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Graphicstudio: A moving experience

By the end of August, USF's Graphicstudio will have completed its move to a new facility on campus in the University Tech Center. The new space includes a 1,000-square-foot gallery where the public will be welcome to view the work of such world-renowned contemporary artists as Robert Rauschenberg, James Rosenquist, Jim Dine and Sandra Chia.

Graphicstudio, the world-class workshop for creating fine-print and edition-sculpture, is a prestigious part of USF. But for too long it also has been apart from USF. For the last three years, Graphicstudio has endured life humbly housed in a cramped, aesthetically indecorous office building at 514 and Fowler Avenue. Gallery space was nonexistent.

Moreover, Graphicstudio wasn't just off campus; it was at times almost off limits. Poor ventilation often required workers to sport gas masks to fend off toxic fumes produced by lacquers and acids so vital to the workshop's modular operation.

Now Graphicstudio is the tenant in the new University Tech Center, across from the Engineering Building I. Personnel are hardly masking their enthusiasm for the 10,500-square-feet of customized quarters they've now calling home.

"There is no comparison to the old place," opines Apple Bass, Graphicstudio's assistant director. "This was designed for us."

It features a 1,000-square-foot gallery that's equipped with color-corrected lighting; a state-of-the-art vault, which includes a halon (gas) system to protect inventory from fire; separate lithography and etchings studios; and a full darkroom. It also includes a new venting system that extracts toxic fumes, plus hoods that cover the presses.

According to Bass, the new, on-campus facility, designed in part by Graphicstudio director Alan Eaker, should be ready for its first exhibit by the end of August. It should extend into October and will consist of approximately two dozen works, including prints by Jim Dine and James Rosenquist, sculptures by Robert Rauschenberg, prints and sculptures by Sandra Chia and woodcuts by Philip Pearlstein.

The exhibits, open to the general public, will change periodically to reflect Graphicstudio's ever-expanding production. The public, points out Bass, will also be privy to the process, with works displayed to illustrate progress from, for example, working drawings through final prints.

"We look forward to the opportunity to fully realize the potential of Graphicstudio in terms of service and education. The technology has always been there. We've never been fully open to the USF community, the art community and the Bay Area community. Our previous facility just didn't allow for it."

This facility, however, should now beckon to those intrigued by the "living textbook" concept and enamored with the works—and presence—of internationally renowned artists. Graphicstudio's gallery will be open weekdays 10 a.m. to 5 p.m. and, emphasizes Bass, eagerly awaiting interested groups—from docents to elementary school classes—and individuals, on and off campus.

"We want to be more accessible to schedules," says Bass. "We believe in educating through example. And here at Graphicstudio, you can see some of the finest contemporary prints created in the last 20 years."

You can also buy some of them. All the works, for example, in the initial exhibit are for sale, with current values ranging from $42,000 to approximately $75,000.

"Part of our funding," points out Bass, "is derived from the sale of existing inventory. It allows us to continue our mission to create new knowledge through art."

And part of Graphicstudio's success is due increasingly to its exposure. In September, the Graphicstudio/USF "Collaborations in Contemporary Art" exhibit will appear in Sarasota, St. Petersburg and Tallahassee.

"The piece of resistance, however, will be the retrospective exhibition of Graphicstudio's produced prints and sculptures at the National Gallery of Art in Washington from Sept. 15 through Jan. 5, 1992."

"There's no question that the caliber of artist working here—and the National Gallery exposure—are substantial drawing cards," notes Bass, the Graphicstudio director.

Now add one more drawing card—a facility worthy of its art.

By Joe O'Neill

USF purchase will expand Sarasota campus

USF has made plans to purchase part of the historic Crosley-Horton estate in Manatee county. The move could save the environmentally sensitive land and bring USF's Sarasota campus into Manatee county. The bayfront property is located just north of the Sarasota campus.

The deal came about after years of negotiation initiated by General Rolland B. Heiser, President of the New College Foundation.

USF is buying two-thirds of the Estate grounds, and the Manatee County Commission approved the county's purchase of the remaining 15 acres, which include the Crosley Estate Home and the portion closest to Sarasota Bay. The county's land will be used for a waterfront park.

The University's land may be used for a 20-room classroom building. The building could offset the space needs generated by the University Program's growth of 3 percent a year.

USF will pay $2 million to Sarasota real estate developer and New College of USF alumnus Mark Famigliato for 28.5 acres.

Correction

The last issue of Inside USF included a photograph of USF professor Harry Schaleman and Ramon Castro, a brother of Fidel. Ramon was misidentified in the photo caption.

Borkowski speaks to Congressional subcommittee

USF President Francis T. Borkowski was invited to testify before the U.S. House of Representatives Subcommittee on Postsecondary Education in Washington, D.C. on July 24.

Borkowski presented testimony on the reauthorization of the Higher Education Act of 1965. He voiced particular support for the reauthorization of Title X of the Act, the Urban Community Service title. Title X authorized federal funding for urban universities across the country a decade ago, but was never actually funded.

Castor comes to call

Florida Education Commissioner Betty Castor, far left, talks with participants in the Migrant Summer Institute. Castor visited the USF campus on July 11 to learn more about the program.

Briefly
Mary Lou Harkness, the fourth employee ever to be hired at USF, has plenty of tales to tell about our growing University. And as a steady member of the library staff, including 20 years as director, she saw the library move from an old house in downtown Tampa to a 2-story building where card catalogs are obsolete and computers are commonplace. "I've seen a lot of changes around here," she says. "And I've been against them. Every one." 

For Mary Lou Harkness the years have wound down to days. Aug. 1 she'll walk out of her pale green cinder-block office cabinet, which is situated at the end of a maze of bookshelves on the second floor of the Tampa campus library, a retired lady. And for USF, a 33-year chapter of university history closes. Harkness, the fourth employee ever to be hired at USF, has been at the USF Library since before there was a library.

Sitting on her state-issue-orange, upholstered desk chair she recalls it all with near the same dull, groundless-and the cycles in which they turn. USF dates, names and places seem to make up the off-duty of a retired trade. She calls them up effortlessly, while a model representative of one of the biggest changes of her 33-year career, a computer, idly behind her.

She came to USF June 1, 1958 when the pre-to-be-built University's headquarters were in downtown Tampa. The staff consisted of President John S. Allen; his secretary, Ann Strickland; and Elliott Hardway, the library director.

"We were a part of a brand new university," she says, "not the Florida sunshine. I thought Georgia was as far south as I wanted to live," Harkness recalls.

"I remember although, Mary Edna, my friend who had worked at the University of Florida for Elliott, told me, 'It is not where you work or what kind of library you work in, but the person you work for.' She recommended Elliott to be that kind of person and I found that he was." In 1967 Hardway was promoted to a vice president's position and Harkness was made acting director of the library. That same year she married chancellor faculty member Don Harkness. He retired in 1988.

As library director, Harkness did not have to deal with the students. "Only if there were really "problems," she admits. But she was then at least by reputation, which seemed to grow in the 20 years she was director, as a problem solver.

Remembers one former student, who is now a staff member, "Back in the '70s the library brought her baby into the library and began nursing."

"Mary Lou sent word to the mother, via a student worker, that she could not do that in the library. Well, the mother wanted to know why and the student worker didn't know, so he went back and asked Mary Lou, she just came out of her office and announced, "No food, no babies.""

Another staff member remembers her as a good director and a nice lady. "But you didn't want to make her mad," he said. "She has a good memory. She would remember if you messed up.

Through the years, different staff members, students and faculty came to believe Harkness had come by her red hair honestly."

"A lot of people, I've seen a lot of changes around here, and I've been against them. Every one."

But her bark is worse than her bite. Harkness staff agreed that time and time again she stood up for us when we needed her.

And Sam Fustukjian, the newly appointed library director, remembers the staff and the view: "The Harknesses invited me to their home," he recalls. "From the very beginning I was made to feel as if I belonged."

Though much has changed, much has stayed the same. Harkness says she frequently suffers deja vu. Of a most recent newspaper story on budget cuts, she explains, "I've read this story before--in the '50s, '60s, and '70s."

"The whole university, from the very beginning, has grown faster than, really, we had people for. We've always done more than resources allow.

"It's always been, more or less. The resources would catch up. When I stepped into the library (from director to university librarian and serial cataloger), I guess I had better. I could see that the library needed to move on and to do things that were not doing, but I was not the right person. I had done my push forward."

Now, as she prepares to leave, "lock, stock and barrel," the memories of some of those push come back. Flashing back. Like when USF was still headquartered on Plant Avenue in downtown Tampa. The books were kept almost everywhere in that building because we didn't have shelves. And that was one of our early problems. It was one of those old houses down in old Hyde Park, and we discovered. They came out of the wood floors and into the books. Then we had to house the tented to get rid of the termites."

She remembers details of the all-eight student sit-in in the mid '70s. She remembers playing volleyball at lunch time and taking long walks on the unvisited, or at least unexplored, campus, long before the classes began.

In 1959, the library was moved to the campus, where the campus police are now.

"We called it the Little House," she says.

When classes started in '60, the library was not yet finished, so the ball room the UC was used for what called public service."

"We moved to the SVC, or what is now SVC, in April of '61 and we stayed there until 1975 when the present building was complete. This building was completed in early '75, but we didn't have money in the '74- '75 budget to make the move, so we moved into this building between the summer and fall term of '75."

Case in point of historic budget struggles, Harkness remembers that when they did move into the present building, they could not afford to increase staff, even though the amount of floor space had been tripled.

The proudest accomplishments of her tenure, says Harkness, are the completion of the present library building and the addition of LISI, a library computer network. She does sigh over the fact that the library could not have been built with more of a foresight into the future.

"By the '70s we knew the computer and micro chip would greatly affect our information systems, but with our system of budget planning, we could not afford to leave enough electrical outlets. That's why you see these electrical poles all over this building."

She's not specific about her future plans. In mid-August, she and her husband, Elliott, will move to a new place in Nebraska. She says she is about 18-months-months worth of New Yorker magazines stacked up ("You know that's a weekly magazine, she explains and wants to read those."

"They'd like to travel, if Don's health permits. She does not anticipate being bored.

Fustukjian shares a secret of how the boredom will be alleviated. "Instead of letting her bridge games interrupt her library, he hopes sometimes he'll let her library interupt her bridge," she says.

By Candace Fulton

photo by Greg Fulton

USF joins Caribbean efforts to study and preserve pristine sea

In 1983, the Caribbean Sea lost 99 percent of its commonly found species. This attacked, black seaurchin population.

In 1987, coral reefs across the Caribbean blazed on fire. Today, reefs-some as far north as the Florida Keys-are slowly dying from a disease called "white band disease.

What's less obvious is the precise reason. Is the Caribbean being overfished, or is there other pollution in the sea? Is global warming the cause?

No one will know for sure until long-term studies are done, says John Ogden, director of the Florida Institute of Oceanography (FIO) headquartered at the USF St. Petersburg campus.

To this coastal steering committee and interested scientists have organized the Caribbean Coastal Marine Prog- mamon (CCMP). Composed of marine research institutes from more than 20 Caribbean countries, the network will begin long-term monitoring and research of the Caribbean's ecosystem, coral reefs, seagrasses and mangroves. A $300,000 grant from the John D. and Catherine T. MacArthur Foundation of Chicago, which is administered by FIO, will help fund the first three years of the program.

"Florida is downstream from the Caribbean and essentially part of the system," says Ogden. "It is important that Florida be a part of this 20-nation group."

"Caribbean is a general uncase-ness, especially in the Florida Keys, that the region's ecosystems are in a state of decline from many stressors, and this region currently may know nothing about any.

Although it is a long, painstaking process, Ogden hopes that CARICOMP will coordinate research of the region for at least 10 years."

"If we don't, we'll miss the opportunity to help develop badly needed conservation resource management schemes, which are difficult to set up because of regional political problems," says Ogden. "We believe the key is to start with the scientists at the grass roots level in the various countries."

USF Petersburg was one of eight sites across the United States chosen to host a national teleconference, "Fifteen Islands, a joint effort of children with emotional and behavioral disorders. The purpose of the July 25 teleconference was to bring experts together to help set a national agenda for better services for these children."

The meeting was co-sponsored by the Individuals with Disabilities Education Programs, U.S. Department of Education and the international Council for Exceptional Children's Education. A national agenda is being developed for a newly authorized program created when the 101st Congress enacted the Individuals with Disabilities Education Act. The program's mission is to foster the emotional and developmental adjustment and treatment of all children and youth to help them realize their potential at school, work and in the community.

The local site coordinator was USF's Eleanor Guztue, an expert on youth suicide prevention and violence and aggression in youth.

"There are grades of emotional disturbance, and all could be helped, but just one program doesn't work. We need a continuum of services from support groups for families who have these children to 24-hour-a-day residential care for real problem children," said Guztue. Emotional disturbed children, despite normal intelligence, are reported to have low grade-point averages and a drop-out rate of about 50 percent. They tend not to build a solid work ethic in months at a time. They often have brushes with the law. They come from all social and economic conditions, but end up illiterate, anti-social and unproductive.

"Because of the lack of adequate programs, Ogden says kids "will go out on the streets and do as they please." Parents, community leaders and teachers participated in the teleconference, responding to five draft agenda statements. Topics included developing positive learning experiences for children and youth with serious emotional disturbances, support for families, ongoing professional development for educators and other professionals, empowerment of families and professionals, and creative systemic change.

photo by Greg Fulton

St. Pete campus hosts national 'town meeting' on emotionally disturbed students

The teleconference, co-sponsored by the U.S. Office of Special Education Programs, U.S. Department of Education and the international Council for Exceptional Children's Education, helped set a national agenda in support of Congress's Individuals with Disabilities Education Act.

Schools across the country are working on the program's mission to foster the emotional and developmental adjustment and treatment of all children and youth to help them realize their potential at school, work and in the community.

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photo by Greg Fulton
Summer workshops for faculty: a shared success

More than 40 USF faculty members explored ways to 'improve students' class participation and preparation at summer workshops held by USF's Center for Teaching Enhancement. Among the topics discussed were gender and race influence class discussions.

According to recent research, the traditional lecture classroom favors more aggressive students, while minorities and women are more likely to participate and succeed in small group activities.

USF Center for Teaching Enhancement (CTE) recently conducted its first faculty workshops for developing and refining teaching techniques. "Involving Students: Using Active Learning Strategies in University Classes" was held June 10-21 and July 7-12 on the Tampa campus.

The workshops introduced the latest thinking and research on ways to maximize students' class preparation and participation. Suggestions were presented on such topics as how to enhance traditional lectures: frame questions strategically; lead exciting class discussions; use cooperative learning activities skillfully; and create writing activities that aid student learning.

"This was an absolutely extraordinary experience," said CTE Director Jim Eison. "Participants brought to these programs an exceptional level of energy and enthusiasm. The sharing of personal insights and experiences added further to the groups' frame questions strategically; lead exciting class discussions; use cooperative learning activities skillfully; and create writing activities that aid student learning.

"It was a transformative experience," said Eison.

Two nationally recognized workshop facilitators, Charles Bonwell and William Weitn, also led workshop sessions. Bonwell is director of the Center for Teaching and Learning at Southeast Missouri State University in Cape Girardeau, Missouri, and Weitn is director of the Center for Teaching and Learning Effectiveness at Pace University in New York.

"I have previously conducted extended programs for faculty on several campuses. Never, however, have I encountered two more enthusiastic groups of faculty who were willing to reflect honestly on their own teaching and to share so openly on the risks, personal and professional, associated with instructional change," said Eison.

In addition to learning how to successfully use active learning strategies to teach course subject matter, the attendees that developed among colleagues was both rare and wonderful.

"Each of the five presenters "practiced what he or she was teaching, so the active learning strategies used to facilitate the workshop were also the content of the workshop," said Eison.

Activities included group brainstorming strategies, short writing activities to stimulate thought; self-assessment questionnaires examining teaching methods and discussion-styles; and evaluating short videotaped presentations, including a lecture on how to lecture. James' session on discussion-style had participants analyze video segments of actors portraying three very different types of teachers: Robin Williams in "Dead Poets Society," James Olmos in "Stand and Deliver" and John Houseman in "The Paper Chase.

Linder led the group in constructing a series of questions designed to stimulate critical and creative thinking.

"Effective questioning is central to good teaching and yet very few professors have had formal training in structuring questions. Questions direct the level, complexity and depth of students' thinking regardless of the discipline being studied," she said.

Case method teaching was demonstrated with a scenario describing a verbal student rebellion against a graduate teaching assistant. Another case examined the challenge of grading students in active learning classes. James used an analysis of group interaction patterns within the workshop to demonstrate how gender and race impact class discussions.

"It was surprising to many workshop participants that in this group of female and male professors, some typical classroom behaviors by both facilitators and participant negatively influenced female participation," said James.

In another session, Linder explored the use of grouping patterns and cooperative learning structure.

"The research is quite compelling that the traditional lecture classroom favors more aggressive students. Minorities and women participate more and achieve at significantly higher levels in classes where small group activities regularly occur," she said.

Metcsh, a graduate student, served as both a participant and observer for evaluation purposes. He noted that the sessions were "wonderful - I learned a great deal, both from the workshop facilitators and from my colleagues."

"I entered with a considerable degree of skepticism as to whether I would learn methods that would be applicable to my field, and I am amazed at how unjustified my skepticism was," said Metcsh.

"My expectations for this workshop have been exceeded. I had expected to merely learn teaching techniques; instead I have learned a whole new way of thinking about the educational process and my role in program for 10 full days, which brought together faculty from a variety of disciplines and levels of prior teaching experience, from instructors to full professors.

Another unique element of this program was that participating faculty received honoraria. Plus, if they wish to share with colleagues in their disciplines how they have used active learning strategies, the program has funds to support their travel to conferences to present their results.

Participating are also offered individual follow-up consultations, classroom visits, periodic workshops and possible "reunion" social events. They were asked to cooperate in an extensive evaluation of the program, which yielded comments that included:

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Jean Linder consults with participants in a Center for Teaching Enhancement workshop.

"I now have tools with which to increase the effectiveness of my courses. I also attained important personal affirmation of my effectiveness."

"If this workshop had been done by the straight lecture method, we would all be brain dead after 10 such intensive days. The facilitators were their own best argument for active learning."

"After 11 years of teaching, I needed a shot in the arm. I wanted to be a better teacher: I felt I was in a rut. I needed some new perspectives. In all my years of graduate work and of teaching, no one ever talked about it except perhaps to share an anecdote. My instincts are good but I learned a great deal, both from the workshop leaders and from my colleagues."

During 1991-92, the CTE will initiate an extensive series of programs and activities for faculty and graduate teaching assistants. The two-week workshop will be offered again next July. Additional information can be obtained from the Center, located in LIB 610, ext. 2576.

by Dawn Clark

Fustukjian named director of USF Tampa campus library

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Fustukjian named director of USF Tampa campus library

Samuel Y. Fustukjian, acting director of USF's Tampa campus library for the past year, has been selected as director. Provost Gerry G. Meissels announced recently.

"Sam has demonstrated that he is a very capable leader, both on the St. Petersburg campus and as acting director of the library on the Tampa campus," said Meissels.

"He had the full support of the search committee and of the administration."

Fustukjian was appointed director of The Nelson Poynier Memorial Library at USF St. Petersburg in 1980. In 1983 he took leave of absence to serve a one-year appointment as director of the library at the American University of Beirut and in 1985-86 he served as acting dean of the St. Petersburg campus.

In 1989-90 he was project director of ACCESS ERIE, a national education network in Washington, D.C., sponsored by the U.S. Department of Education.

Fustukjian graduated with a degree in English literature from Haigazian College in Beirut. He has a master's degree in library science from Syracuse University and a master's degree in library science from the State University of New York, Oswego.

"He is conversant with university administration and how the library fits into that environment," said Ann Prentice, associate vice provost for information resources.

Samuel Y. Fustukjian

"We look for him to provide enthusiastic, positive leadership."

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