carthage offers majors, minors and concentrations in more than 50 areas of study , from archaeology to neuroscience, nursing to music theatre. Our Summer Undergraduate Research Experience offers select students a research budget, one-on-one mentoring with a professor, and 10 weeks of analyzing, deciphering “ and getting paid. Focused on keeping campus lush forever, we plant between 50 and 75 new trees every year from a variety of species. Carthage was founded in More than 90 percent of students receive financial aid. Abraham Lincoln was an early Trustee of the College, and U. Secretary of State John Hay was a Carthage alum. The two still have a proud place on our campus. Spend some time with them in our Sesquicentennial Plaza. Come to Carthage; hear yourself think “ think “ think “ Legend has it that Sesquicentennial Plaza holds a perfect echo. Our Great Lake provides Carthage students with some amazing views. Think classes on the beach, lake views from the lab, and sunrises from your dorm room. Lately, the stakes have risen. A team of underclassmen is grinding to prepare a tiny but powerful Earth-imaging satellite for launch to the International Space Station. Learn about the Carthage core. With a student-faculty ratio of They will also know who you want to be “ and how to get you there. See how easy it is to get involved. There are more than 27 art galleries, a dozen museums, and nine theatres within 25 miles of Carthage. Learn more about our location. Two professors from totally different fields teaching a single class. This is where the magic happens. Carthage is ranked No. Every J-Term, hundreds of students travel all over the world on faculty-led study tours.

Chapter 7 : How Campus Policies Limit Free Speech | HuffPost

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In , about 20 percent of freshmen described themselves as "liberal" or "far-left" as opposed to "middle of the road" or "conservative" ; today, more than a third do. Joanna Andreasson Students and professors who dissent from leftist orthodoxy often keep their views to themselves, for fear of suffering social or reputational harm. That can make it difficult for libertarians to identify each other. The activist left increasingly views free speech with skepticism or even outright hostility. The right, meanwhile, occasionally makes overtures to libertarians; young conservatives tend to be much more in step with libertarians on issues such as drug legalization and gay marriage. They invite the same provocative speakers to campus over and over again for the deliberate purpose of angering rather than persuading their progressive classmates. The Trump era has exposed the conservative movementâ€”young and oldâ€”as much too willing to embrace populism, protectionism, and political incorrectness if doing so succeeds at "owning the libs," as critics of this strategy have derisively nicknamed it. And conservatives are often no less inclined to harness shutdown tactics than their counterparts on the left: Jordan Peterson, a Canadian psychology professor whose war on political correctness has made him the philosopher king of the young right, occasionally threatens to sue his critics for defamation. Campus activism in the Trump era is a battle between two extremes: Yet even as campus political culture has deteriorated, some surprising bright spots have emerged. Among those is the rise of a professionalized global student libertarian movement. Students For Liberty SFL traces its origins to the summer of , when Alexander McCobin, then a student at the University of Pennsylvania, decided to organize a small roundtable of libertarian students interning in Washington, D. Why not host a conference for student libertarians who were interested in learning from each other? Some students from more than 40 schools showed up. Individual colleges had libertarian clubs, but these people had no idea what folks on other campuses were doing, no idea what kinds of tactics were effective, and little clue about the broader professional network that could help them. In little more than a decade, Students for Liberty has grown from a small cadre of ambitious student interns into a vast network that includes 2, active students in more than countries, and into an international force supporting local activism in corners of the world where the threats to freedom are a lot more serious than trigger warnings. In , McCobin met Luis, a young man from Venezuela who wanted to start a Students for Liberty chapter in his home country. McCobin recalls asking him if he really wanted to risk arrest or persecution. The risks for these students is real: Today, the "African Students For Liberty" Facebook page has more than 5, followers, and there are SFL chapters all over the continent, with the most recent launching this year in Mali. Activists affiliated with the organization have been working to spread awareness about the benefits of economic freedom in India. Another leader of the anti-Rousseff movement, Julio Lins, has worked to make local government policy in the Manaus region of the Amazon more amenable to ride-sharing services, launched a campaign for public office, and begun hosting events for young libertarians. Libertarian and anarchist factions emerged on campuses during the s as reactions to both Students for a Democratic Society SDS , the far-left activist group, and Young Americans for Freedom YAF , the conservative youth organization founded in the home of William F. YAF initially tried to hold onto its libertarian members, insisting that both the "trads" traditional conservatives and the "rads" radical libertarians and anarchists had a mutual enemy in communism. But as the decade wore on, the war in Vietnam and the draft galvanized the rads. YAF formally opposed the draft, but libertarians demanded support for draft resistance as well. By , a libertarian caucus within the club had emerged and begun agitating for rebellion. On some campuses, libertarians could be found allying with progressive student groups. Libertarians had their own clubs too. The YAF national convention ended with the expulsion of some libertarian and anarchist membersâ€”but by then, many of the more radical students had already connected with each other. A few months later, activists hosted a conference for libertarians in New York City; more than people attended. These organizations died off during the s, however, partly due to tactical disagreements between their purist and pragmatic wings. For the next two decades, there was essentially no national libertarian group involved in student organizingâ€”until McCobin came along. Indeed,

SFL was a formative part of my own college years, critical to my intellectual and professional development. I attended my first SFL event, the international conference that now goes by the name "LibertyCon," in at the behest of my roommate at the University of Michigan. The intense intellectual nature of most SFL events has generated considerable devotion among attendees, who frequently must brave inclement weather to attend. The Columbia University conference that kick-started the organization took place in the midst of a massive blizzard. One group of students flying from California had their planes rerouted to D. I, too, have a stuck-in-a-snowstorm-en-route-to-SFL story. Through SFL and the wider libertarian world the club put me in touch with, I made more friends than I could begin to count. There are many reasons to despair over the current state of campus culture, but the successes of the student libertarian movement over the past decade are cause not to be too pessimistic about kids these days. The ideas of liberty are alive and well. Follow Robby Soave on Twitter.

Chapter 8 : Emergency management in American universities - Wikipedia

Two weeks ago, a demonstration in support of Supreme Court nominee (now Justice) Brett Kavanaugh at the University of Texas at Austin was met with not only opposition but also some pushing and.

Options range from attending a traditional four-year college to pursuing a fully online education. Top-quality education from top-quality institutions can be achieved online, see Best College Reviews ranking of the top online colleges for more information on distance learning. Working to an aesthetically appealing backdrop may provide that welcome touch of inspiration when hitting the books, and relaxing is arguably easier and more fun when you have lush green areas, elegant buildings and serene lakes to explore. Fortunately, across the U. Here are of the most beautiful college campuses in America. Methodology To create this piece, nominations were selected based on 1. Picturesque natural features such as green spaces, bodies of water and arboretums were the key criteria, as was elegant architecture and specific buildings and areas were then singled out for their outstanding looks. The ordering was selected simply on the basis of which, as a whole, seemed to be the most beautiful. Weill Hall, with its sizable doors and elegant lawn. Sonoma State started off life in , operating out of rented buildings before relocating to its current site in Connecting to this central space, Memorial Row is a graceful ponderosa pine-lined avenue that acts as a poignant monument to those affiliated with the university who perished in World War I. The towered, architecturally eclectic centerpiece, Fenwick Hall, was reconstructed following a blaze in the early s. The college itself was set up in in Worcester, Massachusetts as a Jesuit institution, and it still maintains its religious affiliation today. The school relocated there in , and it was an understandable choice, given the abundance of raw beauty in and around the grounds. Budding scholars can also worship in the sleek, white PUC Church, which has hosted congregations since and boasts a magnificent 4-pipe organ fashioned in Austria that towers some 50 feet overhead. Meanwhile, eye-catching architectural features like the colonial Georgian-look Harkness Chapel also amaze. Forgoing the more popular Collegiate Gothic aesthetic, the first Brooklyn College buildings were rather Neo-Georgian in style, with impressive red-brick structures such as LaGuardia and Ingersoll Halls setting the tone. Topped with an eye-catching clock tower, LaGuardia Hall was erected in and remains a centerpiece of the grassy East Quad. The following two centuries have seen much in the way of development, with most structures like the mid 20th-century Upham Hall conceived in a Georgian Revival architectural style. Arguably among the most alluring campus sights is Langstroth Cottage, constructed in and once home to beekeeper L. The major section of the pretty, Federal-style structure that Root called home in the summer months was constructed in and the property has had the honor of being a National Historic Landmark since This splendid, multi-hued stone building is apparently one of only a handful of sided structures on the planet. Twenty-one years in the making, it was realized based on a blueprint by Union College alumnus, the architect Edward Tuckerman Potter. The structure its open steel and glass facade an icon of the acre school campus was given the distinction of being made a National Historic Landmark in This green space bursts with fields, woods and wetlands and contains trails ideal for those with a taste for walking through lovely natural areas. The university gained its name upon being set up in Wake Forest, north of Raleigh, in , moving to its current location in Set among towering forest foliage, the 1-acre campus boasts a number of beautiful trails that students can explore and use as a springboard for agricultural and ecological research. Attendees can even head down to the nearby Evergreen Beach another site of scientific inquiry as well as recreation and relaxation. Plus, the beach borders the magnificent Puget Sound, which is ideal for kayaking. Green also takes on another meaning at the college, with an organic farm acting both as a hub for teaching sustainable agricultural methods and as another lovely area of varied, thriving plant and vegetable life. The Evergreen State College is one of the younger institutions on this list, having been established in Following the Revolutionary War, its name was switched to Columbia College and eventually, in , to Columbia University, at which point it also relocated to Morningside Heights from Madison Avenue. Mercer University Macon, Georgia Law students at Mercer University have an exceptionally grand building in which to study: George School of Law stands proud on its own site a mile away from the Macon, Georgia main grounds. Mercer

University was actually first situated in Penfield, Georgia, where it began life in as a tertiary prep school for boys, known as Mercer Institute. It switched locations to Macon in Facilities such as the quaint, pretty Annie Gabriel Library – its building erected in – and the eye-catching, early 20th-century James Complex add a strong Spanish flavor to the acre campus. The school now has a pair of other locations in New York, but it is Rose Hill that is arguably the most beautiful. This last Neo-Gothic granite edifice with its ornate clock tower was designed by local architect Robert J. Reiley and remains as impressive and attractive as it was upon completion in The hall was the inaugural building on campus upon its completion in – the year that the school made the switch to its current location – although the institution had been established as the Medical College of Louisiana 60 years previously. University of the Pacific – Stockton, California Set up in , the University of the Pacific in Stockton holds the honor of being the very first chartered institution of post-secondary education in the state of California. Then in it took on its present title. The Neo-Gothic tower rises above the landscape and acts as an attention-grabbing focal point, especially when its carillon of bells begins to chime. Made from concrete and steel, and decorated with brightly colored stained-glass windows, Burns Tower was the work of architects Howard G. Bissell and Glen H. Mortensen and was completed in That said, the abundance of greenery is only one reason to visit the acre campus. Impressive structures such as the Alamance Building – which opened its doors in – mix with lovely features like Fonville Fountain. Students were sometimes permitted to swim in Fonville Fountain between , when it was installed, and , at which point the practice was forbidden. Elon University itself was founded in as Elon College, acquiring its present moniker in Manning was the prominent American landscape designer behind the look of the grounds – which also feature the serene waters of Westhampton Lake – with the school having relocated here from central Richmond in Meanwhile, important architect Ralph Adams Cram conceived various of the magnificent buildings. The school was originally established in as an institute for aspiring ministers and was chartered as Richmond College in That said, arguably one of the most appealing buildings is the Edward L. Splendid ornate features embellish the library both inside and out: The university itself was set up in in Los Angeles, where it still resides. Agnes Scott College was instituted as Decatur Female Seminary in , receiving its present name in College Creek runs through the acre grounds, while the splendid and splendidly named geothermal spring Lakum Duckum provides a haven for both human and avian life. The structure – the administrative heart of the college – was awarded a slot on the National Register of Historic Places in Whitman itself traces its origins back to , when it was established as Whitman Seminary, eventually becoming a four-year college in Meanwhile, with its lush greenery, Sutter Oval provides a suitably lovely frame for the building. The college was originally instituted in in Rochester but relocated to Staten Island in In the process, it also acquired the eye-catching Cunard Hall, a charming s Italianate villa that was once the home of shipping tycoon Edward Cunard. The acre campus in addition enjoys panoramic views of New York Harbor. Meanwhile, intriguing structures like the Ricard Observatory – completed in and notable for its distinctive silver domes – are as functional as they are charming. Some buildings prove that sustainability is no barrier to attractive design, either. Student Activities Center, in particular, is not only aesthetically pleasing but also sustainable. Completed in to a design by California architects Devcon Construction, Inc. Among these edifices is the lofty Thompson Memorial Chapel, which dates back to Designed by Bostonian Francis R. Cuthbert in Wells, England. On a related note, Griffin Hall takes its cue from a structure at Andover Theological Seminary, though it inspires awe in its own right, with its Doric pillars, Palladian window feature and a gleaming golden orb at its crown. Griffin Hall was completed in , based on a design by Massachusetts architects Harding and Seaver. Williams College itself has a long history, having been founded back in This building was conceived in the American Greek Revival style by John Cresson Trautwine and opened its doors in Elsewhere, the domineering Glatfelter Hall is a stunning Victorian Romanesque construction, building work on which was concluded in to a design by John A. Gettysburg College was instituted in as Pennsylvania College and in moved to its present-day campus, with Pennsylvania Hall acting as a field hospital when the Battle of Gettysburg took place. Pride of place on the leafy, sculpture-adorned grounds is arguably taken by the striking Art Deco-style Ezekiel W. Cullen Building, which was completed in The work of Texan architect Alfred C. Finn, the building is made even more awe-inspiring by the lovely Cullen Family Plaza, where it

resides, with this outside space having been dedicated in . Notable among these is the complementary 42,000-square-foot Hameetman Science Center, which was carefully designed by L. Elsewhere, the well-liked Erdman Hall dates back to . Around acres of the grounds have been named a Wildlife Management Area, with stunning spots like the serene Johnson Pond serving as a haven for fauna. In the school relocated to its existing acre campus in Cambridge, an area developed to a plan by MIT alumnus William Welles Bosworth. Elsewhere, Killian Court “ although it was hard-paved to begin with “ has long been a green expanse that offers a lovely spot in which to sit or study. Constructed in , originally to serve as the Lookout Mountain Hotel, the building was purchased by the college decades later when it moved to the area. Covenant was first set up in Pasadena, California in but switched locations to St. Louis, Missouri the following year before finding its current home in . Completed that same year, the unusually shaped Mieras Hall also acts as an eye-catching focal point, blending Victorian timber design with antiquated touches like a Corinthian-style column and an amethyst dome “ all to magnificent effect. The college took over the old Lomaland estate in . However, it was established as the Pacific Bible College over 70 years prior to that, in , and has undergone various name changes during its history. British poet John Drinkwater is once said to have acclaimed the area as the most aesthetically pleasing college setting in the entire U. It relocated to its Lexington site in . Meanwhile, those with a penchant for hiking can take advantage of over 20 nearby trails encompassing close to 30 miles of scenic splendor. The institution originally formed as the Montreat Normal School for young women in , changing its name to Montreat College in and evolving into a four-year college in . It then underwent a restructuring and became the co-ed Montreat-Anderson junior college in . Since it has again enjoyed its former name and is once more a four-year college.

Chapter 9 : Some Views from the Campus: Frederick A. Mosher: calendrierdelascience.com: Books

Views From The Under 30 Summit Disability Accommodation On Campus: Some Unintended Consequences Amanda Fox, 24, of Columbus, plays with her service dog, Marcie, at the Wingerd Service Dog.