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
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.

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

**GLD Engagements**

TOP GLD STUDY ABROAD DESTINATIONS 2019-2020 school year

Where in the WORLD are the GAME COCKS?

GLD IN RESEARCH

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
Childhood Obesity Prevention Among Mexican-Origin Mothers of Preschool-Aged Children
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

1 Spain 4 Australia
2 China 5 Germany
3 Italy

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

GLD Engagements

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)

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)

Professional and Civic Engagement Peer Leadership

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

Engage!

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

**Hilary Lichterman**
UNIV 401 Instructor

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.

**Gina Spence**
CIEL Student Advisor

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.

**Steve Lownes**
UofSC Union Campus Rep.

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.

**Anna King**
Fall 2019 UofSC Alum

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.

**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!

Distinction / 4
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 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

Community Service  25
Diversity and Social Advocacy  6
Global Learning  88
Professional and Civic Engagement  243
Research  73

Approximately 435 Completed Pathways in 2019-2020 Academic Year

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

Senior (63%)
Junior (22%)
Sophomore (12%)
Freshman (3%)

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

TOTAL: 419

Social Work
Public Health
Pharmacy
Palmetto College
Nursing
Music
Information & Communications
Hospitality, Retail & Sport Management
Honors College
Engineering & Computing
Education
Business
Arts & Sciences

Distinction / 6
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!
Meet Kelly, our Social and Digital Media Intern!

“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!”
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
Claudia Benitez-Nelson
Pam Bowers
Nate Carnes
Ron Cox
Lara Ducate
Amber Fallucca
Dan Friendman
John Gardner, Ex-officio
John Grady
Magdalena Grudzinski-Hall
Ambra Hiott

Sandra Kelly, Ex-officio
Mason Luff
Donald Miles, Ex-officio
Stephanie Milling
Julie Morris
Charlie Pierce
Dennis Pruitt, Ex-officio
Tom Reichert
Claire Robinson
Kristen Starnes-Ott
Andrea Tanner

University 401 Instructors

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

Mark Anthony
Marianne Bickle
Jabari Bodrick
Tiffany Conde
Duncan Culbreth
David DeWeil
Lauren Epps
Sheri Foxworth
Daniel Freedman
Maegan Guadridge
Hilary Lichterman
Sarah Matthews

Jacqueline McClary
Caleb Morris
Charlie Pierce
Jay Pou
Billy Quinlan
Rico Reed
Sara Reinhardt
Ashley Schryer
Timothy Simmons
Tracy Skipper
Denise Skipper
Courtney Worsham

Distinction / 10
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
Casey Goldston Giraudy
Andrew Graciano
Seulghee Lee
Caryn Outten
Tammi Richardson
Hayden Smith
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!

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