



M A G A Z I N E



USF center helps local entrepreneurs get their start. Story page 32.

Features

National Stage

USF President and newly appointed American Council on Education Chair Judy Genshaft shares her views on the transformation of higher education, the challenges facing students today and the role of universities in shaping the economy of the future.

Transforming Student Life

With enhanced programming and services, a food court, restaurants, a ballroom, computer lab, theater and space for student organizations, the new Phyllis P. Marshall Student Center is transforming the university experience and helping ensure student success.

Building Business

Recognized by the United States Association for Small Business for three consecutive years and ranked fifth in the nation by the *Princeton Review*, USF's Center for Entrepreneurship is training the next generation of entrepreneurial leaders. In the last six years, nearly 50

ventures have been launched by graduates of the center.

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By studying cloned tissue derived from tumors on wild turtles, USF marine biologist Terry Fei Fan Ng discovered a new virus family. Story page 20.

COVER AND PHOTOS: JOSEPH GAMBLE



ARLIER THIS MONTH, IT
was my honor to preside
over eight commencement
ceremonies. No occasion
brings me greater pride in
our university and in the inspiring contributions made by each member of the
USF community. What a privilege it is to
welcome 5,200 newly graduated students to the USF alumni family!

With its pageantry and tradition, commencement symbolizes what we as a university are all about: student success.

Enabling our students to achieve their goals and dreams drives everything we do.

The new Phyllis P. Marshall Student Center is a prime example. This state-ofthe-art facility is transforming the university experience for students by extending the environment for learning beyond the classroom.

In January, the Florida Board of Governors approved four new PhD programs to prepare USF students for the future. In addition to a Doctor of Pharmacy degree program that will address the state's critical need for trained pharmacists, the board approved doctoral-level programs in history, government and sociology.

Our widely lauded Center for Entrepreneurship is preparing graduates to be successful entrepreneurs and contributors to the local economy. Under the leadership of Michael Fountain, the center is thriving and exploring new areas for growth.

And in August, when universities around the nation offer benefits to a new generation of armed forces under the Post-9/11 GI Bill, USF will be the first university in the nation to partner with the Department of Veterans Affairs to offer specialized academic guidance services on campus. It is an honor to support these veterans who have self-lessly served our country in the years since the 9/11 attacks.

This year, I am excited to step into my role as chair of the American Council on Education. I look forward to being a part of the discussion on the future of higher education and to sharing the success we have achieved at USF in this challenging economic environment.

Judy Stenska J

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Veterans' Benefit

HE FIRST TIME THE NATION SET ASIDE education benefits for armed forces returning from war with the GI Bill, it transformed the nation's economy and culture and produced three presidents, three U.S. Supreme Court justices, and more than three dozen Nobel and Pulitzer Prize winners.

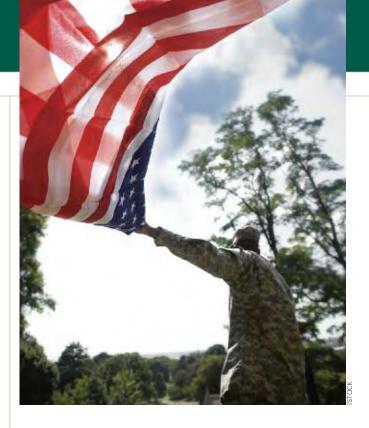
Now, a new generation of armed forces who served in the years since the 9/11 attacks is set to take advantage of the new GI Bill, and USF is taking the national lead in preparing for these soldiers-turned-students.

USF is the first campus in the nation to strike an accord with the Department of Veterans Affairs to have specialized academic guidance services for veterans taking advantage of the Post-9/11 Veterans Education Bill. The university also is moving toward signing an agreement that would allow some veterans who are not Florida residents but who want to attend USF to have their out-of-state tuition costs that wouldn't be covered by the standard GI Bill benefits waived, with USF and the VA splitting the additional costs.

"We want the veterans and their dependents who come to USF to find complete success, academically and otherwise, so that they graduate with education and degrees that lead them to professional and personal success," says W. Robert Sullins, USF's dean of undergraduate studies, who is among a group of campus leaders spearheading preparations for the new GI Bill.

Like its predecessor, the new GI Bill holds the promise of opening new doors and career fields for veterans who might have joined the military right out of high school or who deferred their dreams of a college education to serve their country. Those who served at least three years or who were disabled during their service can access the full benefits; those with less service get a commensurate portion of the benefits.

The new bill not only covers tuition and fees (up to the highest undergraduate rate in the state, which in Florida is at the University of Florida) but provides a monthly housing stipend and up to \$1,000 a year for books and supplies. The new bill also gives those in the



reserves and National Guard who have been activated for more than 90 days since 9/11, access to the benefits. In some cases, service men and women will be able to transfer their benefits to their spouses or children.

The benefits become available to veterans in August, which means USF won't know until right before the start of the fall term how many will take advantage of their new opportunities. Nonetheless, the university established a task force in 2008 to get the campus organized and ready to respond to veterans' needs.

Typically, there are about 800 to 1,000 veterans or their dependents on campus using pre-existing military benefits to cover tuition and fees. The new GI Bill increases benefits substantially, but university administrators say what is impossible to tell is how many veterans – particularly those who graduated from high school without an eye on college – may opt for a community college first before transferring to a university.

Sullins says USF is already working with community colleges to smooth those future academic transitions. A veteran's student organization is in place and the campus counseling center has hosted workshops to ease the transition from soldier to student.

"Today's veterans are returning home after particularly difficult tours of duty in Iraq, Afghanistan and other locations and their reintegration into the community as well as their adjustment to the very different pace at the university will require our sensitivity to their special needs," says Sullins.

- Vickie Chachere



High Note for Music

HEN THE USF MARCHING BAND played the first notes of the university's alma mater at the School of Music building ground-breaking in January, it was an emotional moment says Wade Weast, the school's director. Plans for the new facility had been in the works for nearly 40 years, repeatedly falling victim to budget constraints.

"When we finally broke ground, it was no longer that we were going to build a music building," he says. "Now, we are actually building the building." Weast got word of the project's approval during a change of planes in the summer of 2006. "A group of us was returning from a conference in Utah and suddenly our Blackberries and cell phones started going off and we found out the project had finally been approved," he recalls. "We celebrated in the St. Louis airport."

The new 103,000 square-foot, state-funded facility includes a 500-seat recital hall, a 100-seat student recital hall, dedicated instrumental, chorus and jazz rehearsal spaces, classrooms, faculty studios and offices, practice rooms and administrative offices. Public spaces, including a laptop lounge and comfortable lobby areas, encourage learning outside the classroom.

The new building, which students are expected to occupy in Fall 2010, will take music education to a new level. For years, music students have shared limited space with students from the School of Art & Art History. Even so,

Weast says, the students have flourished. "We have an exceptional program due to our outstanding faculty," he says. "Now there will be no limits. We will be a force to be reckoned with."

The best thing about the new building is the acoustics, according to Weast. "The building has exceptional acoustical properties," he says, adding that there are no parallel walls in any space where music is being made – that's to avoid sound reverberations. "Every detail has been carefully planned."

Future plans for the facility include the addition of a privately funded, 1,200-seat European-style concert hall designed for large instrumental and choral performances. The structure would be the only one of its kind in the state.

"Professional artists are always interested in performing at USF," says College of The Arts Dean Ron Jones. "Unfortunately, we have not had the appropriate space to accommodate many of those artists. This new theater would be a powerful tool for attracting prominent and renowned performers to engage, inspire and educate our students and the community."

College of The Arts Associate Dean Barton Lee, Jazz Studies Program Director Jack Wilkins and Weast have worked closely with architectural and design firm Hanbury Evans Wright Vlattas + Company to plan every aspect of the new facility.

"The product is going to be exceptional," Weast says. "The difference for our students will be night and day."

- Ann Carney

Healthy Motivation

HAT MOTIVATES YOU?" THAT'S THE question asked on an experimental podcast developed by USF Health to encourage young African Americans to enter health careers. The podcast, which airs on iTunes U, recently won the prestigious Award of Excellence from the Association of American Medical Colleges.

Wearing boxing gloves and taking jabs and punches, Dr. Deanna Wathington, director of the Public Health Practice Program and interim associate dean for the College of Public Health Academic and Student Affairs, illustrates her point that promising physicians do not always take the same route to get to medical school. Sharp angles and quick cutaways give the podcast a modern look. Testimonials from "Dr. D" help drive home the point that various interests and talents bring people to study medicine.

The association called the podcast "exemplary," a "very novel idea; good result, great message to students, kudos for thinking creatively."

In the podcast, Wathington, who practices boxing for exercise and stress

relief, reflects on the forces in her own life that led her to pursue medicine, first as a doctor and now an academic in public health. Wathington, a mother, dancer, athlete, boxer and health professional, says growing up with a younger sister who was very ill from birth piqued her interest in a health ca-



reer. "I wondered whether I would be able to help people the way I saw health professionals help my sister," she says in one segment.

A secondary goal of the podcast, according to Michael Hoad, vice president for University Communications, was to test the use of iTunes for both formal and informal education in health, including medical learning. "We elected to test the utility of using iTunes U, and specifically podcasting, to reach out in new ways – designed to appeal to a researched and targeted audience," he says.

The podcast, which uses a "YouTube" style of photography, was developed by the school's in-house public and media relations staff. Focus groups were instrumental in the planning stages. "It became clear that the greatest motivation for many students entering health careers is clearly experience with illness in their own families," says Hoad. "Caring for family is powerful, and the script reflects that."

The podcast can be viewed at http://hscweb3.hsc.usf.edu/health/now/?p=3537.

- Sarah Worth

- James A. Hyatt was named senior vice president for business and finance in winter 2008. A highly regarded authority on budget and cost accounting at the college and university levels, he joined USF from the National Campus Safety and Security Project. He most recently served as executive vice president and COO for Virginia Polytechnic Institute and State University.
- Margaret Sullivan, a national leader in higher education administration with extensive leadership experience in public and private universities, has been named interim regional chancellor at USF St. Petersburg. As a consultant, Sullivan has helped more than 200 institutions and university systems in the southeastern United States as well as Ecuador, Nicaragua, Mexico and the Virgin Islands. She previously consulted with USF St. Petersburg in preparing the institution for initial accreditation with the Southern Association of Colleges and Schools.
- Patricia Burns, senior associate vice president of USF Health and dean of the College of Nursing since 1997, has announced her retirement. A nationally recognized researcher and a leading force on the national nursing stage, Dean Burns set the nursing school on the fast track to reaching top 20 ranking in federal research funding. Under her leadership, USF nursing graduates have achieved a 100 percent pass rate on Florida's state licensing exam and new generations of nursing students at USF are learning in a hospital preceptor model she created.
- More than 3,000 USF students volunteered at more than 60 community organizations in January for the eighth annual **Stampede of Service**. The event, USF's largest annual community service event, offers students an opportunity to get involved and give back.



Vital Prescription

Newly approved Doctor of Pharmacy degree program will address state's critical need for trained pharmacists.

GING BABY BOOMERS. The nation's highest percentage of seniors. A plethora of new drugs. It's a mix that puts Florida at the high end of the nationwide shortage of trained pharmacists.

In January, Florida's Board of Governors took a major step toward addressing the critical shortage—unanimously approving a proposal to establish a four-year Doctor of Pharmacy degree (PharmD) program at USF Health. The PharmD degree is the required professional degree to become a pharmacist today. Stephen Klasko, CEO for USF Health, calls the board's move "insightful."

"The board was insightful in recognizing the long-term, critical health care need for more pharmacists to serve the

citizens of Florida," he says, adding that the program will be designed as a critical hub in the future of health care, particularly for the citizens of Greater Tampa Bay.

Kevin Sneed, PharmD clinical director and assistant dean of the USF Division of Clinical Pharmacy, says the board's approval was timely.

"Beginning in 2011, the first wave of baby boomers will begin enrolling in Medicare," explains Sneed. "We can't wait to get to 2015 and realize that we needed to focus on pharmacotherapy (the use of drugs to treat disease) for the elderly."

The approval will allow USF Health to officially begin planning a four-year professional degree program, housed within the College of Medicine. The program still needs Legislative approval, but anticipates admitting its first PharmD class in Fall 2011.

Program graduates will be prepared to step into the future world of pharmaceutical care. While pharmacists of years past were chiefly responsible for dispensing medicine per physicians' orders, pharmacists today are an integral part of the health care system. In fact, Sneed says, graduating pharmacy students now have more than a dozen career choices ranging from the retail sector and pharmacy resi-

6

Kevin Sneed, clinical director and assistant dean of the USF Division of Clinical Pharmacy, says today's pharmacy graduates have more than a dozen career choices, including the growing fields of pharmacogenomics and pharmacogenetics.

dency programs to research, managed care and more.

"Today, virtually all clinical trials that involve medicine have a research pharmacist. Pharmacogenomics and pharmacogenetics are growing fields," he says. "There are so many opportunities."

Pharmacogenomics, the general study of how genes affect drug response, is broadly applicable to drug design, discovery and clinical development. Pharmacogenetics deals with how an individual's genetic makeup affects his or her response to drugs. These two fields of pharmacology open the door for tailored drug therapy based on an individual's own genetic makeup. With a simple blood test, Sneed explains, highly trained pharmacists will be able to select the medication most appropriate for an individual patient and determine how that individual will respond to the medication.

While some program graduates will elect to work in hospital or institutional settings, Sneed expects that about 65 percent of the program's graduates will seek jobs in retail settings. "The greatest shortage is in the retail sector," he says. "And that shortage is what affects the majority of the population."

Since pharmaceuticals touch on virtually all aspects of health care, the comprehensive pharmacy program will emphasize interdisciplinary collaborations that will draw on faculty and other resources from USF Health's colleges of Medicine, Nursing and Public Health.

"We have been building a rigorous, interdisciplinary patient-centered program that will focus on the needs of the aging population while preparing pharmacists to be innovative health care leaders," Sneed says.

Sneed was tapped to lead the program in 2007, after more than eight years directing Florida A&M University's collaborative clinical pharmacy program at USF. The new program took about 18 months to develop and is based on what he calls "the best models nationally."

Students in the new program will receive their clinical training at USF-affiliated teaching hospitals across the Tampa Bay region and at outpatient sites, including the

Centers for Advanced Healthcare on USF Health's north and south campuses.

In addition to patient care, the program will emphasize clinical research between the PharmD program and other USF doctoral and master's programs, including the Department of Chemistry's Center for Molecular Diversity in Drug Design, Discovery and Delivery (CMD5). The center is dedicated to the discovery, design, synthesis and development of new drug lead compounds and drug delivery models for the prevention and cure of human diseases. Eventually Sneed hopes to incorporate academic collaborations and student exchanges with other pharmacy programs in the state.

"We will be preparing for the current population and the future of where medicinal agents will be," Sneed says. "We intend to meet the health care needs of the Tampa Bay community, Florida and the nation."

- Ann Carney

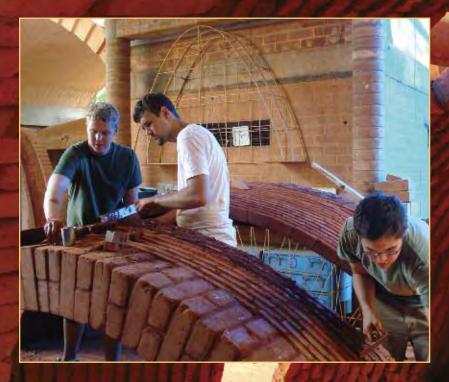
Four New PhD Programs Approved

he PharmD program is one of four new PhD programs approved by the Florida Board of Governors earlier this year. The board additionally granted approval to USF to establish doctoral-level programs in history, government and sociology. The programs focus on building sustainable healthy communities in a global context.

"Expanding USF's doctoral-level programs is an investment in the future of the university, which is certainly no small feat given the state and national economic climate," says USF President Judy Genshaft. "Together, they support integrated, interdisciplinary inquiry and will position USF to become the university of the future."

Building on the Past

Architecture students experience India's rich history while helping design a model city.



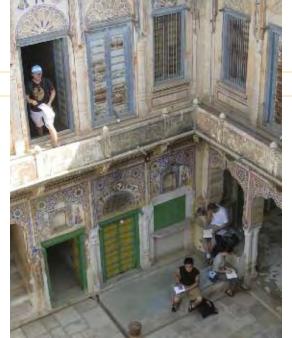
ROM THE TAJ MAJAL AND ANCIENT Hindutemples to the vibrancy of modern Chandigarh, architecture, urban design and planning in India juxtaposes the ancient and the current, traditions of the past and trends of the present day. It's this rich history and thriving diversity that renders a trip to its cities and sites the opportunity of a life-

time for a future architect

Since the 1990s, USF's School of Architecture & Community Design has offered study abroad opportunities to a wide range of countries including Italy, Spain, the Netherlands and Japan. Organized and directed by Assistant Professor Vikas Mehta and

conducted last summer, "Study Abroad India" was the school's first education abroad program to the Asian nation — an opportunity a number of USF architecture students found too intriguing to pass up.

Twelve students spent five weeks in India traveling to more than 30 architecturally significant sites and several cities including Auroville, Pondicherry, New Delhi, Agra, Chandigarh, Jaipur and Ahmedabad. "The course took them on a journey spanning over five centuries," says Mehta. "It introduced them to the architecture of the Indus Valley civilization and how Indian architecture has evolved from a combination of foreign and domestic influences into a tradition that is uniquely Indian."





100L OF ARCH

Experiential Learning in Auroville

While site visits comprised the course in ancient to contemporary Indian architecture, hands-on learning in India's "city in the making," Auroville, constituted two studio courses in advanced design.

Founded in 1968, Auroville is an experimental city that is home to approximately 2,000 people from some 35 different nations with plans to accommodate a population of 50,000 by the year 2025. The city is dedicated to redefining traditional concepts of social order and structure and creating an "ideal" city that epitomizes human unity and international understanding.

According to the city's charter, Auroville is intended to be "a place of unending education and constant progress." Consequently, it has become an international hub for a wide variety of research – a center where cutting edge materials and innovative concepts are integrated into everyday life. The city's Centre for Urban Research attracts students and researchers from around the globe who are interested in fields ranging from architecture and sustainable urban development to renewable energy and wastewater treatment.

"It was the priority of sustainability in Auroville that attracted us there," says Mehta. "Another issue we were interested in investigating was that if Auroville is reorganizing social structures, will the same physical structures apply?"

In Auroville, one group of students in the urban design studio developed scenarios for a part of the city's master plan. Interacting with the Auroville community, they created a sustainable urban design plan for future growth in the developing settlement. Meanwhile, another group designed a guest house, ensuring that their design was sustainable as well as consistent with the town's principles. All participated in a hands-on class in compressed stabilized earth block technology. Using this construction methodology, which has its origins in the millennia-old tradition of using earth to construct living spaces, they

Above left: Students traveled to more than 30 architecturally significant sites including the 19th century havelis in the city of Shekhawati in Rajasthan.

Above right: In Auroville, students worked with local architects, urban designers and planning experts to develop sustainable site plans for future growth in the developing township.

Opposite page: A hands-on class in compressed stabilized earth block technology emphasized sustainability principles as students created arches and domes.

created domes and arches out of earth blocks.

Following their learning experiences in Auroville, the students engaged in projects in the city of Pondicherry, developing designs to expand a railway station into a cultural destination and to integrate the design of a new city museum into the station.

Global Perspective

For student Robert Hott, the global experience was extremely meaningful. "When you learn only from what's going on locally, it's like inbreeding," he says. "Seeing other cultures and the way people live was a valuable experience."

Jennifer McKinney agrees. "Architecture and urban design students really need to see several different ways of living to understand why we live the way we do. Culture changes everything and what works in one culture may not work at all in another."

By exposing students to new paradigms for both building construction and social structure in a different culture, Mehta hoped to not only broaden their perspectives but enable them to appreciate the uniqueness of their own culture.

"These are young adults who want to change the world, and they can see in a place like Auroville how this is possible. I'm hoping that when they reflect about this trip in years to come that they will be reminded of their own unlimited potential."

- Mary Beth Erskine

Hi-Tech Commitment

USF Sarasota-Manatee helps local citizens take advantage of the power of computing.

ROM VIDEO CONFERENCING capabilities to state-of-the-art classrooms, the new USF Sarasota-Manatee campus that opened in Fall 2006 was designed to provide the community with technology capabilities and programs that would expand the footprint of the information technology sector in the area.

Three years later, USF Sarasota-Manatee is excelling at providing students and the community with top-tier technology and programming that answers local needs.

Commitment to the community began with the cofounding of 82° TECH, a local technology alliance that performs a unique role in the region. 82° TECH works to bring technology companies to the area, provides networking venues for its members, organizes lectures and workshops on topics of technology interest, and works to create awareness of local world-class technology companies. 82° TECH also was the driving force behind downtown Sarasota becoming Wi-Fi enabled.

The alliance organizes several events – including a recent half-day event on Web 2.0 at the campus. Web 2.0 is a

cent half-day event on Web 2.0 at the campus. Web 2.0 is a

term describing changing trends in the use of World Wide Web technology and Web design that aims to enhance creativity, information sharing, collaboration and functionality of the Web.

The event was planned based on a survey that found that businesses in the area wanted to know how to grow with the use of Web 2.0.

"Networking through 82° TECH has enabled us to establish contacts with companies who are hiring our graduates and we are also in discussions for possible scholarships and internships," says Dr. Sunita Lodwig, information technology instructor at USF Sarasota-Manatee. "Through 82° TECH we are now establishing an education committee to focus on IT programs available in the area, from high schools to community colleges to universities."

As a widely respected faculty member at the regional campus, Lodwig has worked to provide her students in the information technology program at USF Sarasota-Manatee with the critical thinking and problem-solving skills they will need to succeed in the business world.

"Our students go out into the business community and are the best and brightest in information technology," she says. "They are armed with all of the tools they need to be leaders in the IT field."

From advanced users to beginners, the campus provides resources for users at all points on the technology spectrum. USF Sarasota-Manatee has partnered with Verizon in 2009 to hold workshops to educate the 50+ community about potential online risks such as credit card and computer fraud, banking transactions and identity theft. A \$25,000 grant from Verizon will enable instructors to present hands-on workshops throughout Manatee and Sarasota counties to educate mature adults about Internet safety and how to protect themselves online.

"We live in a technology-driven society and the demand for IT expertise is going to grow exponentially in the coming years," says Dr. Arthur Guilford, vice president and CEO of USF Sarasota-Manatee. "From our new state-of-the-art campus, to the community service we provide, to the programs we offer our students, and the faculty research being done to advance methods of training, USF Sarasota-Manatee is transforming the information landscape in our region."

- Crystal Rothaar

Baby Talk

USF St. Petersburg researcher steps into community to address infant mental health.

ITH AN APPRECIATION FOR the critical importance of infant mental health gained from years of research on family dynamics and child adjustment, James McHale, professor of psychology at USF St. Petersburg, has taken this knowledge on the road - though close to his front door.

He's focused on Pinellas County - Florida's most densely populated county and home to approximately 9,000 newborns each year. As co-chair of the Pinellas/Pasco Early Childhood Mental Health Committee, McHale and his committee colleagues - front-line professionals and administrators from county agencies serving families with young children – are elevating consciousness throughout the county. Emphasizing the life-long impact of early experiences on later mental health, the committee has stimulated plans to better understand and support infant mental health county-wide, focusing especially on babies in the child welfare system.

McHale's newest research reveals that just 100 days after their birth, babies are already capable of engaging in coordinated interactions with two adults simultaneously - much earlier than previously thought – and their capacity to do so is related to early coparenting patterns between their parents.

"Affect-sharing underlies the development of empathy," McHale says. "Babies' brains develop more rapidly during the first year than ever again, and pathways and connections made in the brain's architecture during that first year help guide functioning in all the years after. Once established, brain connections are much harder to alter later in life."

McHale and his colleagues emphasize that brain health begins before birth and that coordination among all adults caring for babies is necessary for healthy socio-emotional development. They recently completed a series of presentations to childcare professionals, Healthy Start professionals, dependency court judges, child welfare professionals and other human service providers, as a prelude to a major upcoming conference on Pinellas infant mental health on July 31. The conference is slated to bring together all agencies



and front-line professionals working with infants and toddlers, including physicians, child welfare workers, mental health and childcare professionals and foster parents.

"The event draws together all those who touch the lives of infants and toddlers in Pinellas. We will look to the science of infant mental health to guide new initiatives," McHale says.

The committee's efforts have already initiated significant changes.

Following McHale's presentation to the Department of Children and Families, Lorita Shirley, director of operations for Eckerd Youth Alternatives, the lead agency responsible for child welfare in Pinellas, discussed integrating the new science into foster parent training.

"A better understanding of infant mental health will help our caregivers provide an enhanced level of care and have a better understanding of the needs of infants they care for," Shirley says.

McHale chairs the Psychology Department and directs the Family Study Center at USF St. Petersburg. His most recent book, Charting the Bumpy Road of Coparenthood: Understanding the Challenges of Family Life, details the longitudinal "Families through Time" study of families with young infants. His research, supported since 1995 by the National Institutes of Health, is concerned with family risk and resilience, coparenting dynamics in families, and adaptation of diverse family systems.

- Melanie Marguez

Reaching Out

USF Health Service Corps student volunteers gain invaluable interdisciplinary training while serving communities in need.

OR HUNDREDS OF USF HEALTH STUDENTS, giving back is one of the many benefits of community health outreach. Training with their colleagues in medicine, nursing, public health and physical therapy is another.

Now in its sixth year, the USF Health Service Corps gives students plenty of opportunities to work side-by-side while reaching out to communities in need. The corps is sponsored by the USF Area Health Education Center (AHEC), a program covering a nine-county area on Florida's west central coast that seeks to improve the supply, distribution, diversity and quality of the health care workforce, ultimately increasing access to health care in medically underserved areas.

Throughout the year, USF Health students in the corps enthusiastically volunteer at health fairs in rural and inner city areas; socialize with cancer patients and their families; organize collection drives for food, clothing, toys and backto-school supplies; teach school children about public health and safety issues; donate blood; participate in fundraising

events; and serve as camp counselors for children with special health needs.

While nearly half of the nation's medical schools boast strong community health outreach programs, the emphasis on interdisciplinary student interaction makes the USF Health Service Corps stand out, according to Steven Specter, associate dean for Student Affairs at the USF College of Medicine.

"The uniqueness is that you have students of various professional disciplines working collaboratively to deliver services to the community," Specter says. "The program provides much-needed services and a great opportunity for students to learn the humanistic responsibility of giving back."

The culture of caring created when students contribute to the health of the community is something the university leadership views as crucial to developing well-rounded professionals. Reaching deep into the heart of diverse, medically underserved populations, the USF Health Service

Corps consistently receives high marks for providing handson experience to students and exposing them to some of the social, cultural and economic barriers to health. These invaluable experiences can make indelible impressions on students, cultivating cultural awareness and empathy and potentially impacting the way they relate with patients throughout their careers. Volunteering with peers in other



Dy The Numbers*

Бу Піе	inumbers"
7,577	Annual USF Health student volunteer service hours
1,284	Student hours dedicated to health fairs, screenings, health education, fitness/safety activities
1,250	Middle school/high school students impacted by educational programs
\$11,245	Funds raised for nonprofit health organizations
	Read more about USF's Health Service Corps at

http://health.usf.edu/ahec/servicecorps.htm



USF Health Service Corps student volunteers offer a wide range of health-related services. At a community health fair for farm workers and their families in Ruskin, medical students conduct health screenings (left) and a public health student (above) fits a child's bicycle helmet.

disciplines also gives students a chance to share and ultimately appreciate different perspectives when tackling health service projects.

"Although students in the health professions have not traditionally trained together, they are expected to know how to work together," says Cindy Selleck, director of the USF AHEC program. USF Health faculty volunteers provide guidance, mentoring and experience, and help to make professional interaction a fundamentally ingrained skill by the time students graduate.

Whether they are conducting faculty-supervised blood pressure and blood sugar screenings for migrant farm workers or teaching middle school students the importance of hand washing in preventing infections, USF Health Service Corps volunteers create meaningful links between the community and the university.

"Without the USF Health Service Corps, Mobile Medical would be much less effective in our efforts to serve the community," says Sister Sara Proctor, program coordinator for Catholic Charities Mobile Medical Services, which serves farm workers and other low-income residents of East and South Hillsborough County.

Ultimately, the desired outcome of the program is prevention and increased access to health care, which mirrors nationwide goals. Matching student skills, interests and schedules with community agency requests, Ellen Kent, faculty coordinator for the USF Health Service Corps, taps into a wealth of dedicated faculty, students and community health care advocates to fuel the program. While there's no shortage of enthusiasm, the recent economic downturn has created gnawing concern about continued state funding for AHEC, making community donations essential to the program's longevity.

"We provide students with meaningful and fun opportunities to serve the community," Kent says. "It's really about creating a culture of caring for students and healthier populations."

- Judy Silverstein Gray



Mothers' Helper

USF-administered program offers at-risk moms and babies in Central Tampa a healthy start.

OME MIGHT SEE SELENA SCOTT as an unemployed single mother living in one of Tampa's poorest neighborhoods.

But she is more than that.

Scott, 35, is determined to be the best mother to her son, 8-month-old Jayden, that she can be.

And so she is transforming herself into a community activist with the help of a program that assists mothers and babies: the Central Hillsborough Healthy Start Project. Administered by USF, the federally funded program aims to lower infant mortality rates in Central Tampa.

Healthy Start mother Selena Scott traveled to Capitol Hill recently to advocate for the USF-administered program that aims to lower infant mortality rates in Central Tampa.

Scott stood in front of a group of other Healthy Start mothers on a recent morning and told them about her work advocating for Healthy Start – on Capitol Hill.

"It was a great visit," she told the group.
"They know it's a wonderful program that helps moms and babies."

She finished by urging any mothers who get the chance to speak out as well, and won a round of applause for her speech.

It's that kind of grassroots leadership that Estrellita "Lo" Berry, project director, sees as a vital part of making Healthy Start successful.

"Not everybody gets it," Berry says. "If you're genuine about working with folks to make lifelong health changes, you've got to include them in the creation and delivery of services."

Central Hillsborough Healthy Start, a project of the Lawton and Rhea Chiles Center for Healthy Mothers and Babies and USF's College of Public Health, invites women to form "com-

munity councils" to help each other. Berry has brought community residents into focus groups to talk about how the program can do more. She has hired area residents onto her staff.

"You build capacity by educating and hiring from the community you serve," she says. "They're going to be passionate. They're going to be invested."

Scott's investment stems from gratitude. Healthy Start nurses began helping her before Jayden was born. She developed gestational diabetes while she was pregnant, and Jayden arrived nearly three weeks early. They gave her advice on everything from putting Jayden to sleep on his back to help with breastfeeding.

Scott now goes to support group meetings with other moms, relies on Healthy Start for advice about medicines and child-raising tips, and hopes to return to school to become a liscensed child-care worker.

"You have a support network," says Scott, sitting in her





living room, shaking a rattle at Jayden. He laughs and grabs for it and grins. The room has been overtaken by Jayden's toys. Winnie the Pooh sprawls on the coffee table and Jayden's walker holds the place of honor.

Meanwhile, Berry hopes that the support network is helping to change some of the grim facts about babies in Central Tampa. Babies here are more than twice as likely to die during their first year of life than the average American baby. Healthy Start is attacking that rate with a variety of programs: home visits and support groups, Healthy Start Coalition activities, special projects targeting African-American babies, and a program for fathers.

The project seems to be helping. USF researchers recently published an article in Maternal and Child Health Journal, showing that in the Central Tampa area, Healthy Start moms had a 30 percent lower rate of preterm births than mothers who didn't receive services. The finding is important because reducing preterm births could also reduce infant mortality.



Monthly support group meetings offer moms advice on medicine, child raising and more. Research shows the program is helping change some of the grim facts about babies in Central Tampa.

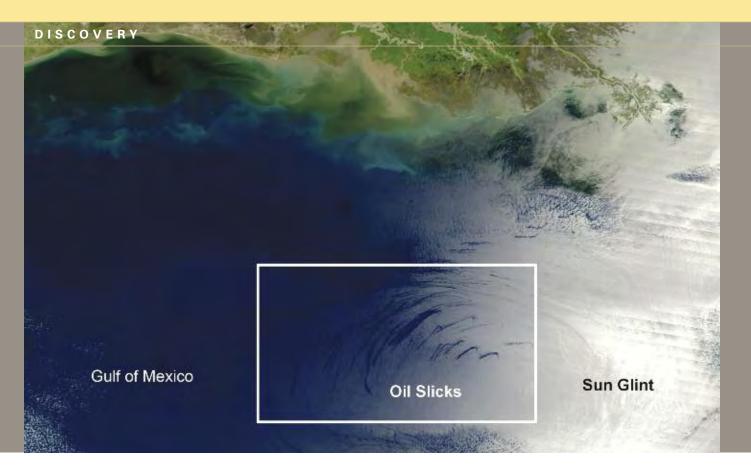
But for Berry, that's not enough. Healthy Start's \$1.5 million budget serves 500 mothers annually, but 5,000 babies are born each year in their service area.

"We're only seeing a drop in the bucket," she says of Healthy Start's work.

And so moms like Scott will keep working. Since Scott first got help from Healthy Start, she's helped organize spaghetti dinners, clothing donations and other projects. If she sees a pregnant woman, she makes sure she knows about Healthy Start. She's a believer.

"They have that personal relationship with you," Scott says. "It's not just about numbers and the caseloads. They're part of my family now."

- Lisa Greene



Discovering Oil

USF oceanographer discovers once-dismissed satellite images a valuable tool for detecting oil.

HUANMIN HU WENT LOOKING for red tides, but found black gold instead.

Hu, an optical oceanographer at USF's College of Marine Science, recently discovered a valuable new tool for detecting oil that naturally bubbles up from the ocean floor or to track oil spills. Hu discovered that overexposure, induced by sun glint, on NASA satellite images of the Gulf of Mexico can show oil streaks on the water's surface. The discovery gives new meaning to satellite images that scientists had often dismissed as of little use.

"I was looking for red tides in this area, but found this," Hu said in an interview following the publication of his research in *Geophysical Research Letters*, a publication of the American Geophysical Union. "Science is sometimes totally unexpected."

For oil companies and environmentalists alike, Hu's research affords a less-expensive and sometimes easier

way to track oil slicks than they had before. It also gives researchers a baseline to track future oil slicks. At least half of the oil in the Gulf is believed to come from natural oil seeps, but it has been difficult to monitor their long-term activities in the past due to lack of data.

Oil bubbling up from the Earth's surface is difficult to capture in an image, Hu says. Oil does not seep continuously but rather "pops" out of the Earth's crust in quick bursts before spreading quickly once it reaches the surface of the water. "If you don't capture the image at the right time, right place, you miss it," Hu adds.

For years, oil slicks have been tracked by satellite radar systems that are expensive to operate and often cannot provide continuous photographic coverage. High-resolution visible imagery from satellites also has been used, but that technique suffers from lack of coverage. The images covering the entire Gulf of Mexico from the MODIS instruments onboard NASA's Terra and Aqua satellites, in contrast, are collected daily and provided free to the pub-

Above: Oil slicks show up as streaks (see image box) on this overexposed NASA satellite image of the Gulf of Mexico. Overexposure on satellite images is the result of sun glint – the sun's reflection off the surface of the ocean. Chuanmin Hu, an optical oceanographer at USF's College of Marine Science, discovered that shadows on overexposed NASA satellite images can show oil streaks on the water's

Right: Hu measures the color of the water and surrounding targets using a customized spectrometer which records reflected sunlight on 101 photo detectors. This type of measurement is required to develop optical models and to confirm satellite measurements on the ground. Satellite data is captured by an X-band satellite dish inside the dome, then processed and recorded online in near real-time.

lic by the space agency. The only drawbacks, compared with radar measurements, are cloud cover and the requirement of some degree of sun glint.

Hu was able to confirm the features under sun glint were in fact oil streaks after working with study co-authors Xiaofeng Li and William Pichel of the National

Oceanic and Atmospheric Administration and former USF professor Frank Muller-Karger, now at the University of Massachusetts Dartmouth, after examining images from the Gulf over nine years. Of 200 images containing sun glint in the month of May, more than 50 were found to contain extensive oil slicks.

The scientists were able to track how the oil dissipates, allowing them to trace the origin to either a natural occurrence or another type of spill. Hu says the new use of the satellite images can improve seepage reports and,



thus, allow researchers to determine if there is more or less oil contamination in the Gulf over time. Combined with biological and chemical studies, the images can also help scientists understand how different organisms adapt to an oily environment.

"Oil spills can be very complex," Hu says. "If you have a slow seepage, it might actually be a good thing. But an oil spill from a tanker is another thing - that's a disaster."

- Vickie Chachere

A Good Cry?

USF researchers study the benefits and consequences of crying.

HE BENEFITS OF CRYING VERSUS THE
STIFF upper lip have been debated through
the ages. In popular culture, we have been
urged not to cry for Eva Peron (at least not in
Argentina), yet Leslie Gore stomped her foot and said
that at her party she could cry if she wanted to. We
know that "big girls don't cry-yi-i..." and that "there is
no crying in baseball." Faith Hill asks someone to just
cry a little for her and Justin Timberlake (like many
singers before him) wants someone to cry a river over
him. Now science is getting in on the debate.

A team of USF researchers, along with a colleague from Tilburg University in the Netherlands, have found that crying is often beneficial, but the benefits may depend on the traits of the crier, his or her social support system, and whether the crier has ongoing psychological problems like depression or anxiety. Their findings were published in the December issue of *Current Directions in Psychological Science*, a journal of the Association for Psychological Science.

Past research has been 'spotty,' say the researchers, and popular opinion that often supports the benefits of crying might not be right all the time.

"A capacity to cry is part of being human," says Jonathan Rottenberg, assistant professor of psychology at USF. "Crying marks our life course, from crying as infants through important emotional events, such as weddings, births and deaths."

Rottenberg and colleagues have developed a framework for understanding the elusive effects of crying based on a number of critical factors, like:

How are the effects of crying measured? What is the crier's social environment? Who is crying and what are his or her personality traits?

A big issue clouding past research, says Rottenberg, was that the time when the benefits of crying were measured had an effect on the data. Too often, the value of crying was measured long after the crying ended, which is a problem because people may forget or remember incorrectly the effects of crying on their mood. The social setting for crying episodes and 'feedback' from the social environment may also play a role in valuing crying. This may explain why people who cry in an antiseptic laboratory setting rarely report that they feel better afterward.

In another recent paper that will appear in the Journal of Social and Clinical Psychology, "We analyzed over 3,000 reports of recent crying episodes in which the respondents described their social context," explains Rottenberg. "The majority of respondents reported mood benefits after crying. However, they showed significant variation in mood benefits. A third reported feeling better after crying. Onetenth reported feeling worse."

Criers who felt shame or embarrassment at the time of crying were less likely to report any benefits of crying.

"Benefits depend on the personality traits of the crier," suggests Rottenberg. "We wanted to know if self-reported personality traits might explain who received benefits from crying and who didn't."

For example, although it is documented that women cry more often and more intensely than men, gender does not predict beneficial crying. Also, it is documented that neurotics cry more often than non-neurotics, but neuroticism does not predict the benefits of crying.

"Finally, the benefits of crying might depend on the 'affective state' of the crier," notes Rottenberg. "Sadness, anger and joy may be the most common affective antecedents of crying. However, we found those with anxiety symptoms and those with an inability to experience pleasure were less likely to report benefits from crying."

For future research (and recognizing the practical difficulties in conducting crying research), Rottenberg and colleagues suggest thinking about crying research in a different way by posing better research questions.

"One better question is, 'Under what conditions and for whom is crying likely to be beneficial?'" says Rottenberg.

Future crying research should look into crying in response to positive events, 'silent' crying, 'detached' crying, and the mood effects of types of crying.

"We need to know about the exact proximal mechanisms that accompany beneficial crying," concludes Rottenberg. "And, when benefits occur, how long do they last?"

- Randolph Fillmore

Virus Hunter

Using a breakthrough methodology, USF marine biologist discovers a new virus family which may be responsible for sea turtle deaths.

OR DECADES SCIENTISTS HAVE BEEN vexed by a debilitating disease among the world's sea turtles that causes tumors to grow on their soft tissues – blinding the reptiles, interfering with feeding and swimming, and attacking their internal organs. Worldwide, the often fatal disease seems to strike young turtles most aggressively and poses yet another challenge to conservation of the fragile species.

Scientists have long suspected a virus was at play, but clues about exactly what caused the tumors and how the disease might spread from turtle to turtle were elusive. Even when scientists determined more than a decade ago that a herpes virus was associated with the disease – called fibropapillomatosis or FP – further insight into the disease remained mysterious.

Now virus hunters at USF's College of Marine Science have announced a breakthrough in the investigation of the ailment in the form of a never-before seen virus family which may play a role in the disease. The discovery was bolstered by a new technique developed by USF scientists that promises to give researchers a much improved technique for discovering animal viruses.

Marine biologist Terry Fei Fan Ng discovered the new virus family – which he named sea turtle tornovirus1 – after cloning and sequencing viruses purified directly from the turtle tumors. Being able to discover viruses directly from infected animal tissue rather than through blood or cell cultures, is a significant step forward in investigating animal diseases, says Mya Breitbart, a co-investigator in Ng's study and whose lab at the college focuses on the discovery of viruses in marine animals.

"This is the first study to perform viral metagenomics di-

USF marine biologist Terry Fei Fan Ng discovered a new virus family using viral metagenomics – the study of genetic material directly from tissue samples. The tumors, seen on the wild turtle at right, are believed to be caused by the virus. The turtle is recovering at Mote Marine Laboratory in Sarasota.



rectly from animal tissues (all other work has been with blood, or cell culture, or seawater or environmental samples)," Breitbart says. "It's a big development because now we can go directly from infected animal tissues to discover new viruses."

The virus Ng discovered in the sea turtle tumor is so different from other viruses that it could not have been discovered with any other available methods, Breitbart says, adding, "This demonstrates the enormous potential of viral metagenomics for hunting new viral pathogens."

Ng's hope is that the discovery eventually could have human implications as scientists probe the spread of animal viruses to man. Ng's study – which was funded through the Florida Sea Turtle License Plate Grants Program and the Al-



fred P. Sloan Foundation - was published this spring in the Journal of Virology.

"It is the first step before anything can be done," Ng said in a recent interview. "If you don't know what is there, you can't tell what's going on. Maybe (the new virus) is not causing the tumors, but they can have a contribution to the progression or outcome of the disease."

For Ng, the discovery marks a significant breakthrough for a young scientist inspired to investigate animal viruses after enduring the SARS outbreak in his native Hong Kong. Having witnessed the loss of life and the public fear that swept his community, Ng set out to become an animal pathologist with a focus on emerging diseases and epidemics. His studies brought him to USF, where he is working toward his PhD in marine biology under Breitbart's tutelage.

Viruses are notoriously difficult to identify in lab work, the researchers say. The technique developed in Breitbart's lab involves scientists taking a sample of infected tissue, purifying the viruses away from all other cells and extracting the virus DNA. Researchers amplify the DNA, and then sequence the genetic material and analyze it against all known viruses

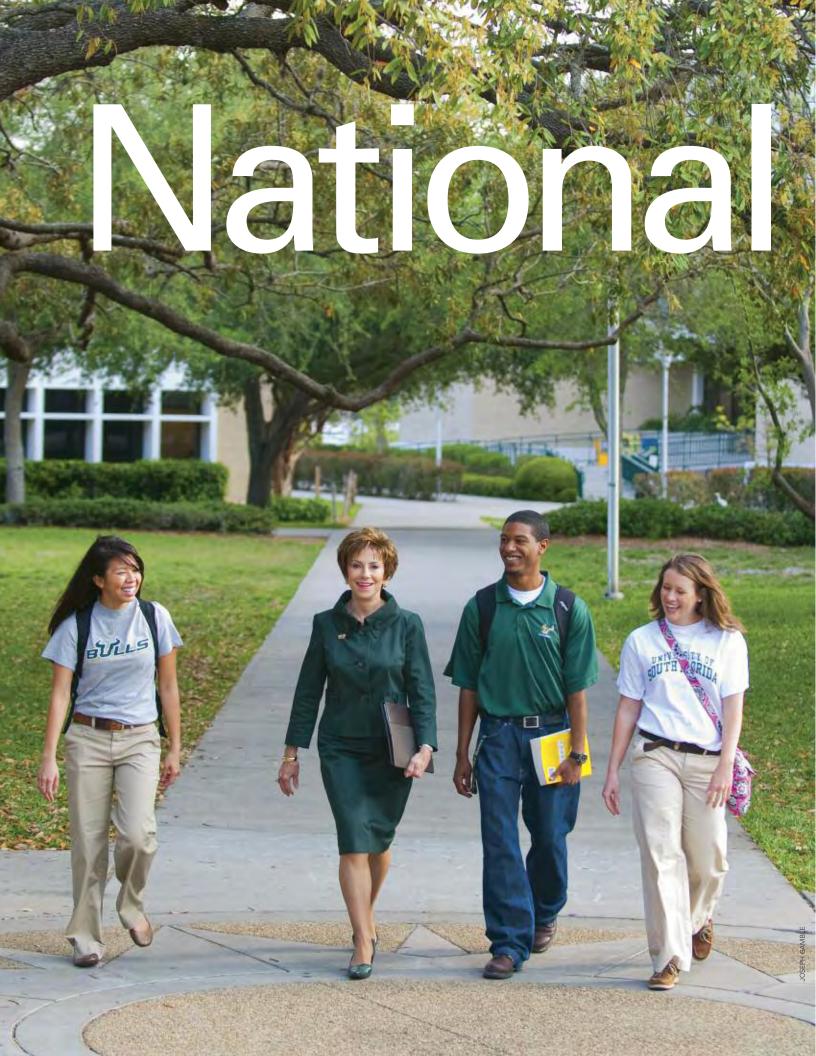
to identify similarities. When they find few or no similarities, they know they have a new virus or perhaps even a family of viruses that's never been identified before, Ng says.

The lab is now working with veterinarians across the country to investigate puzzling animal diseases and deaths. They have used the viral metagenomics technique to solve the mystery of a virus that led to the deaths of three captive California sea lions from the Kansas City Zoo in 2005 and 2006, and were subsequently able to detect another new virus in a small population of wild sea lions in California.

For now, Ng says, it is impossible to pinpoint exactly what role the new virus plays in the development of the turtles' disease. But the discovery has opened an entirely new line of potential questions and new paths that could shed further light on this and other marine animal diseases.

"I may not be saving all the turtles and there may not be medicines toward FP, but we are a step further," Ng says. "That's why we call ourselves virus hunters. There's always a mystery to be solved."

- Vickie Chachere



Stage BY VICKIE CHACHERE

As the new chair of the American Council on Education, USF President Judy Genshaft is at the heart of the national discussion on the importance of investing in higher education and scientific research.

HE NATION'S HIGHER education leaders are prone to quoting Charles Dickens these days as they gauge the recession's impact on their campuses and Washington's antidotal plan to jumpstart the economy through higher education and research. Not unexpectedly, you'll hear more than a few university presidents sum up this unprecedented era as the "best of times and the worst of times."

But for USF President Judy Genshaft, recently inducted as the new chair of the board of the American Council on Education, no such literary cliché is necessary.

It is simply the opportune time for Genshaft and USF to step on to higher education's national policy stage.

The USF president assumed the high-profile role in February just as Congress was acting on the stimulus bill and President Obama was vowing to "restore science to its rightful place" on key national issues. The timing puts Genshaft at the heart of the national discussion on bolstering higher education and scientific research, a conversation that hasn't been had in great measure in more than a generation.

The new responsibility allows Genshaft to meld her leadership of USF – the ninth largest university in the nation and one that's a microcosm of the modern, urban American institution – with policy responsibilities at ACE. ACE represents all levels of accredited institutions and the educational interests of more than 18 million Americans – some 6 percent of the nation's population – who are currently enrolled in higher education.

Her position, in essence, turns USF into a living laboratory for national higher education policy, allowing the challenges and experiences of the university and its students to inspire national change while USF benefits from ACE's forward-thinking initiatives.

Perhaps the most significant strength Genshaft brings to ACE is a message familiar to those in the Tampa Bay region: The need to invest in scientific research for the benefit of the economy. It's a missive that has become her calling card as she's positioned USF as a leading research university and an economic engine for the region – and one that seems tailor-made for the times.

Just weeks into her tenure as the ACE chair, the president sat down to discuss her new duties, the national discussion about education and opportunity, and how her role can benefit the university system she has led for more than nine years.

Q: What would you like to accomplish during your tenure as chair of the ACE Board of Directors?

It's important to understand what ACE represents. As the leading voice for higher education in this country, with over 1,800 member institutions, ACE encompasses all postsecondary institutions – two-year and four-year colleges and universities. As chair, I lead the board which consists of 22 other college and university presidents.

In these challenging economic times investment in education needs to be a priority and I hope to continuously advocate for higher education funding. Higher education is a major driver in our economy, not just by educating our workforce, but through the jobs we provide and the research we undertake.

Q. Here in Tampa Bay, you've worked very hard to emphasize that universities are economic engines in their communities. Do you think the nation is beginning to see higher education funding and investment in scientific research in a different light?

We live in an era when people realize that it is going to take more innovation and more creativity to gain an edge in the economy, and higher education is an absolute necessity. I believe the projects in the stimulus bill will lead to more jobs and innovation, and the wonderful aspect is that this money really is an investment in the future. Most people don't realize that half of the United States' economic growth since World War II is linked to investment in research and development, yet federal support for research in all disciplines has not kept pace with inflation in recent years.

Higher education's impact on the economy is wider than just our research. A few years ago, at USF we measured our economic impact on our community. We found that every year, we have a \$3.2 billion impact! This is not just from payroll, new buildings, financial aid, research and operations. It also includes indirect spending, such as the amount USF employees and students spend on housing, food and health care.

Now multiply that by all of the universities in the country! We can always do a better job of publicizing how having a university or college in the community can be viewed as having a gigantic economic driver there, too.

Q. We hear a lot about the innovation economy of the future – what does that term mean to you and do you see it as giving universities a larger role in shaping the economy of the future?

To me, the innovation economy of the future is centered on discovery. Innovation has been a constant source of economic development and higher education is the natural home for that. When you have the best and the brightest minds working on problems in a rigorous and scientific way, so much is possible.

We're continuously looking for ways to translate the technology we're developing into new industries that will create jobs. For example, here at USF we have a Clean Technologies Manufacturing Facility in the planning stage. This is a project like none other in our region – half of the facility will be devoted to drug discovery and the other half to clean energy. Not only will this facility set the standard for very precise, clean manufacturing which is the wave of the future, but it will show the community it is possible to build sustainable buildings and businesses while creating jobs in the process.

It's not just the scientific discoveries that are important to the economy. It's also the ability to translate those discoveries into active, performing business models. At USF, our Center for Entrepreneurship ranks in the top five graduate programs in America.

We are developing a whole range of entrepreneurship programs because we realize that students and those who have just graduated are at the most creative time of their lives. We are looking at setting up an incubator for students to start up their own companies – students who have ideas that they want to try out and need guidance or best business practices to get going.

O. "Access" is a word you hear in higher education these days, and of course that means different things to different people. Can you talk a little bit about the balance of preserving access while maintaining a high-quality academic atmosphere and where ACE has been a leader on those initiatives?

The "A"s – Access, Affordability and Accountability – are some of the major points of emphasis of ACE. I specifically believe public institutions, like USF, are addressing those needs. In the state of Florida, two plus two (the guarantee that community college graduates will be admitted to a state university) is always an important part of our enrollment. We have been one of the largest transfer institutions in the country, and we remain committed to preserving access even in these very tough times because we so strongly believe that education is the key to economic success. At USF, we are also proud to be ranked in the top 20 most diverse institutions in the country.



One of the great programs ACE is involved in is KnowHow2GO, a national public service advertising campaign to raise awareness among low-income and first-generation students in middle school and high school about how to prepare for college. There is a real effort underway to deal with the roadblocks that keep people from getting a college education. That's why even though we've raised our admission standards at USF, we've also worked very hard to provide academic counseling and financial aid resources to make sure those who have needs are able to attend our institution.

Q. That leads us to USF's "Don't Stop, Don't Drop" program that has kept hundreds of USF students in school during the recession. How did that program evolve and what has USF done that might help other institutions address the emergency financial needs of students?

At a recent ACE board meeting, we were concerned about the high number of student loan companies that were in trouble. The worry was about how students who borrowed money from these loan companies would be able to continue their education through graduation. That got me thinking: What are we, at USF, going to do? We don't want students to interrupt their education. So we created an outreach program to help students with short-term resource difficulties so they can continue to pursue their goals. Being in a leadership role at ACE provides a real opportunity for me to learn about national issues and how to deal with them. In this case, it's really made a difference at USF.

Q. Universities by their nature are hopeful places with their eyes always on the future. What do you think the message from higher education leadership to the public should be during these troubled times?

Leaders in higher education need to take this opportunity to reach out and say we're part of the solution. Universities exist to teach best practices and to solve problems. We have an incredible opportunity to not only find new solutions for our campuses, but to find new solutions for our broader communities.

Higher education is the answer in developing a well-educated workforce, for solving problems through our basic research process, and providing an economic engine in our communities. Supporting higher education is an invaluable investment. USF is here to support our community and I want to be sure to thank everybody who supports USF.

In May, President Judy Genshaft was appointed to the NCAA Board of Directors, the highest policy-making body for college athletics. Her position on the board puts USF the relationship of athletics and academics.



Transforming By MARY BETH ERSKINE Photos by Joseph Gamble Student Life





Left: A four-story atrium serves as the center's "main street," the gateway to a multitude of programs and services for students.

Top: A large food court offers a variety of cuisines.

Bottom: Walls of windows bring the Florida ambiance inside, flooding the atrium with natural light.

Through quality programming and services, the new Phyllis P. Marshall Student Center extends the environment for learning beyond the classroom.

S SOON AS THE DOORS TO THE new Phyllis P. Marshall Student Center swung open to the USF community last fall, the inspiring structure of steel, concrete and glass began to beat with the lifeblood of student life. Student activities. Civic engagement. Leadership development. Community. Within no time, the center became the heart and hub of the campus, buzzing with the energy of the thousands of stu-

debate, laugh (and occasionally nap) here every day.

By providing an exceptional environment that enables students to connect with each other, with faculty, and with their individual interests, passions and dreams, the Marshall Student Center is transforming the university experience. Its enhanced programming and services are opportunities for student growth and self-discovery, as well as preparation for the world beyond its glass walls

dents who meet, eat, study, socialize, connect, plan,

Vice President of Student Affairs Jennifer Meningall says "To walk through the new Marshall Student Center is to experience the vibrancy, energy and optimism of a university that continues to solidify its position on the national stage as a top-tier research university — a university

and students' years at USF.

focused on transforming learning and ensuring student success."

Programming Cornerstone

According to Guy Conway, assistant vice president for Student Affairs, the Marshall Center had been a focal point of campus life at USF since the original building opened in 1960. "The new building, however, brings in so many more students than we could ever accommodate in the past, gets them involved in activities, organizations, student government, leadership opportunities, and much more. It's building community at USF certainly among the students but also faculty, staff and even alumni."

With new space options for programming not previously available, students have an abundance of new opportunities. "The Marshall Student Center, in essence, creates this serendipitous environment where students are connecting with other students, with programming and with

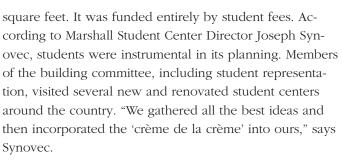
faculty in ways that no one could have planned," says
Conway. "A chance meeting over lunch with a professor
leads to an intellectual exchange that could be life changing. Having the technology and the space to enable the
USF community to witness the presidential inauguration together was a truly magical moment. It's those types of experiences that can now happen in this new environment."

Signature Interior Spaces

From the boldness of the bronze bulls on the plaza to the subtle specks of green and gold in the terrazzo floors, the Marshall Student Center is uniquely USF in appearance, as well as mission.

More than double the size of its predecessor, the new center is four stories tall and boasts approximately 233,000

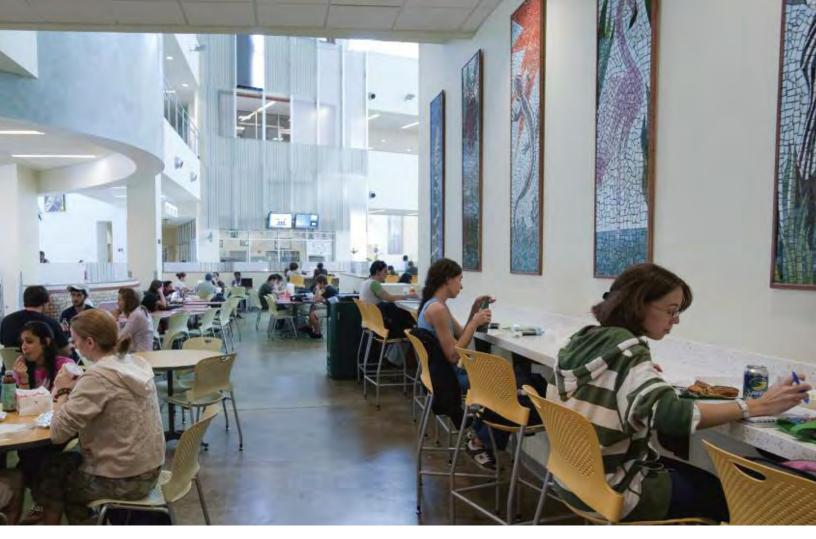




Key features and amenities include a food court, restaurants, offices, a 1,100-seat ballroom, formal conference rooms, meeting rooms, a computer lab, student organization spaces, lounges, spacious eating areas, retail space, a serenity room, and a 700-seat theater.

Contributing to the spacious and airy ambiance is a signature feature of the center — a 57-foot tall atrium.





Left: The Top of the Palms Restaurant features an expanded dining room as well as private rooms for lunch meetings.

Student Government uses the Chamber for weekly Senate meetings.

Above: The Phyllis P. Marshall Student Center is filled with spaces for students to work, eat, gather and interact, fostering community.

Here, sunshine and natural lighting stream in through walls of windows. Four stories of sweeping open space direct eyes upward. Grand staircases rise to the second and third floors. Visible walkways on upper floors buzz with activity communicating energy and engagement. An information desk, digital signage and directional marquees facilitate orientation and navigation. Groupings of sofas and chairs add touches of comfort and provide informal meeting and studying space.

"The atrium is 'main street,'" says Synovec. "It's open, and you can see instantly what's going on all the way up to the fourth floor. That draws students in and tracks them to programs in the facility."

The focal point of the atrium, the Student Life Tower, Synovec describes as a 'building within a building.' All of the offices central to student involvement and engagement are housed here: the centers for Student Involvement,

Civic Engagement & Volunteerism, and Student Leadership Development; Student Government; the offices of Greek Life, Student Programs, and Multicultural Affairs, as well as space for all organizations.

While dining venues including a sports grille and food court are located on the first floor, formal and informal study spaces are scattered throughout the center. Quiet rooms are available for individual study and small meeting rooms for group work. Lining the main walkways as well as tucked around quiet corners are lounge areas with soft sofas and chairs strategically arranged for small group study. A two-story computer lab with more than 100 work stations is available 18 hours-a-day, and a wireless network throughout the building turns every nook into a potential work space.

Gregory Morgan, Student Government president during the 2008-2009 school year, says the new Marshall Student Center is a true resource for the student body and the Student Life Tower, in particular, an essential resource for the development of students outside the classroom. "It's truly the heart and soul of the student experience," he says, a critical "support mechanism for student success."







USF's award-winning Center for Entrepreneurship helps entrepreneurs grow business and strengthen performance.

> ON SALEM STARTED CLIMBING the walls in 1999 - literally - when he brought Everclimb, a recreational mobile rock-climbing business, to Tampa. Providing climbers with an opportunity to scale a 24-foot mobile rock wall, business has been thriving for a decade and the wall is booked almost every weekend.

A few years after he launched the rock-climbing venture, the father of

two school-aged girls was pleased with his small business, but envisioned doing more with the 3,000-pound wall than simply toting it to fairs and corporate events. He set his sights on developing Climbathon, a separate fundraising business using the wall to raise money for PTAs and social services.

"I wanted to turn climbing into a risk-free fundraising program for schools," says Salem, 49, a 1998 USF anthropology graduate. "I wanted to create a program that could benefit schools without students selling anything."

Armed with this vision, and hoping to get a better understanding of systems organization and financing, Salem chose to pursue a Master of Science degree in Entrepreneur-

Jon Salem, owner of Everclimb, credits the center with helping him develop the skills to turn his vision into a viable business and successful fundraising program for schools.

ship and Applied Technologies through the USF Center for Entrepreneurship. He says the graduate degree helped him determine whether or not to launch Climbathon.

"I learned how to assess the viability of a new product or service and what it takes to successfully launch the most feasible ones," he says. "Studying entrepreneurship gave me the educational and experiential tools to concretize my socially-conscious fundraising vision into a viable, scalable new venture."

Nearly 50 ventures have been launched by entrepreneurship graduates during the last six years, everything from Web-based personal organization systems to complex diagnostic products for the medical field. Several, like Marsha-Ann Strand, a 2001 graduate, have used the training to launch or strengthen nonprofits.

"I came here specifically to learn from professors who were more than academics, faculty who were entrepreneurs themselves," Strand says. She found that in Michael Fountain (see spotlight pg. 35) and other faculty who teach in the program.

Strand says she aimed to become an international resource person, desiring to return to Barbados to teach children how to think like an entrepreneur. "I wanted kids to know that few start-ups earn a million dollars within the first three years," she recalls. "I wanted to help children understand that if you are going to be a doctor, there's a business side to that and entrepreneurial thinking can be applied anywhere."

"I was learning so much in the classroom," she says, de-



Jonathan Solomon (above) and Marsha-Ann Strand (right) say the center taught them to assess opportunities and apply classroom learning to real-world business solutions.

scribing courses in venture formation and product development. "And I was learning how to apply that new knowledge through my internship," she continues, describing how the center's internship program challenged her to craft a three-year business plan for a nonprofit. Strand completed a needs assessment and wrote grants to strengthen the organization.

Aiming to impact a second and third generation of entrepreneurs, Strand launched a consulting firm in Barbados, training teachers how to teach entrepreneurship in Barbadian schools. When she realized many children who live minutes from USF lack access to technology and need similar training, she founded a nonprofit in Tampa, Youth Empowered

Nearly 50 ventures have been launched by entrepreneurship graduates during the last six years.

to Achieve (YEA), providing donated computers to 100 kids a year who complete afterschool entrepreneurship, computer and software literacy programs. The nonprofit also gives USF Honors College students field exposure and opportunities to lead projects. "Students set up a computer lab, created our Web site, helped develop curriculum and implemented pilot programs," says Strand, who has now stepped out of daily operations for the nonprofit, handing over administrative tasks to Wuillene Paul, a USF religious studies student employed by YEA.



Strand says USF taught her how to assess opportunity. According to Fountain, assessing opportunities to grow a business or strengthen performance within a large corporation is as much a part of entrepreneurship as starting a new venture. "Entrepreneurship is not simply about starting a business," he says. "It's also about innovation within an existing business and learning how to become more competitive in a global marketplace."

One way they learn to recognize opportunities is to look at new products on the market during class. Students gain practical training in all aspects of entrepreneurship, from product and technological assessment to marketing strategy and execution. They evaluate a product's likelihood of success and brainstorm to identify new applications or markets.

Jonathan Solomon, 23, is a great example of how students can apply such classroom learning. Solomon was in Fountain's new product development course when he discovered Snap Capp, a plastic top designed to snap onto aluminum cans, essentially turning them into a bottle, preventing spills and keeping sodas fresh.

"The entrepreneurship program teaches you how to separate a good idea from a bad idea and what has value," says Solomon. Applying this lesson, he evaluated the product and determined it had value (it was perfect for children and the elderly) and saw potential new markets for the handy, reclosable top. "I thought they would be great promo items and also saw untapped markets," he says. He decided to become a distributor.



"In law enforcement, military and high-mobility careers, on-the-job activity requires no-spill containers," says Solomon. He went after these markets and has signed contracts with the U.S. Army and U.S. Navy; his sales of Snap Capps are roughly 20,000 per month now.

Solomon earned a finance degree at USF in 2007 and was headed to law school when he decided to pursue an entrepreneurship degree. He discovered his heart lies in start-ups and no longer plans to become a lawyer. "I see myself being a serial entrepreneur," he says, describing people who thrive on starting businesses and then selling them or handing off daily operations as they grow. "I now know what is needed to take a chance, develop a product and bring it to market."

Mit Patel, 27, says learning how to develop a solid business plan was one of the biggest lessons he learned at the center. A 2002 USF computer en-

gineering grad, he had already opened a business, MIT Computers, when he enrolled in the graduate program. Patel was building and repairing computers as well as selling computer accessories in the Fowler Avenue store. "Dr. Fountain came in as a customer," he laughs, saying Fountain helped him understand that graduate school isn't just for those climbing the corporate ladder.

"I had no aspirations to work in the corporate world, but did want to grow my business," Patel says. "The entrepreneurship program helped me discover my core business, define my business model, and understand how to replicate and grow it." He opened his fourth Tampa store in 2009 and plans to expand statewide over the next five years.

"I learned how to focus long-term and identify the steps necessary for success," says Patel, adding that getting a management team in place was critical. Like Strand, he turned back to USF, hiring MBA student Abdel Presume as operations manager.

Fountain says the Center for Entrepreneurship's multi-disciplinary program allows students to learn from faculty with expertise in diverse areas. Recently, it was ranked the fifth best graduate program in the nation by *Entrepreneur* magazine and the *Princeton Review*, the only Florida public university included in the 2008 rankings. The United States Association for Small Business and Entrepreneurship lauded the center for three consecutive years, giving its top national award to USF, honoring the way USF links business, engineering, science and medicine.



A Passion for Entrepreneurship

EADING UP THE USF CENTER for Entrepreneurship, Michael Fountain is passionate about training entrepreneurs and helping students gain insight into what it takes to launch a new business or grow one through innovation and "intrapreneurial" endeavors.

Fountain has founded or co-founded seven new ventures himself, three of which became publicly traded companies. A patent-holder who has successfully commercialized medical and diagnostic products, including sustained release anti-cancer drugs, dermatologic products, and vaccines for the prevention of human and animal diseases, Fountain is a practitioner who enjoys being in the classroom. "I love working with students," says Fountain. "Their keen interest in learning how to apply the principles of interdisciplinary entrepreneurship to create their own careers gets me going every day."

Not content to rest on the recent national ranking bestowed upon the Center for Entrepreneurship, Fountain is exploring areas of specialization for the graduate program, such as venture capital and patenting and licensing. He envisions national acclaim for the undergraduate entrepreneurial programs currently being planned, too.

Fountain didn't set out to be an entrepreneur, or an academic. He began his career in veterinary medicine, focusing on immunology. "I set out to become involved in translational research," he recalls. He aspired to turn ideas into better ways to provide health care. "I wanted to find ways to take new technologies and make existing drugs more effective, less toxic, and less costly." Fountain helped develop liposomal products including Ambisome (a micro-encapsulated drug for fungal infections) and Doxil (a micro-encapsulated anti-cancer drug), as well as the carrier systems that helped these and other drugs become mainline products.

"That's what pulled me into entrepreneurship," he laughs. "When I was working on the commercial applications of science, I thought I was a scientist. I didn't realize that was entrepreneurship, but that's exactly what it was."

Most Valuable Player

Inaugural Bulls team member turned NFL pro makes gift to USF football program.

HEN ANTHONY HENRY STARTED his first season playing college football at USF in 1996, there wasn't a single game on the schedule. In fact, it would be a year before the Fort Myers native played his first college game.

But the wait was well worth it.

Recruited by USF Head Coach Jim Leavitt after an impressive showing in his high school all-star game, Henry was a member of the inaugural Bulls football squad – a player with enormous potential who signed on to be part of a vision.

"Coach Leavitt came down on the field after the game; he talked to me, he talked to my family," Henry recalls. "Coach Leavitt had so much enthusiasm; he had a vision for the program. He opened up the opportunity for me to go to college and stay in Florida, close to my family."

Playing in the defensive backfield for USF until 2000, Henry made a name for himself. After graduating with a bachelor's degree in communications, he was a fourthround pick in the 2001 NFL Draft—among the first three USF players drafted into the NFL. Henry was the second pick of the fourth round, drafted behind Kenyatta Jones and one spot before Bill Grammatica. During his first NFL season, Henry recorded three preseason interceptions, 10 regular season interceptions and a touchdown.

In 2005, Henry signed with the Dallas Cowboys as an unrestricted free agent. Starting 15 of 16 games last season, he recorded 50 tackles, two sacks, five pass defenses and one interception. In February of this year, Henry was traded to the Detroit Lions in an effort to revitalize the team – a team that didn't register a single win in the 2008 season.

"I didn't see it coming," Henry says of the trade, admit-

ting that he'll miss the fans, the weather, his teammates and friends in Dallas. "But I met with the coaches, the managers; things are going in a positive direction. There's a new staff, a new attitude and it's good being a part of that. It's a lot like USF – people believing in the same thing, the same goals."

Believing in a vision, Henry says, is what has allowed the Bulls to achieve an astonishing level of success in just 13 years.

"It's amazing. The program has made great strides in a short period of time. It's been ranked

among the elite teams in the nation," he says. "Now USF is recruiting some of the top players in the nation. That says a lot about the program."

In February, Henry made a \$100,000 gift to the program – the largest gift ever given by a former USF football player. The money will be used to assist with renovations to the football team locker room and multi-sport weight room, renovations Henry believes are critical for the program's recruiting and development initiatives.

"The school means a lot to me and I felt the time was right to give back," says Henry, adding that he prayed for guidance on the timing of his gift. Henry worked with Coach Leavitt and Lee Roy Selmon, a close friend and president of the USF Foundation Partnership for Athletics, throughout the gifting process. "I was so blessed to be part





"The school means a lot to me and I felt the time was right to give back. I was so blessed to be part of USF and the football program."

of USF and the football program. I wanted to set an example and give something back."

Selmon wasn't surprised.

"Anthony is a tremendous young man and a phenomenal ambassador for our university," he says. "I knew when he played for USF that he was a special individual and it is certainly no surprise that he has chosen to give back to USF." Henry's generosity also extends to the Fellowship of Christian Athletes – an organization that gives "kids like me" a chance to become a part of something that can change lives.

"We can't thank Anthony enough for his generosity,"

adds Leavitt. "After pouring his blood, sweat and tears into USF football as a player, he has continued to have a positive and powerful impact on Bulls football as a standout professional player and citizen."

Looking back on his years at USF, Henry says the relationships he developed are what he cherishes most. "It's been almost nine years and I still keep in touch with the guys I played with," he says. "You can't put a value on those relationships." Henry stays connected with the new players, Leavitt, Selmon and USF Team Chaplain David Lane as well, particularly in the off-season.

For the players, Henry has a message: "Don't look at football as a way of life. The most important thing is to get an education and always keep God first."

- Ann Carney



Women's basketball crowns memorable season with first-ever postseason title.

he 2008-09 campaign started with cautious optimism as the Bulls returned most everyone from the 2007-08 season, and added some key newcomers to an already experienced roster.

USF got the season off to a fast start winning 13 of its first 14 games, including wins over Iowa and Texas Tech in overtime, before the BIG EAST season began in January. The only loss during that stretch was an 85-55 setback to California.

As January arrived, so did the beginning of the BIG EAST schedule. USF's first four games of the league schedule would consist of the two teams that would eventually play for the National Championship: Connecticut and Louisville. The Bulls came out of that tough four-game stretch with a 1-3 record, with the only victory coming against St. John's, 81-71.

USF eventually started to play the type of ball that would define the rest of its season. It started with a road win at Rutgers, 59-56, the first of six that the Bulls pulled off in their final nine games of the regular season. USF also defeated eventual NCAA Tourney teams DePaul (76-69) and Villanova (52-50).

The Bulls ended their conference schedule with an 8-8 record, finishing eighth in the standings. USF faced No. 16 seed Cincinnati in the second round of the BIG EAST Tournament handing the Bearcats a 68-58 defeat, before losing to top-seeded UConn in the quarterfinals.

The team would now get ready to take part in their sixth straight postseason earning the BIG EAST's automatic bid to the Women's National Invitation Tournament.

The Bulls drew Florida Gulf Coast University. The Eagles were no strangers to USF as they ended the Bulls' season last year, 67-65. This year proved to be different as the Bulls handed FGCU an 88-81 overtime loss.

After a 74-57 win over Mississippi in the third round, that's







nior guards Jazmine Sepulveda (above left) and Shantia Grace (above USF its first postseason championship of any kind. The game attracted 16,113 fans to Allen Fieldhouse arena, the largest home crowd for a so rich with history, was special, especially for our seniors. I couldn't be prouder of our kids, coming into this environment and winning on the road," said Head Coach Jose Fernandez (left).

when things would get interesting. USF traveled to New York State to face St. Bonaventure on March 29 (after arriving in Buffalo two days earlier). The Bulls were in a dogfight in front of a record crowd of 4,133. The Bonnies had come back from substantial deficits in its previous two games. USF, however, would not give St. Bonaventure the chance handing them an 80-66 setback.

The Bulls would then travel from Buffalo to Boston on March 30 where they battled Boston College on April 1 with a trip to the WNIT championship game on the line. USF came out and took control of the contest with less than 10 minutes left in the first half and never looked back. Bulls 82, BC 65.

Next up, a trip to Kansas University's Phog Allen Fieldhouse. On April 2 the team headed north to Manchester, N.H. where they would catch a flight to Chicago and a connection to Kansas City, not arriving at their hotel in Lawrence until 9:50 p.m. central time.

One of the many advantages of playing in the BIG EAST is that it prepares you for anything, but the environment at

Allen Fieldhouse was unlike any other that USF had ever seen. Before it was all said and done, the 16,113 fans that came through the turnstiles in that historic arena - one of college basketball's true Cathedrals - marked the largest crowd to ever see a USF women's basketball game, a Big 12 women's game and a WNIT game. In addition, it was the eighth largest crowd to see a Division I women's game this season.

With the noise so loud it was painful during the full 40 minutes, the Bulls remarkably left those 16,000-plus in stunned silence at the final buzzer bringing the WNIT title back to Tampa with a thrilling 75-71 win over the Jayhawks.

USF finally got to come home on Sunday, April 5, 10 days after it left on its three-game road trip, and can now place its name with the Super Bowl Champion Tampa Bay Buccaneers and Stanley Cup Champion Tampa Bay Lightning on those Tampa road signs that say "Tampa - City of Champions."

- Michael Hogan

Michael Foley

Internationally acclaimed dancer and choreographer shares his global perspective and artist's passion with USF students.

NLY MICHAEL FOLEY'S passport could come close to being as worn as the soles of his feet.

An assistant professor of dance in USF's College of The Arts,
Foley has been involved in the world of professional dance for more than 20 years, with the emphasis on "world."

A master teacher and choreographer, Foley has taught classes and workshops at approximately 18 different colleges and universities in 10 different states and in six different countries – all in between his semesters teaching dance technique, choreography and dance history at USF. He has directed his own dance company and has received choreographic com-

missions around the globe, most recently, for Cirque du Soleil's "La Nouba" show at Walt Disney World.

A Fulbright scholar, Foley is currently in Mazatlan, Mexico working with one of the country's most celebrated modern dance companies, Delfos Danza. Setting new choreography and training students, he is also facilitating a greater artist/student exchange between the United States and Mexico.

Prolific and internationally renowned, Foley has performed on stages from New York City to Stockholm. *The New York Times* has called him "hypnotic" and "exuberant," *The Miami Herald*, "best of show" and *The Dallas Morning News* "fascinating." At

USF, however, students simply call him "Michael." He's the professor and mentor who makes them laugh while demanding nothing less than their total dedication to what he calls "the most liberating and frightening of all forms of expression." Dance.

USF: What is the purpose of dance?

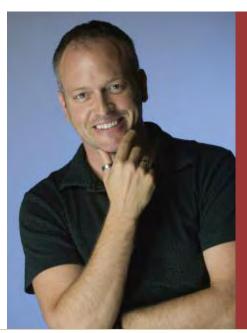
Foley: Dance allows us to express with our bodies what we cannot with words. It's something primal that people can and need to do. The fact that every culture on the planet has its own dances to tell its history suggests that dancing is integral to the survival of the human race.

USF: You're currently in Mazatlan on a Fulbright. What do you hope to bring back to your students at USF from this experience?

Foley: Any time that I am away from my students at USF, I feel I have an enormous amount of creative information that needs to be "tried out" on them. Whether it is something I saw at a performance, or a new approach to teaching dance technique – USF dancers are always ready for a challenge.

USF: How has your global experience shaped you as a dancer and as a choreographer?

Foley: There's a kind of universality about the human movement experience that is confirmed whenever I travel. Each place I perform, teach or choreograph has its share of extraordinary artists who are there to inspire, provoke and mentor. I'm a choreographic sponge, so I try to see a lot of dance concerts in the country I am visiting and then I experiment back home with what I've seen.



Quick Takes

Favorite dance partner: My mother

Ballet or hip hop: Breakdancing in pointe shoes

Pre-performance ritual: I have to step on stage with my right foot or else the whole performance goes down the tubes.

Idol: Marcy Plavin, my first dance professor

Best place in the world to perform: Anywhere with enough room and at least two people in the audience



USF: How do you bring this global perspective to your teaching?

Foley: I direct a study abroad opportunity for USF dancers in Paris because I want USF dancers to become global citizens of dance. In the past two years, I've taken 20 USF dancers to France and it has changed both them and me irrevocably. The goal is to make sure that students understand they are an essential and integral part of a much larger artistic community beyond the American model.

USF: Describe your teaching style.

Foley: Despite my casual exterior, the students understand that I demand their complete dedication to educating themselves as dancers and as people, whether it be in a technique/dance history class, or discussing Louis XIV's

impact on Baroque court dancing while we are having a picnic on the lawn at Versailles.

USF: What is the most important lesson you teach your students?

Foley: Dancing is more than just having a healthy and flexible body. They must also be intellectually curious, able to collaborate, articulate their opinions clearly and contribute to growth of the art form. They are an essential part of an important legacy of artists.

USF: What is most gratifying for you as an educator?

Foley: The gifts are infinite. When I see my students reach their goals, even if it is well after they've graduated, it is like the sun coming out.

USF: What have you found at USF

A Fulbright scholar, Foley works with dance students at Delfos Danza in Mazatlan, Mexico.

that has caused you to call the university home for the past seven years?

Foley: I have amazing colleagues in my own program as well as my college who are doing extraordinary things. I have yet to find a place that offers anything remotely similar to what I have at USF in terms of the level of commitment by the faculty and the depth of talent in the students.

USF: What's next on your agenda?

Foley: I've always wanted to choreograph an opera or direct a musical.

USF: Do you ever sit still?

Foley: Only at faculty meetings.

- Mary Beth Erskine



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