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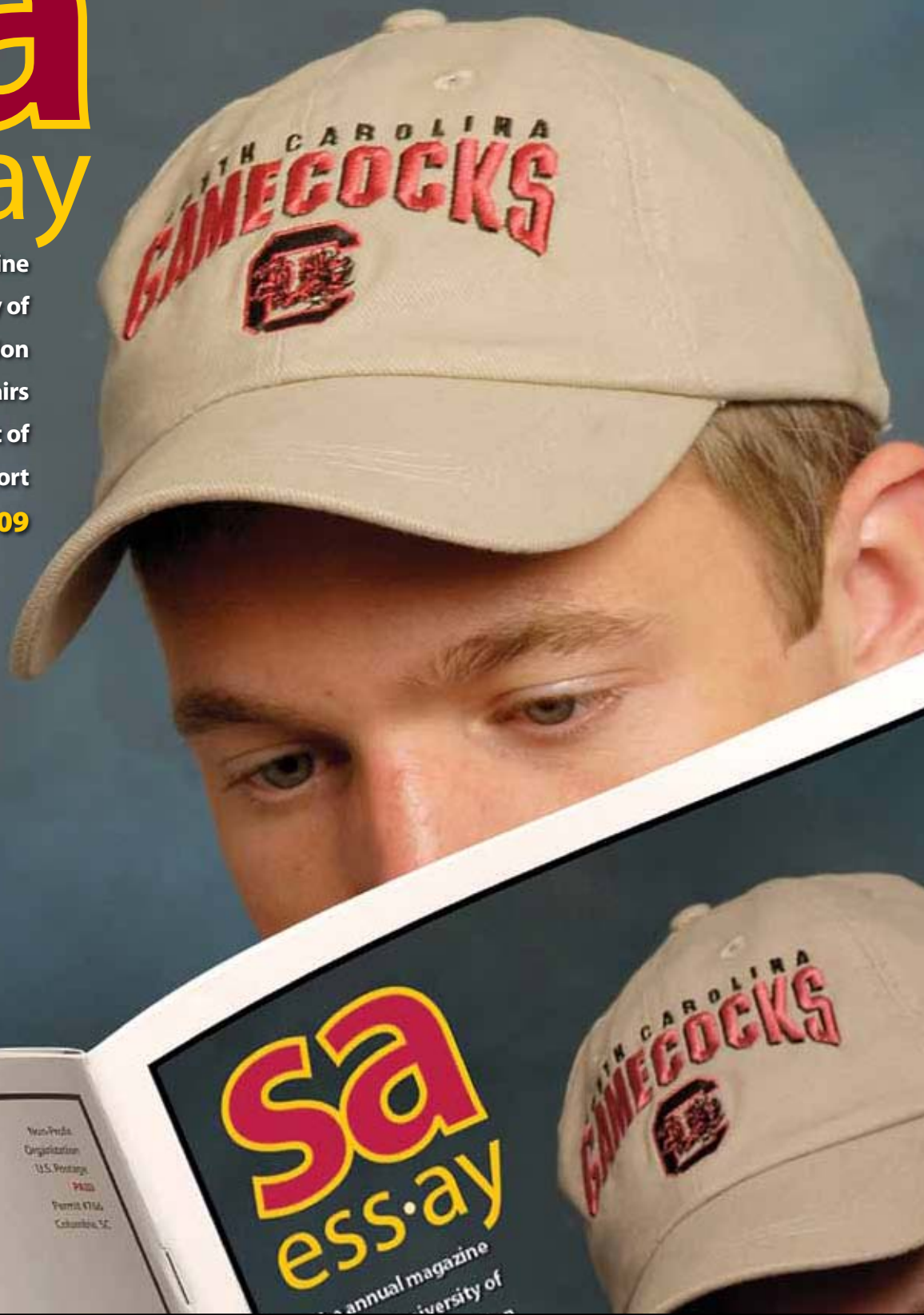
the annual magazine
of the university of
south carolina division
of student affairs
and department of
academic support
2008-2009



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the annual magazine
of the university of





Dennis Pruitt, vice president for student affairs, vice provost for academic support, and dean of students, is among 78 administrators from U.S. public colleges and universities selected to develop recommendations for a Voluntary System of Accountability.

The project is a partnership between the American Association of State Colleges and Universities (AASCU) and the National Association of State Universities and Land-Grant Colleges (NASULGC).

Pruitt serves on the Task Force on Campus Engagement to develop a system of accountability that can be adopted at any college or university.

from the vice president/vice provost

The last year has been filled with remarkable achievements: we launched Gamecock Guarantee, our new need-based financial- and academic-support program for South Carolina residents, and initiated the Bridge Program, which will assist students in making a successful transition from our state's technical colleges to our Columbia campus. Sadly, we also suffered tragic losses—six of our students perished in a fire during a fall weekend getaway—that tested our resolve.

Through it all, I've been truly gratified and inspired by the commitment to students displayed by the members of the Division of Student Affairs and Department of Academic Support and the entire Carolina community.

In the pages that follow, you'll see evidence of their devotion to advancing students' academic and personal growth and success. It can be found within the profiles of students who credit their success to involvement on campus; in the national awards bestowed upon our programs, staff, and students; and in the innovative programs that allow our students to engage this year in some of the topics that matter most to them—environmental sustainability, political action, and healthy living.

Read this, our second issue of essay, and I think you'll be inspired, too.

Dennis A. Pruitt
Vice President for Student Affairs,
Vice Provost for Academic Support,
and Dean of Students
University of South Carolina
www.sa.sc.edu

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On the cover: Stephen Wright, Class of 2009, is majoring in international business and finance and is a Moore School of Business Emerging Leader and 2008–09 president of the University Ambassadors.

financial-aid office renews commitment to excellent service

In 2007, when other colleges and universities were caught up in a college loan scandal, the University of South Carolina reaffirmed its commitment to providing excellent, ethical service to students. That year, the Office of Student Financial Aid and Scholarships adopted its Code of Conduct for Educational Loan Administration, detailing the office's long-standing practices for processing loans and providing information that will help students choose a lender that best meets their needs.

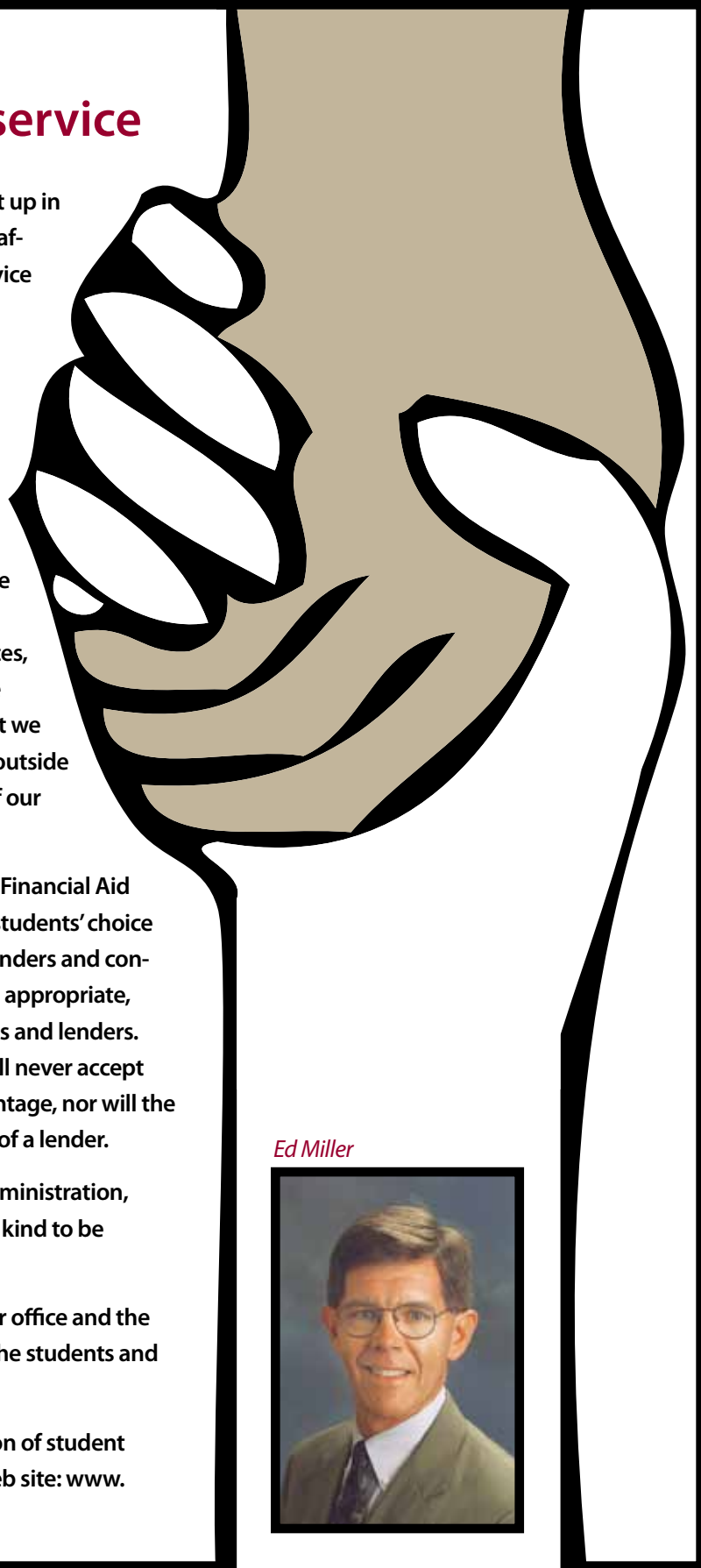
"The Code of Conduct outlines the guiding principles we've always followed," said Ed Miller, director of the Office of Student Financial Aid and Scholarships. "But because national attention was focused on college-lending practices, there was an important opportunity for us to codify those guidelines. It's one more way of assuring our students that we will deliver them the best service, ethically and free from outside influence, with the students' best interests at the center of our practice."

The Code of Conduct stipulates that the Office of Student Financial Aid and Scholarships will process educational loans through students' choice of lenders, will maintain professional relationships with lenders and continually review new lending opportunities, and will, when appropriate, provide students with timely communications about loans and lenders. In addition, the code asserts that the office and its staff will never accept anything of value from a lender in exchange for any advantage, nor will the office accept or request staffing services from employees of a lender.

The University's Code of Conduct for Educational Loan Administration, which was formalized in September 2007, is the first of its kind to be adopted by a college or university in South Carolina.

"I think that it is a great example of the leadership that our office and the University provide, as well as an important statement to the students and families we serve," said Miller.

For more information about the University's administration of student loans, and to read the entire Code of Conduct, visit the Web site: www.sc.edu/financialaid/loanmessage.html.



Ed Miller



kriska carandang

serving her community



Whether it means volunteering, leading student organizations, or sharing her culture, Kriska Carandang is devoted to serving her community.

A third-year pharmacy major from Taylors, Carandang is vice president of the Carolina Service Council, a post she earned after a year as the student organization's director of monthly programs. She's proud of the ways her group has helped members of the Columbia community in the last year.

"We've done a lot of great things," Carandang said. "We had a Halloween party for the kids at Hannah House [a transitional housing facility for single mothers and their children] and a St. Patrick's Day party at the Agape senior home."

She is president of the Filipino American Student Association, a group that is especially important to Carandang, who grew up in the Philippines.

"It's great because most of our members aren't Filipino, so we get to share our culture with them," she said. The group has weekly meetings and participates in cultural dance festivals. "We also have social events like potlucks, so everyone brings food and we watch Filipino movies."

As busy as she is during the school year, Carandang didn't take a break this summer. Instead, she completed an internship with CVS to help her prepare for a pharmacy career that also might include research, another of her passions and reasons she chose to attend the University.

"I've really enjoyed all the opportunities I've been given here," she said. "I always stress to prospective students that the research opportunities at South Carolina are tremendous. If you want it, it's there."

*By Lauren Sanchez, graduate student,
higher education and student affairs*

Read Carandang's blog for prospective students at uscbloggers.com/kriska/.

GAMECOCK GUARANTEE

making a South Carolina education more affordable and accessible

Increasing South Carolinians' access to a high-quality college education is vital to their success and the future of our state. And it's the right thing to do.

That's why the University of South Carolina launched Gamecock Guarantee, a need-based financial- and academic-support program that will help make attendance at the University more affordable—and a South Carolina degree attainable—for academically qualified residents of the state. On Sept. 20, 2007, then-University president Andrew Sorensen announced the program, the first need-based scholarship program of its kind for any college or university in South Carolina.

"Somewhere tonight—in Fort Mill, in Clearwater, in Allendale, in Seneca—a student may be sitting down with a parent at the kitchen table to see how and where the family will find the money for college," Sorensen said. "Our hope is that the Gamecock Guarantee will make a college education at Carolina possible."

The Gamecock Guarantee promises that each eligible student's tuition and technology fee will be covered for up to four years if the student meets the program's academic, financial, and participation criteria.

4

Assistant Vice Provost for Enrollment Management and Director of Undergraduate Admissions Scott Verzyl said, "We don't want finances to be a barrier to an education at the University of South Carolina for our state's most needy students. We realize there are many low-income students who are bright and capable but who are not considering a four-year college experience because they feel the tuition costs are unaffordable for them. We want them to know that they have a place here at Carolina where their tuition will be covered and where we will help them succeed once here."

And while all University students have access to an array of programs and services that help bolster their academic achievement, students who qualify for the Gamecock Guarantee will benefit from a coordinated network of offerings that can enrich their undergraduate experiences.

"The program is about access and success," Verzyl said. "We want students to become fully engaged in the Carolina experience, and we have an array of programs and services to ensure their success."

Those programs include an extended orientation program, intensive academic advising, career exploration sessions, and other academic-support services.

Though the program is limited to the Columbia campus, which just welcomed its first class of Gamecock Guarantee students, Verzyl hopes to expand the program in the future.

"We expect this program to grow over time and to include a larger number of students," Verzyl said. "The need is too great, and the program is too important not to get started now."

State Sen. John Courson, chairman of the Senate Education Committee, applauded the University for creating the need-based scholarship program.

"The Gamecock Guarantee will help make a higher-education degree affordable to more South Carolinians," Courson said. "I am hopeful that many of these students will consider majoring in education. We are facing—and will continue to face—a shortage of public-school teachers in the Palmetto State."

To learn more about the program and to make a gift to support worthy students in their efforts to earn a University of South Carolina education, visit www.sc.edu/guarantee.

The Office of Media Relations contributed to this report.

GAMECOCK GUARANTEE

UNIVERSITY OF SOUTH CAROLINA

"It is clear from his [Dr. Sorensen's] deeds and the actions of the University of South Carolina that this institution is committed to ensuring a brighter future for our state and for the students who live here. Today's announcement is an investment that will pay tremendous dividends for generations. Thank you to Dr. Sorensen and USC for making higher education more affordable and accessible for students truly in need."

—Congressman James E. Clyburn





award-winning film goes 'beyond the classroom'

Students returning from study-abroad trips talk about how their lives change—how they as Americans, as students, and as individuals know more about the world and themselves. How during their travels, old notions are replaced by a greater understanding of one's role as a global citizen.

Those who haven't experienced life inside another culture often do not understand that transformation and growth. But with the debut of the documentary "Beyond the Classroom: China," they can get a glimpse of these effects through the poignant depiction of 22 undergraduate Capstone Scholars who embarked on a two-week Maymester program in China.

*By Sarah Krivak,
International Programs for Students*

Full-page photos by Laura Kissel

*Inset photo: (left to right) Lauren Koch, Dana Yerace, Liz Casper, Lauren King, and Jamie Black.
Photo courtesy of Lauren King.*



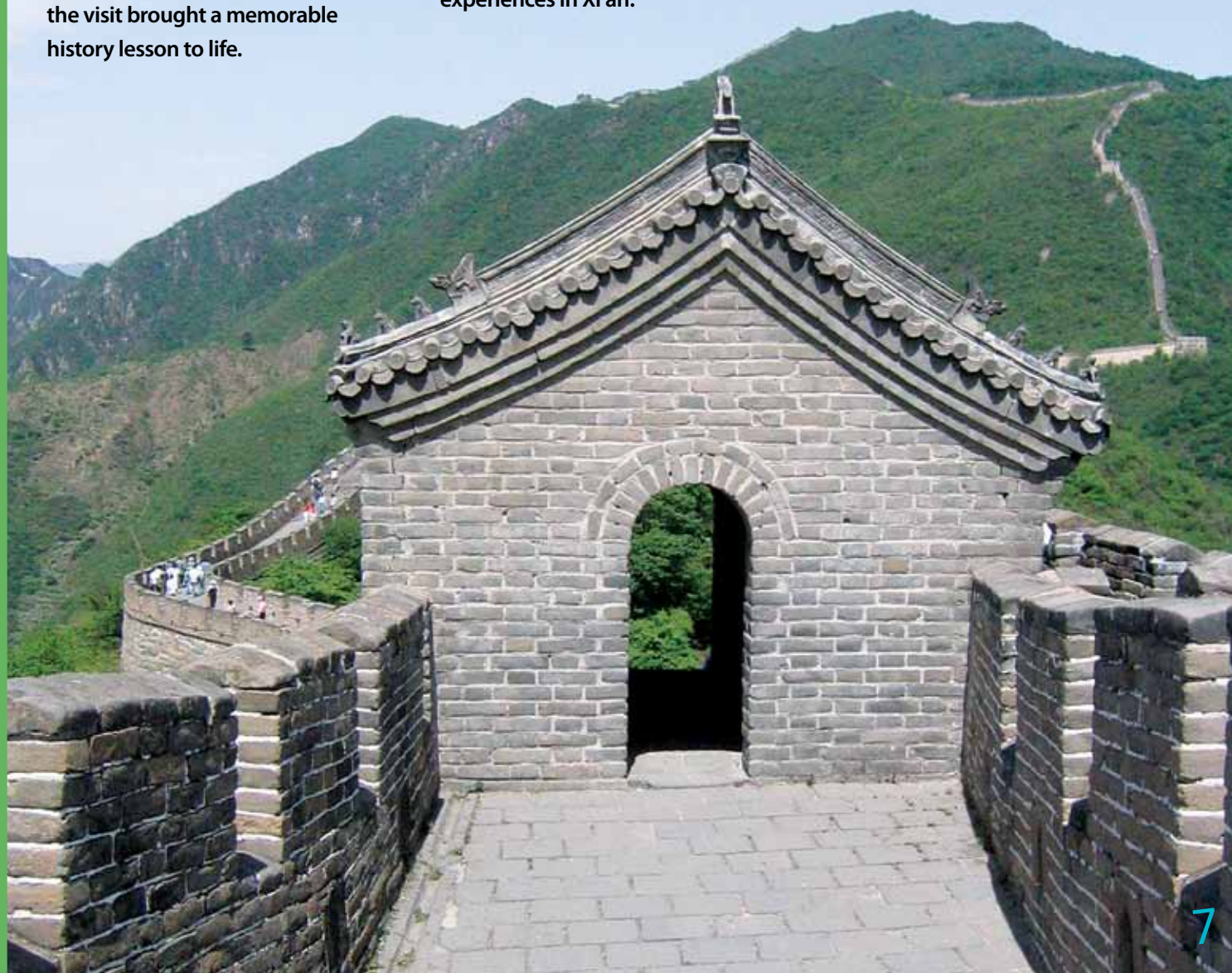
Using student interviews and narratives, the film portrays students actively learning as they explore Chinese history and culture. Students saw evidence of and discussed the ramifications of urban pollution and explosive economic growth while they visited historic locations, including the site of the terra cotta warriors in Xi'an.

Junior Carmel Matin, a political science major from Columbia, said the visit brought a memorable history lesson to life.

"I always remember in my fourth grade history book, there was a picture of the terra cotta warriors. And I thought it was so cool, and I always remembered it," she said. "And then to walk in and see them and see the excavation and the soldiers that were standing in there in real life was pretty cool for me. And I took, I think, a thousand pictures of the same thing, but it was definitely worth it and, I find, one of my favorite experiences in Xi'an."

"Beyond the Classroom: China" was conceived with the goal to "capture the active learning that students engage in when studying abroad," said Patricia Willer, assistant vice provost for international programs and the film's executive producer.

It was with this objective in mind that the film's director and editor, associate professor of media arts Laura Kissel, crafted the documentary.



While shooting [the film] in China, I wanted as much as possible for the video I captured to represent our students' experience of Chinese culture and society in their own words, for the students to be the narrators," Kissel said. "Capturing [the students'] first impressions ... and in

their own voices lends an authenticity to the video and shows how open the students are to having their world views challenged and changed."

Former South Carolina professor Karl Gerth, who now teaches modern history at Oxford University, led the Capstone in China program. He said that he enjoyed recapturing the experience he had on his first trip to the country.

"I wanted to see what China would look like through the eyes I had when I originally came here 20 years ago," he said "and it was fun to look at China from [the students'] perspective."

He said that the trip was important, in part, because it would help students adapt to new environments.

"I think in their lifetime they're going to have to go to a lot of places like this—places where they have never been before, places where they don't speak the language—and they're going to have to become comfortable very quickly," he said.

Left inset photo courtesy of Ryan Burke. Right inset photo: (left to right) Laura Kissel and Karl Gerth. Photo courtesy of Lauren King.



The film, which synthesizes study-abroad objectives with actual student experiences, has garnered national praise, earning three Telly Awards. Founded in 1978 to honor excellence in local, regional, and cable TV commercials and programs, the Telly Awards are judged by industry professionals and past winners. "Beyond the Classroom: China" won the highest award, a Silver Telly, in the educational film category and two Bronze Tellys in the videography/cinematography and travel/tourism categories.

The film also picked up a CINE Golden Eagle Award in the adult education and entertainment category of the professional nonfiction division and is a nominee for additional CINE awards to be announced later. Since its founding in 1957 to depict American life and thought for a global audience, CINE has been dedicated to rewarding and supporting established and emerging talent in film and video through its semi-annual competitions. Hundreds of jurors evaluate nearly 1,000 entries in the 27 categories of Golden Eagle Awards, which honor excellence in professional, independent and student works as symbols of the highest production standards in filmmaking and videography.

In South Carolina, "Beyond the Classroom: China" has received a warm welcome. The movie premiered in February at the Russell House University Union, and the University will continue to screen it on and off campus.

Leading up to the 2008 summer Olympics in Beijing, it was featured on South Carolina ETV stations as part of the network's Southern Lens independent film series. Plans also call for ETV to make the film available to South Carolina teachers for use in their classrooms.

At the University, undergraduates enrolled in University 101 courses will have a chance to view the film, which Willer hopes will spark conversation about and interest in study abroad and international opportunities.



The documentary also is being used to reach faculty members, and it was featured in a Center for Teaching Excellence study-abroad seminar to provide interested faculty with information and assistance in developing study-abroad courses. Copies of "Beyond the Classroom: China" are available at the Thomas Cooper Library for the entire University community.

Kissel and Willer have been asked to present the documentary at the Reinvention Center National Conference November 12–14 in Washington, D.C. The Reinvention Center is a national organization that supports excellence in undergraduate education at research universities and hopes to change education by promoting innovative ideas that address current trends.

The documentary, as a film and an educational tool, has been such a success that "Beyond the Classroom: China" is just the beginning in a series of films, said Willer.

"The film has become part of a larger program to use the power of film to document the active learning and transformative nature of study abroad," she said. The series' next installment "Beyond the Classroom: Germany" will premiere this winter.



*Inset photo: Allison Walden
(second from left), Lindsey Bires
(fourth from left), and Isabelle
Eddy (fifth from left).
Photo courtesy of Isabelle Eddy.*

student profile

he's on his way.

charles black



Charles Black is going places. In fact, he's already on his way.

The same week he graduated with a degree in technology support and training, Black, a Columbia native, moved to Clarksville, Tenn., where he now lives while working in Web development at nearby Ft. Campbell, Ky. As part of his new job, he'll also work on Web accessibility projects, a special interest of Black, who is legally blind.

"I want to make Web sites accessible to the disabled," he said.

Black said that the college experience that led to his career wouldn't have been possible without the Office of Student Disability Services.

"They've been instrumental," he said. "They've administered most of my tests, allowed me to use computers with speech synthesis, and even purchased a Braille math book for me, which wasn't cheap."

He also praises his professors, and he encourages other students to get to know their professors.

"I think the best thing a student can do is talk to their professors," he said. "Don't let others represent you, especially if you're a disabled student."

Black's passionate advocacy for students with disabilities led him to help create Delta Alpha Phi, an honor society for high achieving students who are disabled. The goal of the society, said Black, is to motivate students to help themselves and each other.

"It's meant to encourage students, to allow socialization and offer direction, and to assist people with the issues they're having," he said. "It's about students helping students."

*By Lauren Sanchez, graduate student,
higher education and student affairs*

new directors appointed for first-year programs



The National Resource Center for The First-Year Experience and Students in Transition and University 101 recently introduced new directors Jennifer Keup and Dan Friedman, respectively.

Keup, formerly director of the Student Affairs Information and Research Office (SAIRO) at the University of California at Los Angeles, succeeded Stuart Hunter, who recently was promoted to assistant vice provost for University 101 Programs and the National Resource Center.

“Jennifer Keup brings a unique combination of knowledge and experience to our international work on the undergraduate student experience,” said Hunter. “We are enthusiastic about the leadership she will provide as the center continues to advance our work.”

“I am very pleased to have the opportunity to build upon all of the excellent work that has been done at the National Resource Center.”

—jennifer keup

Keup earned a bachelor's degree in psychology and master's and doctoral degrees in higher education and organizational change from UCLA. She is active in several national professional associations, including the Association for Institutional Research and the Association of College Personnel Administrators—College Educators International, for which she chairs the Commission for Admission, Orientation, and the First-Year Experience.

“The [National Resource Center] staff and I share a passionate commitment to the understanding and success of first-year students and students at other points of transition in higher education, and I look forward to the work we will accomplish together,” Keup said.

Prior to her professional experience at SAIRO, Keup contributed to the national research agenda on topics related to the first-year experience and students in transition as the director of follow-up surveys at the Higher Education Research Institute at UCLA. As director of the National Resource Center, Keup plans to draw upon the connections between research, assessment, and practice.

“I am very pleased to have the opportunity to build upon all of the excellent work that has been done at the National Resource Center,” she said. “Through my past experiences, I have enjoyed gaining a better sense of the activities and products of the National Resource Center, getting to know the staff, learning more about the first-year experience and students in transition, as well as contributing to our knowledge base in the field.”

Keup's previous work with the center as a contributor to publications, conference presenter, invited faculty member of the Summer Institute on First-Year Assessment, and reviewer for the *Journal of The First-Year Experience and Students in Transition* helped her establish a strong relationship with the center.

jennifer keup and dan friedman

“Dr. Keup brings valuable expertise from her scholarship on first-year students, her experience in survey development and other forms of assessment, and her accomplishments at another world-class research university, UCLA,” said John Gardner, senior fellow at the National Resource Center. “She will make an excellent professional partner . . . in shaping the vision for the center’s exceptionally bright future, one of great impact on and importance to the international higher-education community.”

As director of University 101 Programs, Friedman follows Daniel Berman, who served from 1999 until his retirement in early 2008.

Prior to beginning his tenure at South Carolina, Friedman was a faculty member in the department of leadership and educational studies at Appalachian State University and was director of the university’s freshman seminar and summer preview programs from 2004 to 2007. Prior to that, Friedman served as assistant to the director from 1998 to 2001.

“Dan Friedman brings a wealth of knowledge to the University following the great work he’s done at Appalachian State,” said Hunter. “We’re extremely excited about the direction the University 101 program can take under his leadership.”

Friedman earned a bachelor’s degree in history, a master’s degree in higher education, and an education specialist degree in higher education administration from Appalachian State University and a doctoral degree in higher education from the University of Virginia.

He previously has collaborated with the National Resource Center as a presenter at the annual First-Year Experience Conferences, as an invited faculty member at the Summer Institute on First-Year Assessment, and as a contributor to the *Exploring the Evidence, Vol. III* monograph. His most recent article was published in the spring 2007 edition of the *Journal of the First-Year Experience and Students in Transition*.

“It is well established that the first year of college sets the foundation for future success,”

Friedman said. “New college students need an approximate mix of challenge and support in order to make a successful transition to college, both academically and socially. First-year seminars are essential vehicles in helping students learn their new academic culture and transition into a new environment.”

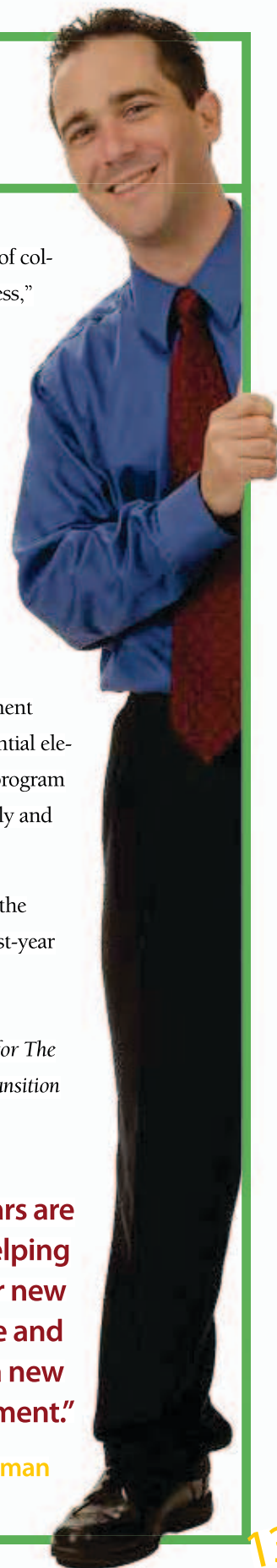
Friedman cites outstanding faculty development efforts, a strategic assessment focus, and institutional support as essential elements for a successful University 101 program like South Carolina’s, which is nationally and internationally recognized.

“It is an honor to be able to work with the most prestigious and well-respected first-year program in the country,” he said.

By Rico Reed, National Resource Center for The First-Year Experience and Students in Transition and University 101

“First-year seminars are essential vehicles in helping students learn their new academic culture and transition into a new environment.”

—dan friedman



university announces fulbright winners

A school-record eight University of South Carolina students or recent graduates have received 2007–08 Fulbright grants to study, teach, and conduct research overseas.

Crystal Denise Byrd



Regina Sierra Carter



Denise Leigh Dunovant



The students who received Fulbright grants are Crystal Denise Byrd, Regina Sierra Carter, Kimberly K. Cavanagh (not pictured), Denise Leigh Dunovant, Matthew Thomas Enright, Stephanie Glotfelty, Sarah Elizabeth Schwartz, and Pamela Lauren Szathmary.

The Fulbright Program, developed in 1946 after World War II and sponsored by the Institute of International Education, is recognized as one of the most prestigious international exchange programs. In 2007, the institute awarded approximately 6,000 grants worth more than \$262 million to U.S. students, teachers, professionals, and scholars to study, teach, lecture, and conduct research in more than 155 countries.

The program also enables international students to live and learn in the United States. Last academic year, Fulbright scholars from Argentina, Thailand, Ukraine, Barbados, Senegal, Costa Rica, Brazil, Haiti, Russia, and Cameroon attended the University of South Carolina.

Byrd, a May graduate of South Carolina Honors College with degrees in mechanical engineering and Russian, will teach English in Russia. She is the daughter of Cassandra Byrd and Chris Adams of Gastonia and a graduate of Highland School of Technology.

Carter, a May graduate of South Carolina Honors College with a degree in English and recipient of the Algernon Sydney Sullivan Award as the University's most outstanding

female undergraduate, will teach English in Indonesia. She is the daughter of Jean Carter of Britton's Neck and Ronald L. Carter of Murrells Inlet and a graduate of Creek Bridge High School (formerly Britton's Neck High School).

Cavanagh, a graduate of Canada's Carleton University who is pursuing her doctoral degree in anthropology, will travel to Jordan to study the development of tourism within the political and economic framework of that country. She is the daughter of Connie L. and Richard Spicer and the wife of Zaid Qattash and attended South Carleton High School in Richmond, Ontario.

Dunovant, a May graduate in geography, will investigate Uganda's northern post-war social landscape as citizens at-

tempt to re-establish their lives, communities, and livelihoods. A member of Phi Beta Kappa and Who's Who Among Students in American Universities and Colleges, she is the daughter of Teresa and Raymond B. Dunovant III of West Columbia and a graduate of Brookland Cayce High School.

Enright, a McNair Scholar and May graduate of South Carolina Honors College with degrees in physics and mathematics, will begin work on a master's degree and continue research that he has conducted the last two summers with the Crystal Barrel Collaboration at the University of Bonn, Germany. He is the son of Susan Cartee-Enright and Thomas Enright of Hinsdale, Ill., and a graduate of Hinsdale Township High School Central.

Matthew Thomas Enright



Enright, a graduate of The College of William and Mary, earned her Teaching English to Speakers of Other Languages (TESOL) certificate and master's degree in linguistics in May. She will teach English in Poland.

Schwartz, who received her undergraduate degree from Hamilton College in Clinton, N.Y., and her master's degree in geography from the University, will travel to Swaziland to perform research on prevention strategies for HIV/AIDS in two communities there. She is the daughter of Sandra and Michael Schwartz of Sagamore Beach, Mass., and a graduate of Bourne High School.

Szathmary, a 2004 graduate of South Carolina Honors College, will conduct research for her Ph.D. in marine biology

Stephanie Glotfelty



in New Zealand. She is the daughter of Pamela and Michael Szathmary of Morrisville, N.C., and a graduate of Riverside High School in Greer.

These students and others seeking national fellowships were advised by Fulbright Program advisors Kenneth Perkins, a University history professor, and Margaret Perkins, fellowship coordinator in the Office of Fellowships and Scholar Programs, which further assisted the students. For more information about the Fulbright Program, contact the Office of Fellowships and Scholar Programs at 777-0958, or visit the Web site at www.sc.edu/ofsp.

Courtesy of the Office of Media Relations. Margaret Perkins, Office of Fellowships and Scholar Programs, contributed.

Sarah Elizabeth Schwartz



Pamela Lauren Szathmary

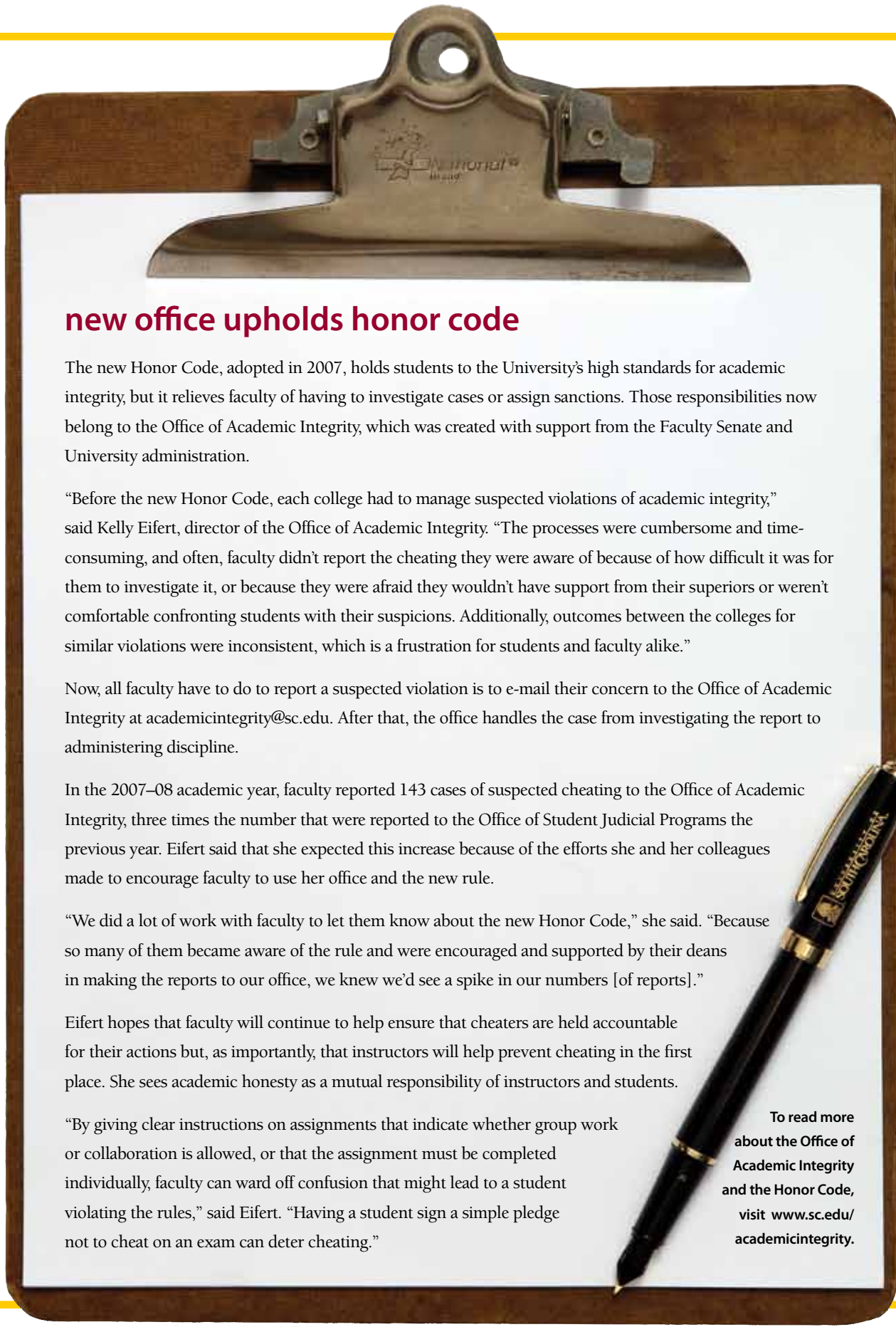


Since the Office of Fellowships and Scholar Programs was established in 1994, University students have won 400 national awards, earning more than \$11.5 million for advanced academic study. Winners include:

- 78** Rotary Scholars
- 43** National Science Foundation Scholars
- 40** Fulbright Fellows
- 34** Goldwater Scholars
- 33** National Security Education Program Scholars
- 21** Gilman Scholars
- 16** Freeman-Asia Scholars
- 10** Udall Scholars
- 7** Knowles Science Teaching Fellows
- 7** USA Today All-Academic Team members
- 6** Truman Scholars
- 5** National Oceanic and Atmospheric Administration Hollings Scholars
- 5** Madison Fellows
- 4** Environmental Protection Agency Scholars
- 4** United States Department of Defense National Defense Science and Engineering Graduate Fellows
- 3** U.S. Department of Homeland Security Scholars
- 2** Javits Fellows
- 2** Jack Kent Cooke Scholars

PLUS a Rhodes Scholar, a Marshall Scholar, a Mellon Scholar, a National Physical Science Consortium Scholar, a DAAD (German Academic Exchange Service) Scholar, and a Pickering Fellow, among others.

Compiled by Novella Beskid, Office of Fellowships and Scholar Programs



new office upholds honor code

The new Honor Code, adopted in 2007, holds students to the University's high standards for academic integrity, but it relieves faculty of having to investigate cases or assign sanctions. Those responsibilities now belong to the Office of Academic Integrity, which was created with support from the Faculty Senate and University administration.

"Before the new Honor Code, each college had to manage suspected violations of academic integrity," said Kelly Eifert, director of the Office of Academic Integrity. "The processes were cumbersome and time-consuming, and often, faculty didn't report the cheating they were aware of because of how difficult it was for them to investigate it, or because they were afraid they wouldn't have support from their superiors or weren't comfortable confronting students with their suspicions. Additionally, outcomes between the colleges for similar violations were inconsistent, which is a frustration for students and faculty alike."

Now, all faculty have to do to report a suspected violation is to e-mail their concern to the Office of Academic Integrity at academicintegrity@sc.edu. After that, the office handles the case from investigating the report to administering discipline.

In the 2007–08 academic year, faculty reported 143 cases of suspected cheating to the Office of Academic Integrity, three times the number that were reported to the Office of Student Judicial Programs the previous year. Eifert said that she expected this increase because of the efforts she and her colleagues made to encourage faculty to use her office and the new rule.

"We did a lot of work with faculty to let them know about the new Honor Code," she said. "Because so many of them became aware of the rule and were encouraged and supported by their deans in making the reports to our office, we knew we'd see a spike in our numbers [of reports]."

Eifert hopes that faculty will continue to help ensure that cheaters are held accountable for their actions but, as importantly, that instructors will help prevent cheating in the first place. She sees academic honesty as a mutual responsibility of instructors and students.

"By giving clear instructions on assignments that indicate whether group work or collaboration is allowed, or that the assignment must be completed individually, faculty can ward off confusion that might lead to a student violating the rules," said Eifert. "Having a student sign a simple pledge not to cheat on an exam can deter cheating."

To read more
about the Office of
Academic Integrity
and the Honor Code,
visit [www.sc.edu/
academicintegrity](http://www.sc.edu/academicintegrity).

student profile

natasha hopkins

putting her people skills to use

Natasha Hopkins, a senior from Atlanta, arrived at the University of South Carolina convinced that she would major in international business, but after taking an elective course in public relations, she was hooked.

"I know it sounds weird, but I never felt so excited about watching commercials until I took an advertising class," she said. "I knew I could do it [design ad campaigns], and I wanted a job where I had options to work with people."

Hopkins has put her people skills to good use. She is vice president of the Sorority Council and president of Sigma Gamma Rho sorority. A team leader for MAPP, the Minority Assistance Peer Program, she helps minority freshmen succeed at the University.

"Coming to college can be overwhelming, and that transition from high school to college can be difficult," said Hopkins. "We serve as a resource for students. We have academic sessions, and we answer questions from everything about good professors to local churches students attend. We have various social events to give the MAPP students an opportunity to network with other minority students. Our goal is to encourage them to get involved in the Carolina experience and graduate."

As a resident assistant in Columbia Hall, Hopkins has enjoyed seeing students develop personally and professionally. That experience, along with an internship in the Department of Student Life, has helped her plan her next step.

"The housing experience solidified my decision to go into student affairs," she said. "The 'Carolina community' is something that we all talk about in housing, but we really have that in our hall."

By Lauren Sanchez, graduate student, higher education and student affairs



Do you remember helping your grandmother in her garden, succoring the tomatoes, weeding the onions, stringing up aluminum pie plates as a bird deterrent, and even better yet, eating pumpkin pie out of those plates – pie made from ingredients grown, harvested then baked within a dozen yards of the back porch?

You may have recognized that grandma, by growing her own food, was engaged in an activity linking her to thousands of years of heritage. What you may not have realized is that this same activity was visionary in scope, providing the foundation for such progressive ideas as edible-landscaping, permaculture design, alternative energy production, storm-water management, sustainable building practices, preventive health care, civic and community engagement, and urban ecology. Well, you'll find students, faculty, staff, and community members making just these sorts of discoveries if you look southwest, not more than a dozen yards from the West ("Green") Quad's own "back porch." That's where you'll find the community garden.

West Quad staff member Mathew Kip broke ground on the packed clay soil in July 2007 to create this outdoor addition to the Green Quad's living-learning laboratory. Kip is a permaculture designer whose gardens and landscapes feature indigenous plants that thrive in the South Carolina heat and humidity without creating waste or using excessive energy, water, or labor.

In designing the community garden, Kip helped student and staff volunteers select plants that meet these criteria. They planted perennial fruit trees, bushes, herbs, and plants that attract pollinating insects and animals, and a bed of annuals that yields tomatoes, squash, carrots, and beans, as well as heirloom edibles and other plants native to the Southeast.

"As we continue to explore the means toward a just and sustainable future, we find that a key element is food—where we get it, how we produce it, and how we prepare it," said David Whiteman, West Quad faculty principal. "The community garden project provides hands-on experience in all of these categories."

Kip said that he has watched interest and the number of participants in the garden project steadily increase over the past year. "It's been highlighted in news articles, a documentary film project, a Web site, and a service-learning opportunity for an honors college course on the ethics of food," he said. "It's great to see this kind of enthusiasm for ideas that ultimately feed our bodies, our communities, and our spirits."

Grandma would be proud!

*By Jason Craig, West ("Green") Quad Learning Center
Photos by Emily McCravy*

community garden rooted in tradition progressive in id



leals



Korynn Maduzia, a May 2008 graduate, and Matthew Kip



university names susan weir assistant vice provost for student success initiatives

Susan Weir has joined the University of South Carolina as assistant vice provost for student success initiatives.

The former director of student academic services in the College of Arts and Sciences at Oklahoma State University, Weir will oversee the Student Success Center, which is responsible for student success initiatives designed to advance the University's goals for retention and degree completion.

"The University of South Carolina is fortunate to attract a national expert with the outstanding work history and reputation of Dr. Weir," said Dennis Pruitt, vice president for student affairs and vice provost for academic support. "Dr. Weir is an astute researcher, an accomplished and published scholar, and she has a passion to ensure the academic and personal success of each stu-

dent at Carolina. Our students will benefit greatly from her leadership of this important student service and from her ability to provide our students with the individual, nurturing attention availed by her experience and her passion for student success."

Weir earned a bachelor's degree in journalism from the University of Oregon, a master's degree in counseling psychology from the University of Missouri, and a doctoral degree in educational psychology with an emphasis in student personnel administration from Oklahoma State University. She is the author of a recent monograph, "Transitions: A Guide for the Transfer Student," and is an active member of the National Academic Advising Association.

"I am delighted to join the University of South Carolina family, and I look forward

to enhancing and expanding services offered via the Student Success Center," Weir said. "The University clearly makes student success and development a priority, and I am humbled to be able to contribute to these important initiatives."

The center coordinates programs and services that include Supplemental Instruction, a student-led academic assistance program, tutoring, academic recovery programs, and programs for transfer, out-of-state, and minority students.

For more information about student success initiatives and the Student Success Center, visit the Web site, www.sa.sc.edu/ssc, e-mail student.success@sc.edu, or call 803-777-0684.

Courtesy of the Office of Media Relations



suicide prevention program

grant funds suicide prevention program

The University of South Carolina is one of only 55 American colleges and universities to receive a grant funded by the Garrett Lee Smith Memorial Act to create suicide prevention programs on campus.

The Counseling and Human Development Center received the \$210,000 grant, which is administered by the Substance Abuse Mental Health Services Administration, a division of the United States Department of Health and Human Services. The grant helped the counseling center launch the Suicide Prevention Program and begin to offer training to help members of the Carolina community learn to identify and assist students who show signs of depression.

Suicide Prevention Program project director Lisa Mustard, a therapist at the University's counseling center, says that the training helps students, faculty, and staff learn to recognize symptoms of depression in students, as well as assists them in referring these students to helpful campus resources.

"The basic premise of our program is that the more faculty, staff, and students know about suicide warning signs and sources of help, the more likely they will be to refer the student for help."

As part of the Suicide Prevention Program, Mustard and other counseling center staff have trained more than 650 students, faculty, and staff using "Campus Connect," a training module developed at Syracuse University that educates participants about suicide myths, statistics, signs, and symptoms, as well as ways to approach, talk to, and help someone they suspect might be considering suicide.

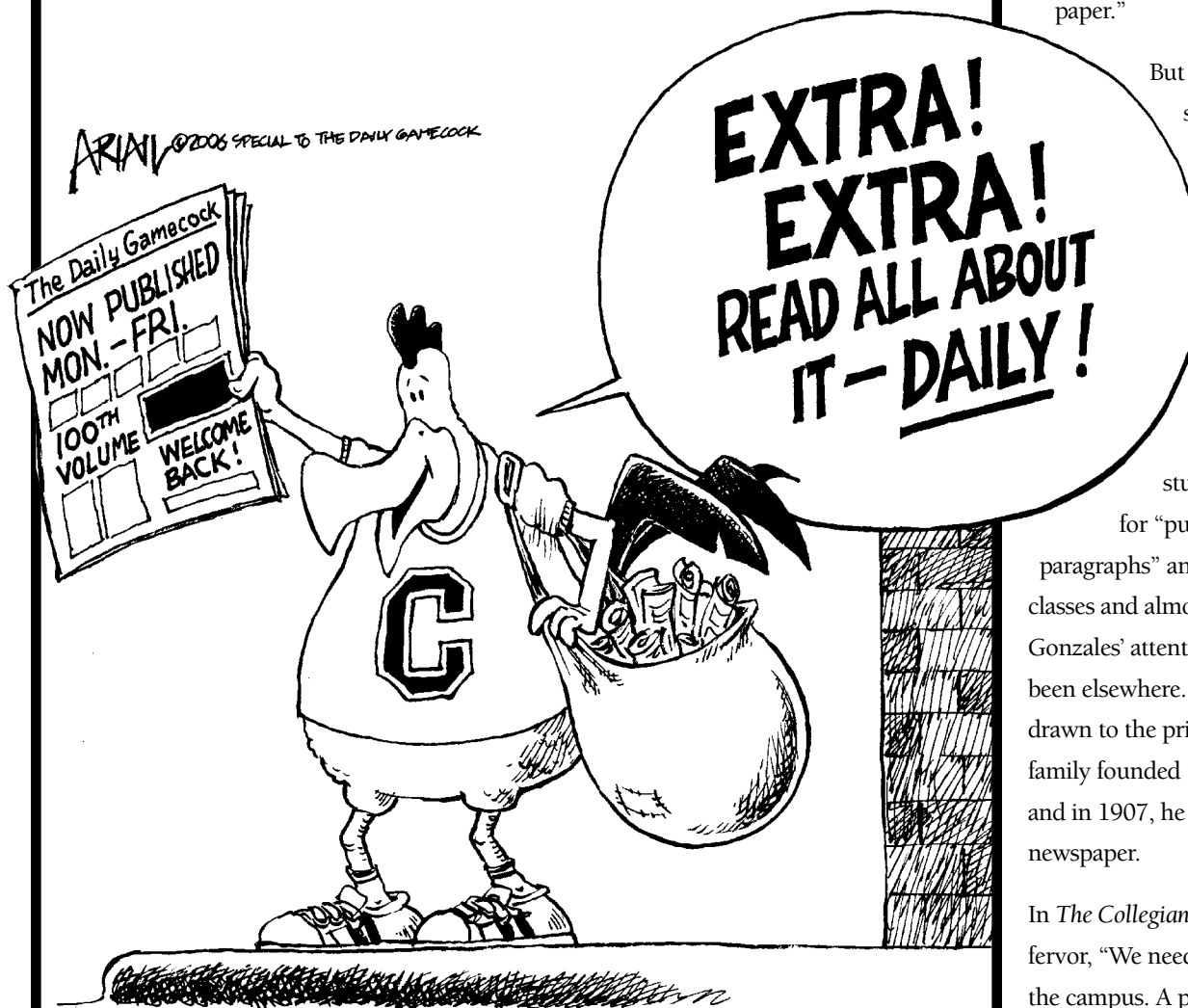
"The training also helps people get comfortable with their own anxiety about suicide," said Mustard. "It can be very difficult to know what to say—and what not to say—to someone you suspect is very depressed. Our program gives people the tools, not to solve the students' problems on their own, but to guide them to people who can help."

To sign up for a Campus Connect training session, call the Counseling and Human Development Center at 803-777-5223.

the daily gamecock

100 years in the making

Just a little more than 100 years ago, there was no *Daily Gamecock*. There wasn't even *The Gamecock*. Students didn't pick up a paper on the way to class. Sudoku was not an option.



Instead, battling literary societies fought for dominance on the University of South Carolina campus. Among their squabbles, the student newspaper, *The Gamecock*, emerged.

In the 1880s, the Euphradian and Clariosophic literary societies were the most prominent student organizations on campus. They published *The South Carolina Collegian*, a literary and news magazine, described by *The Columbia Register* as a "double column, 16 page quarto, handsomely printed; a fine paper."

But after almost 30 years, someone decided that the romanticism of the primarily literary magazine wasn't enough for a budding college. That someone was Robert Gonzales, a popular and intelligent student who was known

for "punk poems and pert paragraphs" and notorious for skipping classes and almost flunking out of math. Gonzales' attentions simply may have been elsewhere. He seemed inherently drawn to the printing industry—his family founded *The State* newspaper—and in 1907, he pushed for a student newspaper.

In *The Collegian*, Gonzales wrote with fervor, "We need a weekly paper on the campus. A paper of four to six pages, subscription one dollar a session

with a hundred dollars worth of advertisements. Why shouldn't we have a weekly 'Gamecock' to match the Clemson 'Tiger'?"

At that point, it seems that Gonzales had decided that his dream would become reality, and on Jan. 30, 1908, the first issue of *The Gamecock* was printed.

Gonzales welcomed the paper's first readers, subscribers who paid \$1 per issue, and he heralded the arrival of a student newspaper by describing its inner workings and its mission. The staff, he wrote, hoped that the paper would "bring professor and student in

better touch" and that it would "cause everybody to realize more fully what University life should mean."

Readers of the first issue also learned of the resignation of popular professor Edward Joynes. In his farewell to the students, Joynes, who tried to raise chickens on campus, wrote, "May *The Gamecock* survive longer than any chicken that I have been able to keep on the campus."

But after the start, *The Gamecock* met financial troubles. The newspaper was short-lived, printing only three issues.

To support a return to regular publication, *The Gamecock* staff raised

money by hosting an annual dance. The editorial staff took to practically begging people to attend, saying that it would be dishonorable to let the student newspaper at such a great university to go under.

"Boys, it is a pure case of 'sink or swim, live or die, survive or perish,' with *The Gamecock*," they wrote on Nov. 25, 1908. "Do you call it college spirit to let the weekly paper fall through?"

Advertisements, which began to proliferate in the pages of *The Gamecock*, provided additional funds. The most loyal local advertiser was Fatima cigarettes, whose ads depicted sleek



On Jan. 30, 1908, the first issue of *The Gamecock* was printed.

students asking their father for a raise in allowance—and bribing him with a pack of cigarettes.

By describing students mooching off their parents, the ads directly contradicted the staff's stance that students should pull themselves up by their bootstraps, according to Dan Hollis' book, *University of South Carolina*. But the revenue these and other ads generated allowed the editors to concentrate on putting out the next issue rather than worrying about how to finance it.

The staff also focused their efforts on improving the University and the

surrounding community. In 1909, they got library hours increased, pushed for greater college spirit, and advocated the elimination of a community drinking cup at a city well.

Over the years, *The Gamecock* has changed. The newspaper was at the forefront when the University was integrated and when students stormed the Russell House to protest the Vietnam War. In the 1930s, women ran the newspaper just once a year; African-American reporters joined the staff in 1969. And in 1999, students, alumni, and friends could go to dailygamecock.com and get their news 24/7.

After rough starts and stops, *The Gamecock* stands the clear winner. The name didn't change until 98 years later, then only to add the word "Daily," a testament to the growth of both the University and the newspaper covering it.

Although *The Daily Gamecock* faces some of the same issues that the founding editors did, the generations are united in a common goal of shining light on every corner of University affairs.

By Jackie Alexander, senior, former editor-in-chief of *The Daily Gamecock* and the first African-American to hold that post.



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THE GAMECOCK

Volume 1

COLUMBIA, S. C., JANUARY 30, 1908

Number 1

THE FOOTBALL SEASON

With a Light Team Carolina Played Remarkable Ball—Prospects For 1908.

With the Thanksgiving game in Charleston closed one of the most "successful" football seasons in Carolina's history, not so much because of her good team or wonderful success, but more on account of the restoration by the Trustees of the much-loved game.

After the season of 1905 the Trustees abolished football, and consequently the fall months of 1906 were greatly lacking in "college spirit," and everything seemed listless. But, to the great enjoyment of the entire student-body, the game was reinstated during fair week of 1907.

Carolina at once got down to hard practice and put out a remarkable team, notwithstanding the fact that she was greatly handicapped for experienced men, there being only one old "varsity man in college and a few men of the 1905 "scrub team."

"Buck" Perrin was selected to guide us, and under his leadership a strong team was put against the College of Charleston on November

16th, after scarcely two weeks of practice. This team, nevertheless, showed the ever-predominating "Carolina spirit," and by a hard, fast game we were able to win by a score of 14 to 4. Much praise in this game is due Captain Perrin, Sligh, Cartwright and Gibbs.

After this game the team practiced even harder than before, profiting by the weaknesses shown in the first game, and by November 21st was again ready to vanquish the strong Georgia aggregation. This team, from the Medical University of Georgia, was remarkably strong, being composed of many old Southern stars. Captain Perrin was out of the game on account of injuries received in the Charleston game, but his place was admirably filled by Captain Gibbs. The good playing of Gibbs, Sligh, Gonzales and Cartwright figured materially in the victory.

The Thanksgiving game in Charleston against the Citadel ended the season. It was in this game that Captain Gibbs accomplished the great feat of making three beautiful drop-kicks from the field, one

of which was from the 45-yard line.

Thus closed a splendid season, having played and won three games in as many weeks. Professor Smith and Mr. Douglas McKay deserve much credit for their efficient coaching.

Carolina has no doubt put many stronger teams in the field, but never before has a team been put out with a better spirit or determination. Coach Smith said: "I have seen many better teams—North and South, but never have I seen an all-round faster team." The financial part was most pleasing, and especially to Manager Lumpkin.

Of this year's team, Gibbs, Belser, Reeves, Murdaugh, Dargan, Parrett, Crouch, Greydon, Cooper and Cartwright will return. Mr. Robert E. Gonzales is the '08 captain, and of him much is expected.

Mr. Henry W. Hughes, of Trenton, has been elected manager, and already he has about completed his schedule for the coming season.

The management has engaged the services of Mr. Christie Benet as coach. Carolina is to be congratulated on getting him, for no better man could have been found. He has a wide reputation as an able coach, and such institutions as the University of Virginia have been trying hard to get him.

To the management and entire team of 1908, THE GAMECOCK wishes much success.

DR. JOYNES HAS RESIGNED

Distinguished Educator Retires From Faculty On Carnegie Fund.

The announcement of the resignation of Dr. Joynes was received with deep regrets by all of the students. Yet we are glad to see him receive the honor which he so well

have had the association of his name with this institution for so many years, and we earnestly hope that he will be a frequent visitor to us.

Dr. Joynes is one of our old friends and advisors, and certainly we will be greatly in need of a guide without him. It is hard to think of one's leaving who has for so long been the supporter and coworker of every movement for the advancement of the University. Our beloved professor was one whose heart was in close touch with the work of the University, and indeed he has accomplished much for its good.

The State very aptly said: "When one's friend, ripe in years, that have been devoted to arduous work, rich in results for his fellows, receives in the afternoon of life, along with honor for merit, the material recognition that enables him to retire from the field of labor and spend the evening years free from vulgar cares, one should rejoice. That has happened to our friend, yet we cannot display enthusiasm."

"After giving more than half a century of one's life to the grand work of teaching, and performing that work as a scholarly master, one is surely entitled to rest. And in our opinion no part of the immense fortune Andrew Carnegie has set aside for different purposes is so well bestowed as that which empowers a committee to call upon conspicuous educators that have from youth to middle age and on into the winter of life, done well the great and noble work of spreading light by training minds and character and say to them: 'Well done, benefactors of your time. Rest while serenely contemplating the full fruiting of the trees you nurtured and pruned.'"

"Yet we cannot rejoice at this act of generous justice, because the University of South Carolina without Dr. Joynes in the faculty will never seem the same to us. He will be missed in the lecture room, and he will be missed upon the cam-



DR. E. S. JOYNES

deserved. The committee of the Andrew Carnegie fund certainly have selected the man who merits such distinction. We are proud to



CAROLINA FOOTBALL TEAM, '07.

(Continued on Page Two.)

willer recognized for outstanding service

Patricia Willer, assistant vice provost for international programs, received a 2008 Certificate for Outstanding Service from NAFSA, the Association of International Educators.

Willer exemplifies how fortunate University of South Carolina students are to work with such outstanding advisors, said Dennis Pruitt, vice president for student affairs and vice provost for academic support.

“Pat is a recognized expert in the field,” said Pruitt, “She represents the views of South Carolina students studying abroad and of international students attending the University as she leads the state and nation in establishing new policies and paves the way for students and faculty to learn through their immersion in foreign cultures, languages, and lands. Pat’s colleagues and students at Carolina are thrilled her many contributions and leadership talents have been nationally recognized—she is truly deserving!”

Willer, who has worked in international education for 25 years, earned a master’s degree in communication studies and a bachelor’s degree in anthropology from the University of Kansas. She has completed international study at the University of Copenhagen in Denmark.

She has served in a number of leadership roles for NAFSA and frequently is called upon to deliver presentations and conduct training on international education.

She is a contributing author to the National Association of Student Personnel Administrators’ monograph, “Working with International Students and Scholars on American Campuses;” NAFSA’s “U.S. Cultures Series: Introduction to American Life,” which was funded by a grant from the Bureau of Educational and Cultural Affairs of the U.S. Department of State; and the forthcoming “The Role of Student Affairs and Services in Higher Education,” published by the United Nations Educational, Scientific, and Cultural Organization.



godfrey honored with leadership award



The National Association of Student Financial Aid Administrators (NASFAA) honored Robert Godfrey, senior associate director of the University's Office of Student Financial Aid and Scholarships, with a 2007 NASFAA State and Regional Leadership Award.

The award recognizes individuals who have made outstanding contributions to the financial aid profession over a sustained period of time.

Godfrey has served in the University's financial aid office since 1985. During that time, he has been a skilled and dedicated employee, said Dennis Pruitt, vice president for student affairs and vice provost for academic support.

"Bob Godfrey has guided and orchestrated the inner operations of the financial aid office in outstanding ways for years," said Pruitt. "In his nearly publicly silent manner, yet demonstrating strong and consistent leadership, Bob has driven one of the most important functions on any college campus—the unheralded but absolutely essential role of ensuring that students have timely access to financial aid each semester. On behalf of the many, many, thousands of students who have benefitted from Bob's years of dedicated efforts, congratulations to him for this important recognition."

Godfrey earned a bachelor's degree in music education from Edinboro State University and a master's degree in higher education from Penn State University.

He won the Southern Association of Student Financial Aid Administrators (SASFAA) Distinguished Service Award in 2005 and is an active member of the organization, as well as NASFAA and the South Carolina Association of Student Financial Aid Administrators. He has presented at national, regional, and state conferences; held leadership positions in state and regional associations; and served as an instructor and trainer of new financial-aid officers.

In the early morning hours of Sunday, Oct. 28, 2007, fire swept through a beach house in Ocean Isle, N.C., where 13 students—all but one from the University of South Carolina—were sleeping. Six of them survived; seven were lost.

The University of South Carolina remembers

- Cassidy Fae Pendley, 18, a freshman chemical-engineering major from Chapin
- William Robert Rhea, 18, a freshman from Florence
- Allison Christine Walden, 19, a sophomore exercise-science major from Chagrin Falls, Ohio
- Lauren Astrid Mahon, 18, a freshman from Simpsonville
- Justin Michael Anderson, 19, a sophomore from Greenville
- Travis Lane Cale, 19, a freshman from Greenville

and

- Emily Yelton, 19, a Clemson student from Greenville.

The students were remembered in a University memorial service held Nov. 7 at the University's Koger Center for the Arts. In his opening remarks, Dennis Pruitt, vice president for student affairs and vice provost for academic support, said, "The ache we are feeling will never really go away. Instead, that ache eventually becomes condensed, tucked away in a corner somewhere in the recesses of our hearts," recalling Dr. Kirsti Dyer's *The Ache That Never Leaves*. "Over time," he said, "our memories will prompt not only grief, but—more comforting—a deep and profound gratitude for the lives of each of these outstanding young people, for the gift that each of them was to us."



student profile

For Keith Griffin, success is about collaboration.

The Summerville senior recently received the Silver Nickel Scholar/Carolina Remembrance Scholarship, which recognizes students who have contributed significantly to the character of their chapter. Griffin, a public relations major, was honored in part for cultivating a partnership between his fraternity, Kappa Sigma, and a local elementary school to form an after-school reading program. Though he received the individual honor, Griffin said he can't take all the credit.

"I couldn't have done this without the support and help of my fraternity brothers," he said.

The Carolina Remembrance Scholarship was created as a memorial to the six University of South Carolina students, all of whom were members of Greek organizations, who lost their lives in a beach house fire in October 2007. Griffin, the first recipient of the scholarship, was humbled by the award.

"It's hard to put into words what an honor it is to receive an award in remembrance of these students," he said. "Their lives in some way affected everyone on campus ... It really is an honor to be recognized in their memory."

Griffin is vice president of Kappa Sigma, outgoing secretary of Greek affairs for student government and secretary of the fraternity council. He credits his success to his involvement in these groups.

"Going into Greek life and getting involved has helped me grow personally and professionally," he said. "I've become a more well-rounded person and have really grown up."

His experience also has proven to him that choosing to attend the University of South Carolina was a good decision.

"I wouldn't want to be at any other school," he said.

By Lauren Sanchez, graduate student, higher education and student affairs

keith griffin involvement equals success



carolina's new bridge program

helping college students navigate the transfer process

The new Bridge Program at the University of South Carolina has expanded rapidly since its inception in May 2007. Designed to provide the most seamless transfer experience possible for future Carolina students, the University's initial bridge agreements with Greenville Technical College and Midlands Technical College quickly ignited public interest. In just six short months, overwhelming demand culminated in the announcement of a historic, statewide Bridge Program involving collaboration between the University and all 16 of South Carolina's technical colleges.

“A large number of technical college students transfer to Carolina each year, and they’re an increasingly important segment of our student body,” said Kip Howard, who served as assistant vice provost for enrollment management until his retirement in June 2008. “Establishing partnerships with the technical colleges to assist these students is a natural step.”

Each fall, the University welcomes about 1,000 new transfer students to its Columbia campus. About 80 percent are South Carolina residents, and the majority of them hail from one of the state’s technical colleges. The Bridge Program is intended specifically for such students—first-time college attendees who enter associate’s degree programs at technical colleges, earning at least 30 credit hours before transferring to Carolina to pursue bachelor’s degrees.

The first class of students eligible for the Bridge Program entered technical colleges this fall, and the University and its partner schools are identifying candidates for the program. They also are providing them with information that will help the students smoothly and successfully transfer to Carolina.

“Early identification, early access to information, and collaborative outreach on the part of the University and its bridge partners will result in an unprecedented level of support and service for prospective transfer students,” said Howard. “This is one of the most significant hallmarks of the bridge concept. Bridge students will be able to plan more effectively for their future transfer, because the University will communicate with them proactively during their first and second years of college.”

to be eligible for credit from majors and programs of study.

“Understanding which courses will be accepted by the University and which will count toward a student’s work in a chosen major is critical,” said Howard. “It can make the difference between graduating in four years or graduating in five or six.”

Not only will the Bridge Program help students understand these “nuts and bolts” of the transfer process, but it also will help them develop a connection to the

current students who can help them adjust academically and socially by offering friendship and support.

While the University of South Carolina has long offered special services for transfer students, the new Bridge Program expands them and magnifies their benefits. Through the Bridge Program, the University will assist its technical college partners in counseling future transfer students and will interact with bridge students from the beginning of their college careers, providing them with current information on transfer admission requirements, course credit transferability, financial aid, and academic and student service offerings.

“The Bridge Program will demystify the transfer process for students who want to attend the University of South Carolina,” said Howard. “It will help students make informed course choices well in advance of transfer, and it will help them find success at Carolina and beyond.”

More information about the University of South Carolina Bridge Program is available at www.sc.edu/bridge.

*By Connie Scrivens,
undergraduate admissions*



There is good reason for this communication with bridge students. Transferring from one college to another is not as simple as applying and then showing up for class. Courses from the sending school must align with courses from the University in terms of quality, content, and scope. Some courses accepted for admission to the University must meet additional requirements

University even before they enroll. While students with 30 to 60 semester hours’ of experience may assume they know enough about college to get along just fine in a new setting without seeking assistance, “transfer shock” is likely to set in during the first semester if they don’t. Taking this into consideration, the Bridge Program allows students to work with mentors,

a carolina family

the gurams

bei

Involvement with the University of South Carolina and an interest in medicine unite the members of the Guram family of Columbia.

Jeet, a junior, and Mandev, a sophomore, are both Carolina Scholars and aiming for medical school. Their parents, Davinder and Surb, are on the faculty of the School of Medicine, while also operating private practices in internal medicine, and they have been active in promoting the University's programs to other parents, as well as future medical students.

"Being involved has given us a better understanding of all the pieces that go together to make the University function," Davinder said.

Davinder and Surb have instilled in their sons the importance of getting involved. As a result, both Jeet and Mandev are very active students, both in and out of the classroom.

Jeet is pursuing a baccalaureate degree from South Carolina Honors College with a focus on biology, economics, and political science, and he works in a research lab at the School of Medicine. Last year, he helped start the

Roosevelt Institution, a nonpartisan political student organization. He spent two months this summer studying public health issues and volunteering at a rural health clinic in the Dominican Republic. This fall, Jeet is participating in the Washington Semester Program, which helps South Carolina students who are interested in politics gain work experience in our nation's capital while earning credit toward their degrees.

Mandev is also a member of the Roosevelt Institution. A biology/pre-med major, he is a page at the South Carolina Statehouse and participates in the Waverly After-school Program, a volunteer opportunity for Carolina Scholars. This summer, he completed a research internship at Palmetto Health Richland hospital.

The Guram brothers say that it's this kind of involvement that has made their time at Carolina so rewarding. Both have taken the time to get to know their professors, and that has made a world of difference, they said.

"The level of faculty support you get has been amazing. It's really been a great experience to get that kind of individual attention," Jeet said.

Mandev agrees and encourages other students to participate in campus life.



Jeet

Surb

Mandev

ing involved and making a difference



Davinder

Mandev

"Get involved as much as you can. It's what you put into it, and it's much more rewarding if you're involved in different things."

"Get involved as much as you can," he said. "It's what you put into it, and it's much more rewarding if you're involved in different things."

As local parents and Carolina faculty members, Davinder and Surb, who is a Carolina alumnus, are glad their sons chose Carolina. They say the key to maintaining a successful relationship with Jeet and Mandev has been to participate in their sons' lives while also encouraging and respecting their independence.

"I think it's taking an interest, wanting to know what's going on in class, what books they're reading and wanting to read the books as well," Davinder said. "I'll make any excuse to go up there [to campus]. They'll call me and say 'so and so is speaking at the School of Business tonight,' and I'll go on up there to catch up, have some time with them, and feel like I'm involved with the University. But yes, we definitely wait for an invitation."

Jeet thinks that his parents have done a good job balancing their involvement while keeping their distance.

"I was afraid, being at Carolina and with how close our family is, that it might not happen, but it definitely has," he said. "A lot of college is learning independence, and we've definitely been able to do that too."

Davinder and Surb, who also have a daughter, Mavina, a ninth-grader at Irmo High School, have participated in parent panels during McNair and Carolina Scholars weekends, helped at orientation, and spoken to the Alpha Epsilon Delta pre-med student organization. As clinical faculty members in the School of Medicine, they help train future doctors every day. Both find it rewarding to take an active role in their sons' educations, and they especially value the people they've met from being involved at Carolina.

"I still feel that it's the same sort of family atmosphere as when they were in high school," said Davinder, "and it's small enough that you feel like you have something to contribute."

The Gurams certainly are contributing to the University, and their involvement well benefit members of the Carolina community for years to come.

By Melissa Gentry, Parents Programs

campaigning on campus

University of South Carolina students got an up-close look at national politics this year as Columbia became a stop on the presidential campaign trail.

Candidates and their proxies began arriving in the city and on the University's historic campus in May 2007, when the GOP held a nationally televised debate at the University's Koger Center for the Arts. Democratic candidates visited the University in July for the College Democrats of America national convention. Even comedian Stephen Colbert, a native South Carolinian, stopped by the Horseshoe in October to kick off his run for the presidency, though he was a candidate only in his home state. In December, Senator Barack Obama and guest Oprah Winfrey held a rally at Williams-Brice Stadium that drew a crowd estimated at 29,000.

Former CBS News anchor Dan Rather broadcast from the University's Drayton Hall, hosting live coverage of the Jan. 15, 2008, Michigan primary results for his new show, *Dan Rather Reports*, on HDNet. Before Rather went on air, he dropped by the offices of *The Daily Gamecock* for an interview with news editor Brad Maxwell.

By the time the first-in-the-South primaries rolled around a few days later—the Republicans on Jan. 19, 2008, and the Democrats on Jan. 26, 2008—nearly all of the presidential hopefuls or their representatives already had paid a visit to the University. But in the days just before voters headed to the polls, sightings of the candidates became even more frequent.

Republican candidates John McCain, Mitt Romney, and Mike Huckabee held on-campus events, and Fred Thompson made the Russell House University Union ballroom his election-night home. Barack Obama held a rally at the Koger Center, and his wife, Michelle, joined University mascot Cocky at the Children's Center for Cocky's Reading Express, a literacy program for elementary schools. President Bill Clinton stopped by the Russell House Starbucks and answered questions from students, and Cate Edwards, daughter of John Edwards, spoke to students at the School of Law along with actress Madeline Stowe.

After South Carolina's votes were counted, the campaign buses quickly pulled out of town, but students still felt the excitement of having had front-row seats to a historic election.

Geoff LoCicero, Web Communications, contributed to this report.
Photos courtesy of The Daily Gamecock and University Publications.





**online
alcohol-education
now required**

By Anna Edwards, Student Life

Each year, more than 599,000 college students are injured and more than 1,700 die in alcohol-related accidents. About one in four college students suffer academically as a consequence of their drinking habits.



To prevent our students from becoming part of these staggering statistics, the University of South Carolina has introduced a new educational requirement. This fall, undergraduate students ages 23 and younger must complete an online alcohol-education course and earn a score of 80 percent or higher before they're eligible to register for the following semester's classes.

The online course from myStudentBody.com, a research-based health program supported by the National Institutes of Health, uses a series of articles, quizzes, and other interactive tools to educate students about the dangers associated with alcohol use and abuse. It also gives students personalized feedback and tools to help guide them to make responsible decisions about drinking.

The program was first introduced at the University in a fall 2007 pilot study aimed at first-year students. More than 700 students took the course and rated it positively. Jerry Brewer, associate vice president for student life, hopes expansion of the program will enhance the University's efforts to educate more students about and prevent alcohol abuse.

"The abuse and high risk use of alcohol continues to be a major issue for college-age individuals," said Brewer. "Education and prevention efforts are the most effective tools for parents and college administrators to deal with alcohol issues."

kathy niu

finding balance

A senior pursuing a *Baccalaureus Artium et Scientiae* degree in interdisciplinary studies, Kathy Niu lists one of her goals as “finding balance” in her life. This can be a challenge, considering her schedule.

The Columbia resident, who was born in China, splits her time between several campus organizations; her job in a neuroscience lab; and, this summer, a study abroad trip to China and an independent study in Florida.

In China, Niu learned conversational Chinese, explored Chinese customs and culture, and built a strong foundation for her independent study, during which she examined Eastern medicine and its influence on Western medicine. In Florida, she observed a physician navigating those two schools of thought.

“I [shadowed] a Chinese doctor who practices traditional medicine, so [it was] interesting to see how the two types of medicine integrate,” she said.

Niu is preparing for a career in health and medicine and enhancing her coursework by participating in co-curricular activities. She is vice president of Alpha Epsilon Delta, the honor society for students in health-related majors; secretary of the Carolina Service Council; and a member of the Association of Minority Pre-Health Students, Amnesty International, and the Carolina Scholars Association.

Though the thought of participating in this many activities might be daunting to some, Niu said that the opportunity to get involved was one of the reasons she chose to attend the University of South Carolina.

“There are lots of clubs here, so there are a lot of opportunities,” she said.
“It’s so rewarding.”

By Lauren Sanchez, graduate student, higher education and student affairs



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