

Distinction

2019-2020

Center for
Integrative and
Experiential Learning
Annual Impact Report

University of South Carolina



Editor's Note

Although this was my first year interning for CIEL, I have grown and learned so much in such a short period of time. This year, I have had the opportunity to not only complete Graduation with Leadership Distinction myself, but help guide others toward GLD, which has been the most rewarding process! Creating *Distinction* has been my favorite part of my job this year, so I hope you enjoy reading the final product as much as I did creating it!

Megan Buechler, Editor
UofSC Class of 2020

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Letter from the Executive Director

There have been many changes at the Center for Integrative and Experiential Learning this year, one of the most significant being our new name, which we hope will make the goals of our office clearer to those within and beyond the University. Another exciting change this year has been the addition of three new staff members, including me, Faculty Executive Director, Lauren Epps, Assistant Director, and Gina Spence, Student Advisor. We are so grateful to Amber, Sarah, and Zack for their help in getting us up to speed on everything in the office and their patience while teaching us the ropes.

One of the ongoing goals of the Center is to encourage more students to make connections between their within and beyond the classroom experiences and gain new perspectives into themselves and their fields of study. To help further this goal, we approved more experiential learning opportunities this year to bring the total credit and non-credit opportunities up to 100. We also began a Certificate in Experiential and Integrative Learning in partnership with the Center for Teaching Excellence to assist faculty, staff, and graduate students in incorporating more integrative learning strategies, including reflection, into their classes and beyond the classroom experiences.

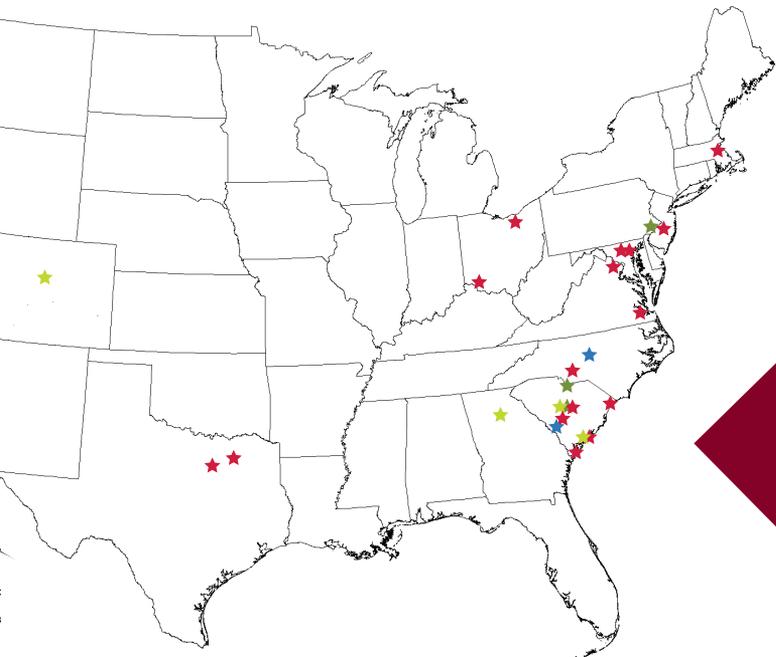
In addition, we are excited about CIEL's leading role in the new Quality Enhancement Plan, thanks to our Associate Director, Amber Fallucca, Director of the University's QEP, which is part of the accreditation process for SACSCOC. This QEP will be an extension of the original one, from which the USC Connect Office and GLD originated. Through this new QEP, we are hoping to give even more students the opportunity to engage, reflect, and connect their experiences. The specifics of the plan will be determined this summer.

I would like to thank all of our University partners and supporters, without whom our impactful work would not be possible. We are especially grateful to the CIEL Council for their thoughtful feedback on the QEP, our eight new faculty fellows and five new senior faculty fellows and Dr. Charlie Pierce for guiding them, all of our UNIV 401 instructors for their creativity and persistence in helping their students through the difficult process of reflecting on and making sense of their BTC and WTC experiences, as well as Dr. Lara Lomicka Anderson for her coordination of the 401 classes. Most of all, I am grateful to the CIEL team for their positive, collaborative, resourceful attitudes, especially in what has become a much more difficult and unpredictable semester than one could ever anticipate.

Sincerely,
Lara Ducate

GLD Engagements

Graduation with Leadership Distinction recognizes students for their accomplishments both inside and beyond the classroom. Students can earn GLD in one of five pathways: Community Service, Diversity and Social Advocacy, Professional and Civic Engagement, Global Learning, and Research. On this page, you will see representations of each pathway around the globe.



ENGAGEMENT MAP

This map features just a small sampling of where students have had experiences counting toward GLD for three of the five pathways.

Professional and Civic Engagement Internship

- American Heart Association (SC)
- Bell Textron Inc. (TX)
- Biomedical Research-MUSC (SC)
- Bon Secours Mercy Health (OH)
- Boston Red Sox (MA)
- Cola Daily (SC)
- Duke Energy (NC)
- Engage! Cleveland (OH)
- Lincoln Financial Advisors (MD)
- Massachusetts State House (MA)

- McNAIR Aerospace Center (SC)
- Nephron Pharmaceuticals (SC)
- Northwestern Mutual (VA)
- Southwest Airlines (TX)
- TD Bank (NJ)
- United States Senate (DC)

Professional and Civic Engagement Peer Leadership

- The PFM Group (PA)
- USC Lancaster Research Club (SC)
- University 101 Programs (SC)
- University Housing (SC)

Diversity and Social Advocacy

- Lutheran Services Carolinas
- Refugee Resettlement Program (NC)
- Aiken Technical College (SC)

Community Service

- Carolina Wildlife (SC)
- Conscious Alliance (GA)
- Fields to Families (SC)
- Girls on the Run of Columbia (SC)
- HeadCount (CO)
- Midlands Reading Consortium (SC)
- Pawmetto Lifeline (SC)

TOP GLD STUDY ABROAD DESTINATIONS

2019-2020 school year

Where in the



- Spain
- China
- Italy
- Australia
- Germany

GLD IN RESEARCH

This is just a small selection of research projects work on by students earning GLD this year.

- Comparison of Convolutional Neural Network Architectures and their Influence on Patient Classification Tasks
- Food and Sustainability in Public Health Nutrition
- Influence of Ionizing Radiation on the Inheritance of Developmental Abnormalities
- Sexual Health and Mobile Technology
- Effects of Parental Social Networks and Dopamine Reception on Children's Nutritional Habits
- Psychology/Cancer
- Second Language French Learners
- Impact of Radiation on Aposematic Firebugs in Chernobyl
- Bacterium Vibrio Gazogenes Internalized by Fungus Aspergillus Flavus
- LGBT Health Analytics Through Social Media
- School-Based Prevention Lab
- Childhood Obesity Prevention Among Mexican-Origin Mothers of Preschool-Aged Children
- Criminalization of HIV
- School Behavioral Health Lab
- Reference Processing Modulation During Bilateral High-Definition Transcranial Direct Current Stimulation
- The Reproducibility Of The EI For The Rectus Femoris
- Influence of Progerin on DNA Repair
- Effect of Endurance Exercise Training on Cardiac Expression of Solute Carrier Proteins

spotlights

what does GLD mean to YOU?

GLD is a campus-wide initiative. Just as GLD is meaningful to students, it is also meaningful to those who collaborate to make the process possible!



Charlie Pierce
Senior Faculty Fellow

“ I think that for any student of any discipline or subject, being able to articulate, step back and think about what you are learning is very important. As a Faculty Fellow, I have been able to take pieces of what other faculty members do and incorporate that into my own teaching. It is very transferrable, the idea of getting students to think about what they’ve learned, reflect on their learning in and out of class and put those pieces together. That is universal. ”

“ Teaching UNIV 401 has helped me learn about upper-level students’ experiences and reflections. I appreciate the importance of integrative learning and enjoy being a small part of students’ learning experiences. I enjoy witnessing how students are willing to slow down, think critically, and formulate their ideas and reflections in a clear and thoughtful manner. ”



Hilary Lichterman
UNIV 401 Instructor

“ I am one of those people who needs to feel like I am giving back in some way - I have felt like that for a long time. When this popped up in my job search, it all seemed to align. I am helping students connect the four years of stress, anxiety and deadlines, but also fun, learning and pushing yourself beyond what you thought you were capable of doing. Watching students make meaning of their college experience is the most beautiful piece of GLD. ”



Gina Spence
CIEL Student Advisor

“ I have really enjoyed seeing students in a different light. By talking about the GLD ePortfolio, for example, you really get to see a student as a much more complete and complex individual. You get to problem solve with them and help guide them through a reevaluation of their educational experience. I honestly wish every student would go through this to reflect on their education to see how far they have come. ”



Steve Lownes
UofSC Union Campus Rep.

“ It was during my GLD reflections that I realized how much I love the career I would be going into. For all current students, use this as an opportunity or push to really go out and get involved if you’re not already. If you get involved while you’re in college, you have the opportunity to decide earlier if that is actually the career path for you. ”



Anna King
Fall 2019 UofSC Alum

LOOKING BACK to MOVE FORWARD

An Appreciation of Experiences

Written by: Megan Buechler, Editor

It is not every day that you learn something exciting and new – unless you are University of South Carolina senior Maggie Tolar. To Tolar, everyday experiences can be new and exciting. However, she has not always had this mindset of learning more through simple experiences. In fact, looking back, she is not even sure how her college experience might have turned out without Graduation with Leadership Distinction.

Just a couple years earlier, Tolar was attending a meeting for a campus organization when a presentation about Graduation with Leadership Distinction began. Immediately drawing her interest, she quickly scheduled a meeting in the Center for Integrative and Experiential Learning, and her experience took off from there.

Now, reminiscing on her time at UofSC, she feels her college experience could have been much different without the “little push” GLD gave her. “It pushed me to pursue more leadership positions than I would have otherwise,” Tolar explained. She currently serves as the Treasurer of the Public Health Society and has also served as the Community Outreach Chair. Through PHS, she has gained a broader understanding of life after graduation with a degree in public health. Tolar continued, “I have networked with local health care professionals and professors here at UofSC. I’m so thankful for GLD inspiring me to run for these positions because I wouldn’t have the connections I do without it.”

Even outside of student organizations and campus involvement, Tolar believes GLD has impacted her day-to-day life. “I think that I have learned that I can do more than I originally thought,” she reflects. “It’s hard to explain to someone the way it makes you think. I can learn more just through day-to-day experiences. It makes you step back and appreciate everything you’ve done in the past and how it has gotten you to where you are now.”

Upon graduation in May, Tolar plans to move to Charleston and work in a physician’s office for a gap year. She then plans to

Maggie Tolar, Class of ‘20

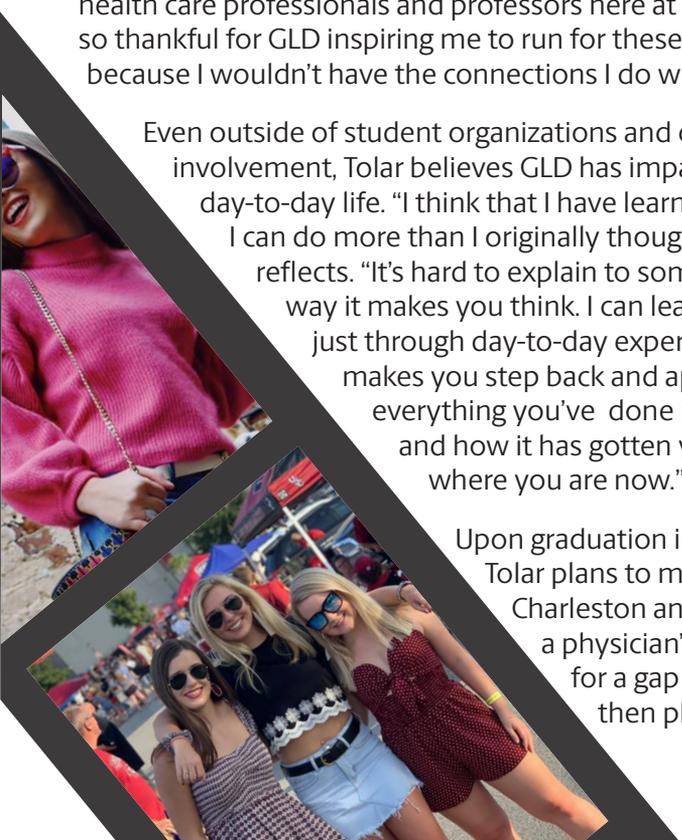


GLD makes you step back and appreciate everything you’ve done in the past and how it has gotten you to where you are now.

attend the Medical University of South Carolina’s Masters in Physician Assistant Studies program the following year. She notes, “Now, going forward, I feel like I can really talk about what I’ve learned in the classroom and beyond the classroom and really be able to take all that into job interviews, my future career, or whatever it may be. I am excited to take that mindset forward as I approach graduation and the real world.”

However, GLD was not always a picture-perfect experience for Tolar. Initially intimidated by the process, especially the creation of the ePortfolio, she leaned on the guided structure of her University 401 class and help from her peers to stay on track. “It honestly is a lot of work, and without having someone to walk you through it and others to talk through it with, I’m not sure how anyone does it,” Tolar admitted. “401 definitely keeps you on schedule.”

In just a few short weeks, Tolar will complete her last undergraduate class. She will walk through the Horseshoe as a student for the last time. She will pack up her belongings and say goodbye to roommates and friends. The “real world” has always been a distant place, but soon, it will no longer be a figment of the future. With the help of GLD and a newfound positive mindset, the nervous anticipation for a life to come now holds much excitement as well.



BY THE numbers

PATHWAY DISTRIBUTION FALL 2019 - SUMMER 2020



Approximately
296
 Students completed UNIV 401
 in Fall 2019 - Spring 2020

FALL 2019

9 sections
 4 new instructors
 5 returning instructors



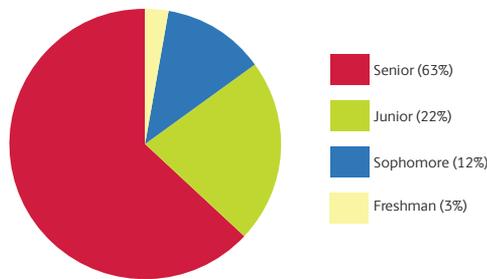
SPRING 2020

18 sections
 9 new instructors
 9 returning instructors



Approximately
570

GLD Advising Appointments
 in 2019-2020 Academic Year



Appointments by Classification

Approximately
977

Estimated students reached
 through outreach activities

FALL 2019

15 presentations
 6 tabling/marketing events

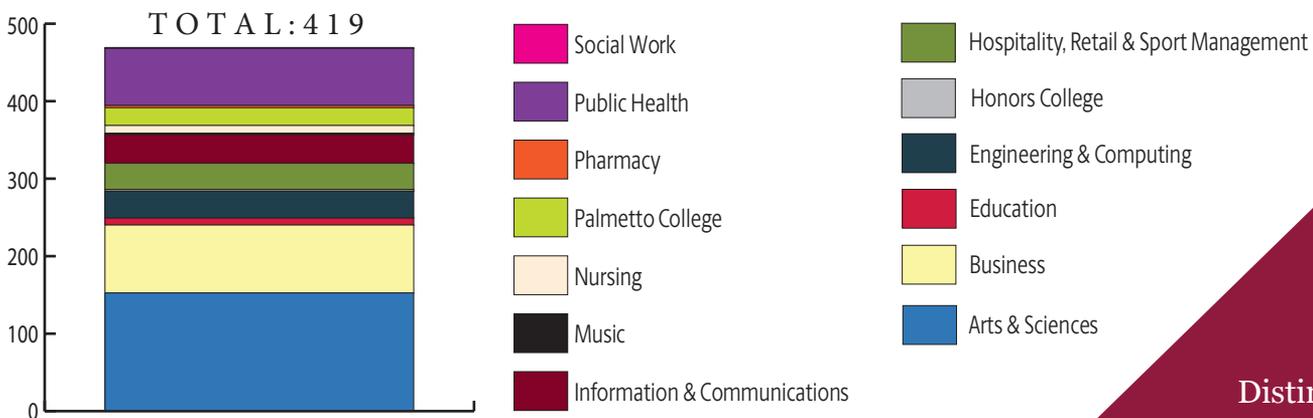


SPRING 2020

9 presentations
 2 tabling/marketing events



GRADUATES BY COLLEGE FALL 2019 - SUMMER 2020



Signature Events 2019 - 2020

Write Nite

October 8, 2019 and March 4, 2020

Write Nite is a semesterly event held to help students pursuing GLD with constructing their ePortfolios. This event provides students with the time, space, and resources that enable them to focus on ePortfolio progress. A special thanks goes out to our partners in the SSC Peer Writing Lab for their help at Write Nite!



Fall Showcase November 22, 2019

The Fall Showcase is held as a way for fall graduates to show off their within-and-beyond-the-classroom efforts. Esteemed faculty and staff review the students' work during the showcase for feedback and questions. Those students graduating in the spring have the opportunity to present at Discover USC.

Fall Cording Ceremony December 6, 2019

The Cording Ceremony is held in both the fall and spring to celebrate the accomplishments of those earning Graduation with Leadership Distinction. This year was our first ever Fall Cording Ceremony!



USC CONNECT
2019 CORDING CEREMONY



1

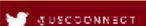


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Meet Our New Staff
(THEY'RE EXCITED TO MEET YOU!)

 Lara Ducare EXECUTIVE DIRECTOR	 Lauren Epps ASSISTANT DIRECTOR
 Gina Spence STUDENT ADVISOR	 Brittany Ankrom GRADUATE ASSISTANT
 Kelly Soder SOCIAL & DIGITAL MEDIA INTERN	 Megan Buechler MARKETING & COMMUNICATIONS INTERN

Check us out on Twitter too!



5

See what we are up to next! Follow us at:



top posts

View CIEL's most-liked Instagram posts from 2019-2020!



2



4

"Over the past two years I have spent interning with UofSC CIEL, I have grown both personally and professionally. My favorite part of my job is being able to create and distribute our bi-weekly newsletter. I believe that earning GLD opens doors for students and getting to help others find their path to earning GLD brings me great pride and happiness!"

Meet Kelly,
our Social and
Digital Media Intern!



Distinction / 8

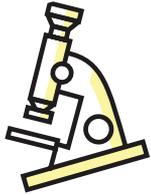
Publications & Accolades

Lara Lomicka Anderson, Senior Faculty Associate and **Lara Ducate**, Faculty Executive Director, both from Languages, Literatures and Cultures, published “Using technology, reflection, and noticing to promote inter-cultural learning during short-term study abroad” for the *Computer Assisted Language Learning* journal.



They were also featured in an April 1, 2020 UofSC Today article entitled “Faculty use technology prowess to connect virtually with students,” highlighting their use of social media and technology to enhance online learning during the COVID-19 pandemic.

The **Center for Teaching Excellence** and the **Center for Integrative and Experiential Learning** have collaborated to offer a Certificate in Integrative and Experiential Learning (IEL). To earn a certificate, faculty, staff, and graduate students must attend two required workshops and four elective workshops. Workshops are facilitated by CIEL staff and partners.



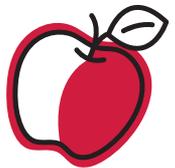
USC Lancaster faculty members, **Dr. Sarah Sellhorst** and **Dr. Elizabeth Easley**, have produced a chapter on undergraduate research in Exercise Science for the Cambridge Handbook on Undergraduate Research (Eds. Mieg, Ambos, Brew, Galli, Lehmann) to be published in late 2020.

They also published a vignette entitled, “Increasing Potential and Widening Horizons: Promoting Undergraduate Research at a Two-Year Regional Campus” on the successes of the USCL Research Club in the Spring 2018 edition of SPUR, Scholarship and Practice in Undergraduate Research.



Dr. Sarah Sellhorst (left) and Dr. Elizabeth Easley (right) pose for a picture together at WCUR 2019.

Hayden Smith, Faculty Fellow, was awarded the Garnet Apple Award for Teaching Innovation. The Garnet Apple Award honors the UofSC’s most exceptional faculty who demonstrate an ongoing commitment to best teaching practices and an ongoing record of developing innovative strategies to enhance student learning in their courses.



Amber Fallucca, Associate Director and Director of the QEP presented “Continued lessons on ePortfolio Practice and Assessment: Campus Strategies and Implications” at the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Annual Meeting in December 2019 in Houston, TX.

Amber Fallucca, Associate Director and Director of the QEP presented “ePortfolio Practice and Assessment: Impact on Student Learning and Faculty Development” at the Assessment Institute Annual Meeting in October 2019 in Indianapolis, IN.

Lauren Epps, Assistant Director, presented “Diversity and Social Advocacy in GLD - What it is and why it matters” at the USC-System Advisors’ Conference in February 2020 in Columbia, SC.

Quality Enhancement Plan

Contributed by Amber Fallucca, Associate Director and Director of the Quality Enhancement Plan

It’s an exciting year for CIEL in relation to the development of the Quality Enhancement Plan (QEP) as part of the upcoming SACSCOC accreditation process. We revisit QEP topics every ten years with the intended goals of enhancing student learning and student success. We have decided to build upon the existing foundation of CIEL with a focus on student engagement and reflection. More details will be shared in fall 2020 as the QEP will be implemented on the Columbia, Lancaster, Salkehatchie, Sumter, and Union campuses. The process of determining a QEP topic allows for collective input across students, faculty, and staff to help ensure the focus is appropriate and important to our campus. For example, during the 2019-2020 academic year, more than 30 meetings with faculty, staff, and students occurred including two major QEP Forums. The Fall QEP Forum in September 2019 helped “kick-off” efforts of QEP subcommittees and the many subsequent feedback meetings. A subsequent Spring QEP Forum was held in March 2020 to provide updates on progress of the subcommittees and further narrowing of the topic. Current and future students will benefit from the new QEP--what a great time to be at UofSC!

our people

special thanks to...

CIEL Staff



Lara Ducate
CIEL Faculty Executive Director



Amber Fallucca
Associate Director, and Director
of the Quality Enhancement Plan



Lauren Epps
Assistant Director



Gina Spence
Student Advisor



Sarah Matthews
Student Advisor



Zack James
Administrative Coordinator



Brittney Ankrom
Graduate Assistant



Megan Buechler
Marketing and
Communications Intern



Kelly Soder
Social and Digital Media
Intern

CIEL Council

Council members are from a number of academic and student service offices and work to provide global direction and oversight for CIEL.

Mark Anthony	Sandra Kelly, Ex-officio
Claudia Benitez-Nelson	Mason Luff
Pam Bowers	Donald Miles, Ex-officio
Nate Carnes	Stephanie Milling
Ron Cox	Julie Morris
Lara Ducate	Charlie Pierce
Amber Fallucca	Dennis Pruitt, Ex-officio
Dan Friendman	Tom Reichert
John Gardner, Ex-officio	Claire Robinson
John Grady	Kristen Starnes-Ott
Magdalena Grudzinski-Hall	Andrea Tanner
Ambra Hiott	

University 401 Instructors

A special thanks goes out to Lara Lomicka Anderson, the UNIV 401 Senior Faculty Associate.

Mark Anthony	Jacqueline McClary
Marianne Bickle	Caleb Morris
Jabari Bodrick	Charlie Pierce
Tiffany Conde	Jay Pou
Duncan Culbreth	Billy Quinlan
David DeWeil	Rico Reed
Lauren Epps	Sara Reinhardt
Sheri Foxworth	Asheley Schryer
Daniel Freedman	Timothy Simmons
Maegan Gudridge	Tracy Skipper
Hilary Lichterman	Denise Wellman
Sarah Matthews	Courtney Worsham

Faculty Fellows

Faculty fellows serve as advocates for integrative and experiential learning and provide faculty perspectives to CIEL. They support students in developing GLD ePortfolios and explore the application of integrative and experiential learning strategies to their own programs.

A special thanks goes out to Charlie Pierce, the CIEL Senior Faculty Associate.

Senior Faculty Fellows

Holly Crocker
Elise Lewis
Stephanie Milling
Amanda Wangwright
Beth White

2020 Faculty Fellows

Amanda Dalola	Caryn Outten
Casey Goldston Giraudy	Tammi Richardson
Andrew Graciano	Hayden Smith
Seulghee Lee	Mark Uline

We would also like to thank our Faculty Fellows Bridget Miller and Marj Pena for supporting students and their ePortfolio development this year. Thank you as well to our CIEL Faculty Colleague, Karen Patten and CIEL Staff Colleague, Maegan Gudridge!

END=NOTES

None of this year's accomplishments would be possible without our dedicated team of hardworking and passionate individuals. Their commitment to advancing the University of South Carolina's and the Center for Integrative and Experiential Learning's mission of encouraging integrative and experiential learning within- and beyond-the-classroom allows for continued growth and success for both staff and students!

It has been a great year and we look forward to the next!

thanks,
CIEL

