

FALL 2010 | VOL 52 NO 3

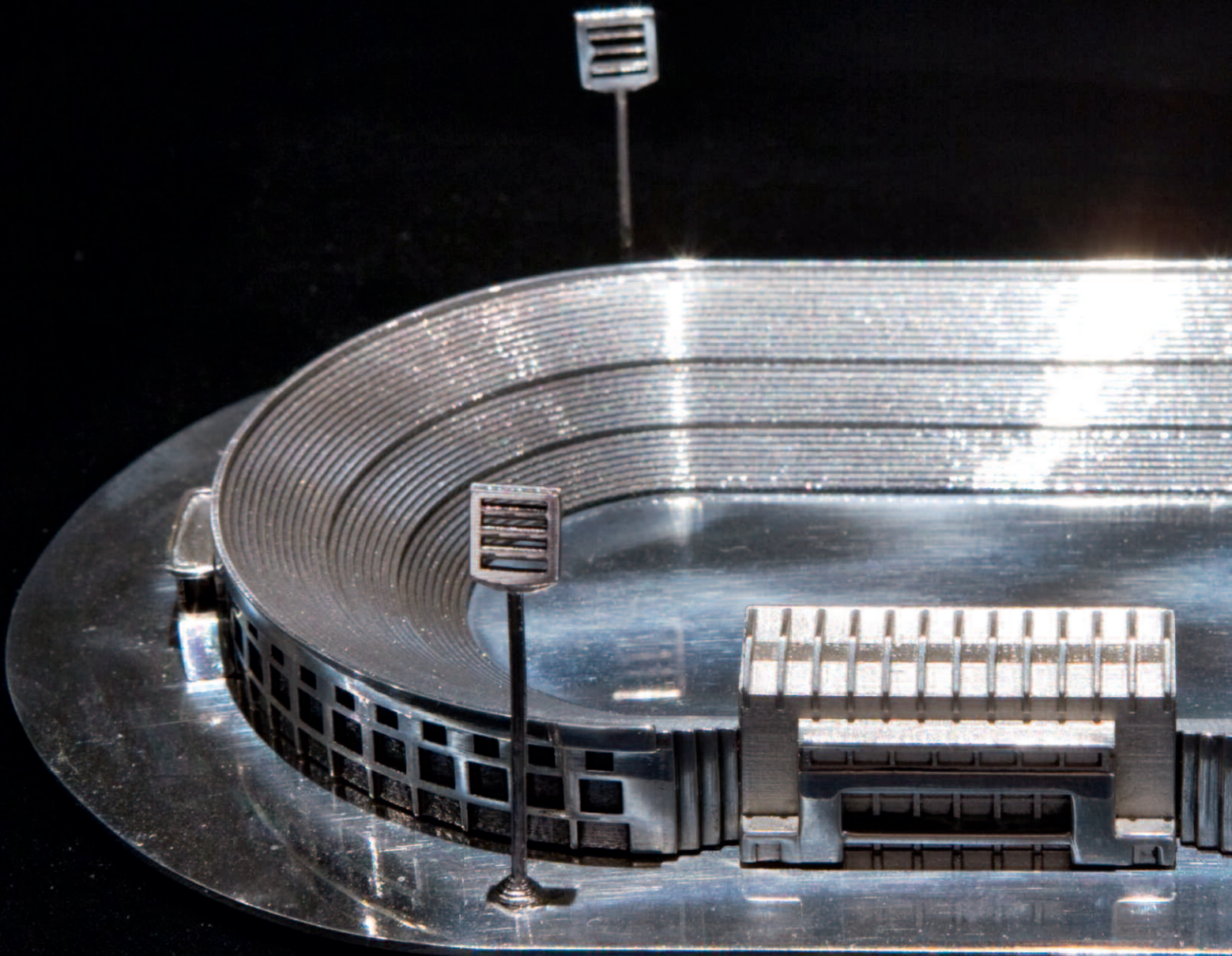
USE

M A G A Z I N E



USE 2020
The Next Ten Years

The USF Contemporary Art Museum is presenting an exhibition by the Cuban-born and internationally acclaimed artist Carlos Garaicoa. Titled *Carlos Garaicoa: La enmienda que hay en mí (Making Amends)*, the exhibition runs through Dec. 11. It features some of Garaicoa's most celebrated work, including *The Crown Jewels* – a series of eight, cast silver models depicting international places of military authority, surveillance and repression such as the National Stadium in Chile (below) and the Pentagon (inset).



USF

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Live streaming on Facebook and a 30-minute pre-show were among the firsts at President Genshaft's Annual Fall Address, which focused on the future.

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Recognized nationally as a military-friendly institution, USF is committed to going beyond the call of duty to serve student veterans and help them succeed.

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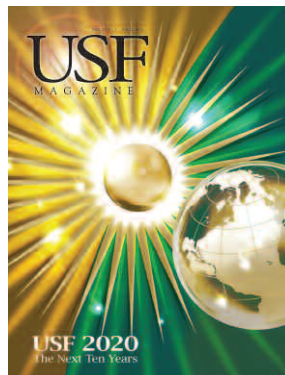
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An Innovation Zone is just one new direction for USF's future, says USF President Judy Genshaft.

ILLUSTRATION: KLAUS HERDOCIA

A Message from President Judy Genshaft

It is hard to imagine that it was 10 years ago when I delivered my first Fall Address to the university community. At the time, I challenged the university to be relevant, engaged and involved.

Talk about rising to the challenge! This issue of *USF Magazine* is filled with examples of the extraordinary strides we have made as a university, and the unstoppable potential that will mark the next decade at USF.

In the pages that follow, you will read about ongoing efforts across the university to shed light on the long-term effects of the Gulf oil disaster. You also will read about a \$16 million grant to provide multi-disciplinary education and training for health care professionals treating people with HIV/AIDS.

At USF, we are always focused on helping students succeed, and that includes our student veterans. USF has a long and strong history of serving members of the armed forces. Read about the steps our Office of Veterans Services is taking to further strengthen our commitment to helping student veterans transition to university life and achieve success.



Joseph Gambler / USF

Student success is at the heart of our living learning communities. In this issue, you will read about USF's eight living learning communities that bring like-minded students together to foster learning, achievement and lifelong connections.

It's no secret that the spirit of inquiry is alive and well at USF. Our week-long ResearchOne celebration in October showcased the work of students and faculty in virtually every college to address pressing issues here at home and around the world.

Relevant. Engaged. Involved. We are a university that is making a difference. As I look ahead to the next 10 years, I know that we will achieve even greater prominence on the world stage. And I look forward to sharing that journey with you – story by story.

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Aimee Blodgett / USF

From the Gulf of Mexico oil spill to new technologies for disabled war veterans to progress in fighting Alzheimer's disease, USF's robust research efforts clearly demonstrate why the institution now leads many of the nation's traditional prominent universities in federal research expenditures. This remarkable rise in research rankings – which places USF at 57 among the nation's top 100 institutions – underscored the university's annual celebration of science, innovation and creativity, ResearchOne.

Through a broad spectrum of events, the week-long program brought together thousands from USF and outside communities. It showcased the work of faculty, staff and student researchers, scientists, scholars and inventors, highlighting the latest advances in diverse fields – human health to sustainability – to some of the world's biggest challenges.

Sponsored by the Office of Research & Innovation, the week featured speakers,

ResearchOne Celebrates Discovery

poster presentations, displays, lab tours and award ceremonies.

Highlights included a kick-off presentation by expert speakers and a panel discussion on the pivotal role USF researchers have played in the understanding of the Deepwater Horizon oil spill.

The USF chapter of the National Academy of Inventors – the organization's founding chapter – inducted 66 new members.

Ten faculty members who have received exceptional recognition for their research with preeminent awards, grants or publications in top journals during the previous year received Outstanding Research Achievement awards.

A poster session featuring international research showcased USF as a

global research university.

The Honorable L. Tammy Duckworth, the U.S. Department of Veterans Affairs assistant secretary for Public and Intergovernmental Affairs, spoke during a session highlighting USF's Veterans Reintegration program, which also included demonstrations of new assistive technologies.

USF's School of Global Sustainability hosted a film fest featuring documentaries on the worldwide water crisis.

USF Health sponsored a discussion covering the latest developments in Alzheimer's disease treatments, stem cell therapies, juvenile diabetes and drug development for worldwide killers such as malaria.

"The broad range of programs and activities showcased during ResearchOne underscores the diverse nature of the research that distinguishes the University of South Florida," says Karen Holbrook, senior vice president for Research, Innovation and Global Affairs. "ResearchOne celebrates work being done in virtually every college across the university, including work by students at all levels."

Political Spotlight Shines at USF



U.S. Senate candidates Charlie Crist, Marco Rubio and Kendrick Meek brought some heated political conversation, a little star power and the political attention of the nation to USF on Oct. 24 as they made a last-ditch effort to sway undecided voters.

The hour-long morning debate drew several hundred students and visitors to campus to hear the candidates in a rare, three-way Senate contest draw distinctions between their stances on issues and their political records.

The debate – sponsored by CNN, the *St. Petersburg Times*, the University of South Florida and USF Student Government – was the first of a two-day series that brought Florida gubernatorial candidates Alex Sink and Rick Scott to campus the following day.

“It’s late in the game and they are all swinging for the fences,” said USF Distinguished Professor of Political Science Susan MacManus, the nation’s foremost expert on politics in Florida.



Photos by Scott McIntyre-Pool/Getty Images

“They don’t have much time to hit a homerun.”

For USF, having the debates on campus provided students with a rare look inside the political process.

The big win was clearly for Tampa – and USF – cementing its position as a key political battleground. MacManus noted that it was no coincidence that CNN picked Tampa, known as a volatile “swing” area politically and a big media market to stage its fifth debate just days before the Nov. 2 election.

PHOTOS: An audience member questions U.S. Senate candidates after the Times/CNN Senate debate held in Theatre I at USF.

Outgoing Board Chair Passes Leadership Gavel

Rhea Law, outgoing chair of the USF Board of Trustees, passed the gavel to **John B. Ramil**, incoming chair, and welcomed new vice-chair **Harold "Hal" W. Mullis** at the board's June 24 meeting.

"The entire university community is delighted to welcome our new board leadership, even as we wish our outgoing chair Rhea Law all the best in appreciation for all she has helped accomplish during her tenure as chair," said USF President Judy Genshaft during the meeting. "We look forward to continuing to work with both John and Hal in their new roles."

Ramil was appointed to the 13-member board in 2001. Since then, he has held several positions including vice-chair, chair of the Health Sciences and Research workgroup, member of the Executive Committee and the Finance and Audit workgroup, and chair of the USF Polytechnic campus board. The USF alumnus was recently named chief executive officer of TECO Energy.

Mullis, president and founding member of Trenam Kemker, one of the state's leading law firms, was appointed to the board in 2010. He is a member of the board's Health Sciences and Research workgroup and chair of the Collective Bargaining Team.

Law, also a USF alumna, had served as the board's chair since June 2006.

New Faculty Advisory Council Elects First President

The USF System Faculty Advisory Council has elected **Elizabeth Larkin**, a professor in the College of Education at USF Sarasota-Manatee, as its first president. As president, Larkin will additionally serve as faculty representative on the USF Board of Trustees.

The newly created council is the principal faculty academic advisory body to USF System President Judy Genshaft and System Provost and Executive Vice President Ralph Wilcox. It was created to establish a faculty governance structure and to coordinate communications across the USF System.

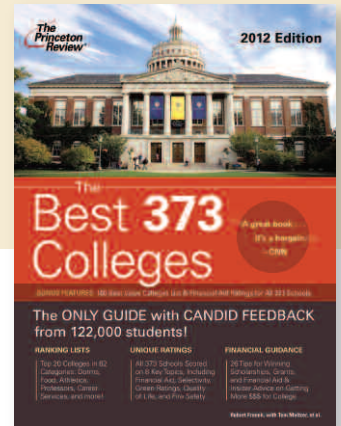
Larkin, a professor of childhood education and literacy studies, holds both a doctorate and master's degree in education from the Harvard University Graduate School of Education. In 2001 and 2004, she received awards for her intergenerational research from the National Intergenerational Caucus of Early Childhood Professionals and Big Brothers Big Sisters respectively.

Top Academics

Princeton Review Features USF Among Nation's Best

USF is one of the country's best institutions for undergraduate education, according to The Princeton Review. The education services company featured USF in the new 2011 edition of its popular guidebook, *The Best 373 Colleges*. Only about 15 percent of America's 2,500 four-year colleges and two Canadian colleges are profiled in the book, which is

The Princeton Review's flagship college guide.





USF Student A Winner in Idol-like Chinese Competition

Dressed in red robes and wielding a sword, USF sophomore Victor Florez triumphed as one of five first-place winners in a worldwide Chinese language competition in August.

The effort, which began in June at USF's Confucius Institute, took Florez to Houston and on to China to compete against the world's top Chinese language students under the age of 30. His final performance was an episode from the Chinese movie "Hero" (inset photo).

The Chinese Bridge Competition, held annually since 2002 in China, showcases college students from around the world for their talents and understanding of the nation's language and culture. Florez became the sole representative from the United States to join fellow winners from Vietnam, Belgium, Russia and Canada. The top prize went to a contestant from Great Britain.

Florez had been studying Chinese for just two years. During the competition, he found himself being cheered



by crowds in what resembled episodes of reality television's "American Idol." Fans hoisted photos of Florez as well as posters bearing his name as they rooted for him in three competitions in China. Florez was required to perform different speeches and performance pieces and also had to participate in skits – singing, danc-



USF student Victor Florez visited Linwei Elementary School in Rural Laoshan, Shandong Province as part of Professor Eric Shepherd's study abroad program.

ing, acting and even rapping – using his recently acquired Chinese language skills. Those skills impressed judges all the way through to the end.

“Victor represented USF very well,” says Eric Shepherd, Florez’s principal teacher and a professor in the Department of World Languages. Florez performed on Hunan Satellite TV with 11 other finalists and finished in the top six.

“The judges raved about the difficulty level of Victor’s tongue-twister, in particular one judge who is a well-known professional performer,” says Shepherd. “One tidbit especially fun for me: Victor beat the other finalists from the U.S., including a master’s student from another university.”

Kun Shi, the new director of the USF Confucius Institute, worked with Shepherd on the institute’s Hanban/Confucius Institute Headquarters-sponsored teacher training project in China before coming to USF, and credits him with playing a large role in Florez’s success.

“All of the other contestants have studied longer and I think this shows that Dr. Shepherd’s teaching methods are very effective,” says Shi. “I must say, Victor’s language skills are impressive, but it was also the way he managed to express himself along with his non-verbal communication skills that impressed the judges.”

Florez and the other first-place winners were awarded three-year scholarships to any university of their choice in China and free round-trip transportation between their home countries and China.

Students Earn Prestigious Gilman Scholarships

Sam Van Ginhoven, Vadricka Etienne and Hannah Feig are the latest USF students to be awarded the Benjamin A. Gilman International Scholarship. The highly competitive scholarship, which encourages study abroad, is available to undergraduate students who are United States citizens and currently receive a federal Pell grant.



Van Ginhoven, a senior majoring in international studies, traveled overseas in August for the start of the fall semester. Thanks to the scholarship award, he is currently taking classes at Kansai Gaidai University in Japan. Van Ginhoven has been studying Japanese since high school and is passionate about Japanese culture.

Etienne, an Honors College senior majoring in communications, saw the start of the fall semester in the Dominican Republic. The Haitian-American student, who views her education abroad as the “opportunity of a lifetime,” is studying at Broome Community College in the Caribbean island nation.



Feig, the third USF student to receive a Gilman scholarship for fall 2010, was unable to complete her intended study abroad program in Africa after the program was canceled in spring 2010. She is reapplying for a spring scholarship and hopes to study in Senegal in western Africa.

Sponsored by the Bureau of Educational and Cultural Affairs at the U.S. Department of State and administered by the Institute of International Education, the scholarship is awarded to students who have an interest in studying abroad but who may be held back by financial restrictions.

These students and others are writing about their experiences while studying abroad. Check out their blogs at <http://www.cas.usf.edu/blog/>

New Home for USF Sarasota-Manatee's South Sarasota County Instructional Site

By Ann Carney

For about 250 USF Sarasota-Manatee (USFSM) students, the start of the fall semester brought with it a new campus home.

Located in North Port, at the corner of Tamiami Trail South and Pan American Boulevard, the new 6,400 square-foot facility is about five miles south of the former South County site on the Venice campus of the State College of Florida. The new location includes four classrooms, one videoconferencing room, six offices and a conference room, all on the second floor of the Pan-American Center building.

Best of all, the site offers plenty of room to expand in the future.

Since its beginning in 2004, the university's South County program, serving residents of Englewood, North Port, Venice and surrounding areas, has grown more than ten-fold. Today, the campus offers undergraduate degrees in business, social science, elementary education, psychology and criminology as well as a master's degree in educational leadership.

"We are very excited about this new location, not only for our students, but for the community," says Lora Kosten, who joined USFSM in June as faculty coordinator for the new location. "The instructional site will be a source of training, research, scholarship and innovation for students and faculty, and will be a cultural center of academic learning for the

community. We have been committed to providing higher education to the three-county area, and are looking forward to a greater presence in North Port and the surrounding areas."

Students in south Sarasota County can now complete all of their coursework at the North Port and Sarasota-Manatee locations. The North Port facility offers about 35 in-person classes and a variety of online and web-blended classes, something important to many students who call south Sarasota County home.

"I picked USF Sarasota-Manatee because I could have the benefit of a big university and stay close to home," says Port Charlotte resident Samantha Corwin.

Since its beginning in 2004, the university's South County program, serving residents of Englewood, North Port, Venice and surrounding areas, has grown more than ten-fold.

A junior in the Business Management program at USFSM, Corwin had been driving an hour-and-a-half to the Sarasota-Manatee location, and is excited about the shorter drive and new building.

"It has all the newest technology; we can even check out laptops to use in class, and I like the smaller class size," she says. "I really like that it has the recognition of USF. There are a lot of opportunities provided by the university and I hope to get an internship next year that will lead to a job."



AP and IB: Who Thrives, Who Struggles and at What Cost?

By Mary Beth Erskine

USFSM brings a significant investment to the City of North Port, not to mention the promise of university-educated students who will call North Port home upon graduation. Corwin plans to remain in the community after graduation and hopes to find a job in the south Sarasota County area.

According to Arthur Guilford, regional chancellor for USFSM, local partners have made a tremendous investment in the new location. Gulf Coast Community Foundation of Venice awarded USFSM a \$170,000 two-year grant which will enable the university to hire two new business faculty, one full-time and one part-time. In addition, the City of North Port contributed more than \$125,000 toward the project.

"While nearly all industry sectors are hurting in this economy, we know that the future of the education sector is promising since it is the foundation for all economic growth and expansion because it involves training, research, scholarship and innovation," says Allan Lane, economic development manager for the City of North Port. "We see USF Sarasota-Manatee's commitment to North Port and southern Sarasota County as a catalyst for attracting other educational resources to the community."

As college admissions standards rise, so does the pressure on high school students to participate in rigorous curriculum.

Across the country, students are signing up in staggering numbers for Advanced Placement (AP) courses and International Baccalaureate (IB) programs.

But what is the toll on the mental health of these students, and how do they cope with the stress of demanding coursework on top of the normal pressures that come with just being a teenager? What determines whether a student will thrive or struggle in challenging college prep programs?

Two USF professors from the College of Education – Shannon Suldo, associate professor of school psychology, and Elizabeth Shaunessy, associate professor of gifted education – recently were awarded a competitive grant from the U.S. Department of Education's Institute of Educational Sciences to find out. The three-year, \$1-million grant will enable them to conduct the first large-scale examination of a population of students they say has been greatly under-studied.

"Students in rigorous programs like AP and IB not only face typical adolescent stressors but also the demands of college-level curricula," says Suldo. "Our study will focus on the extent this stress affects them and how well they are able to respond to it."

The professors will also consider how these students' academic achievement – particularly on AP and IB exams – might relate to the strategies they use to cope with the demands they experience during the full range of their high school years.



Shannon Suldo and Elizabeth Shaunessy were recently awarded a U.S. Dept. of Education grant to study stress on high-achieving high school students.

Suldo and Shaunessy have been studying this segment of students since 2004, but in smaller numbers. Now, they will expand their scope to see if the previous findings hold up in larger, more diverse samples of students from different cultural, socioeconomic and geographic backgrounds. They hope to eventually provide the foundation needed to develop appropriate educational training materials that could be used to benefit high-achieving students.

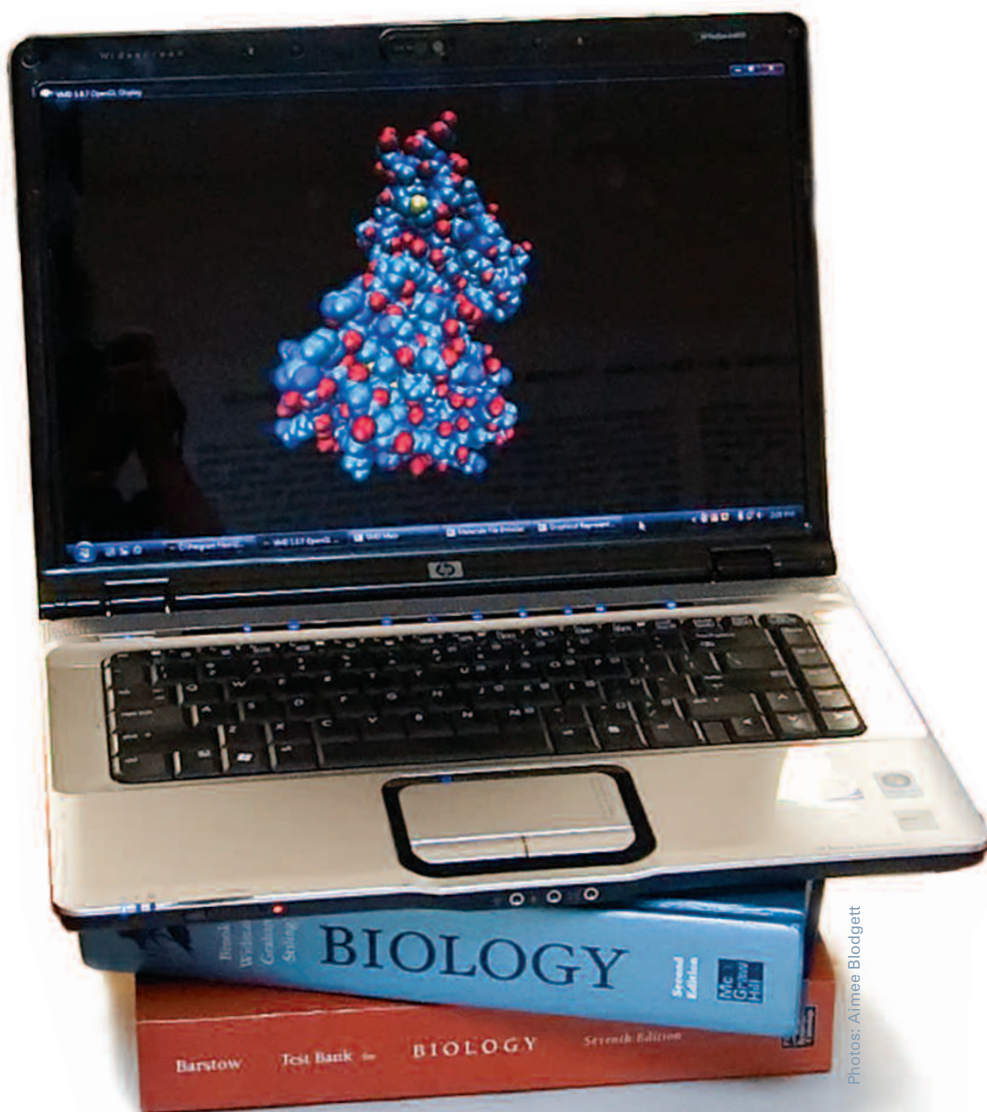
Students Use Dynamic Molecular Simulations to Tackle Real-World Problems

By **Melanie Marquez**

As the molecules shake, shift and eventually settle, senior Jessica Ruekberg examines her virtual model of STAT-3, a cancer-related protein that by happenstance has become a large part of her academic life. The aspiring pharmacist and secretary of the Computational Biology Club at USF St. Petersburg (USFSP) learned how to use computer software to create dynamic molecular simulations of STAT-3.

Research has found that one of the steps in cancer is protein malfunction. Jessica uses her models to investigate drugs that could prevent this malfunction. She first learned about computational biology from a teaching assistant who invited her to the club's first meeting in fall 2009.

"I didn't know what I was getting into until I arrived and found out we would be studying the STAT-3 protein that causes cancer," Ruekberg says. "I was excited to think that we would be working on studying the protein, and to hopefully find a drug that interacts with it."



Photos: Aimee Blodgett

{discovery}

Computational biology requires an interdisciplinary approach; skills in mathematics, physics, programming and biology are all tested by creating and running molecular simulations. Model construction starts with obtaining the protein's database file, which provides the atom coordinates, masses and charges of systems, and other information. The completed protein is virtually surrounded with water, creating a model comparable to a wet laboratory experiment model.

The protein-water system undergoes a simulation to find its lowest energy state. From there, the stable model can be tested with drugs to determine their effectiveness in fighting cancer.

Leon Hardy, assistant professor of mathematics and physics at USFSP, began inviting students to study the protein. The students then formed the Computational Biology Club.

"Molecular dynamic simulations can be tested later in an actual wet lab, reducing the cost of these experiments and saving the time of re-

Senior Jessica Ruekberg developed biological models of a cancer-related protein on her computer in Leon Hardy's class.

searchers," Hardy says. "They provide possible solutions to real-world problems, in our case, possible drug candidates for cancer treatment, at a fraction of the costs of experiments. Once we find such drugs, an experiment can be performed to test the simulation of the drug."

For STAT-3, the protein's two monomers form a hinge-like shape to transport DNA. When it malfunctions, the hinge does not release the DNA. Ruekberg wants to find a drug to help STAT-3 let go of the DNA or prevent the hinge from forming in

searchers," Hardy says. "They provide possible solutions to real-world problems,

the first place.

What started as a club became a class during the summer 2010 semester. Hardy will continue working with students on the STAT-3 protein and will help them publish their findings. The club has grown from 20 students initially to nearly 50. Another class may be offered in the future.

"With a growing trend in biology to use computational and mathematical approaches to describing life systems, the students are developing useful skills for their academic and professional development while engaging in meaningful research," Hardy says. "The computer software allows them to do research that otherwise requires costly experiments."



National Study to Track Dancer Injury and Wellness

By Sarah Worth

Inset: Eric Youngghans; dancers,
courtesy of The College of the Arts

{collaboration}

Dancers can defy gravity.

But that gift can sometimes come at a price in the form of pain and injury. Building strength and maintaining flexibility are critical for protecting dancers as they spend hours practicing and performing.

USF is part of a national registry that is tracking dancer injury and wellness. USF physical therapists and physical therapy doctoral students are working with USF dance students to gather strength and flexibility data that will be used by the Dancer Wellness Project. The project is a national registry that tracks dancer injury and wellness. USF's School of Physical Therapy and Rehabilitation Sciences is now an affiliate of the Dancer Wellness Project.

Starting this fall, doctor of physical therapy students and faculty will use equipment in the physical therapy school's Human Functional Performance Laboratory to measure the strength, flexibility, and body composition of students from the USF School of Theatre and Dance.

The first measurements, taken last spring, will be the baseline for the dancers, and additional measurements will be taken several times during the fall and spring semesters. The data collected will be provided to Dancer Wellness Project, a consortium of dance and health organizations that promote dancer health, wellness, education, and research through the implementation of dance screening, exposure tracking, and injury tracking.

"Professional dancers have a high prevalence of injury and there is a clear need to develop injury prevention programs for dancers," says

Larry Mengelkoch, associate professor of both the School of Physical Therapy and Rehabilitation Sciences and the Department of Molecular Pharmacology and Physiology, and one of the lead faculty members for the project.

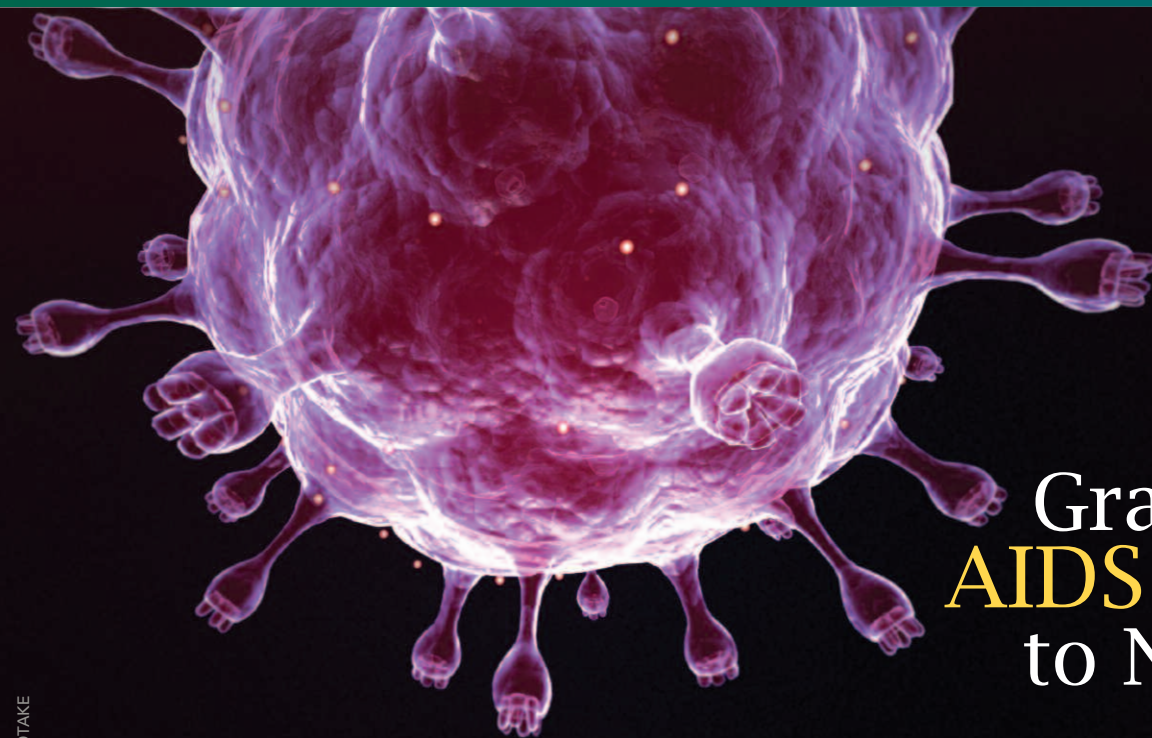


"The goal is to promote injury prevention, career longevity, effective and efficient training, and assist dancers, dance educators, and medical care practitioners who interface with dancers. The screening tests identify performance levels in various domains of physical function that are important for dance performance. Each dance student's individual performance/conditioning level is compared to normative data and the dance students are given feedback on which areas of conditioning could be improved."

Brittany Miller, a senior USF dance student, participated in the baseline data collection last spring and immediately noticed areas where she could improve her strength.

"The physical screening was an amazing experience," Miller says.

"I was able to see the strength and weaknesses I possess while having fun. It was a stress-free, calm, and encouraging environment that measured my abilities to jump, lift weight, maintain abdominal strength, and keep track of my endurance levels. Knowing my strength and weaknesses has allowed me to know my boundaries when it comes to dancing. Additionally, knowing my body fat and endurance levels aides me in how my body reacts to such a physical activity like dance."



Grant Takes AIDS Education to New Level

By Mary Beth Erskine

Every 9½ minutes, a person in the United States is infected with HIV. The most recent statistics, according to the Centers for Disease Control, bring the U.S. total to 1.7 million people since the first cases were reported in 1981.

For more than two decades, Michael D. Knox, founder and director of the USF Center for HIV Education and Research, has been at the forefront of the battle to combat the disease through education and research. Since 1988, his leadership has brought the most current information and training in prevention, diagnosis and treatment to more than 300,000 health care professionals.

Now, those years of experience have paid off in a big way.

The USF center, located within the Department of Mental Health Law & Policy, recently received a \$16 million grant from the federal Health Resources and Services Administration to lead a multi-university effort strengthening and expanding its educational mission. It is the single-largest grant awarded to the center to date. The five-year grant will be used to provide targeted, multi-disciplinary education and training programs for health care providers

treating people with

HIV/AIDS throughout Florida, Puerto Rico and the U.S. Virgin Islands. Training for physicians, physician assistants, nurse practitioners, nurses, pharmacists, dentists, dental hygienists and medical case managers will be provided by the Florida/Caribbean AIDS Education and

Training Center (F/C AETC), which is operated by the Center for HIV Education and Research.

In collaboration with colleagues from the University of Puerto Rico and the University of the Virgin Islands, Knox established the F/C AETC in 2002 as part of the national network of regional centers supported by the Ryan White Program, the largest provider of services for people living with HIV/AIDS in the United States. For the past eight years, the federally funded center has been providing workshops, hands-on supervised clinical training, case conferences, medical records review, specialty conferences and consultation services to health care professionals throughout its area with an emphasis on reaching those serving minority and poor populations. Specific examples include prevention programs focused on routine testing and perinatal HIV transmission, online training programs such as HIV and Tuberculosis and HIV and Dental Issues, and on-site clinical

AIDS Rates per 100,000 population

United States	12.5
Puerto Rico	21.5
Florida	21.7
U.S. Virgin Islands	31.4

Source: Kaiser Family Foundation/statehealthfacts.org

mini-residencies for physicians and preceptorships for nurses, physicians assistants and pharmacists.

Knox, a Distinguished Professor in both the College of Behavioral & Community Sciences and the College of Medicine, has secured more than \$50 million in external funding since coming to USF in 1986 as chair of the Department of Mental Health. This most recent grant includes collaboration with several other universities. USF, with a contingent of HIV experts from the College of Medicine, will lead a team of faculty from five other universities: Florida A&M University, the University of Florida, and the University of Miami, in addition to the University of Puerto Rico and the University of the Virgin Islands.

"Treatment of HIV/AIDS is complex, and frequent developments in medical guidelines, as well as new drugs, require clinicians to receive continuous education," says Knox.

With more than 50,000 new cases of HIV infection each year in the United States, he says, more focus on prevention is needed.

"People infected with HIV who receive the proper education and quality treatment can achieve a normal life expectancy."

It's important work that Knox and his colleagues will be able to continue – making a life-saving difference in the lives of people throughout the state and the Caribbean.



Laura Gonzalez, director of the Center for Virtual Simulation, instructs a class using one of the college's patient simulators.

Nursing Awarded Federal Training Grant

A five-year, \$1.3-million federal grant awarded to the College of Nursing by the Department of Health and Human Services Health Resources and Services Administration will help train nursing faculty throughout the state in the use of simulation learning, informatics and telehealth. **USF was one of only two institutions in the nation to receive the grant.**

"USF Nursing will develop and implement a training program designed to integrate emerging technologies into nursing education and practice," says Dianne Morrison-Beedy, dean of the USF College of Nursing and senior associate vice president of USF Health. "This really is national recognition of USF Nursing as a leader in cutting-edge health education technology, and will allow us to share our successes with our colleagues throughout the state and to impact nursing education across a broad spectrum of schools."

The study will examine the use of these technologies to supplement nursing students' clinical experiences to reduce the pressure on over-

stressed hospitals that serve as settings for hands-on learning, and to create nurses better prepared to enter today's high-tech health care field.

"The goal is to ultimately improve the nursing graduate so that they have the tools to be successful," says principal investigator Laura Gonzalez, assistant professor and director of the Center for Virtual Simulation at the USF College of Nursing. Gonzalez hopes to develop a first-of-its-kind consortium in Florida where nursing faculty and technology experts can share ideas.

"Simulation is a vital strategy to supplement clinical learning and complement direct patient care opportunities," explains Rita F. D'Aoust, associate dean for academic affairs and director for interprofessional initiatives. While analysis of its impact on clinical education has been limited to date, informatics has the potential to enhance the quality, safety, and efficiency of health care delivery.

Caves Provide Surprising Look at Sea Level Rise

By **Vickie Chachere**

The underwater caves of Mallorca are known for their other-worldly beauty. But for USF geologist Bogdan Onac, the fascination with the caves is in what their ancient stalactites and stalagmites can tell scientists about sea level change tens of thousands of years ago.

Mallorca, off the southern coast of Spain in the Mediterranean, is unique because over time the island has not sunk or been pushed up by shifting geologic plates. But changing sea levels over epochs have at times flooded the caves and then receded, leaving tell-tale evidence that has caused the scientific world to rethink past glacial periods.

Reporting recently in the journal *Science*, Onac was a member of a research team which discovered that sea levels rose rapidly – and to date inexplicably – some 81,000 years ago at a time when the world was believed to be at the onset of the last ice age that should have meant much lower sea levels. By analyzing mineral deposits in the caves, the researchers were able to determine that sea levels were about one meter higher then than they are now.

Furthermore, the group found that the sea level in the Mallorca caves changed rapidly – by as much as two meters in the span of a century.

The finding has surprised the scien-

Other-worldly stalactites found in a cave in Mallorca provide key scientific evidence on ancient sea level change.

Photo courtesy of Bogdan Onac



tific community as evidence that sea levels can change much more rapidly than previously thought. In today's world, a one-meter increase in sea level would greatly impact coastal cities and leave great stretches of land – including most of Florida that lies south of Lake Okeechobee – under water.

“The only thing we can say is it's alarming – the fact that the ice sheets can equally build up and collapse back down very sudden” Onac says. “It's catastrophic sea-level rise.”

The caves formed by the mixing of fresh water and seawater and contain numerous speleothems (stalactites and stalagmites) that formed hundreds of thousands of years ago when the caves were air-filled chambers. The caves then were repeatedly flooded by sea water, and each flooding event was recorded by a distinct carbonate encrustation over ex-

isting speleothems and along cave walls.

These particular caves required permits for scientific work and are not the same caves where tourists leisurely stroll on paved walkways and musicians playing violins float on small boats in an underground lake.

Gathering samples located at varying levels from six caves, the group – led by University of Iowa geoscientist Jeffrey Dorale – was able to date the formations by analyzing radioactive uranium and thorium present in these speleothems.

Scientists have generally worked under the thought that the Earth goes through a glacial period every 100,000 years, but Onac says that doesn't mesh with what they found in the Mallorca caves. One thing is certain: the finding reported by Onac and his colleagues emphasize how complex and rapidly changing the Earth's climate can be.

Lessons In Climate Change

By Mary Beth Erskine

A complex and interdisciplinary subject, climate science is not easy to teach. Nonetheless, USF geology professor and department chair Jeffrey Ryan says it is essential for people to have a basic, scientific grasp of the environmental changes taking place and their impacts so they can make critical decisions affecting their lives.

Educating students, teachers and the general public about global climate change and its impact is at the heart of a new National Science Foundation (NSF) program: The Climate Change Education Partnership. And thanks to a recent grant of nearly \$1 million, USF is on the ground floor of the innovative education initiative.

"The National Science Foundation is concerned about what appears to be a lack of understanding among U.S. citizens of what climate change is and how it affects their lives," says Allan Feldman, professor of science education in the College of Education's Department of Secondary Education. "Therefore, it has begun a major effort to develop new ways to educate the public about the issue."

An interdisciplinary team of faculty from three USF colleges – Arts and Sciences, Education and Marine Science – has been awarded the \$974,000 grant to

develop implementable education and outreach plans related to climate change. The team, which includes the Hillsborough County School System, the Florida Aquarium and the University of Puerto Rico, represents one of 15 projects nationwide selected to participate in the NSF initiative.

Ryan is lead investigator, with co-principal investigators Feldman, Frank Muller-Karger from the College of Marine Science, and Fernando Gilbes from the University of Puerto Rico. Their project is called the Coastal Areas Climate Change Education (CACCE) Partnership. The USF-led team will focus on

Caribbean," says Ryan. "So we're initially focusing on issues related to sea level rise and freshwater resources."

The objectives of the USF project are threefold. "The first goal is gathering the information that's already out there about how to teach people of all ages, students and adults, about climate change," says Feldman. This inventory of educational resources will become part of a USF CACCE portal to be hosted by the USF Library.

The second part of the project is to develop and pilot new approaches for engaging students, educators and citizens in climate-related issues and help-

NSF grant puts USF team on the ground floor of national effort to increase science literacy.



the impacts of climate change in coastal areas with sea level change as its core theme.

"We are specifically interested in addressing the impacts of climate change that manifest themselves in low-lying coastal areas in Florida and the

ing them learn about climate change and its effects on coastal regions.

And the third objective is to develop broader partnerships that geographically span the Gulf and Caribbean and include private sector organizations, governmental agencies and educational institutions – schools, and informal educational settings such as museums and parks.

"Everyone should be conversant about climate change," says Ryan. "It affects us every day in the most insidious of ways. This grant is all about education and trying to improve learning about climate change so that the public can connect all the dots and make sensible decisions that affect our future."



Long Term Effects of the Gulf Oil Disaster

USF scientists turn their attention to coastal ecosystems.

By **Vickie Chachere**

The capping of the ruptured Deepwater Horizon oil well didn't end USF's research into the scope of the spill, but instead created a new phase of scientific discovery as researchers across a variety of disciplines are focusing on the impact of the oil on the fragile coastal ecosystems.

From researchers combing Florida beaches looking for oil buried beneath "clean" sands, to biologists working to understand the impact of the oil on the complex beach food web, to the continued work by the College of Marine

Science, USF has turned the nation's largest environmental disaster into a springboard for greater understanding of the Gulf of Mexico. Their work – supported through grants from the National Science Foundation, the USF Research Foundation and the Florida Institute of Oceanography – continues to garner national and international attention.

USF geologist Ping Wang's excavation of beaches that had been cleaned by BP crews produced some of the most startling findings when he and researchers in his Coastal Research Lab

Graduate student and coastal geologist Rip Kirby was part of a team working to locate oil by shining UV lights on the sand. Clean sand shows up as purple or black while oil residue glows yellow-orange.

Ghost Crab Eats Oil
Photograph by Chris Combs,
National Geographic
magazine.

{environment}

found layers of buried oil more than six inches below the sand. On beaches that had been cleaned with machines, oil sheets had been chopped into tiny tar balls, the researchers discovered on close inspection.

Wang also found pristine beach areas now tainted, with oil washing near bird and turtle nesting areas. Putting the beaches back to their original state could be a monumental task, and not one fully accomplished as he surveyed the northern Gulf of Mexico beaches throughout the summer.

"It was a very superficial cleanup," Wang says, adding that buried oil will persist longer in the environment because it is not exposed to oxygen and sunlight, which helps break down oil on the surface.

Florida's nearshore areas, however, did catch one break: A survey of Gulf floor sands just off the affected beaches did not turn up evidence of buried oil. That allays one of Wang's chief concerns that sunken oil just off-

shore could be stirred up by a storm and re-oil Florida's beaches.

While Wang is digging below the sands, biologist Susan Bell's work is focused on the creatures that live on the beach in the complex food webs most beachgoers never notice. For Bell, chair of USF's Department of Integrative Biology, the oil spill adds another dimension to understanding how the crabs, shrimp, birds, plants and even raccoons who call beaches their home adapt when the sands become oiled.

"They are resilient," Bell says of the beach dwellers. "But there is a point beyond which the ecosystem may not recover."

USF's College of Marine Science remained one of the most active academic presences in the Gulf, with the *R/V Weatherbird II* completing voyages to the spill zone in August and September and planned cruises for November and December. USF researchers also were selected to lead

six projects assessing the impact of the spill through the Florida Institute of Oceanography, which obtained \$10 million from BP to support on-going spill research.

The researchers are focusing on two mysteries created by the spill: the potential toxic impact of degraded oil that remained suspended in the depths of the Gulf and the oil that sank into the Gulf sediments. Additionally, the scientists are focused on the impact of the spill in the DeSoto Canyon, a vast and deep underwater canyon important in the production of nutrient-rich waters for Florida's fishing grounds.

John Paul, a Distinguished Professor of Biological Oceanography, observed evidence that the spill has been toxic to phytoplankton, the base of the Gulf food web. September's research venture sought to examine the impact of the spill on the small fish and shrimp which migrate daily through the plumes of degraded oil discovered by USF researchers near the canyon in May.

The question they seek to answer for the Gulf – having dodged more extensive visible damage through the massive amounts of dispersants applied underwater – if invisible damage to the ecosystem might be emanating now from the Gulf floor up.

"We have never had so much oil and so much dispersant put into the Gulf of Mexico," said College of Marine Science Dean William Hogarth. "We don't know what the ramifications will be."



Oiled Beach in UV
Photograph by Chris
Combs, *National
Geographic* magazine.

A Magical Experience

An energetic multimedia theatrical production by artist-in-residence Kanniks Kannikeswaran marked the first anniversary celebration of the university's Center for India Studies.

Chitram – *A Portrait of India* is the story of India's cultural history told through a choir, Indian dances and a series of powerful visuals. The highly acclaimed production, previously performed at the Tampa Bay India Cultural Center, and in many cities across the United States, was performed by a cast of more than 50 singers

and dancers from the Tampa Bay area, including about 25 USF students who performed and assisted in the production.

"I wanted students to be a part of the Chitram experience. I wanted them to feel the energy and power of the music as an audience," says Kannikeswaran. "I've been told that for many it's been a magical experience. I wanted to bring that magic to USF."

Center director Gurleen Grewal says the production was an opportunity to engage the entire USF community and to harness community support for the center which aims to enhance academic research and curricular understanding about the Indian subcontinent and to

share the wealth of India's cultural, spiritual and artistic traditions with the world community.

"We have one of the largest Indian communities in the Tampa Bay area. Hosting the performance at USF gave the local Indian and non-Indian communities the opportunity to experience India through two of its most appreciated art forms – music and dance."

Kannikeswaran, a composer and musicologist, is a highly credited scholar with research interests in Indo-Celtic music. Often referred to as "The Magical Musician from Madras," he uses the combination of traditional Indian music with Celtic compositions to create lesser heard music nuances that many consider a new genre of music.

"It was spectacular," says Grewal. "Kanniks' extravaganza gave




students and audience members the opportunity to become a part of India in ways some could only have imagined."

The Center for India Studies will orchestrate a second production, *Shanti – A Journey of Peace*, in February 2011. The production will include a live Indian music choir, a western choir, a chamber orchestra, and an Indian instrument ensemble. Visit www.global.usf.edu/indiastudies for details.



By Ann Carney
photos Anthony Morrison





Bulls Business
Community member
Sheri Sukhu (far left
and inset), studies with
community members in
Juniper-Poplar Hall.

Photos: Aimee Blodgett / USF

Living & Le

Living learning communities
experience while helping



by Ann Carney

When Sheri Sukhu received the e-mail invitation to attend a Bulls Business Community open house, she figured she had nothing to lose by going. What she didn't realize was how much she had to gain.

"The sense of community was amazing," Sukhu, now a second-year student, recalls. "Everyone seemed to know everyone else. And it wasn't just freshmen. There were sophomores and juniors who could tell you what classes to take and which professors they recommend. There was a dedicated advisor; there were field trips and activities. There were so many advantages."

The Bulls Business Community is one of eight living learning communities at USF. Designed to enhance the overall university experience, living learning communities are built around an academic program or area of special interest. Residents, mostly first and second-year students, have access to facilities, resources and activities including classrooms, academic advisors, mentoring

arning

enhance the university
students succeed.



Helping Students Succeed

At USF, living learning communities are just one of a number of initiatives that are helping students succeed. Since 2009, the university's Department of Housing & Residential Education has implemented several new programs to give students a leg-up on success.

Faculty in Residence: USF's two faculty residents, history professor Julie Langford (see profile pg. 42) and sociology professor Shawn Bingham ensure students have plenty of opportunities to interact with faculty outside the classroom. USF's faculty residents live, eat and learn with students while organizing social and academic support events.

Faculty Fellows: Ten faculty members interested in interacting with students outside of the classroom dine with students, one-on-one or in small groups, to get to know them better and help them succeed.

Lunch 'n Learn: Covering a variety of topics from research and health care to laundry how-to's and adjusting to college life, monthly Lunch 'n Learns are designed to cover topics of interest and offer valuable tips in a relaxed and comfortable atmosphere.

Final Exam Reviews: Last year, more than 4,000 students attended 36 final exam review sessions presented by university professors who volunteer their time. The review sessions became so popular they were moved to the Marshall Student Center.

“Research indicates that living learning community students are more successful academically, feel more connected to the university and are retained at higher rates.”

— ANA HERNANDEZ

programs, career workshops and special events just steps away from their university home.

Living learning communities have long been a part of academia. But in the last decade higher education administrators have taken a closer look at the powerful effect these communities can have on student learning and achievement.

Joseph Michalsky, chief sustainability officer for USF Student Government and a second-year computer science major, prefers an environment “where I know more students will have similar interests as me.”

Last year, Michalsky was a resident of the Honors Living Learning Community; this year he's living in the Green Living Community, a living learning community focused on providing students opportunities to work with one another, faculty and administrators on a variety of sustainability and green living projects.

“Research indicates that living learning community students are more successful academically, feel more connected to the university and are retained at higher rates,” says Ana Hernandez, dean of housing and residential education at USF. “This can be an intimidating institution for some students by virtue of its size. Having a place

Aimee Blodgett / USF



to celebrate and connect with people having the same challenges and experiences makes a huge difference.”

It's a difference Honors College Dean Stuart Silverman has seen firsthand. Silverman started the first living learning community at USF in 1988 with about 40 students. Today, nearly 300 students live in the Honors community.

Kate Johnson, director of admissions and advising in the College of Engineering says “Last year's residents performed better academically than students who did not



participate. They were more engaged in extracurricular activities and demonstrated pride in their community by participating in the Engineering Expo and other events as a group.”

In total, about 775 students reside in the university’s eight living learning communities: Advertising, Bulls Business, Engineering, Green Living, Transfer, Honors, INTO and Wellness. Three of the more established communities, Bulls Business, Engineering and Honors, charge between \$125 and \$225 per semester for special events and programming. Each commu-

Joseph Michalsky (front) transferred to the Green Living Community this year. Residents Susana Alvarado and Johnathan Houston are also active members.

USF's Living Learning Communities At A Glance

Zimmerman Advertising Community:

New this year. Designed for students in the School of Mass Communications and the College of Business who are pursuing a degree in advertising. Housed in Poplar Hall.

Bulls Business Community: Designed for students intending to major in business. Housed in Poplar Hall.

Engineering: Designed for first-year students who have been admitted to the College of Engineering. Housed in Poplar Hall.

Green Living Community: Part of USF's Sustainability Initiative. Designed for students interested in green living on campus. Housed in Maple B.

Honors Community: Designed for students who have been accepted to the Honors College. Housed in Juniper Hall and Magnolia B.

INTO Community: Part of the USF INTO University Partnership. Designed for international students seeking to study abroad. Housed in Juniper, Zeta and Magnolia halls.

Transfer-A-Bull: Designed exclusively for transfer students who are new to USF, but not to college. Housed in Holly Apartments.

Wellness Community:

New this year. Designed for second-year students interested in living healthy, well-balanced and satisfying lives while living on campus. Housed in Holly Apartments.

nity has an academic advisor or faculty partner, according to Elizabeth Kaplon, assistant director of academic initiatives who oversees the residential communities.

"Our advisors commit to spend at least 20 percent of their time on programming in the hall, tutoring and special events such as dinners with the dean," she says. In addition, they help select the resident assistants for their respective community.

"Knowledge of the curriculum and the stresses of a particular major are very valuable in our academic learning communities. It's so much more helpful if the resident assistant can say, 'I had that professor or class,'" Kaplon adds.

The advisors and partners form a group known as the Living Learning Council. Each month, the council meets with Kaplon to discuss programming and events, such as move-in strategies. They share experiences and best practices. "It's very learning driven," she says. "We are always coming up with ways for students to apply what they are learning in the classroom to the outside world."

For Sukhu, that has meant field trips to Tropicana Field, the *Tampa Tribune* and Saddlebrook Resort for behind-the-scenes tours of business operations.

And it's meant business etiquette dinners, special sessions with the dean, volleyball matches and an elevator competition that challenged the stellar student to sell herself during a one-minute

elevator ride with an executive.

"I am part of an elite business-oriented community. It's like a family," she says. "We all have similar academic goals and life goals. We have support for anything we want to do."

That support includes a dedicated academic advisor, study sessions and tutors.

"Having an academic advisor in the hall was really different than having to make appointments weeks in advance," Sukhu says. "We're a really focused group. If we ever need help with classes there's always someone to help. The resident assistant is always checking in on us and making sure we're on top of our game. They really enforce study hours, especially during exam week."

It's a model the university is looking to build on and expand, according to Hernandez. "We are always looking for strategic partnerships."

Down the road she hopes to add more niche and academic communities like nursing, the sciences and fine arts.

For Michalsky, the Green Living Community is a unique opportunity to promote his sustainable living initiatives. In 2009, Michalsky led a campus-wide initiative to bring recycling to the university. He looks forward to living and learning in a community where he will be surrounded by like-minded students – people interested in bringing new green-focused programs, such as composting, to the university.

Six floors of Juniper-Poplar Hall, USF's newest residence hall, are dedicated living learning communities. Opened in 2009, the residence boasts three smart classrooms, where about 30 upper-level classes are taught over the course of the week. All rooms are doubles and grouped in pods. Thirty-five stu-



“ We build a sense of community among students so that they will challenge each other and help one another grow and develop. ”

- STUART SILVERMAN

dents live in each pod with one resident advisor in charge.

In the fall, resident assistants rolled out the welcome mat for living learning community students. Susana Alvarado, resident assistant for the Green Living Community, made hand-crafted mailboxes for residents using only recyclable materials. She created a green-focused bulletin board and helped students tie-dye tee shirts using only organic dyes.

“Every project ties in learning,” says

Kaplon. “It helps the students form friendships. It helps them get involved and blossom.”

The friendships form quickly, says Sukhu, who was named the Bulls Business Community Resident of the Year for 2009-2010.

“If it weren’t for the living learning community, I don’t think I would have made friends as quickly,” she says. “It makes a big university a small community.”

And so much more, according to Silverman.

“We build a sense of community among students so that they will challenge each other and help one another grow and develop,” he says. “We provide comprehensive services in one location so students can avail themselves of opportunities like research and travel. And along the way, they develop friendships and a network of colleagues that will last a lifetime.” ■



Vision 2020:

A Historic Address



USF President Judy Genshaft reached out to a record audience in October for her annual Fall Address. As the president spoke before more than 250 guests in the Marshall Student Center, her comments were streamed live, for the first time, on the university's official Facebook page via U-Stream Live.

Live streaming wasn't the only first for this year's address. So too was a 30-minute pre-show hosted by USF Honors College senior Amy Mariani who spoke with university leaders about their dreams and vision for the university in the next decade.

That USF is making new connections in a so-

cial media world should come as no surprise to anyone who has followed the institution's meteoric trajectory over the past 10 years.

President Genshaft opened her address looking back on the university's astonishing accomplishments since her inaugural speech in 2000 when she challenged the university to be relevant, engaged and involved. She cited impressive new rankings, including a 33rd place ranking among the nation's public research universities for federal research expenditures, and a 110th place ranking among 5,000 universities worldwide for citations of public articles.

President Genshaft recalled back to 2000 when marine science became a college – a college which has been making headlines around the globe daily since the Deepwater Horizon oil spill in April. And she recalled back to 2001, when the first USF Board of Trustees was formed. Imagine that today, barely nine years later, the USF System is becoming a model for the state and the nation.

Calling USF a system "characterized by optimism," President Genshaft hailed the university's strategy to be creative, entrepreneurial and financially responsible in the face of economic difficulties. She ticked off examples, including the hiring of more than 150 new faculty members and growing new sources of revenue with a giant leap in patents and licenses.

The president spoke of the transformation of the university's campuses – more than \$1.2 billion in construction over the last 10 years. And she spoke of its leadership role as first responders in the wake of 9/11 and other

A Decade of Growth

As the president looked forward, she also looked back on a decade of remarkable growth.

- Awards for all research contracts and grants explode: \$171 million to \$394 million
- Fastest growth in federal research funding: 213 percent increase from 2000 to 2007
- Monumental step for Athletics: USF joins the Big East Conference
- USF's campuses are transformed: \$1.2 billion in new construction
- SAT scores increase almost 100 points: 1072 – 1168.
- The USF System matures: Two separately accredited institutions and two regional campuses seeking separate accreditation



major disasters.

Leadership was a recurring theme as the president discussed new models for health care and medical education as well as the university's commitment to creating sustainable and healthy communities. She spoke of the remarkable progress in athletics and leadership in the arena of personalized learning through the university's nationally recognized program with Apple Computers that provides laptop computers to all USF student-athletes.

While President Genshaft enumerated accomplishments of the past, she remained focused on the next chapter in USF history, a chapter that begins with a second strategic plan and a goal of eligibility for membership in the American Association of Universities.

Perhaps the most pivotal moment in the president's address was her call for the creation of a USF Innovation Zone that will foster new ideas, place laser focus on the future and heighten community engagement in the Tampa Bay region.

"The Innovation Zone won't be just one place," she said. "New technology – cutting edge technology – will remove geographic boundaries. It will bring tomorrow's ideas to life today." It will include a "university city" developed around the Tampa Bay region that gives a new dimension to community engagement.

"Most importantly," President Genshaft said, "it will lead the country, it will help people and it will focus on the future."

Stories by **Ann Carney**

The Innovation Zone

When USF President Judy Genshaft called for the creation of a USF Innovation Zone during her Fall Address, she was talking about an economic development zone – a collaborative partnership between business and academia focused on solving some of tomorrow's most pressing problems today. She was talking about launching a broad-based entrepreneurial-academic approach to addressing issues in health, energy, sustainability, veteran's reintegration, marine science, lifestyle and tourism. The issues USF researchers take on every day.

The Innovation Zone, as President Genshaft sees it, will encompass USF, leading health care institutions and a variety of consumer, tourism and energy centers. It will be the first of its kind in the state. As part of the initiative, incubators will be established at each of the university's campuses in St. Petersburg, Sarasota-Manatee and Lakeland.

"The USF Innovation Zone will foster new ideas, place laser focus on the future and heighten community engagement in the Tampa Bay region," President Genshaft said. "The economic development centers of the future are those that are positioned to transform problems into solutions quickly through public-private partnerships and talent development."

Centers like the USF Innovation Zone.

New Faculty Share Future Vision

As she closed her Fall Address, USF President Judy Genshaft invited two of the university's newest faculty members, Kalanithy Vairavamoorthy, PhD and Leslie Miller, MD, to share their vision of the future at USF.

Vairavamoorthy, new director of the School of Global Sustainability and an expert in urban water systems, spoke of the university's commitment to respond to the major global challenges facing our planet – challenges including climate change, population growth, and the growing demand for water and energy.

"These grand challenges call for radically different thinking – not evolution, but revolution," he said. "And this is what USF and the School of Global Sustainability is all about."

Drawing on the university's "large, broad and interdisciplinary expertise in sustainability," Vairavamoorthy said the new school "will conduct teaching and research within an alliance of practitioners, researchers and policy makers." Resilient cities – cities that have the ability to respond to natural and man-made disasters, shortages of natural resources and other global change pressures – will be a particular area of focus.

He envisions the school as a partner in a global network of experts that will "spearhead a concerted effort to serve the capacity development needs underpinning the global sustainability agenda." Already, he noted, the school



"These grand challenges call for radically different thinking – not evolution, but revolution."

is advising agenda-setting bodies like UN-Habitat, UNESCO, World Bank and the International Water Association.

"We cannot continue investing in infrastructure and systems that are unsuited to

future societal needs," he said, adding that the challenges we face as a society call for "a new generation of leaders with radically different thinking to deliver a real paradigm shift."

"USF will create those new leaders," Vairavamoorthy said.

Miller, new chair of the Department of Cardiovascular Sciences and an international specialist in heart failure and transplantation, said it was the university's commitment, vision and environment that were driving forces behind his decision to join USF.

"The thing I took away most was this incredible endorsement and championing about innovation," he said.

"The future of medicine is going to be thematic. It is going to be cross-disciplinary, interdisciplinary, because that is where we are making the

Kalanithy Vairavamoorthy, PhD, an expert on urban water issues, has worked to create clean and sustainable water and sanitation systems through programs for UNESCO and the European Union. He comes to USF from the University of Birmingham in the United Kingdom, where he was chair and professor of water engineering in the Department of Civil Engineering.

greatest progress.”

He cited a USF investigation that will study the parallels between brain injury and chronic heart disease.

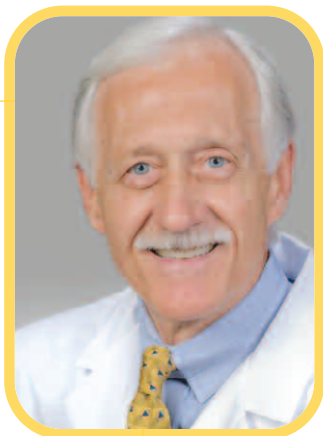
“You are going to see new disciplines. You are going to see new therapies. There will be a lot of focus on not just creating knowledge, but transferring it.”

Miller, who also serves as director and CEO of the USF Cardiovascular Clinical and Research Integrated Strategic Program, announced upcoming stem cell trials in coronary disease and heart failure slated to begin in the first quarter of 2011.

And he spoke of gene therapy trials, advances in drug discovery and the development of the Regenerative Medicine Institute. He called the university’s new alliance with the world-renowned Jackson Laboratory, a leading genetics research laboratory, “an incredible advance for this university.”

He spoke about impact.

“I think I share what everybody that I’ve met at this university shares, and that is the desire to extend this university to not just this community, this state and this country, but in a global sense – interacting as we share our knowledge with the community, with physicians and take our knowledge and extend it well beyond our confines.”



“The future of medicine is going to be thematic. It is going to be cross-disciplinary, interdisciplinary, because that is where we are making the greatest progress...”

Leslie W. Miller, MD, FACC, a leading international specialist in heart failure and transplantation, is the former president of the International Society for Heart & Lung Transplantation and the former president of the American Society of Transplant Physicians.



Eric Youngmans/USF Health

While USF President Genshaft’s Fall Address officially began at 3:00 p.m., this year’s event kicked off at 2:30 p.m. with a moderated pre-show streamed live on USF’s official Facebook page.

USF Honors College senior Amy Mariani served as host and moderator for the 30-minute show, providing background on USF’s past accomplishments over the last decade and a peek at some future projects.

Mariani, a double major in political science and mass communications, interviewed students, faculty and staff as they filed into the Oval Theater to watch the president’s address. Reporting is nothing new for Mariani, a multimedia intern with USF Health and a traffic reporter for Clear Channel Radio.

Serving Those Who Served

By Mary Beth Erskine

Originally from New York, USF political science major Kiera Coote was profoundly touched by the images of the falling Twin Towers on September 11, 2001. In college at the time and just a handful of courses away from completing her bachelor's degree, the stellar student and athlete put aside a swimming scholarship and placed her education on hold. Compelled to "contribute to something greater than herself," she joined the Army.

For two years, Coote served as a specialist in the Military Police Corp. The completion of her service coincided with the launching of the new Post 9/11 Veterans Education Bill in 2008. The new bill covers tuition and fees (up to the highest undergraduate rate in the state), and provides a monthly housing stipend and up to \$1,000 a year for books and supplies. Coote calls it the "golden ticket" that allowed her to return to school.

It was senior psychology major Don Call's golden ticket, as well. A tough and tenacious Marine for 26 years, he spent much of his military career kicking in

USF's 'call to duty' creates a campus focused on helping student veterans succeed.

doors and dodging danger in the infantry as he taught ground forces how to identify and neutralize weapons caches. "Essentially, I trained soldiers in how not to get blown up," he says. Call completed three tours serving in the Persian Gulf, Bosnia, and Baghdad and received more than 20 awards for meritorious service. He says the bill is "a tremendous blessing" enabling him to complete a bachelor's degree and give serious consideration to post-graduate study.

Lawrence Braue, USF's director of Veterans Services, believes serving student veterans like Coote and Call is much more than a job. "It is a moral imperative," he says. "USF understands the sacrifices these veterans have made





Aimee Blodgett/USF

USF student veterans Don Call and Tumeka Turner.

to protect our nation, and we are committed to providing the programs and services they rightly deserve.”

That’s something Meredith Nickles, assistant director of Veterans Services has been doing at USF for more than 30 years. From Vietnam War veterans to those who served in Operation Iraqi Freedom, she has been assisting the university’s student veterans with the extensive and complicated paperwork required for them to receive their educational benefits through the Veterans Administration (VA), as well as guiding them through the world of academia.

“Each vet that comes through the door is unique. Each has his or her own

story and concerns, and we treat them as individuals,” she says. “We take personal interest in their success.”

Nickles can personally attest to the university’s long and strong history of serving members of the armed forces, a commitment that led to USF becoming the first university in the country to strike an accord with the Department of Veterans Affairs to have specialized services for veterans taking advantage of the new GI Bill. Called VetSuccess on Campus, the program places two members of the Veterans Administration on campus to assist students in applying for VA benefits and services.

With the introduction of the Post-

9/11 GI Bill, USF has seen a 23 percent increase in the number of student veterans on campus, and Braue expects the trend to continue. To meet the growing need, USF has reinforced its commitment to student veterans, designating the Office of Veterans Services as a stand-alone department within the Division of Student Affairs. The office is strengthening and expanding the scope of programs and services that help student veterans transition to university life and achieve success by allocating new resources “to ensure every military and veteran student need is met in a timely and efficient manner,” says Braue.

For example, the university is imple-



As part of USF's VetSuccess on Campus program, Matthew Desrosiers and Jeanine Frederick from the Veterans Administration are on campus to assist student veterans such as Derek Gay in applying for VA benefits and services.

menting priority class registration for student veterans to assist them in meeting strict GI Bill course requirements. USF is piloting an upper-level elective course for transfer students who are veterans. Modeled after the University Experience class that helps to smooth the transition from high school to university for first-year students, the class is tailored for student veterans who are adapting to USF, as well as looking toward their transition to a new career.

In addition, USF currently is the only public university in the state of Florida participating in a Department of Veterans Affairs program that reduces tuition for student veterans. Called the "Yellow Ribbon" program, it is part of the Post-9/11 Veterans Education Bill that took effect in 2008.

According to Braue, efforts such as the Yellow Ribbon, VetSuccess on Campus, and all the other services the univer-

sity provides to student veterans are what earned USF a top ranking nationwide for its commitment to the success of student veterans by *Military EDGE* magazine. Among more than 4,000 accredited institutions of higher learning, USF placed No. 8 in the magazine's "Best for Vets: College Rankings." *GI Jobs* magazine also has recognized USF as a military-friendly school placing the university in the top 15 percent of all higher education institutions nationwide for the second consecutive year in its annual ranking.

While Veterans Services has traditionally provided assistance

with forms and forwarding documentation to the Veterans Administration, veteran educational benefits eligibility, navigating the university system from admissions to graduation, and much more, the office is boosting its on-campus outreach to veterans to help them integrate into life on campus.

Tony Rivera, a full-time staff member in the Office of Veterans Services who is also a full-time student, understands intimately the challenges veterans face transitioning to student life. He served for 14 years with the Army and then the Army National Guard after he began a career as an officer with the Carteret, N.J. police



department. Life changed drastically on his second active duty tour when the infantry platoon sergeant was injured and forced to retire from both the military and the police department. Today, in addition to pursuing his education, he is responsible for efforts to help integrate student veterans into campus life such as special events, support of the Veterans Students Association, and a special transfer student orientation.

“Less than a year ago, I was the one calling USF asking ‘how do I begin?’ Now when I answer the phone, I speak from personal experience.”

While the Office of Veterans Services is the official USF hub for programs and service for student veterans, students say that the attitude of assistance and acceptance extends beyond the Student Services building.

Tumeka Turner can vouch for that. With the Army National Guard for 11 years, the staff sergeant completed two deployments including a year in Iraq as a telecommunications expert. She recalls how frightening she found the regular grenade attacks on the small operating base at first. “But you become accustomed to the procedure to follow and it all becomes a routine part of life.”

Still active in the Guard, Turner, a senior management information systems major is participating in Officer Candidate School. Doing so requires one weekend a month of on-site training, in addition to a two-week program in the summer. “I’ve found all my professors to be extremely understanding and accommodating whenever I have weekend drill that could impact my class attendance or ability to complete assignments,” she says. “It’s really a big relief that I can continue to meet my military obligations.”

“At USF, we have a deep appreciation for the many sacrifices our student veterans have made” says Braue. “They have served – and many continue to serve – our nation with pride and dignity. Therefore, we are committed to going ‘beyond the call of duty’ to help them achieve success.” ■



Army Reserve Top Leader Attended USF on GI Bill

Earlier this year, USF alumnus Michael D. Schultz was sworn in as the top enlisted soldier of the U.S. Army Reserve. As the force’s 11th command sergeant major, Schultz represents the Army Reserve’s 207,000 soldiers around the world at all levels within the Army and Department of Defense, at congressional levels, and in the media.

A combat-tested, highly decorated leader and veteran of deployments to

Afghanistan, Iraq and Kuwait, Schultz is the personal adviser to the U.S. Army Reserve commanding general on all enlisted soldier matters.

While in the Army Reserve, Schultz took classes at USF on the Montgomery GI Bill, graduating with a bachelor’s degree in political science, and later earning a master’s degree in public administration from Troy University. He is currently completing a doctor of education in organizational leadership.

Schultz is quick to credit both the quality of the education he received at USF, and the GI Bill, with helping him attain a highly successful military career.

USF: How did the GI Bill enable you to attend USF?

Schultz: I wanted to attend a major university with a credible, well-respected political science program. USF allowed me the flexibility of day and night classes that could work around my schedule. I used my Montgomery GI Bill benefits the entire time at USF.

USF: How did your degree from USF help prepare you for your career?

Schultz: The quality of education and the degree I earned from USF have certainly helped me in my current position. As the top senior enlisted soldier for the United States Army Reserve Command, my duties call for me to travel all over the world. I’ve been in 14 countries since being selected for the position six months ago. During recent trips to Japan, El Salvador and the Horn of Africa, I had the opportunity to meet with our U.S. ambassadors at each location and some of the key military leaders of these countries.

USF: Why is the Post-9/11 Veterans Education Bill important for today’s veterans and for our nation?

Schultz: The Post-9/11 GI Bill is a great benefit. The bill allows the service member the option of passing their benefits along to their spouse or children. Our families are asked to perform the difficult task of manning the home front while the service member answers their country’s call. It’s the right thing to do for our families and for the sacrifices they make, as well.

USF: How do veterans enrich the campus environment?

Schultz: Many of our veterans have either deployed or have been stationed around the world as a result of their assignments. Any student afforded these opportunities can add to a great classroom discussion by sharing first-hand experiences as a result of their time spent traveling the world.

Changing the Fields of Play

By Ann Carney

A \$500,000 donation to the *USF: Unstoppable* Campaign from the Gonzmart Family Foundation is providing a major boost to the ongoing transformation of the athletics landscape at USF.

"Athletics has always been dear to my heart," says Richard Gonzmart, whose family's impact reaches across the entire USF campus. "Athletics gives students a great opportunity to learn about the commitment it takes to succeed."

The new USF Athletics District is changing the fields of play at the university. Construction is currently under way for the Frank Morsani Football Practice Complex, the Pam and Les Muma Basketball Center, and new stadiums for baseball, softball and soccer.

"It's a huge bonus for coaches to draw young athletes," says Gonzmart, an Iron Bull. "Just thinking about it gives me goose bumps. I would love to be a student-athlete again!"

In recognition of the generous gift, the entry plaza to the softball and baseball stadiums will be named the Gonzmart Family Plaza. Both facilities are expected to open in February 2011.

"Richard and Melanie Gonzmart



have been there every step of the way, helping us build an athletics program of consequence," says Doug Woolard, director of intercollegiate athletics at USF. "We are so grateful for their generosity, and honored to have the Gonzmart family name forever linked with USF Athletics."

Family is what matters most says Gonzmart, whose family owns the Columbia Restaurant Group, including Tampa's renowned Columbia Restaurant founded in 1905.

"We are a family business. We wanted to do this to honor my grandparents and our mother and father," he says. "None of us is as strong as all of us. It has been my wife, my brother, my grandparents, parents and now our children. We wanted to honor all of the family."

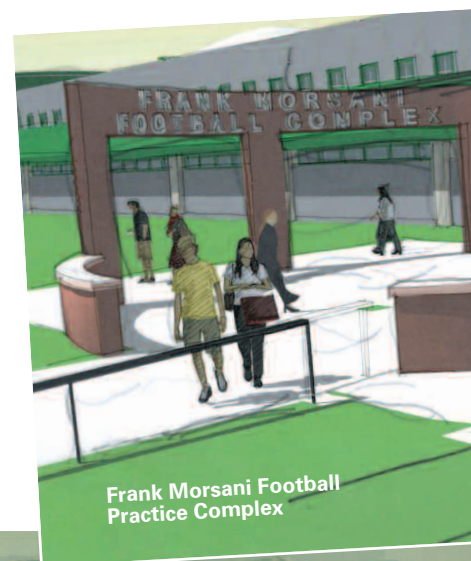
The new facilities, along with in-

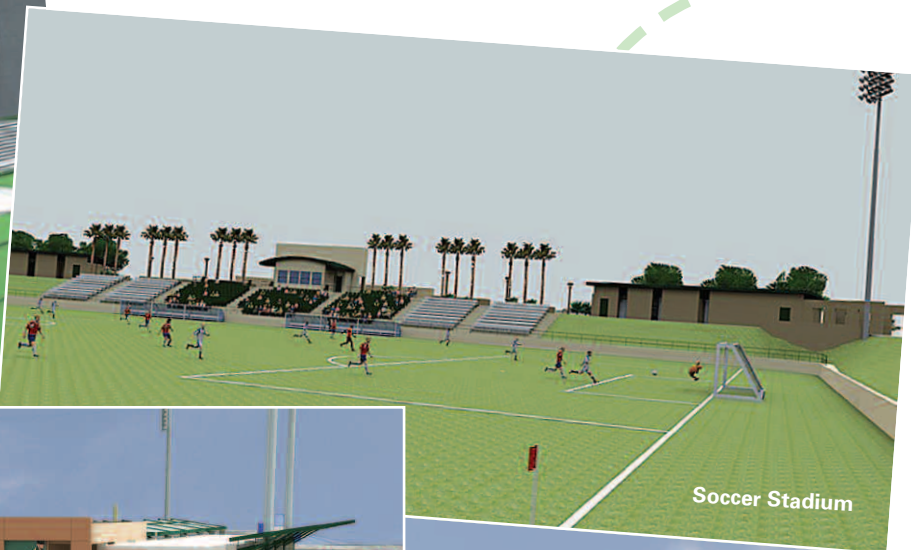
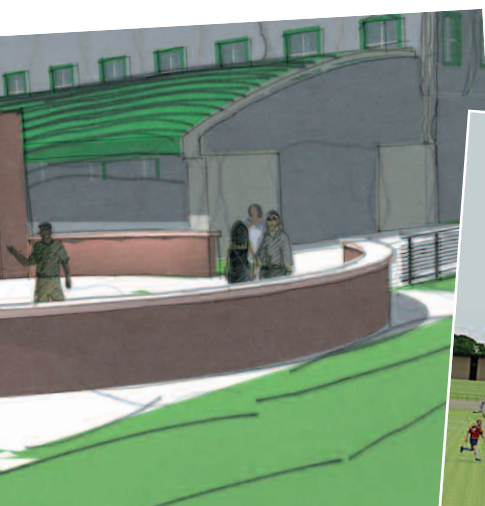
"The USF: Unstoppable Campaign represents an opportunity to totally transform the face of Bulls athletics..."

- DOUG WOOLARD

creased funding for scholarships, are at the heart of Athletics' campaign effort, according to Woolard.

"This program has a sense of destiny about it – a faith that, despite the challenges of youth, it can and will achieve great things," he says. "The *USF: Unstoppable* Campaign represents an opportunity to totally transform the face of Bulls athletics, to build upon





Baseball and Softball Complex



Soccer Stadium

Pam and Les Muma Basketball Center



the unparalleled growth of the last decade and establish this program as an emerging power on the national athletics stage.”

Bulls Baseball Coach Lelo Prado says the Gonzmart Family Foundation gift will make a real difference for all USF student-athletes.

“This gift will give our student-athletes the kind of facility they need and deserve,” he says, noting that baseball at USF has been played on the same field since 1968. “February 2011 will signal a whole new future for our coaches, players and fans.”

The new baseball stadium will feature expanded dugouts and bullpens as well as a 1,500-seat grandstand. The baseball and softball stadiums will also feature additional berm seating and multiple party decks and pavilions.

Over the years, the Gonzmart family has funded USF Athletics, Latino Scholarships, made philanthropic gifts to the College of Business and the USF Library System, and supported countless university initiatives.

“Years ago my parents told me what a great university this was and how much it meant to our commu-

nity,” says Gonzmart, whose children, Lauren Schellman and Andrea Gonzmart-Turner, are both USF graduates.

And while he can’t call himself a USF alumnus, Gonzmart says there’s something even better. “I’m the father of two USF alumnae.”

USF: UNSTOPPABLE

To date, the *USF: Unstoppable* Campaign has raised more than \$380 million of its \$600 million goal. To learn more about the campaign and opportunities for giving, visit www.unstoppable.usf.edu

Jeff Attinella: Balance On and Off the Field



By Mike Hogan

For the past two seasons, you would be hard pressed to find a better collegiate goalkeeper in America than USF men's soccer net minder Jeff Attinella. During the 2009 season, as a junior, the Safety Harbor, Fla. native helped guide the Bulls to a No. 3 national ranking and an appearance in the NCAA Tournament second round. For his efforts, Attinella was named a first team All-America by the National Soccer Coaches Association of America and the BIG EAST Conference Goalkeeper of the Year.

This year, Attinella – who, before the season started, was named a Hermann Trophy candidate given to the nation's top collegiate soccer player – has not let down one bit as he is re-writing USF's goalkeeper record books. Through games of Oct. 27, Attinella holds the school record for career shutouts with 28, and for shutouts in a single season with 10. He also tied the school mark

with consecutive shutouts with six.

But with all of his accomplishments on the field of play, the attributes that are looked upon with higher regard are his accomplishments off the field and in the classroom.

Attinella currently boasts a 3.31 overall grade point average (GPA) majoring in

to. After that I want to play (soccer) as long as I can, and if I'm lucky enough to get those opportunities, then that is definitely something that I will take advantage of."

One thing that Attinella does know is that USF head coach George Kiefer and his coaching staff have provided tremendous guidance so he, and the rest of his team-

"... to continue a tradition of USF players being considered for the Lowe's Senior CLASS award means a tremendous amount to me."

- JEFF ATTINELLA

communications and will graduate in December, although don't ask him what he has planned for his long-term future because he is just trying to live in the short term.

"In the immediate future I plan on walking (graduating) on Dec. 11," Attinella says chuckling. "I know that's a big day for my family and a day they are looking forward

mates, can achieve the type of balance that will help them to develop into men as they leave the soccer program and USF.

"Coach Kiefer says every year that he is not only here to build and develop good soccer players, but it is also his job to help student-athletes develop into good men," says Attinella. "A lot of the lessons that we have learned on the soccer field and in the

locker room, you can take those experiences and apply them to real life any day.”

And that accountability and balance has carried over into the classroom.

“When it came to grades, I always wanted to do well in the classroom,” says Attinella. “I was your average high school student before I came to USF. My parents always taught me that it was important to do well in school, but the coaching staff has always stressed that soccer won’t be around forever and the higher your GPA the better the chance that you will get a good job when you are ready to get a job in the real world one day.”

In addition to his efforts on the field and in the classroom, Attinella was recognized prior to this season as a candidate for the prestigious Lowe’s Senior CLASS Award. To be eligible for the award, a student-athlete must be classified as an NCAA Division I senior and have notable achievements in four areas of excellence – community, classroom, character and competition.

An acronym for Celebrating Loyalty and Achievement for Staying in School, the Lowe’s Senior CLASS Award focuses on the total student-athlete and encourages students to use their platform in athletics to make a positive impact as leaders in their communities.

Attinella continues a trend of USF men’s soccer players that have been recognized as candidates for the award joining Yohance Marshall (2008), Zak Boggs (2009) and Francisco Aristeguieta (2009) who have made the watch list during the past three years. Both Marshall and Boggs were finalists and were named to the Lowe’s Senior CLASS Award All-America Team.

“It is an honor to be recognized as a candidate for this award,” says Attinella. “To be listed with so many people in our sport that have such an impact in the community, and to continue a tradition of USF players being considered for the Lowe’s Senior CLASS award means a tremendous amount to me.”

President Genshaft Makes History as First Woman to Lead NCAA Board

When USF President Judy Genshaft stepped into her role as chairperson of the NCAA Division I Board of Directors in October, it was a historic moment – Genshaft is the first woman ever to hold the position.

Genshaft received the unanimous vote of all the campus presidents and chancellors who comprise the board at its Aug. 13 meeting. She will serve as chairperson of the 18-member board through April 2012.

“From an athletics standpoint, we cannot overstate the magnitude of this honor for President Genshaft. This is a personal and professional accomplishment for the president and a point of pride for the entire USF community,” Athletic Director Doug Woolard said of the appointment. “What a statement on the growth of the USF brand, both academically and athletically, that our leader will represent the Bulls at the highest level of NCAA governance.”

Genshaft, an NCAA board member since 2009, represents the BIG EAST Conference. Her term on the board runs through April 2013.

The NCAA espouses a collegiate model of athletics in which student-athletes participate in varsity sports as an avocation, balancing their academic, social and athletics experiences. The NCAA is committed to the highest levels of integrity and sportsmanship, diversity and inclusion, amateurism, competitive equity and excellence in the classroom. The association also believes in presidential leadership as the guiding force in operating athletics programs.

Genshaft assumed her responsibilities as chairperson at the same time NCAA President-Elect Mark Emmert began his tenure. Emmert is president of the University of Washington.

In outlining his priorities for the NCAA, Emmert said the organization will continue to focus on the academic and athletic success of student-athletes, providing the platform for NCAA member institutions to govern intercollegiate athletics, and maintaining the office’s obligation to engage society beyond athletics and higher education.



Historian Lives Contemporary Life on Campus

by Ann Carney and Mary Beth Erskine

Women throughout history fascinated Julie Langford as she was growing up. In fact, it was from some of history's most compelling female personalities that she found role models for her own life.

"History gave me a community – a place where I could engage with some of the greatest minds of all time," she says, "and that enabled me to discover my own voice and sense of self."

So it comes as no surprise that Langford studied history as both an undergraduate and master's student, eventually pursuing a second master's and a doctorate in Classical Studies. Today she is an assistant professor in USF's Department of History. It's rare to find an empty seat in her class.

But while the Salt Lake City native has one foot in ancient history, the other is firmly grounded in the 21st century. Langford is one of only two resident faculty members at USF, and lives in the most contemporary of settings – USF's Juniper-Poplar residence hall – among hundreds of texting, tweeting college freshmen.

Never far from her Juniper-Poplar home, Langford teaches two classes in the hall's first-floor class-

rooms. And she organizes after-hours lectures, like her current "So You Want To Be A..." series, which brings experts into the residence hall to speak on a variety of career topics. She also coordinates a film series for residents and arranges special skill-building sessions, all free of charge.

Her goal is to help students become immersed in the academic community – to help them learn in new and innovative ways.

"This is an 'I'm going to make you think' role," she says of her position. "It's a mutual adventure role."

An adventure that is helping students succeed while creating their own little bit of history.

What led to you becoming a resident faculty member?

I was at an interesting time in my life when I could. I've never lived in a residence hall before and was curious to see what it was like. But mostly it was because I knew there was more to my students' lives than I was seeing in the classroom. In order to speak to them effectively, I had to learn who my audience was.

You never lived in a residence hall during college. Do you regret that now?

I do. This is an incredibly rich environment for a lot of reasons. I wonder about the person I would have become if I had lived on campus.

What have you learned from students?

I've learned to take life not quite so seriously. I've learned the importance of play. I often get woken up by students at 3 a.m. playing Ultimate Frisbee outside my window. I never grumble; it makes me smile.

How does the resident faculty role benefit students?

New students get to see a faculty member immediately who is on their side – a role model for what residence life is like. They get introduced

Quick Takes

Most fascinating historical figure: Joan of Arc

Then or now: Now! Now! Now!

Greatest destination: The one I haven't been to yet

Your hero: Eleanor Roosevelt

Best faculty resident perk: Waking up to laughter



to a range of personalities they might not get to see otherwise.

Your life sounds like a classroom experience. Do you ever leave campus?

No. Honestly, I don't mind not ever leaving. I love the energy on campus; I feed off it. I never get tired of students. They make me laugh, and oftentimes they make me think.

Has your residence hall experience impacted your teaching style?

Yes! I've become a lot more creative in terms of how to engage the

entire student.

My upper-level seminars used to be held in a classroom. Last semester, in my "Sex in the City" class [the city being ancient Rome], we were focusing on the sexual politics of dining. I have a long table in my residence, so I moved my class there and we had a Roman dining experience around my table. The environment really encouraged them to be more daring in their analyses.

When did you know that you wanted to teach?

I knew that I wanted to study women in history from the time I was

a little kid. I used to write reports in the summer just for myself. My passion for learning naturally led me to teaching.

How would you describe your teaching style?

A little bit of lecture. A lot of provocative questions. I expect students to be able to defend their stand on things, whatever it is.

I'm fully aware that 10 years from now students may not remember or care when Julius Caesar died. But the life skills – how to read, how to question, how to argue – those skills will stay with them for the rest of their lives.

What's next?

I foresee a lifetime of summers filled with digging – metaphorically with research or digging in the field and bringing students with me. I love students; I love their irreverence and idealism. I intend to die in the classroom. I just hope that's not very soon.



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A NEW WALKWAY, EMBLAZONED WITH BULLS PRIDE, WELCOMED STUDENTS THIS FALL. THE WALKWAY MEANDERS BETWEEN THE MARSHALL STUDENT CENTER AND THE USF CAMPUS BOOKSTORE.