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At the 25th anniversary luncheon for the Carolinian Creed last fall, I looked around the room at the undergraduate and graduate students in attendance. None of them were born when we introduced the creed to campus in 1990, yet there they were, affirming and celebrating the tenets written a generation ago.

I am enormously proud that the creed continues to shape the Carolinian community — that our students and faculty and staff members strive to demonstrate the values of integrity, respect, compassion and acceptance. That it has inspired CREEDx, an incredible event that features members of our community describing how they live the creed. That this document written 25 years ago (page 20) influences a new generation by motivating them to dedicate themselves to personal and academic excellence.

So what are we doing today that will shape the experiences of the next generation of USC students? We’re increasing access to a Carolina degree through programs like Gamecock Gateway and ensuring that all students have the support they need to achieve their academic goals — support that comes from offerings including tutoring and early intervention initiatives. Each of these programs earned national recognition for effectiveness in assisting students; they’re described on page 11.

Our new health center — for which we’ll break ground this year — will offer students the same high standard of care they’re accustomed to receiving at USC, but in an integrated, high-tech environment that facilitates holistic care. On page 27, you can see the architect’s renderings of this spectacular new space.

Through mentoring programs (page 18), leadership and service efforts (page 4) and our new social justice training program (page 4), we’re encouraging students to reach their potential in school, in the workplace, in their families and in their communities.

In these and many other ways, the Division of Student Affairs and Academic Support continues to deliver on the promise to our current students and the students of generations to come.
When the Leadership and Service Center returned to the Russell House last winter, it did so in grand style. With an enormous window overlooking Greene Street, an indoor amphitheater, mobile work stations and whiteboard walls, the newly designed space helps spark student creativity and collaboration and helps them find their passions for leadership and service.

The center houses a team of leadership coaches who support students in making connections around campus and throughout the community.

“I feel like I find myself in there at least once a day,” senior Gabi Santos said. “It is such a great place where everyone has a desire to help you to make sure what you’re working on is the best that it can be.”

BY JOURDAN SIMPSON, ’16

The Social Justice Activist Program, begun in 2014, educates students about issues involving racism, sexism, classism and environmental justice. Using traditional and beyond-the-classroom education, the program gives students the tools to become involved in social justice issues they’re passionate about.

Program participants advance through three training levels — ally, advocate and activist — before graduating. The program challenges students within the classroom, and each level requires students to apply the concepts they are learning about beyond the classroom.

The program’s instructors, who work in the Office of Multicultural Student Affairs, want to educate and empower students.

“We, as a society, teach that youth don’t have a voice,” program founder Gavin Weiser said. “But youth have an incredible amount of power.”

The program attracts one of the most diverse groups of participants of any program on campus. Activists in training come from around the world, multiple ethnic groups and various educational backgrounds. This diversity provides students the opportunity to hear narratives from people of every background in their efforts toward enacting change.

BY JOURDAN SIMPSON, ’16

What’s in a move? A great deal when it involves the Career Center relocating from its former home of 30 years to a more central location in the Thomas Cooper Library. After a year in the library, the Career Center has seen a number of successes in helping students begin their career journeys.

One-on-one interactions between career development coaches and students have increased more than 60 percent. Students receive valuable feedback on what major and career path they should consider based on a series of assessments, along with other career-related advice. Additionally, the Career Center has welcomed more students during drop-in hours, allowing them to receive resume assistance while learning to navigate the job search process.

Mark Anthony, associate director of career development and experiential education, attributes the increase of student appointments not only to the new location but also to the building of relationships with faculty members.

“We’ve made great contacts with faculty recently, and, in turn, they have helped students take advantage of the resources available at the Career Center,” Anthony said.

“We definitely look forward to helping more students as we continue to forge relationships with faculty and staff.” - Mark Anthony

BY ASHLEY ELLIOTT, Career Center
Parents Weekend is a Carolina tradition that brings thousands of family members from across the nation to campus for a weekend of educational sessions, open houses and social and athletic events and the opportunity to spend quality time with their students. But what happens when ESPN’s College GameDay pays a visit to broadcast from the historic Horseshoe on Saturday morning of that same weekend?

During the weekend of Sept. 26-28, 2014, Parents Weekend and College GameDay collided. The university welcomed 9,448 participants to Parents Weekend, and thousands more visited the Horseshoe on Saturday for the fanfare of this college football tradition, which aired before the Gamecocks took on the Missouri Tigers.

Melissa Gentry, director of communications and events for Student Life, oversees the planning of Parents Weekend and also assists with preparations for College GameDay visits to campus.

“What a fun weekend for these families!” she said. “Many of them come from cities where GameDay may never visit, so getting the opportunity to visit their son’s or daughter’s college home and make memories attending College GameDay on the Horseshoe together during the same weekend is a special experience. Not many schools can say that happened on their campuses!”

How does USC’s garden grow?

BY LIZ CARMON
Student Success Center

The Carolina Community Farm & Garden began in 2007 as a series of small student garden plots. It’s now a successful student-run program that focuses on sustainable agricultural practices, service, leadership development and best business practices.

All of the products grown on the permaculture farm are done so sustainably, reducing the impact on the environment. This past summer, the garden became a Certified South Carolina Grown program, thanks to the techniques and processes of operating the farm.

With the program’s growth and success, the garden has become an official participant of the S.C. Agritourism Passport Program, a new initiative designed for customers to visit participating farms and have their “passports” stamped to win Certified South Carolina Grown items.

“The farm and garden aims to take students as dependent consumers and transform them into responsible producers by expanding their knowledge of sustainable agriculture practices, thereby improving their self-sufficiency and resilience in a changing world,” garden manager Allie Mason said.

GET UP, CAROLINA!
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PAUL BEASLEY
TRIO PROGRAMS DIRECTOR
Received the Columbia Urban League President’s Award

JOSLYN BROWN
HOUSING
Selected by ACPA’s Commission for Housing and Residential Life as the Outstanding New Professional in Residential Life

DAN COLASCIONE
HOUSING
Named the Southeastern Association of Housing Officers’ New Professional of the Year
ERIN KITCHELL
STUDENT CONDUCT AND ACADEMIC INTEGRITY
Named the American Student Conduct Administrators’ New Professional of the Year

PATRICK HICKEY
CAPSTONE SCHOLARS PRINCIPAL
Awarded the Paul P. Fidler Bridge Builder Award from ACPA’s S.C. College Personnel Association

HILARY LICHTERMAN
HOUSING
Won Mid-Level Professional of the Year from the Southeastern Association of Housing Officers
THE SHORT LIST

STOP SEXUAL ASSAULT.

Carolina cares about the safety and well-being of its community and has resources available 24/7 to assist sexual assault survivors and members of their support networks.

Last summer the university launched a website, sc.edu/stopsexualassault, as the central source for information related to sexual assault education, prevention, training and reporting. The site provides employees with information on their training and reporting requirements and offers tips on how to have a compassionate conversation with survivors.

Students can learn more about the many resources available to them, discover the influence they have in preventing sexual assault and find out how to support survivors. The site also features a link to USC’s online form for reporting sexual assaults. The form is received by a multidisciplinary team that ensures survivors are offered support and a full array of services and that incidents are appropriately investigated.

USC JOINS NATIONWIDE HEALTH PROGRAM

BY MARJORIE RIDDLE DUFFIE, Student Health Services

USC is among 55 institutions nationwide and the only one in South Carolina to join the Jed and Clinton Health Matters Campus Program. The program is designed to address the two leading causes of death in young adults — suicide and unintentional injuries, including those caused by prescription drug overdoses and alcohol poisoning — by helping colleges and universities assess and enhance mental health, substance abuse and suicide prevention programming. As a participating school, Carolina made a four-year commitment to work with the program to evaluate and identify opportunities to enrich these activities on campus.

CENTER ESTABLISHES SOUTH AFRICAN AFFILIATE

BY RICO REED
National Resource Center

The National Resource Center for The First-Year Experience and Students in Transition has completed an affiliate agreement with the University of Johannesburg in South Africa to create an affiliated South African National Resource Centre dedicated to the support, professional development and advancement of scholarship for professionals in South Africa dedicated to the transition and success of students into and through higher education.

Expanding an international network of educators dedicated to enhancing the first-year student experience, the agreement will help collaborative research and cooperation in training projects for interests related to first-year experience programs. The partnership with the South African National Resource Centre for the First-Year Experience and Students in Transition will also provide essential resources, publications and services that advance learning in the higher education community and provide professional development opportunities to the nation of South Africa, the African continent and a global network of scholars, while advancing the research agenda of USC’s National Resource Center.

For example, members of the leadership team of the National Resource Center were keynote speakers for the 2015 South African National Resource Centre’s First-Year Experience Conference. In addition, SANRC served as a cohost organization for the National Resource Center’s 23rd National Conference on Students in Transition this past October and the 35th Annual Conference on The First-Year Experience in February. The two organizations also partnered with other researchers in Canada, Australia, New Zealand and the U.K. to administer the International Survey of Peer Leaders.

As an affiliate, the South African center will operate under the broad umbrella of the center’s brand and organizational identity, with adjustments for the South African culture and higher education context. The newly established center aims to deepen and strengthen scholarship and resource dissemination in regard to first-year student transitions and success.
FIELD WORK

ANNA SANDREUTER | marketing intern at Flock & Rally, Columbia, S.C.
University Business magazine chose Success Connect, the Student Success Center program, as one of its spring 2015 Models of Excellence. The magazine’s recognition program highlights college and university initiatives that support student success in innovative, effective ways. Launched in 2014, Success Connect is a multipronged retention initiative designed to support students’ transition and success in their first year. Through the components of an early warning system, collaboration with campus partners and intentional outreach to all first-year students, Success Connect is designed to identify and support students at risk of attrition.
values worth spreading

The Association for Student Conduct Administration honored CREEDx with its Innovation Award. The award recognizes an institution that has implemented an outstanding and innovative program related to student conduct administration in the past year. CREEDx, modeled on TEDx, features a series of speakers sharing their thoughts on tenets of the Carolinian Creed.

in good health

The university received the Gold Star Award from the S.C. Hospital Association’s Working Well initiative and Prevention Partners. The award recognizes the university for achieving the highest standard of excellence for tobacco cessation programs.

USC is the only university in the Palmetto State to win the BlueCross BlueShield LiveLifeBlue Workplace Wellness Award. This award recognizes companies across S.C. who are investing in wellness programs for their employees and transforming the culture of health within their workplace. USC received the award in recognition of its exercise facilities, tobacco-free policy, partnerships and collaborative efforts, healthy eating initiatives and weight management programs.

gateway to the university

Gamecock Gateway won a bronze NASPA Excellence Award in the enrollment management, financial aid, orientation, parents, persistence, first-year, other-year and related category. The annual awards honor “outstanding programs, innovative services and effective administration” at colleges and universities across the United States. Gamecock Gateway launched in 2012 with a focus on enhancing access to a USC degree by creating a pipeline between Midlands Technical College and the university.

terrific tutoring

The Association of the Tutoring Professional recognized the Student Success Center’s peer tutoring program with its Program of Excellence Award for 2015. The organization praised USC’s program for increasing student participation, delivering tutoring through a variety of methods, training its tutors and engaging in collaborations.
STUDENT PROFILES
By Jourdan Simpson, ‘16

SHELLEY BLACK
is a junior education major from Blythewood, S.C., a Teaching Fellow and a member of Phi Mu sorority. Shelley’s pursuit of a minor in Spanish sparked her interest in Students Helping Honduras, which helped her find her passion: teaching English in another country.

“My first trip to Honduras, I met these three sisters: Islani, she was two at the time, and Mercedes and Jeanette, who are twins. They attend the bilingual school that we help out with in the village. I’ve been back to Honduras seven times. Every time I go, I see them. It’s been cool because they go to the bilingual school, so when I met them they were in the third grade, and now they’re in the fifth grade. They speak perfect English. The village they live in is one of the poorest in Honduras. It’s so wonderful to see them breaking that cycle of poverty that’s been in their family for who knows how long.”

TIM BRYSON
transferred to USC for his sophomore year and quickly became a leader on campus. The athletic training major from Cincinnati became active in Campus Recreation, intramural sports and his fraternity, Phi Beta Sigma. Bryson’s fraternity involvement led him to serve as president of his chapter, vice president of the National Pan-Hellenic Council at USC and, ultimately, the first African-American president of Carolina’s Fraternity Council.

“Even being the first black president of Fraternity Council, that wasn’t enough for me. I want there to be a second, third and fourth. Selfish acts don’t go too far. I would hope my legacy is someone who cares for others and is a man for and with others.”
JONATHAN HOLT

is a senior political science and geography double major who hails from Graham, N.C., a town with a population approximately equal to half of the USC student body. Even though he came from a small town, Holt did not hesitate to become a leader on campus. During his first semester, he was active in the Student Government Freshman Council and University Ambassadors. He has been a University 101 peer leader and an office assistant for University Housing. Holt has also been a city of Columbia Mayor’s Fellow and held internships in policy and politics.

“I wanted to truly be a part of the university and offer my contribution. In high school, I found myself happiest when I was contributing my time to campus activities, and I knew there would be a lot of opportunities to offer my perspective in college and to create a positive impact.”

LAUREN MIMS

has a long list of cocurricular experiences at USC, but her most significant achievement happened off campus, in her hometown of Greenville, S.C. It was there that Mims founded a mentoring program, The Skin I’m In, to help African-American girls develop self-confidence. The program is a natural outgrowth of her majors — political science and African-American studies — her TRIO McNair undergraduate research on respectability politics and African-American women and her participation in the Minority Assistance Peer Program, the USC chapter of the NAACP and the Association of African-American Students.

“Once we got them into groups, we talked more about colorism and what that means. We then told them all, ‘You’re all black, and that’s beautiful.’ We also emphasized loving yourself first.”

ABBEY O’BRIEN

jumped into campus leadership as soon as she arrived from Acworth, Ga. She became a member of University Ambassadors as a freshman, and she’s been exercising her leadership potential ever since. Abbey is the charter chapter president of Pi Beta Phi, has been a University 101 peer leader and is a member of Omicron Delta Kappa. Abbey also has made her mark beyond campus. The senior broadcast journalism major was an intern for the Today Show and plans to pursue a career in news after graduation.

“I think USC does a lot for students to help them become leaders. I never understood what it meant to be in leadership positions until now; you really do have the ability to affect those that you’re serving. If you’re a leader, you’re not doing it for yourself, you’re doing it for others.”
Johnathan Stathapoulos was afraid of heights, and early in his first semester of college he met several other Carolina freshmen who shared his acrophobia. The living-learning community they had joined was all about taking on personal challenges, so instead of spending their college years avoiding high places, the students found one 14,000 high — and jumped.

“I still cannot believe I put myself through that, but in the end it was worth it. I can now check skydiving off of my bucket list,” says Stathopoulos, who graduated from Carolina in 2014 and is now in his second year at the university’s School of Medicine in Columbia.

The campus community he and his skydiving pals were part of — Capstone Scholars — is celebrating its 10th year as one of the university’s most popular programs for high-achieving students looking for something more in the college experience.

“Capstone pushed me to become involved in clubs and organizations, inspired me to participate in leadership roles and created opportunities that wouldn’t have been available otherwise, all while providing me with a strong community of support and lifetime friendships,” says Kelly Brittan, a 2014 graduate who now works for an accounting firm in Columbus, Ohio.

“Overcoming obstacles is part of Hickey’s DNA. Though he has a fear of heights, as well, he’s now one of only about 120 people in the world who have climbed the world’s seven summits (the highest peak on each continent) and the only nurse to have done so. He wrote a book, “Seven Summits: A Nurse’s Quest to Conquer Mountaineering and Life,” about the climbs and the lessons learned.

Hickey asked the Capstone Scholars to take on challenges based on seven categories from the book in which he outlines the need for a balanced life, physical wellness, goal-setting, positive attitude, realization of potential, desiring success and creating a legacy.

The idea of taking on challenges that develop one or more of those areas resonates with parents and students. “In a practical sense, taking on personal challenges generates experiences that build confidence and can help pave the way for internships and graduate study,” Hickey says. As a sign of the times, he notes, “we’re seeing some of our students taking selfies of doing their personal challenges.”

Hickey is tapping into the more than 7,000 personal challenge statements that Capstone Scholars have submitted over the years as part of a new book he’s writing, tentatively titled “The Path to Student Success Starts with a Personal Challenge.”

“My current workplace closely mirrors the Capstone environment, and it wasn’t until after graduating that I truly realized how my experience at Capstone helped me to develop into a successful professional.” - Johnathan Stathapoulos, ’14
Hickey plans to use proceeds from the book’s sales to help fund Capstone Scholars scholarships.

**BENEFITS OF MEMBERSHIP**

There’s more to the Capstone Scholars Program than personal challenges. Scholars attend Capstone Conversations, featuring interactive discussions with guest speakers, engage in community service together and have the opportunity to participate in Capstone-only study abroad trips, usually in the summer.

Students also can apply for Magellan Apprentice grants, $1,000 stipends for undergraduate research that are exclusively for Capstone Scholars. Passport Travel Grants of $2,000 enable scholars to defray the expenses of study abroad. And through a partnership with the Career Center, the Capstone Scholars Program shares the stipend cost with employers for internships and co-ops.

Capstone Scholars also have their own sections of University 101 — associate principal David DeWeil won the U101 Teacher of the Year award in 2014 — which helps create more bonds among the 800-plus freshman group.

Capstone Consultations launched last semester with each Capstone Scholar getting an appointment for one-on-one face time with the principal or associate/assistant principals. These informal mentoring sessions are intended to help the scholars map out plans for their freshman or sophomore years (student participation in the program ends after the second year). Participating in the once-per-semester consultations is one of the program’s four requirements, along with community service, taking on personal challenges and maintaining a minimum 3.0 GPA.

“The more face-to-face time you have with students, the better they tend to do,” says David DeWeil, associate principal for the program.

Tori Bennett, an international studies and Spanish freshman, was impressed with the immediate attention her Capstone Consultation brought. “The thing that’s been the most beneficial is the opportunity to connect with good mentors,” she says, “to have people say to you in the first two weeks of class, ‘Where do you want to go, and how can I help you get there?’”

Students who complete a prescribed list of requirements during their two years as Capstone Scholars can graduate as Capstone Fellows, a distinction noted on their transcripts and diplomas and marked by an honors stole on their commencement gowns.

**THE ROAD AHEAD**

Gene Luna, associate vice president for housing and student development, envisions the program gradually increasing to 1,000 freshmen with major renovations to Capstone and Columbia Hall in the next few years and perhaps a greening of the space between those two buildings to create a commons area. “We could call it Capstone Village,” he says.

Capstone Village? Sounds like an appropriate aspirational goal for a program that encourages high achievers to fulfill their potential.

**Patrick Hickey reaching the summit of Mount Vinson, Antarctica**
Why I Serve

**Jory Fleming** is a busy guy. The junior from Sumter, S.C., has a double major in marine science and geography and a minor in geophysics. But no matter how many hours a week he spends studying, it's just as important to Fleming that he devotes time to community service.
How did you get involved in community service?
I actually saw the Cocky’s Reading Express bus drive around on campus one day, and I was like, “What’s that? That’s really cool!” So I Googled it. I emailed them and got on their email list so that I could go next time. The first time I volunteered with them, I had no idea what was going on. I was a science major, and everyone else was an education major or in library science. So here I was, this science major tagging along for fun.

What’s your biggest inspiration to serve?
I have a tough time answering this. In some ways, it’s just something I’ve done. I do have a couple of different disabilities, which is why I have Daisy [a service dog], and a lot of challenges come with that. I’ve been lucky that I’ve had all sorts of different people support me. I think everyone has challenges in life somewhere or another. In my experiences I couldn’t have overcome some of my challenges without the support of others. So in some way, that makes me want to give back to others and help them with their challenges.

What have you learned from volunteering?
I’ve learned to be cheerful. Working with kids, they feed off of your emotions and how you present things, and so do dogs. The head trainer for PAALS [Palmetto Animal Assisted Life Services] says that the leash is your connection to the dog, and they can feel how you feel. So if you’re frustrated with the training, they’re going to be frustrated. I think I’ve learned a lot about how I can make others feel.

What kind of work do you do with PAALS?
They run almost entirely off of volunteers. They have a couple of trainers and volunteer trainers. So, for most of their events, it’s almost always staffed by volunteers. I’ve been really impressed with how involved they are with the community. [The head trainer] doesn’t just want the service dogs to help people, she wants the service dogs to help the community as well. They do a monthly reading-with-dogs event at the Richland Library. I’ve taken Daisy a couple of times to read with kids, and it overcomes some fears about reading. Daisy is going to be excited whether a kid stumbles over their words or not.

Is there a partner organization at USC?
PAALS has a student org here on campus. It’s Cocky’s Canine PAALS. I was in a group of a couple students that wanted to start that at USC. I was getting signatures from people in Spanish class to start it as a student organization, and our first semester we didn’t have too many members. As it has grown, we actually have had to get bigger and bigger rooms. We’ve had to rent lecture halls before. It’s been neat to see other students get involved with PAALS and volunteer, walk, clean and train dogs. This allows the trainers to focus on the training. It’s been great to see how Daisy and I standing out on Greene Street helps students learn about PAALS. They come to meetings and then go to volunteer. Seeing that whole process is so cool. Daisy has had such an impact on me, so to see people volunteer with PAALS and help make more stories like that is amazing.

You say Daisy has had a big impact on you. How?
I have autism, and the classic hallmark of autism is that social interaction is difficult. One thing that I’ve surprised myself with is that before I came to USC, I would have never thought that I could do something like Cocky’s Reading Express. That whole concept has been foreign to me. As a result, it’s been important for me to grow in that way and to overcome that challenge. Without Daisy, I would have never been able to overcome that step or try something that’s not in my comfort zone.

What’s one of your favorite memories of volunteering?
At the end of Cocky’s Reading Express, they do a thing called “Cocky’s Promise,” where the kids promise Cocky that they’re going to read a book every day. Cocky gets to tell them that they got a book as a result of a program. They have different students lead the chant. I was always observing that, until Ms. Christine asked me to do it one time. I was like, “Can I really do this?” I did it, and it was fine. I didn’t mess up. It meant so much to me that someone put that trust in me to lead that aspect of communication.
What’s in a name?
Mentors-in-residence

BY STEVEN POWELL

RA’s working in campus residence halls got an updated moniker not too long ago, but it wasn’t a piece of spin dreamt up by an eager PR flack.

“It was the students themselves who decided that they were more mentors than advisers or assistants,” says executive director of university housing Kirsten Kennedy. “Seven years ago, they actually asked to change the name.”

The change from “resident adviser” to “resident mentor,” or RM, reflected how much importance and reach the position had come to have for students, particularly freshmen. The 275 RMs at USC help educate residents about the numerous opportunities on campus, whether academic, service or social. Through structured conversations and day-to-day interactions, they also help identify students who might be having a hard time adjusting.

Abby Reilly’s freshman year involved that kind of adjustment. Arriving as a marine science major, she soon switched to photography but still felt out of place. Becoming an RM as a sophomore and serving as one for three years turned out to be a defining part of her Carolina experience.

“I really liked working in housing, especially the counseling and mentoring aspects of the position,” she says. “I was able to focus on students who were having a really tough transition because I had a tough transition myself. I loved that aspect because I had been in the same shoes.”

Graduating in 2014 with a degree in psychology, Reilly worked for Ameri Corps VISTA for a year before beginning the master’s program in human development at the University of Rhode Island this fall. As someone planning a career in student affairs, she says the name change is an unqualified positive.

“There are very few universities that actually use that name in housing — ‘resident mentors.’ People ask me about it,” Reilly says. “So what I tell them is that it makes us more peer leaders and makes us really take the mentoring aspect more seriously. Saying you’re a resident assistant makes it sound more structured, more of an authority figure. Bringing on that mentor title really humanized the position.”
### Expanding the Rolodex

**Mentor network helps women help women**

**BY PAGE IVEY**

As a theater and speech major at the University of South Carolina in the early 1990s, Kim McMahon signed up for a mentor through USC's Women's Mentor Network. Now McMahon is on the opposite side of the equation.

Now director of Campus Life and the Russell House University Union, McMahon oversees the university’s leadership and service programs, which include the Women’s Mentor Network. Over the years, she has also been a mentor to several students herself.

“I wouldn’t be here today if I didn’t have a mentor,” she says. “If I can help somebody else have that ‘Aha!’ moment, I want to do it.”

According to McMahon, most of the students who sign up for the Women’s Mentor Network are looking for a faculty member who can help them in their fields, but they also need gentle guidance from all types of professionals, especially from other women who have achieved successful careers.

That’s where the network comes in, playing matchmaker for hundreds of students and faculty and staff mentors every semester. As McMahon explains, “It’s hard for students to walk up to someone and say, ‘Hey, would you be my mentor?’”

And students aren’t the only beneficiaries. Faculty and staff members also get something from the program.

Kathryn Luchok, a research professor in the anthropology department with a joint appointment in the Women’s and Gender Studies Program, says she joined the Women’s Mentor Network because she missed interacting one-on-one with undergraduates.

“I like nothing better than working with students,” she says. “Mentoring is my specialty. In the beginning, I was prompted to join the network by my need to once again be a mentor.”

Luchok, who has also developed mentoring relationships with students she advises on research projects, says the relationships are different from one student to the next.

“With one I would talk with her about career opportunities and general life things like her boyfriend, her family,” Luchok says. “It wasn’t just about academic mentoring, it was about making a professional contact who is interested in them as a person.”

The program has also helped Luchok make contacts across campus.

“You get to have these personal interactions with people you maybe wouldn’t know otherwise, but you have this shared interest in helping develop the student body,” she says. “It also helps me make connections that I can share with my students. I kind of collect people and keep them in this mental Rolodex. The Women’s Mentor Network has helped me expand my Rolodex.”

### Get on the MAPP

**Peer mentoring builds community**

**BY CHRIS HORN**

Before starting his freshman year at Carolina, Jon McClary heard about the university’s Multicultural Assistance Peer Program and the opportunity to be mentored by an older student.

“Both of my parents went to college, so I kind of knew what to expect, but I thought it would be beneficial,” says McClary, a senior public health major. “I learned a lot from my mentor and still stay in contact with him today. He allowed me to grow without being overbearing.”

MAPP was established for the Columbia campus’ 17 percent minority undergraduate enrollment, but it’s open to everyone. Students are matched with trained mentors, many of whom are in the same academic major as their mentees. In addition to twice-monthly meetings for participants, MAPP sponsors etiquette dinners, finals week get-togethers and other events aimed at building community.

McClary not only liked having a MAPP mentor, he became one himself the next year — and the next year and the next. “I call them my kids,” he says. “It’s rewarding to see them grow. I feel like an older brother.”

That sense of belonging and community is at the heart of MAPP’s mission, says program director Nakia Strickland.

“Students learn about the program during orientation and from family and friends. We’ve got about 120 freshmen and 40 mentors this fall,” she says. “Last year was my first class of students, so I’m interested in comparing retention and persistence rates of the students we mentor and the general student population.”

If McClary’s experience is any indication, Strickland will probably find that MAPP’s mission is being accomplished.

“I’ve never felt like I wasn’t at home here,” McClary says. “That’s the greatest asset of this program.”
For nearly 100 years, USC had one primary rule governing the conduct of its students: to refrain from engaging in any behavior that brings dishonor to fellow students. After women were admitted to the university in the 1890s, the Honor Principle called upon students to behave like gentlemen and ladies.

But by the 1960s, one rule no longer sufficed, and Carolina had amassed hundreds of pages of policies prohibiting a variety of behaviors by students, the faculty and staff members.

“There were so many rules about what not to do, we didn’t print them all out,” Dennis Pruitt, vice president for student affairs, said. “You had to come into the office to read them.”

In the late 1980s, a series of disturbing incidents at colleges and universities across the U.S. alarmed administrators. They sought to learn why this behavior — which included acts of racism, hazing and sexual assault — was increasing and what could be done to prevent it from happening at Carolina.

Pruitt led a group of students and faculty and staff members charged with examining students’ relationships with each other, defining Carolina’s values and its expectations of community members and devising a way to describe these to the community.

“This process coincided with the emergence of positive psychology, and we took a similar approach,” Pruitt said. “We reversed the traditional ‘what not to do’ and focused instead on what to do.”

Rather than writing an exhaustive list of forbidden actions and their resulting punishments, the group highlighted community standards and the values the university expects its community members to espouse in their relationships with each other.

THE LASTING LEGACY OF THE CAROLINIAN CREED
The work lasted two years and resulted in the Carolinian Creed, which was approved by the university’s governing bodies and presented to the Carolina community in October 1990.

Pruitt and his colleagues envisioned using the creed as a teaching tool to encourage everyone on campus to aspire to behaviors and characteristics including respect, integrity, civility, compassion, empathy, openness, inclusion and concern for the individual.

“These are the ways we want to be treated, and the creed attempts to create a sense of shared responsibility for treating others in the same way,” he said.

Since its adoption, the Carolinian Creed has been lauded by education experts and emulated at other institutions. Ernest Boyer, former president of the Carnegie Foundation for the Advancement of Teaching, recommends that every institution of higher education develop a similar statement.

After 25 years, the Carolinian Creed is as relevant today as it was when it was first written.

“It came about during a time we were diversifying the university,” Pruitt said. “We have even more diversity now — low-income students who have to ‘out’ themselves to receive aid; diversity of thought, especially in terms of political, social and cultural issues; students exploring gender and identity; and the intersectionality of these.”

No matter the changes at Carolina, the creed stands as an expression of the university’s enduring values.

“It’s timeless,” Pruitt said.
Residential curriculum is an emergent approach to residential education, an exciting new evolution where we tailor what we’re doing in the cocurricular setting to better align with the within-the-classroom approach.

The American College Personnel Association’s “10 Essential Elements of a Residential Curriculum” — created by Dr. Kathleen Kerr and other colleagues in the field — illustrate what I call a “pure residential curriculum.” The “10 Essential Elements” encourage us to bring to life an institution’s values and to design learning outcomes that fit that particular institution.

What we have here at the University of South Carolina should be true to our mission, our priorities and our initiatives at the institutional level and then translated within the residential sphere. It also looks at the fundamental question, what should students learn by living in a residence hall, regardless of the hall that they’re in? Students’ experiences across halls should be very similar in many regards.

At USC we’ve looked at the institutional mission and values, and a team led by Kirsten Kennedy, our executive director, developed what we call the A-frame, which stands for academic progress, awareness of self and awareness of others. Within each of those areas we link and align to the Carolina Core general education requirements and have outlined those as our overarching outcomes.

We don’t individually grade our students, but we use a rubric to guide our aggregate approach, our lesson plans. We sequence our topics and learning and map and inventory where we’re hitting. When we dig into our rubric, we talk about our different strategies — how do we actually execute this, and how do we separate this from previous approaches to residential education? How can we have our greatest impact, and what are those different approaches?

We start getting more information about our students, and that information is logged, and the themes are used to help plan. If we know that 30 residents in the community have talked about time management being tricky, we can steer our energies toward that to make the educational moments more meaningful for our students.

We have other strategies, including community gatherings and passive education, and everything has a rhythm and a rhyme and a sequence. Right now we’re primarily housing first-year students, but that won’t always be the case. So how do we begin to look at our rubric and our learning goals knowing that in the future we’ll be welcoming more upper-class students? What should our expectations and our priorities be for their learning?

One of the great things I can say about a residential curriculum is that you’re never done. It’s always evolving. We’re constantly looking at our students to revise our approach.

Lichterman is a faculty member of ACPA’s Residential Curriculum Institute and has presented on residential curriculum at a number of conferences, including the Association of College and University Housing Officers – International Conference and Exposition. Her dissertation research focuses on an organizational perspective on adopting the residential curriculum approach.
THE LEGACY OF CHARLES WITTEN
IMPACTING TODAY’S USC
Charles H. Witten, USC’s dean of students and later vice president for student affairs between 1963 and 1975, passed away July 21, 2015, at age 96.

Witten was a respected leader in the U.S. Navy with active duty during World War II. After his service as commanding officer of the university’s Naval ROTC program, Witten retired from the Navy and was named dean of students in July 1963. His first assignment was to oversee desegregation at Carolina, which took place peacefully that fall.

Dennis Pruitt, USC’s current vice president for student affairs, vice provost and dean of students, attributes Witten’s success to his ability to be adaptive and innovative.

“It was a tumultuous time with riots, rebellions and anti-authoritarianism, which was contrary to his experience in the military,” Pruitt said. “One thing he demonstrated is that the primary mission of the institution is education, and no matter what, we have to focus on that. He had a willingness to address the issues that were uncomfortable — offering tough love when necessary while still adapting to the needs of students.”

Witten made a lasting impact on USC with the creation of innovative programs under his leadership, many of which still exist. Some of these programs include the Counseling Center, the Office of Student Financial Aid, the Office of Career Advisement, International Student Affairs, Minority Student Affairs and University 101, a program that continues to bring national attention to the university.

Witten helped shape progress in residence life, assisted faculty members with understanding students as their needs changed and educated police officers on how to better work with students.

“This willingness to adapt to the changing student population helped set the stage for us to adapt to the changing needs of students today,” Pruitt said.
Read & Repeat

The University of South Carolina was recognized as one of the leading universities in the country for improving graduation rates for minority students and ranks in the Top 5 flagship universities for closing the graduation gap between minority and white students over the past decade.

According to the Education Trust report “Rising Tide,” USC’s graduation rate for minority students is among the best in the nation, and the school is one of only 26 singled out for exemplary performance in a new national report examining minority student graduation rates.

10,000 +

Number of diplomas processed by USC’s Office of the University Registrar in 2014-15. That’s about one-fourth of all degrees awarded in the state last year.

REVOLUTIONARY

The University Advising Center is poised to revolutionize undergraduate advising at USC. USC opened the center to implement standardized training for first-year advisers and offer centralized advising for students who are changing their majors. President Harris Pastides has pledged to hire 25 additional first-year advisers in the coming years.

314

Number of students who have graduated with leadership distinction since May 2014. More than 825 are engaged in the program, which challenges students to integrate their traditional and beyond-the-classroom learning in either global learning, civic and professional engagement, community service or research. A fifth pathway — diversity and social advocacy — is being developed.

97.5%

Percentage of incoming students who agreed with the statement, “After attending orientation, I feel more prepared to attend USC in the fall.” This reflects a 20 percent increase over the previous year and can be attributed to the redesign of orientation as a comprehensive two-day program.
NEW HEALTH CENTER
ON THE WAY

The University of South Carolina has broken ground on a new, 65,000-square-foot health center. Located adjacent to the Thomson Student Health Center, the new building will seek a LEED Silver certification and, in addition to Student Health Services’ current services, will house:

* a new eye clinic to treat minor eye injuries and an optical shop for contacts and glasses
* expanded sports medicine and physical therapy services, including a complete rehab gym
* expanded pharmacy services, including more prescription medicines and over-the-counter drugs
* a new state-of-the-art demonstration kitchen to teach healthy eating habits
* triple the current exam space to accommodate more patients.

The new building, slated to be completed in summer 2017, will feature design elements that highlight the seven dimensions of wellness and will support the patient-centered medical home model.
We make South Carolina stronger.

Runoff from heavy rains like those experienced last year in S.C. can create deadly flooding. Engineering major Fedora Nwachukwu is researching concrete pavers that allow water to pass straight through. Perfecting this technology for roads and sidewalks could save lives and protect property.