Greetings
from the
Chief Academic Officer
To Alumni, Parents, Faculty, Students and
SC State Stakeholders

South Carolina State University represents the genius of great universities. That genius is its ability to adapt while preserving its fundamental missions of education, research and service.

In each of the aforementioned areas, we constantly strive for excellence—academic excellence. In other words, academic excellence embodies our university. It is what attracts and inspires students and faculty, and is what gives our graduates power and prestige as they move into business, government, the academy and countless other institutions.

I have a passion for South Carolina State University. I have a deep desire for it to be excellent, for everything about it to be exemplary. As I provide leadership of the academic operations of the institution, I have come to believe that we simply would be incapable of functioning if we did not acknowledge each others unique contributions to the whole university. We will benefit from all talents and skills if we take advantage of what every individual has to offer.

Since I have had the opportunity to look at the structure of our institution from a university-wide basis, I have been able to identify several units whose successes clearly exceed the sum of our individual parts. Faculty of these departments, because of their concern for each other and for their students, often subordinate personal desire to the good of the whole. Their scholarship is often collaborative; when not, it is frequently focused on topics that will contribute to the department's areas of emphasis or curriculum. They do not complain when a good, streamlined set of requirements does not include a course that matches their dissertation topic or degree field. They nominate their colleagues for awards and are genuinely delighted by the successes of others. They counsel at length with their students. They attend forums and workshops, college and university lectures and other programs, and honor their students. They read each other's work and make helpful suggestions. Such actions have given their units a high degree of excellence that is recognized beyond the campus.

"I have a deep desire for South Carolina State University to be excellent."

All aboard! The "Bulldog Express" will shortly leave the South Carolina State University campus to arrive at destinations such as Greenville, Sumter, Florence, Conway and Charleston, South Carolina. Also, Augusta, Georgia and Charlotte, North Carolina are scheduled stops. Other stops (including Orangeburg) will be scheduled before the express train reaches maximum speed.

The conductor of the "Bulldog Express" will be none other than President George E. Cooper. He will be accompanied by his chief engineer, Dr. Joyce Blackwell, Vice President for Academic Affairs. Other South Carolina State administrators, faculty and staff, as well as students, will ride the express train with a mission to inform citizens around the state of South Carolina and beyond about the excellent academic programs and research initiatives underway at the university. Prospective students and their parents, as well as alumni and friends, are invited to visit the “depot”, where the “Bulldog Express” will be docked, to learn about the programs, activities and events at South Carolina State.

Before departing Orangeburg, local citizens will be honored by having the “Bulldog Express” make a special connection with them as participants on the first leg of the historic venture. It is only fitting to showcase the university to the community that has been interwoven into the very fabric of the university—the great city of Orangeburg and Orangeburg County at large.

Alumni, community leaders, school principals, guidance counselors and others interested in having the "Bulldog Express" visit your area should contact Dr. Carl Jones, Assistant Vice President for Academic Success and Retention Programs, at cjones@scsu.edu or (803) 536-8537.

Again, all aboard! We will be in your city soon.

Continued on page 12
**SC State Approved for Nuclear Engineering Program**

*by Dr. John Jones*

In 1999, with the assistance of South Carolina Universities Research and Education Foundation (SCUREF) and the United States Department of Energy (DOE), South Carolina State University (SCSU) established an undergraduate program in Engineering. The program was developed in agreement with the University of Wisconsin—Madison Department of Engineering Physics’ Academic Program in Nuclear Engineering. In 2002, South Carolina State University received approval from the South Carolina Commission on Higher Education to offer a joint Bachelor of Science degree in Nuclear Engineering with the University of Wisconsin (UW). South Carolina State University’s Nuclear Engineering Program is the only program of its kind located at a historically Black university in the United States.

In 2008, the Nuclear Engineering program was accredited by the Engineering Accreditation Commission (EAC) of the Accreditation Board for Engineering and Technology (ABET). The accreditation was the first ever for a historically black college or university. Within the first ten (10) years of its existence, the Nuclear Engineering Program produced thirteen (13) Nuclear Engineering graduates, seven (7) graduates with Radiochemistry concentrations, and one (1) graduate with a Health Physics concentration. Several of the students have been permanently employed at the United States Nuclear Regulatory Commission (USNRC).

In October 2010, the South Carolina Commission on Higher Education (SC CHE) approved South Carolina State’s request to give independent status to its Nuclear Engineering program—which was a significant decision. According to Dr. Kenneth Lewis, Dean, College of Sciences, Mathematics, Engineering and Technology (above photo), “The CHE action on October 20th that resulted in the SC State Nuclear Engineering Program becoming a free-standing, independent program is the culmination of five (5) years of intensive effort on the parts of many to being this great and long hoped for event about.” He further added, “I am delighted that we can now truly say to the Trustees and Alumni: ‘Full engineering has returned to South Carolina State.’ They can be assured that other full Engineering programs are currently waiting to be presented to CHE in the near term. We are moving forward confident of additional successes, which will be achieved through continued support of the Trustees and encouragement of the Alumni. I must also thank Dr. Joyce Blackwell who has not shied away from the battle.” Dr. Blackwell, Vice President for Academic Affairs, echoes Dean Lewis’ sentiments. She agrees that granting the Nuclear Engineering Program paved the way for SC State to offer other Engineering programs.

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**Black Males Project: A Model of Intrusion**

*by Mr. Terrence Cummings*

With less than 29% of Black males graduating from college within a six-year time frame, the Black Males Project (BMP), a component of the Student Success and Retention Program, has a developing model of intrusion to increase Black male graduation and retention rates at South Carolina State University.

When Dr. Carl E. Jones, Assistant Vice President for Academic Success and Retention Programs, conceived the Student Success and Retention Program, he knew that Black male achievement must be the cornerstone to overall student success at South Carolina State University. Data supported that Black females progressed at higher levels and usually persisted, but Black males did not. Too often associated with Black males were lower graduation rates, higher unemployment rates, as well as higher domestic violence and other criminal activity.

On the cutting edge, South Carolina State began developing its Black Males Project that proposes to increase even higher its current South Carolina State Black males’ graduation rate of 40%. Currently, the University is leading other public Historically Black Colleges and Universities (HBCUs) in retention and graduation rates for Black males. This success is indicative of a South Carolina State academic community known for its intrusive yet caring and nurturing approach.

As part of the model of intrusion, BMP participants will receive tutoring and/or academic reinforcement in Math and English; attend seminars and workshops, participate in focus and study groups, engage with other Black male leaders, and complete group projects by the end of their freshmen year. “All of these efforts purport to move Black males from ‘orientation to graduation and beyond,’” says Terrence Cummings, Executive Director for the Student Success and Retention Program.

The planned activities for Fall 2010 evolve around six (6) keys to success: (1) defining Black manhood; (2) achieving academically; (3) maintaining physical health; (4) planning for economic sustainability; (5) developing political awareness; and (6) creating a spiritual foundation. This intrusive approach is designed to help South Carolina State University’s Black males develop responsibly and positively as scholars, thereby increasing overall retention and graduation rates.

“Less than 29% of Black males graduate from college within a six-year time frame.”
National Researcher Delivers Key Addresses to University 101 and the Black Males Project

by Mrs. Erica Prioleau-Taylor

Dr. James L. Moore III, professor of Counselor Education in the College of Human Ecology at The Ohio State University, visited South Carolina State University on Tuesday, November 9, 2010 and delivered key addresses to students in University 101—Introduction to the University Community—and the Black Males Project.

"Dr. Moore is nationally recognized for his research that has focused on a number of socio-cultural, familial, school and community factors that determine outcomes for African-American students from kindergarten to higher education. Therefore, we are very pleased to welcome him," says Mr. Terrence M. Cummings, executive director for the Student Success and Retention Program, who oversees both University 101 and the Black Males Project.

A native of Lyman, South Carolina, Dr. Moore received the Bachelors of Arts degree in English Education from Delaware State University in Dover, Delaware, the Master of Arts in Education and the Doctor of Philosophy in Counselor Education from Virginia Polytechnic Institute and State University in Blacksburg, Virginia. He is also the inaugural director of the Todd Anthony Bell National Resource Center on the African-American Male, which examines and addresses critical issues in society that impact the quality of life for African-American males throughout their lifespan.

Dr. Moore’s extensive research has focused on students of color regarding educational and career aspirations; school experiences; recruitment and retention issues; social, emotional and psychological consequences of racial oppression for African-American males and other people of color; and science, technology, engineering and mathematics (STEM) majors in higher education.

With over 75 publications and over 100 scholarly presentations, Dr. Moore has received a number of awards and has biographies listed in Outstanding Young Men in America, Academic Keys, Who’s Who in Education, Manchester’s Who’s Who Among Professionals in Counseling and Development, Prestige’s International Who’s Who Registries of Outstanding Professionals and Who’s Who in Black Columbus. He also holds membership in professional organizations and honor societies to include Alpha Kappa Mu, Phi Kappa Phi, Phi Delta Kappa, Kappa Delta Pi and Chi Sigma Iota.

“Dr. Moore’s research and insights certainly are of keen interest to the Office of Student Success and Retention in its campus wide integrated approach to student success and retention, and especially the potential for him to empower first time freshmen and Black males at SC State,” Cummings said. The event was free.

South Carolina State History Professor Releases Book, Border War: Fighting Over Slavery Before the Civil War

by Mrs. Erica Prioleau-Taylor

South Carolina State University History Professor, Dr. Stanley Harrold, has a new book, Border War, published by the University of North Carolina Press. It hit bookstore shelves a few weeks ago and is already available via the world-wide web. Border War examines the previously neglected violent cross border clashes between the Lower North and Border South that began several generations before the Civil War. By the 1840s and 1850s, a dangerous ferment afflicted the North-South border region, pitting the slave states of Maryland, Virginia, Kentucky and Missouri against the free states of New Jersey, Pennsylvania, Ohio, Indiana and Illinois. “In Border War, I depict aspects of the slavery struggle, including the Underground Railroad, enforcement of the fugitive slave laws, mob actions and sectional antagonism,” Dr. Harrold explains.

Dr. Harrold, who began teaching history at South Carolina State University more than 30 years ago, wrote seven books prior to Border War. Most of them portray the complex dynamics leading to the Civil War. “My books have been a progression,” notes Dr. Harrold. “My first book, which was published in 1986, is about a man (Gamaliel Bailey), who edited anti-slavery newspapers, first in Cincinnati, Ohio, and then in Washington, D.C. In writing about him, I discovered that there was a lot taking place on the border between the North and the South, stretching westward from around Washington to Illinois, western Kentucky, and later on to Missouri and Kansas.”

Continuing to explore this topic, in 1995, Dr. Harrold wrote a book entitled, The Abolitionists and the South, which examines historians’ perspectives on the American anti-slavery movement in the South. Fifteen years later, Border War has resulted from Dr. Harrold’s contemplation of yet another idea, that is “the role of fugitive slaves and the Underground Railroad in the North-South conflict.”

An avid historian, Dr. Harrold is co-author with Dr. Darlene Clark Hine and Dr. William Hine of The African American Odyssey, a textbook which is in its fifth edition.
Spotlight on Outstanding Faculty in the College of Education, Humanities and Social Sciences
by Dr. Ronald Speight and Dr. John Jones

The College of Education, Humanities and Social Sciences consists of the Department of English and Modern Languages, Department of Human Sciences, Department of Education, Department of Visual and Performing Arts and the Department of Social Sciences. It is the largest College on campus and offers majors ranging from Rehabilitation Counseling to Criminal Justice. The College also houses Felton Laboratory School, which provides educational opportunities to students in grades K-8.

The College of Education, Humanities Social Sciences has a large number of faculty committed to academic excellence by providing students with the best education possible. One such faculty member is Mr. Julian Green.

During the past year, Mr. Green reinstituted the Alliance of Black Social Workers (ABSW), the student chapter of the National Association of Black Social Workers. Subsequently, fourteen (14) students and five (5) faculty members attended the Alliance of Black Social Workers’ Annual National Conferences in Louisville, Kentucky and Philadelphia, Pennsylvania. Mr. Green moderated the forum, “Breaking the Code: Snitchin’ in the Black Community,” which was a collaboration with the Criminal Justice Program. The forum’s participants explored the complexities of “whistle-blowing” within African-American communities.

Mr. Green also represented the Department of Human Services at the South Carolina Correctional Women’s Task Force event. In collaboration with the Carolina Community-Based Health Support Networks, he published the article, “HBCU Inform Students and the Community about Cervical Cancer,” which appeared in the Journal of the South Carolina Medical Association. Mr. Green is currently editing the article, “Art Therapy in Human Services.”

In addition to serving as co-chair of the Department of Human Services Research Committee, Mr. Green was recently appointed as coordinator of the Social Work Weekend College Program. As coordinator, he is charged with supervising recruitment and student orientation as well as collaborating with Social Work faculty and the Office of Extended Studies to devise curriculum and teach several courses. Moreover, he serves as a member of the Department of Human Sciences Technology Committee.

We salute Mr. Green for the contributions he has makes to the University.

“Scholar, Leader”

Spotlight on Outstanding Faculty in the College of Science, Mathematics, Engineering and Technology
by Dr. Kenneth Lewis and Dr. John Jones

One could not find a professor more committed to putting the needs of students first than Dr. Judith Salley. She is the chair of the Department of Biological and Physical Sciences, one of four departments in the College of Science, Mathematics, Engineering and Technology. The other three departments are: Electrical and Mechanical Engineering Technology; Civil and Industrial Engineering Technology and Nuclear Engineering; and Mathematics and Computer Science.

A native of Orangeburg, South Carolina, Dr. Salley is a graduate of Orangeburg High School and South Carolina State University. She earned a Ph.D. in Zoology at The Ohio State University. A few years after earning her Ph.D., Dr. Salley returned to South Carolina State where she serves as both department chair and professor. She is also the State Executive Director of the Louis Stokes South Carolina Alliance for Minority Participation Program (SCAMP).

Dr. Salley has spent the last 23 years training and motivating minority students, especially females, to pursue careers in the science, mathematics and engineering fields. She has been successful over the past twenty-three years in attracting over $13 million in grant funding to the University in science, mathematics and engineering disciplines.

Throughout her career, Dr. Salley has received numerous awards which include: the NAFEO Distinguished Alumni Award for service to South Carolina State University; the College of Science, Mathematics, Engineering and Technology’s Dean’s Cup for Excellence; the South Carolina State Athletic Hall of Fame recognition; and the (Orangeburg) Regional Medical Center’s (RMC) Distinguished Service Award as a member of the RMC Board of Trustees for 15 years.

Dr. Salley was recently elected as President-Elect of the South Carolina Academy of Sciences. This is unprecedented and historic. She will serve as President of the Academy of Sciences during the 2011-2012 academic year.

Embracing the motto, “Students First,” Dr. Salley works very closely with students from the pre-college Bridge program to ushering them out at the commencement ceremonies. More specifically, she believes that if students are going to successfully matriculate through South Carolina State University, faculty and staff must work with them from orientation as freshmen to graduation. We salute Dr. Salley for her accomplishments!

“Scholar, Researcher, Mentor”
Spotlight on Outstanding Faculty in the College of Business and Applied Professional Sciences
by Dr. Robert Barrett and Dr. John Jones

Congratulations to Dr. David Karemera for his contributions to the College of Business and Applied Professional Sciences! He has made a difference, and continues to do so, as he engages in his groundbreaking research. Dr. Karemera’s excellent work in research and grant writing has gained him recognition on the South Carolina State campus and internationally. He was named Teacher of the Year for the College of Business and Applied Professional Sciences in 2009-2010.

A prolific writer and researcher, Dr. Karemera has published over 25 peer reviewed journal articles in highly respected journals including: Applied Economics; Journal of Economic Integration; World Review of Entrepreneurship, Management and Sustainable Resources; and the Journal of Forecasting. In the year 2009 alone, he published three articles in refereed journals.

A University of Nebraska—Lincoln graduate, a seminal piece of Dr. Karemera’s grant is the current one on which he serves as Principal Investigator. The grant is entitled, “South Carolina State—Ngozi University Partnership for Strengthening Educational Capacity and Rural Development.” The grant, sponsored by the American Council on Education (ACE) Office of Higher Education Development is funded for $450,000. The grant provides Dr. Karemera (4th from left in photo below) and a select group of colleagues with the opportunity to build an extension program in Burundi, Africa, similar to South Carolina State’s extension program. To date, five (5) extension centers have opened in Burundi, with others scheduled to be developed.

Dr. Cash J. Kowalski obtained a B.S. degree in Education from SUNY Oswego (Distinguished Alumnus Award, 1984), a Master’s degree in Guidance and Counseling and an Ed.S. degree in Student Personnel Services from Western Kentucky University, Bowling Green, Kentucky. He later earned an Ed.D. degree in Educational Leadership and Public Policy from Indiana University, Bloomington, Indiana.

Dr. Kowalski’s career spans more than 25 years of educational administration and business/corporate leadership experience. He has had teaching and supervisory responsibility in public and private schools, as well as at the college and university level both in the United States and abroad. Associated for three years with U.S. Steel Corporation in Venezuela, he was a member of the Executive Board of the North American Association in Venezuela. A member of numerous local, regional and national associations, he served on the Board of Directors of the National Association of Gifted Children and Adults. He served as Academic Dean at the University of Kentucky; Vice President for Academic Affairs, SUNY, Morrisville, NY; and Dean of Instructional Services at Marion Technical College in Marion, Ohio. From 1982-1985, Dr. Kowalski was President of Alliance College, Cambridge Springs, Pennsylvania, and from 1985-1992 Campus Executive Officer (President), Penn State University—McKeesport campus. From February 1992 to January 1995, he served as Director of International Programs, Fisher College of Business, The Ohio State University. In January 1995, Dr. Kowalski was appointed Director, Tertiary Education Linkages Project (TELP), USAID/South Africa, a $50 million project to support the transformation of the higher education system in South Africa. Beginning August 1997, he served as Dean and Professor of Educational Leadership, School of Education, South Carolina State University, and in September 2002, Dr. Kowalski served as Special Assistant to the Associate Vice President for Academic Affairs and continues today as Professor of Educational Leadership.

Dr. Kowalski, who has generated millions of dollars for the institutions with which he has been affiliated through creative fundraising projects and grants, is the Interim Chair, Department of Educational Leadership. A prolific writer, he has published several articles and books. He brings a wealth of experience to his new role and has already made major changes in the Educational Leadership program that are in the best interest of South Carolina State University and its graduate students.

We salute Dr. Kowalski for excelling in teaching, research and service! An international scholar on participative leadership, Dr. Kowalski is definitely an asset to the Graduate Studies Program and South Carolina State University.
South Carolina State Launches a Center for Teaching and Learning

by Dr. Carl E. Jones

The teaching faculty is most central to student learning and achievement. They are experts and scholars who have tremendous passion and knowledge about their academic disciplines and specific areas of expertise. As such, it is the faculty who drive the engine of success in the academy as they educate, advise and mentor “scholars-in-training” (students).

Given the fact that students come to the university with varied academic skill sets, and as a result could benefit from receiving varying degrees of academic support, it is paramount that faculty are supported in their efforts to assist students in achieving at high levels. Such support includes training in pedagogy, classroom management, academic advisement and the infusion of technology in the curriculum. These and other professional development opportunities are afforded faculty through the Center for Teaching and Learning (CTL).

The CTL has a threefold purpose: (1) to provide quality professional development activities for faculty in order to enhance their teaching skills; (2) to encourage interdisciplinary collaborations in creating an environment of knowledge-transfer across various disciplines; and (3) to promote high student achievement as a result of employing effective strategies that support a commitment to scholarship among students.

The CTL is housed under the Academic Success Academy, a component of the Office of Academic Success and Retention Programs. A director of the Center for Teaching and Learning, who will report to an executive director for the Academic Success Academy, will be hired to carry out its mission. When fully operational, training will be provided for faculty via workshops, institutes and conferences both internal and external to the campus.

“I am excited about this new addition to the academy,” says Dr. Joyce Blackwell, Vice President for Academic Affairs. The Center will certainly help those faculty who are no longer effective in the classroom. I was surprised to learn that South Carolina State did not have a CTL office when I arrived on campus and, therefore, charged Dr. Jones and his staff with establishing one,” she further adds.

Dr. Jones can be reached at (803) 536-8537 or cjones@scsu.edu.

SC State Child Development Learning Center Witnesses a Record Increase in Enrollment

by Dr. Ethel Jones

The Child Development Learning Center has witnessed record enrollment this academic year. The Center is operating at full capacity and, for the first time in recent history, has a waiting list. Ms. Stephanie Felks, the new director of the Child Development Learning Center (CDLC), has managed to bring in more students—the majority from the Orangeburg community.

Ms. Felks began her appointment on August 2, 2010. She earned a Bachelors of Science degree in Family and Consumer Sciences with a concentration in Child Development and a Master of Science degree in Individual and Family Development. She is currently earning a doctorate in Postsecondary Education at Capella University. Ms. Felks is also a South Carolina Certified Child Care Trainer.

The Child Development Learning Center offers numerous advantages to child care professionals, with most of the benefits focusing on professional development training. The Center is accredited by the National Association for the Education of Young Children (NAEYC), the world’s largest organization working on behalf of young children. CDLC is now accepting ABC vouchers and has the 4-K expansion program through the South Carolina First Steps Program. “The opportunities that these organizations provide to CDLC are invaluable. The networking between agencies and organizations better prepare the university’s students and professionals to help improve the lives of our parents and children,” said Felks. Some highlights of CDLC are:

- The main lobby has been converted into a welcome area for parents and children with a 50-gallon fish tank for children to view. This is also a conversation area for both children and parents.
- The director works with the Brooks Health Center and Felton Laboratory School in implementing procedures for administering medication, providing students with meals and other activities. Ms. Felks and her staff are also working with the Department of Education to allow student teachers in the program to obtain their Pre-Step/Service Learning hours.
- Director Felks recently attended the United States Department of Agriculture (USDA) Food Program in an effort to obtain information about possible funding to assist with food expenses.
Felton Laboratory School Celebrates “International Walk to School Day”
by Dr. Loretta Leaphart

On Wednesday, October 6, 2010, students at Felton Laboratory School joined thousands of students across the county in a fitness celebration. The initiative promotes more walkable, active communities. Events focused on the role walking plays in student health and safety.

Students, parents and teachers began the walk from Felton’s cafeteria to the Smith-Hammond-Middleton Memorial site on campus. An interactive lecture on Brown vs. Board of Education was presented by the South Carolina State University Student Government Association President, Mr. Anthony Beckett. After SGA President Beckett’s presentation, students met in the cafeteria to hear Nurse Stephens discuss appropriate fitness exercises.

By walking or biking to school students, parents, teachers and administrators all across America will become more active. The initiative also gave students an opportunity to take the lead on the goal set by the Presidential Active Lifestyle Program, which encourages young children to be active 60 minutes each day. First Lady Michelle Obama (left photo) said, “I know that by getting students moving, we can help ensure that they will live full and healthy lives, and that is why I am so encouraged by all the events going on across our country.”

Childhood obesity has become a nationwide problem. Programs such as the one that Felton’s students are involved in will undoubtedly help students to reduce their weight as well as become more healthy.

South Carolina State’s Board of Trustees Approves First Dean Emeritus
by Dr. Joyce Blackwell

The Board of Trustees approved the recommendation by University officials to award Dr. Leola Adams the prestigious honor, Dean Emeritus and Professor. Dr. Adams, the former dean of the College of Business and Applied Professional Sciences and former Interim Vice President for Research, Economic Development and Public Service, has served the State of South Carolina and South Carolina State University for more than 30 years.

Dr. Adams is recognized by faculty, staff and students at South Carolina State as a “Woman of Presence and Action,” and has developed a state, national and international reputation as a leader, scholar and researcher. Dr. Ethel Jones, Chair, Department of Family and Consumer Sciences said, “Dr. Adams was truly a scholar and mentor who always accomplished what she sat out to do.”

Honors College
Continued from Page 11

Faculty teaching in the Honors College are nominated by either their deans or department chairs. The Southern Association of Colleges and Schools (SACS) establishes the minimum criteria for faculty credentials in higher education. However, universities with Honors Colleges usually require additional criteria.

Faculty teaching in the Honors College at South Carolina State must, among other things: (1) engage traditional and non-traditional teaching methods for handling an innovative curriculum (provide evidence); (2) participate in meaningful ongoing research, publications and presentations, on the local, state, national and regional levels; (3) design the honors course that contains writing intensity, technological intensity and internationalization; (4) attend the Fall Honors Faculty Development Workshop, Spring Honors Faculty Development Workshop, Honors Faculty Retreat and the series of faculty development workshops offered during the academic year and led by experts in the field; and (5) direct, co-author, and/or assist Honors scholars in development and publication of research projects, presentation of research findings and grant writing. A group of students, for example, currently in the Honors College recently completed a grant proposal that will be submitted by Dean Kenneth Lewis to the National Science Foundation for possible funding.

Students enrolled in the Honors College benefit from low class sizes, research opportunities and extensive travel abroad.
Board of Trustees Approves Three New Majors
by Dale Linder-Altman, Times and Democrat Staff Writer
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South Carolina State University trustees recently approved the addition of three new degree programs. Once the programs are approved by the South Carolina Commission on Higher Education, South Carolina State will add a master’s in energy and environmental science; a master’s in bio-robotics and bio-fabrication; and a bachelor’s in civil engineering technology with an emphasis in design.

Faculty and students are already working in the area of energy and environmental science on the undergraduate level, said Dr. Kenneth Lewis, dean of the College of Science, Mathematics, Engineering and Technology. “We have to get involved in these technologies and we have to introduce our kids into these technologies as well,” he said.

The University used a $251,000 grant from the Department of Defense in 2008 to develop the laboratories and purchase equipment for research. Students and faculty have already had some success, Lewis said. “We have a conditional patent for hydrogen evolution from switchgrass,” he said. This grass grows plentifully and is drought tolerant.

Dean Lewis also said that “energy production and environmental science should be studied together so that energy can be produced that poses less of a threat to the environment. The program will also cover solar, wind and nuclear energy.” He added, “this will be funded through a $3 million grant awarded in 2009 through the Department of Education. We are allowed to use $300,000 of that to develop a new master’s program at S.C. State.”

Dean Lewis reported that the bachelor’s degree in civil engineering will be a joint program with the University of South Carolina. This degree will be equivalent to a degree earned at USC, Lewis said. The master’s degree in bio-robotics and bio-fabrication will be a joint program with the Medical University of South Carolina in its first year of operation. The state-of-the-art biomedical program is being developed through a $20 million grant from the state, with S.C. State getting $1.5 million of that. The objective is to be able to reconstruct human tissue, he said. For example, a goal will be to fabricate vascular tissue using an individual’s own cells.

Once approved by the South Carolina Commission on Higher Education, the programs will be offered fall 2011. According to Dr. Joyce Blackwell, Vice President for Academic Affairs, the two Masters level degree allows the University to expand its graduate offerings. The goal is to make the Graduate School more competitive with peer institutions in the area by offering unique graduate programs that are needed in the 21st century knowledge economy.

“Once the three programs are approved by the S.C. Commission on Higher Education, S.C. State will add a master’s in energy and environmental science, a master’s in bio-robotics and bio-fabrication and a bachelor’s in civil engineering with emphasis in design.”

S.C. State Researchers Look to Cows for Green Energy Possibilities
by Dale Linder-Altman, Times and Democrat Staff Writer
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In a few years, farmers who have battled weeds and wildflowers that were choking out their crops may actually be cultivating some of those pests—and those pests may be the answer to America’s dependence on foreign oil.

Researchers at South Carolina State University recently got a provisional patent for their process of making hydrogen fuel from a combination of finely ground switchgrass and cow manure. They worked with many inedible plants that grew wild, but eventually found the greatest success with switchgrass, said Dr. Kenneth Lewis, dean of the College of Science, Mathematics, Engineering and Technology. “Switchgrass is a kind of broom straw that is drought resistant and grows freely all over the country with very little fertilizer needed,” he said.

Dr. Joe Emily (photo above), who headed up the project, said researchers settled on switchgrass because it’s not used for food and it’s inexpensive. But he noted that any biological material—waste paper, plant material and the waste left behind by loggers—can be used to make fuel because it all has carbon and hydrogen in it.

Cow manure is being used because of the way bacteria in cows’ stomachs digest cellulose in plants, Emily said. Mammals, including cows, cannot digest cellulose, he said. “Cows eat grass and that digestion takes place through the action of bacteria in the cows’ different stomachs. As the grass is digested, different gas byproducts are produced, with methane occurring at the last stage.”

The bacteria in the cows’ stomachs make hydrogen before they make methane, so the scientists have worked to stop at the stage where hydrogen is produced, Emily said. That hydrogen is then used to power a fuel cell.

The researchers began their simulation of the process by grinding the switchgrass in a blender and adding the manure. “We started manipulating temperature, pressure and some of the environmental factors of that mixture,” Emily said. “We started changing things, temperature, pressure, etc. that would favor the bacteria that produced hydrogen and suppress the bacteria that produced methane. . . now we get mainly hydrogen.”

Researchers at the university have also been working on biodiesel fuel since 2008, when they created the Center for Energy Studies. -Continued on p. 12
Federal Act Mandates Affordable Textbooks for College Students
by Dr. Joyce Blackwell

Students could begin feeling some relief from the high cost of textbooks due to a new federal law that aims to hold textbook publishers more accountable. The law, which went into effect July 1, 2010, requires publishers to provide professors with the price of textbooks when they market the books and offer students the option to unbundle textbook packages. Moreover, colleges and universities must inform students which textbooks are needed for classes at least one semester prior, allowing students to search for the best deal and even opt out of taking the class if the materials are too expensive.

Specifically, the law states that its purpose is to “ensure that students have access to affordable course materials by decreasing costs to students and enhancing transparency and disclosure with respect to the selection, purchase, sale, and use of course materials.” Furthermore, it is the intent of the federal law to “encourage all of the involved parties, including faculty, students, administrators, institutions of higher education, bookstores, distributors, and publishers, to work together to identify ways to decrease the cost of college textbooks and supplemental materials for students while supporting the academic freedom of faculty members to select high quality course materials for students (Federal Textbook Law, Higher Education Opportunity Act, August 14, 2010).”

The law requires: (1) that institutions list the title of books used by professors as well as the cost when students are registering for courses; (2) professors to request the cost of the textbook from publishers before making a final decision to use the text in a given semester; (3) request that a particular textbook package be unbundled in an effort to decrease the cost for students; and (4) publishers to share with professors what changes were made when a book goes into another edition.

The new federal law has three goals: (1) to provide students more time to shop around for deals on books; (2) to ensure that campus bookstores know by buyback time which books will be used again; and (3) to allow students to consider the costs of books and other required materials when deciding whether to register for a course. This law aims to circumvent the financial barriers students face while paying for high quality education by making the entire process more fair and transparent.

Faculty Development Stipends to Enhance Student Learning

by Dr. Joyce Blackwell

Until very recently, many faculty told similar stories about their induction to teaching. Fresh from doctoral studies (or perhaps during their studies if they were a teaching assistant), faculty were given a textbook and directions to a classroom and simply told to teach a given topic. In the really supportive versions, faculty say that they were given an old syllabus to get them started.

Fortunately, perceptions of the importance of faculty development have changed dramatically over the past few decades. Teaching centers, faculty development committees, or some form of teaching support service exist at most institutions. Within academic units, mentoring, orientations, workshops, or other faculty development activities are quite commonplace.

It is no accident that this movement has accompanied national calls for the nation’s post-secondary institutions to focus more directly on learning than merely on the act of teaching itself. As this shift occurred and the basic model of teaching changed from teaching as transmission of content to teaching as the facilitation of learning, the need to support faculty as they more toward focusing more directly on student learning has been recognized as essential, rather than optional.

Institutions of higher education have embraced this shift in focus to student learning. Instead of relying primarily on “tips” and workshops that model effective techniques, those involved in the work of faculty development have come to operate on the principle that cultivating intentionality in teaching is at the heart of their work.

Faculty development is now recognized as necessary for all faculty. It is viewed as an expected part of health career development (Chism & Szabo 1996). The expectation in the academy now is that growth should be pursued by all faculty, even senior faculty.

The Division of Academic Affairs has embraced this new philosophy. To ensure that faculty are exposed to best practices in pedagogy and other related activities that enhance student achievement, stipends will be provided for them to attend cutting-edge workshops, conferences or institutes that focus on strategies that enhance teaching effectiveness and student learning, said Dr. Carl Jones, Assistant Vice President for Academic Success and Retention. It is purported that enhanced teaching effectiveness and student learning will increase student retention and graduation rates.
Honda Battle of the Bands Unveils 2011 Invitational Showcase Line-Up

On November 11, 2010, the journey of 45 Historically Black Colleges and University (HBCU) Marching Bands reached their destination. It all began in late summer when these HBCUs took that first high step and that first rehearsal where increasingly challenging drills and compositions were tested to develop the most dynamic, spirited halftime performances of the fall season. Notoriety was earned November 11 by South Carolina State University as it joined the ranks of the top eight HBCU marching bands selected to perform at the 2011 Honda Battle of the Bands (HBOB) Invitational Showcase:

- Virginia State University “Marching Trojan Explosion” (Central Intercollegiate Athletic Association)
- South Carolina State University “Marching 101” (Mid-Eastern Intercollegiate Athletic Conference)
- Albany State University “Marching Rams Show Band” (Southwestern Athletic Conference)
- Bethune-Cookman University “Marching Wildcats” (Mid-Eastern Athletic Conference)
- Clark Atlanta University “Mighty Marching Panthers” (Southern Intercollegiate Athletic Conference)
- Winston-Salem State University “Red Sea of Sound” (Central Intercollegiate Athletic Association)
- Tennessee State University “Aristocrat of Bands” (Ohio Valley Conference)

South Carolina State University will be represented among the 2,000 student-musicians that make up these bands, that have staked their claims to being among the elite in the country and will take the stage to prove their mettle on January 29, 2011 at the Georgia Dome in Atlanta. Each band will have the opportunity to perform for 12 minutes and showcase their musical skills, dancing talents and creativity.

Marking its ninth year, the Honda Battle of the Bands is the only national scholarship program that highlights music education as an important facet of HBCU heritage and culture. As one of the eight winning band programs chosen to participate in this year’s Invitational Showcase, SC State will be awarded $20,000 by America Honda for its music program.

"The Honda Battle of the Bands Invitational Showcase is about more than what happens on the field at the Georgia Dome on show day," said Marc Burt, senior manager, Office of Inclusion and Diversity for America Honda. "This event is about celebrating the abilities and brilliance of young people at the nation’s black colleges."

Interim Director of Honors College’s Office of International and National Student Exchange Program Appointed

Dr. Learie Luke, the former Interim Associate Vice President for Faculty and Academic Programs, was recently appointed as Interim Director of the Office of International and National Student Exchange. Dr. Luke’s appointment will begin January 1, 2011.

The mission of the Office of International and National Student Exchange (OINSE) is to strengthen the academic and cultural environment of South Carolina State University using initiatives that support the internationalization of the campus community, which is one of the key goals in the University’s Strategic Plan, by:

1. Promoting multicultural awareness, international understanding, cross-cultural training, and world affairs education at South Carolina State;
2. Promoting the integration of international understanding and global awareness in the curriculum;
3. Supporting study abroad programs, and international student and scholar exchange programs;
4. Supporting other programs, events and activities that strengthen the international dimensions of the University;
5. Providing services that assist with the recruitment and retention of international students, as well as Hispanic students already residing in the United States.

The vision of OINSE is to establish, by 2015, a Center of International Education at South Carolina State which will have responsibility of all international student and scholar services, international awareness and education programming including internationalization of the curriculum, and for implementing and maintaining international linkages with institutions of higher education.

The OINSE, which has not been fully operational for several years, will be responsible for, among other things: (1) programs during International Awareness Month (November) including International Education Week initiatives; (2) international curricula development; (3) development of study abroad programs for all students who attend the University; (4) International Women’s Day Program; (5) Ambassador Speaker series; (6) English Language Training Institute; (7) Intercultural Outreach Programs; (8) Sponsor Phi Beta Delta Honor Society; (9) Grant Writing; (10) promoting the Fulbright program and other scholar exchange initiatives; (11) develop faculty learning communities and faculty development programs; (12) write grants to augment financial resources; (13) establish an Advisory Council; (14) sponsor an international Siesta; and (15) have students to participate in the Weekend in Washington Program.

For additional information about the program, please contact either Dr. Harriet Roland at hroland@scsu.edu or Dr. Learie Luke at lluke@scsu.edu. Dr. Luke’s office is located on second floor of Belcher Hall.
The Honors College that was approved last spring by the South Carolina State University Board of Trustees has been in operation since August 2010. Students who have been accepted into the College remain excited about the program and the opportunities.

Like the majority of Honors Colleges in the United States, students in South Carolina State’s Honors College major in diverse areas—from Music to Physics, Nuclear Engineering to Communications—but they all share a desire to stretch their intellect. The particular curricula model used at South Carolina State does not lock students into a rigid honors curriculum. Instead, they choose from an array of honors courses to design a program of study that best meets their needs and interests. More specifically, the Honors College program emphasizes individualized academic program planning rather than a tightly prescribed set of courses. This model is most commonly used by Honors Colleges in both major and comprehensive universities.

The curriculum used at South Carolina State includes the following: Foundation Courses, which include Honors College designated General Education courses (with special seminars and research preparation) in the arts, humanities, social sciences, and natural sciences; Enrichment Courses with an interdisciplinary focus and will be taught by professors from two different disciplines; and Capstone Courses, which involve advanced work in a student’s major that can take any of the following forms: a thesis; a portfolio of fine art or creative writing; field experience in a profession; or a public presentation in the performing arts. These courses provide an opportunity for students to demonstrate they have achieved the goals for learning established by SC State, the Honors College and their major department.

Professors who teach any course in the Honors College must make certain that the courses assess cognitive, effective and psychomotor learning and do so in a student-centered and student directed manner which requires the command, analysis and synthesis of knowledge and skills. Courses are also built around collaborative learning, so they are smaller promoting close contact between students and faculty.

The 23-member Think Tank Advisory Council on Academic Excellence (TTACAE) has been charged with reviewing and assessing academic programs to determine which ones should be eliminated. As part of a Retrenchment and Enhancement initiative, TTACAE will spearhead a process that allows officials at South Carolina State University to “respond to new environmental demands and make the difficult decisions to change their directions by altering academic program offerings” (Eckel 2003). Cutbacks in traditional funding sources, rising expenses, declining state appropriations and fewer students arriving on campus without the need for some financial support has caused South Carolina State, like many other institutions across America, to explore program discontinuance in an effort to strategically shape the institution by reallocating resources. Equally important, the process provides the institution with the opportunity to decide which academic programs are no longer relevant for the 21st century learner.

The process must be done in an environment of shared decision making. All stakeholders—Deans Council, Chairs Forum, Council on Academic Affairs, Faculty Senate—must have input in the decision to close certain programs. While TTACAE will spearhead the initiative, over time, all faculty will have an opportunity to engage in discussions and debates about which programs should be discontinued.

The termination of academic programs cannot take place in isolation. Consequently, TTACAE has been asked to: (1) after detailed analysis, various meetings with the different stakeholders on campus identify programs to be closed; (2) identify South Carolina State University’s signature programs and centers of excellence—programs and centers that make the institution unique when compared to peer institutions; and (3) as a result of 1 and 2 above, propose a restructuring of Academic Affairs.

TTACAE, representing every College and School on campus as well as the Deans Council, Faculty Senate, Chairs Forum and Council on Academic Affairs, has been working on this initiative for two months. A preliminary report will be presented to the Cabinet and then the Board of Trustees in February 2011. A final recommendation will be presented to both the Cabinet and Board of Trustees in June 2011.
Greetings from the Chief Academic Officer

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Striving for academic excellence compels us to not only engage in research and service, but also to provide students with the best service possible and quality programs. We must all understand and improve the curricula coherent and demanding? Do we have end results in mind? Can our graduates write English with some skill? Do they have the quantitative abilities required to deal with increasingly complex problems?

Answers to such questions will not only help us to evaluate our present position, but will provide a basis upon which we can plan how best to employ our resources in the future. It also places us in a better position to leverage the forces of globalization and internationalization to create new learning opportunities for our students and research opportunities for our faculty. Much of the competition that today's students will face upon graduation, whatever their discipline, will come from abroad. These days, we read continuously about the decline in U.S. competitiveness in technology and the potential loss of our supremacy in that area to Asia or Europe. America is still the world's greatest power, but the rest of the six billion people out there are our partners, our customers, our audience, our competitors or our enemies, and we need to prepare the best and brightest among us to deal effectively with them.

Hence, given the aforementioned facts, it is essential that our students be educated for a world without boundaries, a world where there is hardly any area of the economies of any country that is not affected by globalization. For example, this is especially true of the United States and China, where our economies are intertwined. Both the U.S. and China has a very strong interest in ensuring that our students be able to spend a period of time studying abroad, and in particular studying abroad in each other's countries before they graduate. By enabling young Chinese and American students to understand each other's countries and cultures better, we prepare them better for the future in which they will be working. This holds true for any collaborative arrangements that an American university will create with countries abroad. There is not anything that can substitute for cooperation and collaboration at a time of severe budget constraints in higher education.

Times change, people change, institutions change, and much of the time, I think, change is good. Winds of change are transforming the face of South Carolina State University. More specifically, the winds of change have shifted in our direction, and that we truly have the opportunity to become one of the great universities in America—we are so close. We can be the leader as higher education develops new definitions of excellence appropriate to the needs of the 21st century.

In closing, pushing forward, together, with deeper collaborations and/or partnerships or alliances, new sources of support, and greater appreciation for all we offer will magnify the impact of our university and strengthen our ability to serve the state, the nation and the world. Go Bulldogs!!!

Best,

Dr. Joyce Blackwell

Joyce Blackwell, Ph.D.
Vice President for Academic Affairs

Researchers Look to Cows... .

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with a $252,000 grant from the U.S. Department of Defense. But they believe that hydrogen may be the best fuel for the future, Lewis said. It can be used to power everything from cars to homes, he said. It can be used in combustion engines, or it can be fed into a fuel cell to generate electricity. “It will operate everything that runs on electricity,” he said.

Lewis said hydrogen has absolutely no harmful byproducts and does not lead to global warming by producing carbon dioxide. “With hydrogen, we are basically producing energy from waste material—from basically nothing, with little overhead, we’re producing a very valuable energy source that is... Totally non-polluting. You burn hydrogen, you get energy and water,” he said.

Ethanol and diesel fuel can also be produced with plants, but they produce carbon dioxide and diesel also gives off soot and smoke, he said. While hydrogen is flammable, the university has done some studies on how to use it and store it safely, Lewis said.

Researchers looked at how hydrogen can be stored in metal alloys. The idea was that the alloys would absorb the hydrogen like a sponge absorbs water. When the fuel is needed, the alloys would absorb the hydrogen like a sponge absorbs water. When the fuel is needed, the alloy would be heated, and the hydrogen would be released, Lewis said. As long as the metal is cold. The hydrogen stays locked up in it. “That way, you wouldn’t have to carry around a big tank of hydrogen.”

Researchers are already producing biodiesel fuel from the university’s used kitchen oil. Researchers are looking at plants that can be used to make diesel. Lewis said that there are many non-edible fruits and berries growing in South Carolina that can be used to make fuel. “We’re looking for things... That are a headache and a pain, but we can put to some good use,” he said.

There are also all kinds of fruits produced by plants that people don’t eat, like holly berries. For example, magnolia trees may be a good source of oil for biodiesel, according to Lewis. They have those big old leaves and they’re shiny,” he said. “That ‘shininess’ means they’re producing some kind of oil. My thinking is we can harvest a sufficient amount of leaves without harming the tree... Usually, if you pick it early enough, the leaves will grow back as well... We may also be able to harvest the fruit of the tree.”

Lewis applied for a grant to move the research to the farm level. He believes that farms could become self-sustaining. “The farm could actually be sustained by this—the whole thing—all the electrical needs, heating needs and everything else, because you can Burn hydrogen,” he said. “If you burn hydrogen, you get water, that’s the byproduct, which is nice and clean, or you can use the hydrogen to feed into a fuel cell to generate electricity.”

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