Honor • Duty • Respect

THE CITADEL

Honor • Duty • Respect
The Citadel’s mission is to educate and prepare its graduates to become principled leaders in all walks of life by instilling the core values of The Citadel in a challenging intellectual environment. Acting in service of this mission, The Citadel Foundation aims to secure, manage and steward philanthropic support for The Citadel.

Unrestricted gifts to The Citadel Fund provide the resources and flexibility to recruit and retain outstanding students and professors, provide them with state-of-the-art technology and facilities, and enrich campus life through athletic and cultural activities.

The Citadel Fund offers every member of the college’s family an opportunity to have a direct and immediate impact on campus priorities. Each unrestricted gift, then, represents an investment that enriches The Citadel experience for every graduate student and member of the Corps of Cadets.
The Citadel is an annual publication produced by The Citadel and The Citadel Foundation. Questions or comments should be directed to Jennifer Wallace, The Citadel Office of External Affairs, 171 Moultrie Street, Charleston, S.C. 29409 or Jennifer.Wallace@Citadel.edu.

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THE CITADEL 2011
With the start of a new academic year and a new class of cadets arriving, I continue to be impressed by the young people who come here for more than an education—they have accepted a challenge to become part of something larger, something that they will take with them wherever they go for the rest of their lives. The challenge—an education in principled leadership—is mentally and physically demanding, but it is a challenge that will instill in them determination and integrity that will define who they are. In this journey they are guided by the principles and traditions of the college.

In June the Board of Visitors approved distilling The Citadel’s core values to three powerful words: Honor, Duty, Respect.

Honor is at the heart of The Citadel experience. For cadets, the commitment to honor springs from the Corps’ Honor Code, but it is a life-long obligation to moral and ethical behavior all of us are expected to observe.

Duty is an expectation that we accomplish assigned responsibilities, both on and off campus, in a manner that is proper and appropriate. Duty also entails accepting the consequences of one’s actions and holding others accountable. Duty demands service to others before self.

Respect calls upon us to treat others with dignity and worth. It precludes prejudice, discrimination and harassment. Respect requires acknowledging the positions of those in authority and, reciprocally, for leaders to hold in esteem those in their charge.

Throughout the pages of this magazine, you will read inspiring stories of our cadets, our Citadel Graduate College students and alumni. You will find the story of Cadet Phillip Pandak, a walk-on basketball player who rose through the ranks of the Corps of Cadets; the story of graduate students whose commitment to the education of our young people has taken them on journeys of self discovery and purpose; and the story of Olivia Perry-Smith, ’05, a former Third Battalion commander who left behind the comforts of home to live in a remote area of Africa where she is helping some of the most underprivileged people in the world.

These are the stories of Duty, Honor, Respect. They are the stories of principled leadership, and I am proud to say they are just a small sample of the stories we hear of the countless cadets, CGC students and alumni who live The Citadel’s core values every day.

John W. Rosa, ’73
Lieutenant General, USAF (Retired)
President
The Citadel named top public college in the South by U.S.News

The Citadel ranks No. 1 among the top public universities in the South, according to the 2012 Best Colleges rankings from U.S.News & World Report.

The rankings were released in September highlighting the best public and private colleges, universities and programs around the country. Among the top public (regional) universities in the South, the only other South Carolina schools ranked along with The Citadel are the College of Charleston (4th) and Winthrop University in Rock Hill (7th).

“The Citadel offers an outstanding academic and leadership experience,” said Lt. Gen. John W. Rosa, president of The Citadel. “We are very proud that U.S.News & World Report has recognized the efforts of our faculty and staff and put The Citadel at the top of its list.”

In the categories of both public and private regional universities that offer a full range of undergraduate and master’s programs, The Citadel ranked No. 5. The 626 colleges in the category are ranked by region against their peers because in general they tend to draw students most heavily from surrounding states, according to the rankings.

The Citadel School of Engineering retained its place at No. 21 among 50 undergraduate engineering schools ranked by U.S.News this year. Schools considered in the best undergraduate engineering program category are the 600 colleges and universities nationally that are accredited by the Accreditation Board for Engineering and Technology.
Cadet Class of 2011 leaves The Citadel prepared to be leaders

The Class of 2011 entered Lesesne Gate in August 2007 as a group of nervous and eager young men and women just out of high school. They left The Citadel confident and prepared to be leaders in the state, nation and the world.

Degrees were conferred upon 507 cadets, active duty military personnel and veteran students during the commencement exercises in McAllister Field House. In keeping with Citadel tradition, the last cadet to cross the commencement stage paused to address his classmates and commencement guests.

“Our time in the barracks has taught us hard-earned lessons and forged life-long friendships that could only be obtained at The Citadel,” said Blake Zedar of Stowe, Ohio. “We wear the ring. But remember this—the ring... does not define you, but instead, your actions, careers and values will define the person you truly are.”

George Will, a columnist with the The Washington Post and an ABC News political commentator, delivered the commencement remarks. Will was among five people to receive honorary degrees from the Board of Visitors.

Professor’s book delves into the political career of a ’29 graduate

A politician struggling against inevitable change, Marvin Griffin, ’29, was the 72nd governor of Georgia and is now the subject of Political Science Professor Scott Buchanan’s new book, Some of the People Who Ate My Barbecue Didn’t Vote for Me.

According to Buchanan, Griffin governed at a point in the late 1950s when the state was undergoing a profound political transition from a rural-dominated, segregationist society to a more urban culture. As he attempted to guide Georgia through years of tumultuous change and upheaval, Griffin developed a reputation for being inflammatory on racial issues and merciless to his political enemies.

Buchanan has been on faculty at The Citadel since 2009. The director of the Symposium on Southern Politics hosted biennially at The Citadel, Buchanan holds a Ph.D. in political science from the University of Oklahoma.
Class of 2015 ties record at 734 freshmen

The South Carolina Corps of Cadets Class of 2015 reported to campus 734 young men and women strong this year, tying last year’s record-breaking class as the largest at The Citadel in 35 years.

This class also broke the college’s record for the largest number of applicants at 2,714 and boasts the highest high school grade point average of 3.52. The Class of 2015 tied the record for the greatest number of women (56) to enroll.

“This is the 5th consecutive year we have had an entering class numbering more than 700 cadets, and that has never happened before in The Citadel’s history,” said Admissions Director Lt. Col. John Powell, USMCR, retired.

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“The Citadel continues to attract young men and women to a college experience that is both academically challenging and excels at offering outstanding leadership development opportunities with an emphasis on the core values of honor, duty and respect,” Powell said.

Graduate college offers new homeland security program

The Citadel Graduate College has opened enrollment to a new graduate certificate in homeland security. The program aims to introduce students to homeland security concepts, applicable management principles and policy analysis as well as the skills necessary to address security challenges within the United States and abroad.

“With our legacy of producing principled leaders and our strong academic reputation as well as our ties to military, state and federal law enforcement, The Citadel is in a unique position to offer a program in homeland security,” said Brig. Gen. Sam Hines, provost and dean of the college.

An overview of the record-setting class

<table>
<thead>
<tr>
<th>U.S. states represented</th>
<th>38</th>
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<tr>
<td>Foreign countries</td>
<td>8</td>
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<tr>
<td>Transfer students</td>
<td>54</td>
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<tr>
<td>Minority students</td>
<td>167</td>
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<tr>
<td>Female students</td>
<td>56</td>
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<tr>
<td>Average GPA</td>
<td>3.52</td>
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<tr>
<td>SAT average</td>
<td>1089</td>
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<tr>
<td>Top 25 percent of high school class</td>
<td>196</td>
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Top majors

<table>
<thead>
<tr>
<th>Business Administration</th>
<th>113</th>
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<tbody>
<tr>
<td>Criminal Justice</td>
<td>106</td>
</tr>
<tr>
<td>Civil &amp; Environmental Engineering</td>
<td>69</td>
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</tbody>
</table>

Top three states

| South Carolina | 331 |
| North Carolina | 69  |
| Florida        | 51  |
Professor recognized for stellar research

Citadel Professor Saul Adelman was awarded the 2011 Governor’s Award for Excellence in Scientific Research at an Undergraduate Institution in recognition for his work on the chemical composition of stellar atmospheres.

“Professor Adelman’s life has been dedicated to advancing the science of stellar astronomy, educating students to the highest standard and interpreting science for the general public,” said Col. Charles Groetsch, former dean of the School of Science and Mathematics. “He is truly deserving of this award.”

Adelman is a stellar astronomer with a distinguished record of research, teaching and mentoring of undergraduates as well as providing professional service to the scientific community and the general public.

The award was presented by S.C. Gov. Nikki Haley at the state Capitol on Oct. 4.

Literacy program brings surprise to local elementary school

Celebrated children’s illustrator E.B. Lewis, who visited Jane Edwards Elementary School on Edisto Island as part of The Citadel School of Education’s Authors and Schools program to enhance regional literacy, is using students from that school for the illustrations in his new book, *The Baobab Tree*. Lewis was so moved by his visit that he wanted to incorporate some of the students into his book, which he is dedicating to the school.

Lewis is an award-winning artist who has illustrated more than 50 books for children, including Nikki Grimes’s *Talkin’ About Bessie: The Story of Aviator Elizabeth Coleman*, winner of the 2003 Coretta Scott King Illustrator Award.

“The future is not outer space or technology,” said Lewis. “It’s our children.”

The Citadel’s Authors and Schools program, which was made possible by a generous grant from the Walmart Foundation, was created to advance the reading and writing skills of children in the St. Paul’s Parish schools of Charleston County School District.

“More than just reading and writing, the program focuses on developing children into lifetime readers by exposing them to art and powerful books we find in literature today,” said School of Education Professor Dan Ouzts, who spearheaded the Authors and Schools program.
Thomas Elzey named college’s first executive vice president

Thomas J. Elzey was named the college’s first executive vice president for finance, administration and operations. He is The Citadel’s senior, non-academic vice president, and holds the rank of brigadier general in the South Carolina Militia.

Elzey, the first African American named to a senior level position at The Citadel, works closely with the provost, who remains the No. 2 college official and serves as the chief academic officer.

“Tom Elzey is a skilled fiscal strategist with more than 25 years of experience managing the finances of complex organizations and institutions,” said Lt. Gen. John W. Rosa, president of The Citadel. “Tom has the vision and leadership to build The Citadel’s financial model for the 21st century. With his help, the college will emerge from these tough fiscal times a stronger institution, even more capable of realizing its vision of excellence in the education of principled leaders.”

Elzey serves as the college’s chief operations officer and supervises the vice presidents for facilities and engineering and external affairs in addition to campus financial officers and the directors of auxiliary services, human resources, information technology, procurement, public safety, governmental/community relations and infirmary operations. Elzey also serves as the staff liaison to the Board of Visitors’ Finance Committee and to The Citadel Trust.

“I am honored to have the opportunity to work at a college so well known for its focus on honor, leadership and academic excellence,” said Elzey. “I want to help put The Citadel on the most solid fiscal foundation possible so that we can grow in our capacity to provide principled leaders to the Lowcountry, South Carolina and our nation.”

Elzey comes to The Citadel from Drexel University, where he served as senior vice president for finance, chief financial officer and treasurer.

Alumnus donates 544 acres of Black River property

Lee Faircloth, a 1967 graduate, donated 544 acres of Black River property in Georgetown County to The Citadel School of Science and Mathematics.

An untouched tract of the Lowcountry, the preserved river land is a pristine Black River watershed on more than a mile of fresh tidal waterfront. The land is home to wild turkeys, black bears, coyotes, deer and alligators as well as a host of birds and plant life.

Faircloth, who lives in Charlotte, N.C., graduated from The Citadel with a degree in mathematics.
First Honor Graduate named Boren Scholar

Noah Koubenec, Class of 2011, who received the David Shingler Spell First Honor Graduate award at the May 7 commencement exercises for the South Carolina Corps of Cadets, was awarded a Boren Scholarship for international study.

A resident of Pilot Mountain, N.C., Koubenec graduated with a Bachelor of Arts degrees in both Spanish and political science, earning a perfect four-year cumulative GPA of 4.0.

Funded by the National Security Education Program, Boren Scholarships provide up to $20,000 to undergraduate students to study abroad in areas of the world that are critical to U.S. interests but underrepresented in American study abroad programs. Boren Scholarships are targeted to students whose work will contribute to national security or the challenges of global society.

Koubenec’s scholarship will fund study in Sao Paulo, Brazil, where he will focus on Portuguese language and Brazilian affairs.

“We are proud of Noah’s accomplishments and have high hopes for his continued success,” said Brig. Gen. Sam Hines, provost and dean of the college. “When we think of Citadel graduates as principled leaders who may play a role in national and international events, we think of graduates like Noah Koubenec.”
The Citadel has long been known for producing leaders of principle, a tradition that goes back to 1843 when the first cadets reported to the original campus on Marion Square. In 1922, the college moved to its present location on the banks of the Ashley River, but despite the change in geography, the college has remained steadfast in its ability to build leaders, a process that begins with the four pillars of learning—academic instruction, military training, physical readiness and development of character.

The following pages illustrate just a few examples of the four pillars that support the growth and development of each Citadel cadet.
Thanks to new partnerships with Google, the campus fell under siege by flying oranges, watermelons and more!

In the fall of 2010, Jeff Stevenson, ’91, walked into the Holliday Alumni Center with a mission.

“We have some funds to invest in community outreach and we were brainstorming ways Google could be more involved to help advance technology and science learning across the community,” he said. “But in ways that would really engage young people in a meaningful and creative way.”

With the 2009 launch of the Blueprint, the college’s strategic plan, STEM (science, technology, engineering and mathematics) education has become a priority at the college, and a STEM Center of Excellence was created as well as a collaboration among the schools of Education, Engineering and Science and Mathematics.

Carolyn Kelley, director of the STEM Center, listened as Stevenson outlined his idea.

“We’re thinking about an event that will spur interest in the STEM disciplines and give folks hands-on experience in just how cool science and engineering can be,” said Stevenson. “We’re dreaming about a contest on campus. A catapult contest. Specifically, a trebuchet competition!”

“And you are thinking—”

“Right… Summerall Field, the parade ground. It’s perfect.”

Kelley quickly recruited the help and enthusiasm of Physics Instructor Erik Rooman, who became the project coordinator. During the following few months Rooman and Kelley worked to coordinate the many complex components of the day-long event.

Kelley’s effort to involve area high schools was made easier by Google’s generous participation, which included funding for schools to purchase, design and build their trebuchets. Competitors were judged on technical ability, accuracy, innovative designs, team spirit and sportsmanship.
At 7 a.m. on a sunny Saturday morning in February, the first platoon of the Google team arrived with a large trailer hauling their demo treb, which stood 12-feet tall. Ammunition included bags of flour, watermelons and squash.

Campus Invaders

Teams were awarded extra points for spirit, which included adopting themes and wearing costumes. The Google team arrived in force with pirate gear, consistent with the theme of their offices at the Google data center in Goose Creek. Their competition unit was regulation size, but in classic Google fashion—in the spirit of the competition to advance scientific learning—Google added relevance by making it blue-tooth enabled. “We launch our oranges by remote activation using an Android phone with an app we developed,” said Stevenson.

Eric Wages, Google’s operations manager at Goose Creek and project chief engineer, said the competition appealed to staff members because it was a real-life example of how the unpredictable happens despite thorough planning.

“And, frankly, it was a lot of fun,” said Wages.

By 10 a.m. other teams began arriving to register, set up and practice. The competition began at 1 p.m. and involved launching oranges at a symbolic model of a fortress 150 feet downfield. Teams scored points of different levels depending on how close to the bull’s eye the oranges hit inside the fort walls.

“The military college is committed to promoting science, technology, engineering and math careers, especially for young women and minority youth,” said former Dean of the School of Engineering Dennis Fallon. “And, the high school students who participated in the fun event learned a lot. They worked as teams to research, build, test and compete with their trebuchet. In the process, they grappled with engineering concepts and learned to manipulate and adapt the devices.”

At the end of the day, the cadet chapter of the American Society of Civil Engineers walked away with the grand prize—the Spartan helmet trophy. Cadet Aaron Lee said it took his team about 30 hours to build its trebuchet. “Early tests were not pretty, but soon we were firing accurately, at a range greater than 100 feet.”

“In such competitions, students don’t realize until later that they have learned scientific concepts,” said Stevenson. “They think they’re simply having fun.”

The competition was a history lesson that forced the same challenges and obstacles that the trebuchet builders of the Middle Ages encountered.

A Busy Day on Campus

When it comes to directing people’s attention, there has never been anything as powerful as today’s vast online search engines, and when it comes to search engines, nobody can touch Google, whose sites handle an estimated 88 billion queries a month, roughly two-thirds of the world total.

Storm The Citadel! was part of the college’s National Engineering Week activities, which included a Lego robot and stick bridge competitions for middle and high school students inside Mark Clark Hall. At the height of all activities, more than 500 members of the public visited campus to watch the events, and, as expected, the events drew extensive local and regional coverage as well as national coverage on Fox News.

“As a corporation, Google makes a point of being engaged in the communities where we do business, and we always try to encourage interest in math and the sciences,” said Matt Dunne, head of community affairs for Google. “As we explored ways of doing that, when we talked to our team at the data center, they got excited about a catapult competition. The Citadel immediately struck us as the perfect location and partner.”

“What you want to do is make sure that kids understand that this kind of science is cool,” said Wages.

A leading example of the new STEM initiatives taking root on campus, this partnership with Google to host the Storm The Citadel! competition promotes teamwork, friendly competition, community involvement, scientific investigation and hands-on application of theoretical knowledge—skillfully blending the college’s core values with some of its most important educational goals.

Mark Danes has been director of marketing at The Citadel since 2009.
Thousands of visitors every year pass into the towering hull of the U.S.S. Yorktown where they are inspired by its history, service and stories of sacrifice. Commissioned late in World War II, the ship earned 11 battle stars and the Presidential Unit Citation. After World War II, the Yorktown was modernized to prepare for contemporary threats. Although the Yorktown did not see combat in Korea, it made a comeback during the Vietnam War where it earned five more battle stars. In retirement, the Yorktown now sits in Charleston harbor not far from the Arthur Ravenel Bridge. Throughout 27 years of service, the Yorktown, which was nicknamed the Fighting Lady, fought valiantly, but today the aging ship faces a new battle.

Since docking at Patriots Point in 1974, the Yorktown’s hull has settled into 26 feet of Charleston mud and is battling severe corrosion. According to *The Post and Courier*, the U.S. Navy has called for $100 million in repairs. When the Navy donated the ship to Patriots Point, the museum agreed to undertake the cost of maintenance and possible disposal of the carrier, but the financial burden has become too great for Patriots Point to bear alone.

Enter The Citadel Naval ROTC Unit.

In the 2009-2010 academic year, then senior Officer Candidate Joshua Bergeron decided that as a new generation of sailors, the members of the unit should take the initiative to help save the monument. As an officer candidate, Bergeron was participating in the Seaman to Admiral-21 Program, also known as STA-21, which is a commissioning program for enlisted sailors, allowing them to take classes alongside cadets while remaining on active duty.

Bergeron contacted Patriots Point Events Coordinator Bobby Korlowski to organize the cadet participation on the Yorktown. Since the inception of this volunteer program, midshipmen and officer candidates have spent more than 3,700 man-hours restoring the ship.
The work is not glamorous. Kotlowski first assigned the volunteers to fo’c’sle (forecastle) restoration, an area in the bow of the ship below the flight deck. Cadets worked in the hot, dusty compartment amid the sound of scraping and the smell of paint.

“That area of the ship used to be on tour, but it was in such disrepair that it had to be closed. The space was important to the enlisted sailors, so it was a real shame to see it close. Until the cadets came along, no one had been in there for years. The fo’c’sle still is not on the main tour, but now that they have primed it, painted it and shined it, we hope to open it back up to the general public in the future,” Kotlowski said.

The volunteers, who labored every Thursday afternoon for several weeks, were excited about the work they began, and Patriots Point was thrilled with their progress and happy to give them more responsibilities, thus beginning an ongoing program of service.

“Each Thursday, my staff asks for the midshipmen and officer candidates,” said Kotlowski. “It has been an honor to have these future officers out here preserving our naval tradition.”

After Bergeron graduated and commissioned, Officer Candidate Steven Hucks became the lead on the volunteer mission. Under Hucks’ leadership, the unit restored the forecastle, helped in the restoration of the flight deck, prepared the camping area for Civil War re-enactments and even began restoring the A-3 jet that sits aboard the flight deck.

The plans for this year include work on the restoration of the F-14. Like all of the volunteers involved, Hucks is proud of the work they have accomplished in such a short amount of time.

“I think this project has been great for everyone involved. It gets our unit out in the community, not only performing community service, but also preserving part of our naval heritage,” said Hucks.

The work performed by the cadets saved Patriots Point more than $100,000 in labor costs and invigorated the partnership between Patriots Point and the NROTC unit. Each semester, the officer candidates and midshipmen conduct field training exercises aboard the Yorktown, something that Kotlowski says they would not have been able to offer to the unit had they not been so giving of their time and energy.

Typical training includes a tour of the engineering spaces, force protection exercises and navigation training. After the officer candidates, who usually act as instructors, complete the training with the midshipmen, both groups partner up to conduct training and give tours to the Boy Scouts and members of the public. Although the NROTC unit cannot completely restore the noble ship that graces the Charleston harbor, its efforts have saved Patriots Point money and extended the life of the aircraft carrier. In addition, the partnership between the NROTC unit and Patriots Point has opened the avenue for training that will help prepare midshipmen and officer candidates for their future as officers in the Navy.

Kotlowski, a retired Marine Corps sergeant major, was impressed with the cadets’ commitment.

“I spent 30 years in the Marine Corps, much of it training officers. For them to come here and give up their time speaks volumes for them as future officers. By doing this work, they get to see what the enlisted men do every day, and that will only leave them better prepared to serve as officers in the fleet,” he said.

The partnership between the NROTC unit and Patriots Point not only honors the former sailors who served on the Yorktown, it also serves as a lesson to the cadets about the importance of making a difference. Through their efforts, thousands of visitors are able to come to the Yorktown every year and learn about the value of service and sacrifice.

Cadet Alexander Morgan is a senior English major and the Romeo Company commander. He also serves as an honor representative as well as the Navy battalion’s midshipman commander. He will earn his commission in the spring.
Thanks to her extraordinary work ethic, Mariana Garcia, a freshman soccer player from Bogotá, Colombia, soared above all others during the 2010-2011 season, earning her Southern Conference Freshman of the Year and Player of the Year, All Southern Region Team, and a place on America’s All Freshman Team.

“Soccer is one of the most important sports you can play if you live in Colombia,” said Garcia, who joined the national soccer team after she graduated from her local high school in Colombia.

Garcia was recruited by The Citadel while she was playing for Colombia. Her performance on the national team caught the attention of assistant coach Enrique Rodriguez, who is in his second year as the Bulldogs’ assistant soccer coach and is also from Bogotá.

“It was an incredible opportunity for her,” said Rodriguez. “The academic environment at The Citadel is excellent.”

Garcia was one of eight people from her hometown of Bogotá recruited to play in the United States. As a freshman, she led the Bulldogs to the semi-finals in the Southern Conference. She is not as tall as some of the other women and may not be as strong or even as fast, yet she strides past others with her technique.

Garcia was named player of the year, not because she scored the most goals throughout the season, but because she was a player whose hard work and talent were noticed by everyone. Even as a freshman, she had the ability to lead the women on her team.

“She seemed to always know where the ball was and be on top of it,” said Rodriguez.

Head soccer Coach Bob Winch, who has been at The Citadel for five years, is enthusiastic about Garcia’s commitment.

“The number of hours that Mariana puts into practice is incredible. Her hard work has significantly improved her footwork and ball handling,” said Winch.
Hard work is something that Winch stresses to his players, and, as a coach, he leads by example.

“You can’t be predictable as a coach at The Citadel because routine is a big part of the cadets’ everyday life,” said Winch, who changes practice around so that players don’t know what to expect. “Playing soccer breaks up the monotony of the structured environment.”

Winch found himself in a unique situation when he came to The Citadel from the University of Central Florida, where he coached the men’s team.

“I had never coached women before, and I had a lot to learn about women’s soccer,” he said. “The cadets on the team had the ability to lead practice and, as each one took in what I had to teach them, I also learned things from them. I learn something new every day I step out on the field to coach the team.”

Strong leadership is essential on the soccer field. Because there are no timeouts and no way to call a play in the middle of the game, the women on the team have to make their own decisions on the playing field.

“Mariana does a great job of this, but she is not alone in the effort,” said Winch. “All of the women did a fantastic job. There was good chemistry. They’re a tight-knit group, and they’re all goal oriented.”

Garcia is not focused solely on soccer. A biology major, she hopes to become a veterinarian. She returned to Bogotá last summer for the opportunity to play with her national team in the World Cup. She hopes to have the ultimate challenge next summer, to play for Colombia at the 2012 Olympics in London.

When Garcia stepped on the field to play soccer with college women from the United States, she did not speak English well and had never been to The Citadel or South Carolina. She faced cultural differences in a new country and the demands of the fourth class system. Her challenges were great, but Garcia forged ahead with the strength, determination and hard work of a natural leader, bringing positive recognition not only to herself but to her team and The Citadel.

During the 2010-2011 academic year, Sarah Stierwalt interned with the Office of External Affairs and served in the Corps of Cadets as regimental human affairs officer. She graduated in May with a Bachelor of Arts degree in English and a Bachelor of Science degree in Health, Exercise and Sport Science.

“"The only place success comes before work is in the dictionary."”

Vince Lombardi
When James Moschgat, a cadet at the U.S. Air Force Academy, began reading a history of the World War II campaign in Italy, he was moved by the heroic accounts of Pvt. Bill Crawford from Colorado. As he was reading, Moschgat realized he had heard that name before, and then remembered an old man working around campus and wondered if he could be the same Bill Crawford. Moschgat’s hunch was correct—the man mopping the floors at the academy was a hero in a U.S. history book. Moschgat befriended Crawford, and years later as an Air Force colonel, wrote 10 lessons on leadership based on the stories of heroism and leadership that he learned from Pvt. Crawford. The lessons were adopted by the Congressional Medal of Honor Museum and used by The Citadel in the Sophomore Leadership Seminar.

Located on the deck of the historic aircraft carrier U.S.S. Yorktown at Patriots Point in Charleston Harbor, the Congressional Medal of Honor Museum displays exhibits that tell the stories of brave Americans who demonstrated honor, duty, respect—principles being illustrated in the Sophomore Leadership Seminar. Recipients of the Medal of Honor are recognized for taking decisive steps when instant action was needed.

The creation of the Sophomore Leadership Seminar, now in its second year, was a team effort led by Brig. Gen. Harrison S. Carter during his tenure as director of Academic Leadership Programs along with English Department Chair Col. David Allen, Associate Professor of Business Administration Lt. Col. Mick Fekula, and Maj. Linda Schoonmaker who teaches in health, exercise and sport science. Now a requirement for graduation, the Sophomore Leadership Seminar serves as a critical part of the foundation for The Citadel’s leadership development process.
“The sophomore seminar was created to provide cadets with a common understanding of principled leadership at The Citadel,” said Carter. “As emerging rank holders, sophomores benefit from this formal coursework and service learning experience that set the stage for their leadership development in the Corps of Cadets.”

Through the class, the sophomores watch videos depicting the lives of and lessons shared by the Medal of Honor winners, then learn from professors who incorporate their own examples of leadership.

“After teaching us that through courage, commitment and caring, we all can be outstanding leaders and make significant, needed cultural changes, Dr. Hemingway taught us effective ways of setting goals and developing plans to reach those goals,” said Cadet Lance Braye about Chemistry Professor Ron Hemingway, who taught one of the classes.

Putting leadership into practice in the form of service learning, the sophomores are also required to participate in 10 hours of community service. To fit the time constraints of the cadet’s 24-hour schedule, the service component was designed to be completed in one day or in several different time periods.

Initially, sophomores complained about this additional requirement of the seminar, but once they got into the service learning portion of the course, most of them came to recognize the value of leadership through service to others.

“We learned that leadership is always service, even if service is not always leadership,” said Cadet Payton McVey, who participated in a project with the Lowcountry Food Bank. The project took place on a day that cadets were granted leave, but several sophomores, including McVey and Braye, decided to use their free time stacking and sorting cans at the food bank’s warehouse. Without the lessons learned in the Sophomore Leadership Seminar, these cadets may not have considered using a free day to help others sort approximately 10,000 pounds of canned food.

Cadets in the sophomore seminar participated in other leadership projects such as volunteering at Ronald McDonald House, a home-away-from-home for the families of children with serious illnesses. They also built homes for low-income families with Habitat for Humanity and tutored local elementary school students.

The seminar’s service requirement showed cadets the importance of helping others, while the Medal of Honor lessons taught them that leaders come from all walks of life. After listening to the story of Crawford, the class discussion carried over into cadet lives and how they could deal with problems on campus that needed a response based on integrity, accountability and responsibility, which are the main focal points of the class. The students concentrated on the accomplishments that earned Crawford the Medal of Honor, then applied the teaching to their own lives.

On Sept. 13, 1943, in Southern Italy, Crawford acted alone and under his own initiative, personally wiping out three German machine-gun emplacements. He rescued most of his company from the firefight, risking his own life. As a result of his selflessness, Crawford was captured by the Germans and presumed dead. As inspiring as his actions were, what is unbelievable is that Crawford survived his imprisonment. In fact, the president of the United States presented the Medal of Honor posthumously to Crawford’s father, believing that Crawford had not survived his capture.

Crawford’s story was a fitting model for the first class of cadets in the Sophomore Leadership Seminar. His strength, determination and sacrifice moved the class while his humble background illustrated a valuable lesson—heroes come from all walks of life—and, perhaps someday, a similar class of cadets will be inspired by the heroic deeds of one of the sophomores who attended the leadership seminar.
In the fall of 1968, The Citadel began offering a smattering of graduate courses in response to a community need for continuing education in the Lowcountry. In the 40 years since, The Citadel Graduate College’s offerings have grown from a master’s degree in education to a full-scale program offering six graduate degrees in 17 disciplines as well as seven graduate certificates and four undergraduate degrees. While the graduate college has grown, what has not changed is the college’s commitment to educating teachers.

The following stories are of graduate students who have gone the extra mile—literally and figuratively—in their teaching internships because their commitment to educating young people is a fundamental part of who they are.
Sometimes you have to travel far away from home to find out where you really want to go in life. Todd Shealy, who graduated in May with a master’s degree in secondary education, found his passion in, of all places, Uzbekistan. As a Peace Corps volunteer, Shealy spent three years teaching impoverished children English; for them, mastering the language was the ticket to a better life. When it was time to return to the United States, Shealy boarded the plane with a passport and a desire to continue his life as an educator. Back on American soil, he promptly enrolled at The Citadel Graduate College. The program requires an extensive one-year internship in a school anywhere in the United States. This time, Shealy did not travel quite as far. In fact, he just hopped over the bridge to James Island Charter High School.

In a matter of days, the regular instructor left and Shealy was teaching on his own. He began his tutorial with a favorite classic, *The Heart of Darkness*. Enthused and empowered, Shealy traveled deep into the literary jungle of Joseph Conrad’s tale of European colonization in the Congo. It did not take long for him to notice that some of his students were stuck in the weeds, scratching their heads and returning blank stares. Shealy realized he had delved into too much detail for a high school English class and quickly restructured his syllabus to reflect the learning capacity of his students. Recognizing the capabilities and limits of his pupils, Shealy was able to shed light on the previously thorny concepts.

Shealy knows that’s what happens in a classroom—sometimes, teachers learn too.

Teaching is one thing. Managing a classroom of teenagers is another. Shealy’s experience enabled him to adapt quickly to the needs of his students. When they failed to complete assignments or keep quiet during reading time, Shealy altered the way he communicated in order to connect with the students. He was amazed to find that simply verbalizing an obvious concept (such as, you-should-read-during-reading-time) works.

“Instead of assuming that they knew they were supposed to be good during this part or be quiet at this part of the lesson, I had to tell them,” Shealy said. And to his surprise, “they actually did it when I asked.”

Many of Shealy’s students were seniors with plans to go to college. Thanks to Shealy’s encouragement, one of them cut his hair and is wearing a gray duty uniform this fall. Shealy finds fulfillment knowing that he has been a part of a young person’s development. When asked about what he cherishes most from this past year, Shealy said concisely, “Thank-you cards.” One of his favorites reads, “You know your stuff.”

And The Citadel agrees. During commencement activities in May, Shealy was awarded the Charles E. Hirshey Award for excellence in graduate teaching education.
Even in a rainy, rural, one-stoplight town, sometimes Valerie Bell just wanted to wear heels. “I like to dress up,” she said, “but I feel that’s not the practice here.”

Alicia Glick has a few myths to dispel about Kodiak Island. First, she did not spend her nights shivering in an igloo. Bell just finished her internship year on Kodiak Island, Alaska. About a year ago, she and her husband agreed that they both wanted an adventure. They discovered The Citadel’s far-reaching internship program extended to what many call the Last Frontier. Bell applied and was accepted as an intern with the Kodiak Island Borough School District. Soon afterward, the two put aside their beach towels and sunscreen and packed for life in a fjord created by glaciers thousands of years ago.

Bell spent most of her time in an elementary school, implementing intervention techniques and behavioral modification. The majority of her students were Filipinos whose parents worked in nearby canneries. She even worked with students in remote villages who attended schools with just a few classrooms. Despite the clear differences between her students in Alaska and the fourth graders she taught at W.B. Goodwin Elementary School in North Charleston, Bell felt she made good progress over the course of the year.

“Kids are the same pretty much everywhere.” Still, she felt a culture shock. The sleepy town has only a handful of restaurants. There’s a movie theater, but Bell and her husband couldn’t always count on it to play the latest releases. For this young couple, finding social outings proved tougher than seeing Russia from their house. So when the town hosted a Chocolate Festival, Bell was sure to be there. But instead of clunky rain-boots, she slipped on a pair of stilettos. “I was slightly overdressed,” she joked during her internship in Alaska. In fact, she lived comfortably upstairs in the same centrally-heated building as Valerie Bell and her husband. Second, Kodiak Island, despite having a latitude north of Moscow, hardly ever freezes. Third, bears don’t roam the streets and peek into kitchen windows, sniffing out a free meal. However, there are some major differences between life in Charleston and life on an island off the coast of mainland Alaska. For instance, when her job demanded attention in a school far away from the central office, she arranged for a small prop plane to pick her up. In those hard-to-reach locations, Glick spent the day providing special education services to rural school children. At the end of the day, she hopped back in the plane, shoulder-to-shoulder with the pilot, and flew home.

Glick also quickly realized fresh food was scarce in her new hometown. To take matters into her own hands, this
The CiT adel 2011

The CiT adel 2011

adventurer went out on a chartered fishing boat. She reeled in halibut, ling cod and rockfish that she had processed and flash-frozen to be enjoyed throughout the year. Her fish has since run out, but her love for Kodiak Island remains. Glick will intern for another year in Alaska.

“I Googled ‘school districts on the water,’ and Charleston and Virginia Beach popped up.” He saw an opening and applied. On a Thursday, he discovered he was a top candidate. On Friday, he flew down and was offered the job on the spot. He got back on a plane and returned home to teach global studies to West Ashley High ninth graders.

Everything was falling into place, except when it came to finding a place to stay.

“So I thought I would be all free spirited. I already moved down to Charleston for no reason. I might as well go to sleep on the beach. But it was pretty miserable. It wasn’t like in the movies.”

During the first few days, he had spent hours in the car driving aimlessly around town, looking for a place to rent.

“I think I almost hit a horse.”

Eventually, Cumback found an apartment on Craigslist. Finally, he could unchain the trailer from the tree.

Then, life hurled another obstacle at this Midwestern transplant. Cumback had planned to coach the swim team after class but soon discovered that the old coach was not going to retire. That extra work meant extra income that Cumback could not afford to relinquish. So, he and the principal worked out a deal—Cumback would start a credit recovery program.

In two years, students recovered 2,000 credits, retention rates rose and dropout rates dropped. His coworkers were so impressed with his success that they urged Cumback to pursue a career in school administration. He applied to The Citadel, where he earned a master’s degree in education leadership and secondary education. Over the course of his studies, Cumback continued to teach and run the thriving credit recovery program. Not surprisingly, West Ashley High School wanted to keep him to itself and offered him the assistant principal position. Cumback, who started his new job in August, looks forward to the challenges with confidence.

“I really think The Citadel has prepared me.”

Cumback loves living in Charleston and claims he’s gotten used to the heat. In fact, he plans to stay for a while, now that he’s got a house with a 30-year mortgage. The days of living out of his truck and showering in the boys’ locker room are long behind him.

Mary Gervais Street Hagerty is a graduate student in the MBA program and a graduate assistant in the Oral Communications Lab. Before joining The Citadel, Hagerty produced and reported for radio and television. She currently freelances for local broadcast media and teaches public speaking.
A supervisor leading a team of workers starts them on a landscaping project, taking out grass and re-sodding the yard. He later discovers he should have been working at 1157 Ashley Hall Road, not 1157 Ashley River Road.

A server in a family restaurant makes a note when a mumbling customer says she has a gluten allergy. The customer is outraged when the server returns with a piece of chicken covered with a crusty breading. The cook saw “x flour” and doubled his usual amount of coating.

A sign at a lifeguard station tells parents to watch their children. Still, the lifeguard watches the pool anxiously because she knows that youngsters go under while parents chat with friends.

These scenarios came from speeches about summer jobs that cadets give in my business communications classes. What is the common problem? Communication. The answer is always communication.

That phrase, “the answer is always communication,” has become a predictable refrain in my classes. Cadets are either appealing to my penchant for oversimplification or they truly understand that good communication is critical to success in business and in life. Whether one is a cadet doing odd jobs in the summer or a CEO running a multinational corporation, good communication is a key to getting things done.

I am fortunate to be involved with three programs The Citadel offers to sharpen communication skills. Two of those services focus specifically on public speaking: the Oral Communications Lab and E1 Cid Toastdawgs, the campus chapter of Toastmasters International.

My greatest contact with cadets, however, is in my business communications classes—one of five fundamental courses cadets must take before they can declare themselves business majors.

Business communications is made up primarily of sophomores who are working their way through the other pre-business requirements: microeconomics, business statistics, financial accounting and managerial accounting. Seniors from other majors are drawn to the class because they want a final drill on writing and speaking skills before they go on to the next phase of their lives.
In addition to healthy doses of writing and public speaking, the course requires cadets to prepare resumes that they can enhance as they gain more college experience.

The focus on communication in a business school is hardly surprising.

“Good communication is critical for effective leadership,” said Wes Jones, the School of Business Administration’s associate dean of programs and external relations. Reports from the business world consistently confirm Jones’s statement. A 2009 survey by the National Association of Colleges and Employers found that good communication skills ranked first among the qualities most desired by hiring managers.

Janette Moody, the School of Business Administration associate dean of personnel and administration, reiterates the importance of this vital skill. “In the business world, as in life, communication failures lead to misunderstandings, missed opportunities and mistakes. One cannot not communicate.”

Conversations are easy; communication is more difficult. By the time students get to college, they are quite capable of conversing with others and can easily learn the proper way to write a business report or email. The course covers more subtle skills: expressing the essential message clearly, understanding what is not being said, establishing credibility and conveying negative news in a manner that preserves a relationship.

We discuss listening—something few of us do well since our minds wander while we mentally complete others’ thoughts or review our own to-do lists. The course also covers the downside of flip comments in email or inappropriate Facebook photos. And as sure as reveille breaks the silence at 0600, some public figure will provide fresh material each semester to illustrate how we can use technology to make ourselves look stupid.

Different professors use different approaches to honing writing and speaking skills, but the goal is the same: help students express themselves clearly whether they are writing an executive summary or analyzing a complicated business issue.

Technology has made this field both exciting and perilous. The many tools we have for communicating have not improved our abilities; instead, they have raised the noise level and made our choices more complex. It is more important than ever to understand the audience, know what information they need and anticipate how they might respond.

The Oral Communications Lab
A Citadel facility devoted exclusively to helping people improve their presentation skills is the Oral Communications Lab. Located on the third floor of Bond Hall, the lab is a studio where people can practice speeches and get suggestions on ways to improve their delivery or content. Cadets and Citadel Graduate School students use the lab to polish speeches or practice interviews; professors and staff rehearse presentations or make videos for online classes.

Films recorded in the lab range from discussions of economic theory to tips on getting a job. The most popular films to date are by Civil Engineering Professor Keith Plemmons, who wanted to provide extra help to students testing the strength of concrete. Though hardly a candidate for an Oscar, his short films have saved Plemmons from having to answer the same four questions 25 times.

The lab, which began operations in 1999, was started by a gift from Henry Dale Smith, ’47 (pictured above). A strong believer in the power of the spoken word, Smith points to the great leaders who have inspired others or changed history because of their oratorical talents.

“I wanted to do something that would be broadly helpful,” Smith said. “I thought it would be nice if all of our Citadel people—students, faculty, everybody—could become better speakers.”

Smith is chairman emeritus of H.D. Smith in Springfield, Ill., one of the nation’s largest wholesale distributors of...
pharmaceuticals and home health care supplies. He and his wife, Betty, were on campus last April for the lab’s first speaking competition, an event that coincided with Smith’s induction into The Citadel School of Business Administration Hall of Fame.

The speaking competition drew 25 cadets from all four classes. Cadet Jason Green finished first, winning the Henry Dale Smith Public Speaking Award for his talk about fun at the ballpark. The runner-up was Cadet Franklin McGuire, a freshman. (Both speeches are on the Oral Communications Lab website: www.citadel.edu/oralcommunicationslab.)

El Cid Toastdawgs
El Cid Toastdawgs, the campus chapter of Toastmasters International, provides another opportunity for cadets and CGC students to hone their speaking skills. Sponsored by the Oral Communications Lab, the club draws 35-50 cadets and CGC students who gather on Fridays to give prepared or impromptu speeches according to Toastmaster guidelines.

The club has grown in popularity thanks to the success of some Toastdawgs in speaking competitions outside of the college. Even more influential, however, are the anecdotes from seniors and CGC students who believe that a company’s interest in their Toastmaster experience helped them land a job.

Senior Caleb Knowlton, the current Table Topics champion, said his experience with impromptu speaking in Toastdawgs “has enabled me to present a confident image to potential employers.”

“They say that initial impressions are formed within the first 10 seconds of a meeting. With the help of Toastmasters, I can now get through that crucial period with confidence.”

Lessons learned from cadets

When I teach cadets about effective communications, I stress clarity, consistency, organization—lists are helpful—and even the value of levity, which can turn a dry subject into something more compelling. While cadets are studiously applying the principles they’ve learned, I’ve found that something else happens—I’m learning too. The following reflections are a few lessons I’ve learned from teaching cadets and observing how they communicate.

PowerPoint can be deadly. Comedian Don McMillan brought the phrase “Death by PowerPoint” to life with a hilarious video about excessive bullet points, hard-to-read fonts and garish colors. Why do cadets like black backgrounds or phrases that zoom in and fly off the screen? Thankfully, by the end of the semester, the word-packed slides and spinning icons have diminished.

PowerPoint can be deadly II: Animation is dangerous. An active duty student making a presentation on the business impact of greenhouse gas legislation once inserted a cannon boom with every slide change. Yes, that’s a novel way to keep your audience awake. But just because PowerPoint gives you an option does not mean you should use it.

Some in the audience matter more than others. When cadets give a speech about communication issues on jobs they have had, some can get caught up in their performance for fellow cadets. But if they use slang that I cannot understand or if they make a joke about old people, they quickly learn that they must balance their desire to entertain classmates with the need to avoid offending their most important listener: me.

There are no shortcuts to good speaking. Overly confident cadets will deliver speeches with only a few bullet points they have written 10 minutes earlier. Their lack of preparation shows like a beam from a lighthouse. Planning and practicing are critical to a successful presentation. Failure to prepare is disrespectful to the audience.

The answer is always communication. As technology gives us new ways to connect, people are discovering that although they can say more, they communicate less. Making connections in a world far removed from one-on-one conversations is a challenge that we all must face. Businesses would find solutions to many of the problems they deal with if they communicated more effectively with their customers, employees, vendors and prospects. And that often means going back to the basics.

In the business world, as in my BADM 216 classes, the answer is always communication.

“Good communication is critical for effective leadership,” said Wes Jones, the School of Business Administration’s associate dean of programs and external relations.
THE RISE TO LEADERSHIP

by Phillip Pandak, ’11
In 2007, Phillip Pandak was a walk-on player on the youngest basketball team in the country. Through lessons he learned on the court, in the classroom and in the fourth-class system, he steadily rose through the ranks of The Citadel to become one of the top nine officers in the Corps of Cadets.
When I arrived in Charleston on a sweltering August day for fourth-class training at The Citadel, I had no idea what I was getting myself into. A sea of people crowded each of the battalions—all freshmen, like me, with their suitcases and boxes of belongings and their family members helping them move into this new home with its wrought iron gates and checkerboard quadrangles. I wondered if my new classmates had any better idea than I of what they were getting themselves into.

As far back as I can remember, basketball was my obsession, and I dreamed of playing it in college. With my arrival at The Citadel as a preferred walk-on, I had finally reached that goal. But because my parents were paying for my education, basketball would not be my sole focus. I made a commitment to myself that I would excel academically to repay them for giving me this opportunity, and I set several goals, both academically and athletically.

From winning only six games our freshman year, we went on to win 20 games our sophomore year. We tied the 1978-79 team for winning the most games in Citadel history, and we were the first Citadel team to make it to a postseason tournament. Along with that, we were singled out as the most-improved team in the nation.

Through this experience I realized how strong the bond was among my teammates and how well we were able to work together to achieve a common goal. Having learned some strong leadership skills on the court, I then wanted to transition those into the Corps to share with my classmates. As a sophomore, I had applied for rank to show that I cared about my company and wanted to be a part of my company team. Toward the end of the year, when I was meeting with my senior mentor, I asked about the rank process. He was a senior officer, and I knew he would give me good advice. He suggested the human affairs position, which would allow me to assist incoming freshmen as well as my classmates with problems they faced throughout the year. I got the position as human affairs corporal, which I enjoyed so much that in my junior year I became human affairs sergeant.

At the end of my junior year, I applied for human affairs officer, which is the senior position to those I had held the previous two years. Since I had earned good grades throughout my four years, I was recommended for a senior cadet leadership position. I had no intention of seeking a regimental position, but I decided to go through the process for the experience after hearing from a former teammate how much the procedure helped him prepare for job interviews.

The Board of Visitors Room in Jenkins Hall, where the regimental rank interviews were conducted, was extremely intimidating. Staring back at me were the five battalion

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As far back as I can remember, basketball was my obsession, and I dreamed of playing it in college. With my arrival at The Citadel as a preferred walk-on, I had finally reached that goal.

My first goal was to complete my freshman year with at least a 3.7 grade point average, which would earn me Gold Stars for academic distinction. Second, I wanted to do well in basketball, so I set a goal of winning the Southern Conference with my team.

I finished my freshman year with Gold Stars, and because of my experience at a military prep school, I fared well in the fourth-class system too.

When the basketball season began, I played in almost every game. I was one of 13 freshman players. With one junior, we were the youngest team in the history of the college, and possibly the youngest team in NCAA history. None of us knew what college basketball was about or how to compete at the college level, and our inexperience showed on the court. We won only one Southern Conference game and just six games overall.

What our record did not show was the incredible progress we made as a team. We bonded with one another unlike any other team, not only because of our inexperience on the court, but because of our rite of passage as Citadel freshmen.
tactical officers; Col. Mark Bebensee, the associate provost; the cadet regimental commander; and Col. Leo Mercado, the commandant of cadets. All I could think about was whether my uniform was in order and whether I should have gotten a haircut. The commandant asked questions about my cadet career and the rank positions that interested me. He asked my thoughts about some of the current problems facing cadets. At the end of the interview, he encouraged me to consider accepting a regimental position because he thought I would be a solid candidate.

Later that week Col. Bebensee offered me the regimental academic officer position. It would be, he said, a great experience for me. When I expressed concern about time constraints imposed by basketball, he reassured me that people would be able to help me if I needed it.

I was a little intimidated at first. I knew this new position would require me to test my limits, but I realized that it would be a good experience and an opportunity to grow, so I accepted.

As regimental academic officer, I oversaw the academic performance of all 20 companies as well as the battalion staff from each of the five battalions. I was one of the top nine—the nine highest ranked cadets on campus who meet with the president bimonthly. I coordinated and helped implement all academic policies with the associate dean, and I oversaw the class absence system. Most importantly, I was in charge of supervising the academic progress of every cadet and providing assistance to those who were struggling. This position was one of the highest awarded to an intercollegiate athlete, and it was a stepping stone in bridging the gap between athletes and other cadets. For me, it was a fulfilling opportunity and a fitting end to my four years as a cadet.

During my career at The Citadel, I was presented with a great range of opportunities, most of which would not have been available to me if I had attended another college. With its structure and its discipline and all of its demands, The Citadel is not the right fit for every college-bound student, but for those students who seek a challenge, who are not afraid of hard work and who want to succeed, The Citadel will exceed their expectations, test their stamina and make them into leaders.

Phillip Pandak earned Dean’s List all eight semesters and Gold Stars for six semesters. He graduated in May with a degree in business administration.
A well-known figure in black pants and a black shirt with one camera slung over a shoulder and another in front of his face, Citadel Photographer Russ Pace is always looking at campus through a lens—Parents’ Day, Homecoming, the Christmas Candlelight Service, Corps Day, Graduation. And he’s around on uneventful days, too, when the sun creeps up over the chapel and then later when it sinks over second battalion, when reveille is played in the morning and when taps is played after lights out, when cadets hustle to class and when they march to lunch, when the sun shines and when it rains. With 26 years and more than 600 parades under his belt, his pictures tell The Citadel story in a way that words cannot.
In a remote East African country rife with poverty, malnourishment and ethnic tension, former Third Battalion Commander Olivia Perry-Smith, ’05, has given up worldly possessions for a far more rewarding experience in servant leadership—a chance to help the poor.

I was the first white person they had ever seen. More than 100 kids and several curious adults surrounded me as I rolled up my sleeves so they could touch my arms. It was rare to have visitors from the capital city, Bujumbura, and even more uncommon to see a mzungu, or white person, in the area. Hidden in the heart of Africa was a Batwa (pygmy) village I was visiting with a water assessment team. We were there to locate the nearest water source, evaluate what was necessary to provide clean water for the community and assess countless other needs.

The village was one of the most miserable environments I have ever encountered—more than 100 families crowded onto a steep mountainside, living in homes made from sticks and leaves that leaked like a sieve when it rained. Because there were no toilets, I had to stay on the path and watch where I stepped. Goats and sheep were kept inside the tiny twig huts where entire families slept on a small bed. They ate one meal a day, children were severely malnourished, and their life expectancy was only 28 years. Yet, as I walked through the village and made new friends, I could not help but smile. I knew something they did not... transformation was on the way. It would be slow, difficult and often heartbreaking work, but it was not hopeless.
Burundi found her way onto my world map through the man I now work for—Simon Guillebaud, the founder of Great Lakes Outreach, a small nonprofit organization that works with Christian partners to fund sustainable, life-changing projects for the people of the Great Lakes region in Central Africa. Simon was speaking at my church in Charleston during my senior year at The Citadel, and his first words changed my life forever. I was nearing the end of my cadet career and causing everyone but myself anxiety because I didn’t know what I was going to do after graduation. Somehow I just knew it would come together. Then Simon said, “I’m not here to ask you to come to Burundi. In fact, I don’t want you to come... unless God calls you. Because I do not want your blood on my hands if you come and you’re not supposed to be there.”

Unlike the others who listened to that same message, I knew I was supposed to go. Not long after graduation, I was off for my first visit to Burundi, which was still in the middle of a 17-year civil war.

Burundi is a small African country whose name means “the other place.” Out of sight and out of mind, Rwanda’s little sister to the south was largely ignored by the same international community that eventually put a stop to the Rwandan genocide. During the hidden years, Burundi suffered the same ethnic tensions between the Hutu and Tutsi as Rwanda, and the minority population of Batwa was altogether forgotten.

When Simon moved to Burundi during the war, he found a handful of Burundian visionaries who wanted to change a place most consider too difficult, too corrupt and too complicated to make a difference. These Burundians recognized that they could not rely on outsiders to solve their own problems, so they would make a difference themselves. And they do it all—orphanelages, schools, food and agriculture programs, leadership classes, solidarity with the poor, reconciliation and trauma healing. After two visits, attending graduate school in the U.K. and reconnecting with Simon, I moved to Burundi in 2009 to attempt to
fill his shoes as he traveled to help raise support for the work here.

My job is simply to serve those who are making the difference, connect them with the people and resources necessary to transform the country, and when possible, give away some of what I have learned. If “to whom much is given, much is expected,” then I recognized that I have a great responsibility to use my gifts, skills and talents to make an impact on the world around me.

Much of the developing world is dependent on international aid. We want to equip our partners so they will eventually be able to support their own work financially, and the people doing these jobs will be Burundians. We empower them, which creates a sustainable future. Through social enterprises and projects in which our partners own the vision, we know that any changes made will endure. Sometimes the job requires servant leadership and doing small, thankless tasks that contribute to a larger cause. Leadership, at its best, is simply service. It is not glamorous, but it is rewarding, especially when I know I’ve contributed to something greater than myself.

As a freshman at The Citadel, I would often reflect on how being at the bottom of the pile was teaching me how to do something without the expectation of recognition or praise. Then, as I worked my way up through the cadet chain of command, I realized that the higher the position, the greater the responsibility and the more selfless service required. As Third Battalion Commander, it did not take long to see that though the position was high in the rank structure, it actually meant being a servant of many. I also saw how every individual in that structure is vital. The job at the top is pointless if those at the bottom fail to do their part. It would also be pointless if I failed to recognize their vital role and was unable to provide adequately for those at the bottom. And so it is with working among the poorest of the poor in this world. Everyone wins when the poor are empowered.

The unexpected part of living in Burundi is what I learn from the people around me. As I give away from my bank of education and experiences, I am also learning valuable lessons only the poor and hurting can teach.

One powerful example comes from the Burundian perseverance and ability to forgive after suffering the
unthinkable. It continually astounds me. I once shared a story with a group of 200 Burundian university students about how I was able to reconcile with a friend after an estrangement. After the talk, a student came to me with tears streaming down her cheeks. She understood forgiveness. She forgave the man who killed her family despite others telling her not to do this. Now, she walks in freedom and peace without bitterness or resentment in her heart.

This young woman is not an isolated case. Several of my colleagues watched their loved ones being killed and have not allowed past nightmares to darken their future. They bravely pick up the pieces, sometimes even face their enemies, utter the words “I forgive you,” and then move forward with a vision of a better place.

Unbound generosity is another lesson. I regularly give away items left by visitors: jackets, shoes, socks, shirts, backpacks. But one day, a man came to give me something back: potatoes and corn grown on his land. All I could do was graciously receive the gift, then turn away and cry. I gave to this man out of the excess of others, yet he returned the gift to me out of his own hard work and from the food that would have fed his family. His generosity has helped me learn how to loosen the grip on my possessions and more freely give from what I have.

When I first arrived in Burundi, I wrote in my journal that I wanted to be “ruined to the world.” I did not want to spend my life trying to fulfill the American dream by struggling for a bigger house, a better car and a larger salary to maintain it all. I wanted something impossible to fulfill with a dollar sign. Because of that decision, I sometimes receive criticism for wasting my life on the poor, but I cannot think of a better place to spend it. I have the privilege of applying what I’ve learned and loving my job. I love where I am, what I am doing and who I am with. Many people ask me when I am coming back to the United States or when I will be finished. The truth is that I have no idea. I only know that it will be time to go when another volunteer who can do my job better takes over, when I have shared all that I know and need to move on to learn more or when a Burundian can take my place. Whichever happens first, my objective is to become obsolete.

When I first arrived in Burundi, I wrote in my journal that I wanted to be “ruined to the world.” I did not want to spend my life trying to fulfill the American dream by struggling for a bigger house, a better car and a larger salary to maintain it all.
The United States is often called the “land of opportunity,” but I feel this way about Burundi. If we can dream it, it can happen, and it needs to happen. In fact, everything needs to happen here. One of my favorite ways to help make this change is by investing in future generations. It is often said that the problem in Africa is not poverty, disease or poor education, but the lack of good leaders. By mentoring and teaching others some of the principles I learned as a cadet, I am optimistic about the next generation of Burundians taking responsibility for leading their country into a better future. Despite many challenges, I see young people beginning to own a vision for a better place. It is an honor to help them not only to dream, but also to make some of those dreams come true by investing time, money and energy in a place that desperately needs the help.

Transformation takes time, a strong resolve and plenty of vision. But transformation is happening in Burundi. In the Batwa village I first visited almost two years ago, dramatic changes have taken place. At the same time, the link between The Citadel and Burundi continues to grow. A current Citadel honors student, Cadet Nick Slater, spent his summer in the dirt with some of the poorest people in the world. He gave his time and knowledge to help those who will never be able to pay him back, to show them that their lives matter. His service has contributed to a new water system, 15 new homes, a food program for kids and a clinic that is about to open.

The work here is a beautiful act of service, and one of which I am privileged to play a part. Whether it is a dental team, a medical team or a group coming simply to provide solidarity by building mud bricks, it is all part of healing a land that has suffered more than we can fathom. Not only are the physical needs of the Batwa being met, but the people are finally starting to see that they have a hope and a future. This is work that changes lives.
Despite a challenging economy, The Citadel campus has benefited richly from some major renovation efforts in recent months.

Facility renovations and new construction projects on campus are difficult to bring about in the current fiscal landscape. While negotiating significant state appropriation cuts, the college must also fund recurring deferred maintenance costs of nearly $4 million per year.

In the absence of an infusion of state support, construction projects are all but impossible these days—except, of course, for those funded by private contributions.

Thankfully, in recent years, several generous people, reunion classes and private foundations have stepped forward to make a lasting mark on The Citadel, beautifying the campus, enhancing the academic resources available to students and expanding the essential footprint of the college.

Daniel Library

Grand ideas flourish in grand spaces. Daniel Library has received a major aesthetic and structural renewal, thanks largely to a $1.5 million grant from the Daniel Foundation of Alabama.

A $150,000 grant from The Post and Courier Foundation allowed the library to improve the technology available to students and faculty, paving the way for the Information Commons that now stands where the reference desk was previously located.

Citadel alumni have also stepped forward to help move the project along. The Class of 1970, in celebration of its 40th reunion, donated $250,000 for the new entryway and stairwell. And marking its 30th reunion, the Class of 1980 has committed $250,000 for a Leadership Library Reading Room.
The Gordon Conference Room is named for Dr. Bernard Gordon, chairman of NeuroLogica Corporation of Danvers, Mass., and his wife, Sophia, who made a $1.5 million gift to the School of Engineering.

In addition to this beautifully outfitted classroom and meeting space equipped with state-of-the-art multimedia presentation capabilities in Grimsley Hall, the gift from the Gordons has also endowed the Bernard Gordon Electrical Engineering Leadership Scholarship for three students per year demonstrating academic excellence and leadership potential. The gift also provides essential new equipment for the Electrical and Computer Engineering Department while supporting new programs such as the Bernard Gordon Principled Leader in Engineering Seminar, a lecture and dinner series that brings recognized leaders in the profession to address seniors in the major.
Rick and Mary Lee Bastin Financial Leadership Laboratory

The Citadel now offers an express train from Bond Hall to Wall Street, thanks to the vision and generosity of Mary Lee and Rick Bastin, ’65. The Bastin Financial Leadership Lab is designed to give business administration majors and MBA students the hands-on experience on the trading floor they will need to make a seamless transition into careers in the financial sector.

The high-tech trading lab features an electronic ticker with New York Stock Exchange feeds on a 15-minute delay; 28 dual-monitor work stations; a video wall with four monitors that can act as a single unit; front, rear and individual workstation-mounted cameras for web conferencing; and trading and analytical software to offer students full immersion in the financial industry. Guided by the college’s emphasis on integrity and accountability, students will set up investment committees, develop specialties and learn to make ethical business decisions that will set the standard for tomorrow’s financial leaders.
Dr. Hank Cross Human Performance Laboratory

This state-of-the-art facility allows faculty and students to perform cutting-edge research in exercise and health science. The new lab more than doubles the research and teaching space available in Deas Hall. It is named for Dr. Henry Cross, director of research at Bite Tech, a Minneapolis-based technology company dedicated to performance and health, which funded the project with a $200,000 gift and also established the Bite Tech / Cross Chair for Human Performance Studies with an additional commitment of $120,000.

Research on performance-enhancing mouthwear conducted by faculty, cadets and graduate students working in the lab has enabled the college and the company to forge an innovative new partnership with Under Armour, an industry leader in performance clothing, athletic gear and accessories.
I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I—
I took the one less traveled by,
And that has made all the difference.
- Robert Frost, “The Road Not Taken”

Young men and women who come to The Citadel for a college education know they have chosen the road less traveled. They will be physically tested and academically challenged on the path to principled leadership. Those who wear the ring understand their journey does not end at graduation. They have received the preparation and training to execute their duties selflessly and can respond courageously in moments of crisis.

Featured here are the stories of several alumni who, having taken a road less traveled, have learned that leadership and service to others make the journey all the more rewarding.
Capt. Brian Brennan, USA, ’06  
Tango Company, Criminal Justice major  
Columbus, Ga.

In May 2006, Brian Brennan walked across the stage of McAlister Field House to accept his diploma. Two years later, he could not walk at all.

As a member of the Army’s 101st Airborne Division, Brennan left for Afghanistan to serve his country as a platoon leader with the 506th Infantry Regiment in the spring of 2008. Just two months into his deployment, Brennan’s vehicle struck an improvised explosive device. The blast ripped through his Humvee and flung the New Jersey native about 40 feet. The explosion collapsed his lung, shattered his femur, ruptured his spleen and caused severe brain injury and internal bleeding.

He was rushed to a field hospital and, within hours, doctors had amputated both his legs—one above the knee, the other below. Three surgeries and three weeks later, Brennan was still utterly unresponsive. Then, a special visitor arrived while Brennan was in the care of Walter Reed Army Hospital. Gen. David Petraeus, then the head of U.S. Central Command, paused by Brennan’s bedside hoping to wake the wounded vet from his coma. Brennan at first did not react to the commander’s presence or his kind and encouraging words. Petraeus started to walk away, but just before he left, he took another shot at rousing Brennan. “Currahee,” he muttered, and, to his amazement, saw Brennan squirm in his bed and move his head in what witnesses say was a clear reaction to hearing his unit’s motto.

This remarkable moment set the groundwork for a tough but successful recovery. Fitted with prosthetics and learning to adapt to a new life, The Citadel graduate has used his struggle to hearten other wounded veterans. His determination to help others facing similar tough times has led to the creation of the Brennan Stands Alone Foundation. Now, Brennan helps veterans and those facing similar tough times has led to the creation of the Brennan Stands Alone Foundation. Now, Brennan helps veterans.

Recognized for his courage, Brennan credits The Citadel for training him to face adversity and move forward. In 2009, the New Jersey Hall of Fame inducted 14 people, including singer Jon Bon Jovi and comedian Jerry Lewis. Petraeus, a surprise guest at the star-studded event, introduced Brennan as the first Unsung Hero Award recipient. Met with the longest standing ovation of the evening, Brennan walked across the stage to accept the honor and stood tall beside the man who woke him with one word.

Currahee, fittingly, is a Cherokee word meaning “we stand alone together.”

Dr. Anthony D. Cicoria, ’74  
Charlie Company, Biology major  
Oneonta, N.Y.

The day began innocently. It was 1994 and Dr. Anthony Cicoria and his wife were celebrating her family’s reunion in a verdant landscape just outside Albany, N.Y. No one could imagine this bucolic scene of smiling faces and smoking barbecue would spiral into a traumatic and life-changing event.

Cicoria, an orthopedic surgeon and a 1974 graduate, took a moment from the celebration to call his mother from a payphone. Overhead, the beginnings of a thunderstorm brewed. At the moment Cicoria hung up the phone, a bolt of lightning struck the earth just inches from where he stood. He heard a sharp crack, then felt a force whip his body to the ground.

Cicoria recalls an out-of-body experience, seeing himself lying on the ground with a bluish-white light glowing around his body. A nurse who had been waiting in line to use the phone resuscitated Cicoria, bringing him out of the dream-like state into the throes of extreme pain.

Three weeks after the incident, Cicoria was feeling sluggish and worried that he suffered from memory loss. A neurological exam determined that he was fine and life could continue as normal. What happened next was anything but normal. Suddenly, Cicoria became overwhelmed with an incredible urge to hear piano music. The motorcycle-driving, Hawaiian-shirt-wearing doctor usually listened to rock. Nonetheless, he purchased a CD of Vladimir Ashkenazy playing Chopin. He was promptly enamored to the point of obsession. Next, he bought sheet music, though he had not had a piano lesson since he was a little boy.

Soon, Cicoria spent all his free time learning to play, waking up at 4 a.m. to get in a couple of hours before work and returning to the keys after his children went to bed. During the few hours of sleep he did get, he would dream that he was dressed in a tuxedo performing a concert of his own music.

In time, Cicoria turned his dream into reality, recently wowing a crowd at The Citadel for a concert during Charleston’s international performing arts festival. He played with an orchestra alongside another unlikely musician—opera singer Morris Robinson, a 1991 Citadel graduate. Both musicians played in Johnson Hagood Stadium before, not as musicians, but as college football athletes. And, both were named among the Southern Conference’s best linemen during their time. Sometimes, it seems, lightning does strike twice.
Over the last 12 years, Ron Blake has seen a surprising variety of countries and climates, ranging from Kodiak, Alaska, to McMurdo Station, Antarctica, with stops in Panama and Petropavlovsk, Russia. He’s been to Australia, Tasmania, Cuba, Aruba, Colombia, Peru, Mexico, Argentina and Chile. Who would have guessed that he’s been traveling all this time with the U.S. Coast Guard?

As a cadet, Blake drilled with the Naval and Air Force ROTC units on campus, but the Coast Guard was his true calling. The Citadel was not yet affiliated with a Coast Guard detachment, so he contacted a recruiter before his senior year and enlisted as a seaman. He’s since served on 10 deployments across the Atlantic and Pacific and was promoted earlier this year to aviation electronics technician’s mate petty officer first class, a rank more affectionately known as a tweet.

A helicopter flight mechanic, Blake is the shift maintenance supervisor responsible for all the electronics, radios, wiring and navigation systems in his unit’s aircraft, mostly MH-65 Dolphin helicopters. He jokes that his is like most jobs in any branch of military service—about 90 percent boredom and 10 percent sheer terror. In reality, he often works 24-hour days, and longer for search and rescue missions, usually in extreme situations and treacherous conditions. His deployments are rarely planned in advance, but rather an immediate response to the impending threat of a hurricane, natural disaster or countless other safety or security hazards.

Over the years, he’s experienced the rush of saving lives in danger and the solemn duty of recovering those lost at sea. He’s lost close friends in helicopter crashes. He’s pulled a heart attack patient off a Lake Huron freighter in the middle of the night, limping back on a single-engine to an unfamiliar airport. He once saved two infants and a 2-year-old from raging floodwaters when an Indiana campground was overrun in a sudden storm.

These days, Blake is stationed in Jacksonville, Fla, working with a law enforcement unit. He and his team made headlines this summer for the first-ever capture of a self-propelled semi-submersible drug vessel in the western Caribbean. After an exhilarating helicopter and boat chase, they apprehended the drug-smuggling crew and recovered 15,000 pounds of cocaine with an estimated street value $180 million.

It’s not exactly a 9-to-5 job, but saving lives and stopping smugglers is a day in the life of a U.S. Coast Guard tweet.
Springing to action in a moment of crisis, Capt. Abigail Zuehlke proved this summer that there’s no such thing as an off-duty Marine.

At The Citadel, Abigail Zuehlke admired the Marine contract cadets she saw on campus but, not feeling quite as prepared as these “red badges,” she did not pursue a commission herself.

After graduating in 2003, the Indiana native was honored to have the opportunity to work for Congressman Steve Buyer, ‘80, a drilling Army reservist. Buyer’s support and encouragement were key in her own pursuit of a reserve commitment. Recognizing strong potential in his fellow Citadel graduate, Buyer eventually tasked Zuehlke to serve as his military legislative assistant.

There, she enjoyed the mentorship of then Veterans Affairs Staff Director Brig. Gen. James Lariviere, ’79, now director of reserve affairs for the Marine Corps, who encouraged Zuehlke to pursue a direct commission into the Reserves through the little-known Officer Candidate Course-Reserve program. She earned her commission and joined the 3rd Civil Affairs Group out of Camp Pendleton. Along the way, she met and married Arthur Zuehlke, an active duty artillery officer who is now a captain in the Marine Reserves. She has since seen exotic lands on periods of active duty with the USMCR, including opportunities to deploy to Finland with her unit and participate in a military exercise in Thailand.

Now Zuehlke’s on individual ready reserve status while raising her young kids. She is anxious to return to the drilling reserves in another year. But for now, she enjoys spending time with her family.

On a recent beach vacation to Fripp Island, S.C., with fellow grad and close friend Tim Glas, ’93, Zuehlke saw three swimmers struggling in a rip current at a local state park. Without hesitation, she handed her infant daughter to her husband, sprinted down the beach and plunged into the rough swells of the Atlantic. She swam toward the youngest, who had ingested water, and brought him to shore. She raced back out to save the second swimmer as the third made his way in on his own.

As fate would have it, one of the men she rescued was a newly minted Marine. Pvt. 1st Class Daniel Santiago and his family were at the beach that blustery Saturday celebrating his graduation from the Marine Corps Recruit Depot on Parris Island. Pvt. 1st Class Daniel Santiago and his family were at the beach that blustery Saturday celebrating his graduation from the Marine Corps Recruit Depot on Parris Island. Pvt. 1st Class Daniel Santiago and his family were at the beach that blustery Saturday celebrating his graduation from the Marine Corps Recruit Depot on Parris Island. Pvt. 1st Class Daniel Santiago and his family were at the beach that blustery Saturday celebrating his graduation from the Marine Corps Recruit Depot on Parris Island. Pvt. 1st Class Daniel Santiago and his family were at the beach that blustery Saturday celebrating his graduation from the Marine Corps Recruit Depot on Parris Island. Pvt. 1st Class Daniel Santiago and his family were at the beach that blustery Saturday celebrating his graduation from the Marine Corps Recruit Depot on Parris Island. Pvt. 1st Class Daniel Santiago and his family were at the beach that blustery Saturday celebrating his graduation from the Marine Corps Recruit Depot on Parris Island.

While she insists she’s not a hero, Zuehlke is honored to have been able to help, for which she credits the training she received both in the Marine Corps and in the Corps of Cadets.

For some Citadel Marines, saving lives is just another day at the beach.
Wednesday mornings for most cadets mean an intense period of physical training with their ROTC units followed by a quick shower before going to class. For one cadet, Wednesday morning meant something entirely different. Even though she was also up before the sun, she would not be training with her Navy unit. Instead, she was up and out of the gates of Padgett-Thomas on medical leave, hopefully to save a little girl’s life.

Regimental Human Affairs Officer Cadet Mary Eve Rochelle Bennett knew when she put her name on the National Marrow Donor Program’s Be The Match Registry two years ago that she might get a call. And this past summer, that call came.

Bennett was a possible match to a young patient suffering from aplastic anemia. Would she be willing to take more tests to confirm the match? Bennett did not hesitate. Over the summer, while balancing her First Class Midshipman Summer Training Cruise and volunteering at her local wildlife rehabilitation center, Bennett found the time to take the tests. She was a match.

On Aug. 31, Bennett went to the Medical University of South Carolina to donate her bone marrow. During the two-and-a-half-hour procedure, enough bone marrow was taken to save a life.

While Bennett does not know much about who is receiving her bone marrow, she does know that the recipient is a 13-year-old girl. After a year’s time, and with the parents’ consent, she may be able to learn more about the girl who received this life-saving gift.

Aplastic anemia is a condition in which the bone marrow stops producing new red blood cells, a condition that could be fatal if left untreated. A bone marrow transplant is the last resort for this condition and is considered to be a painful operation for both the donor and the recipient. While the donor is under general anesthesia, the surgeon inserts a long needle into incisions made in the lower back above the hips. The needle goes through each incision into the middle of the bone several times, collecting one to two quarts of bone marrow. The recipient receives the bone marrow intravenously, much the way a patient may receive blood. After a week, the recipient undergoes the same surgery as the donor to determine if the surgery worked.

“What I had to go through is nothing compared to what the girl receiving the operation is going through,” said Bennett. “She is having chemotherapy treatments and is quarantined because her immune system is compromised. I am just glad to be able to help a little girl get better. I also want to be able to encourage others to practice a core part of principled leadership in service to others.”

Each year, more than 10,000 people are diagnosed with life-threatening diseases in which a bone marrow transplant may be the only option. Of those, 70 percent do not find a match within their own families. This is where the Be The Match Registry and Bennett come in.

While Bennett received no compensation for her donation, she received a more satisfying reward—the knowledge that she had saved a little girl’s life.

For more information or to sign up for the Be The Match Registry, visit the National Marrow Donor Program at www.marrow.org.

Mary Eve Rochelle Bennett
Hometown: Crawfordville, Fla.
Class of: 2012
Rank: Regimental Human Affairs Officer
Company: Kilo
Major: English with a minor in Psychology
Additional: Navy Scholarship, Gold Stars (4 semesters), Jewish Club member, WASA (Women Actively Seeking Achievement) secretary, Phi Kappa Phi, Sigma Tau Delta

If you are interested in supporting the efforts of the many students, who, like Rochelle Bennett, are having a profound impact on campus, in the community and in the world at large through their leadership and service, please visit foundation.citadel.edu or call 800.233.1842.

Cadet Jordan Ashley Smith is a senior English major, interning in the Office of External Affairs. After graduation in May, he plans to receive a commission in the U.S. Navy.
The Citadel's Strategic Plan for Educating Principled Leaders

Providing a quality education for undergraduate and graduate students. Attracting more diverse students. Meeting the needs of the Lowcountry. Maintaining The Citadel standard of tradition and excellence. Expanding the technology infrastructure of the college...

These were the principal priorities that fueled the development of The Citadel Blueprint, a strategic plan carefully designed in 2009 to build a strong foundation for the college’s continued growth.

Our achievements during the last two years include

Now it its third year, the Blueprint has had a demonstrable impact on facilities, resources and programs, revitalizing the college so that the value of a Citadel education continues to attract quality faculty and students.

To view the Blueprint Annual Report, please visit www.citadel.edu/blueprint. And, to learn more about how you can play a role in advancing the priorities of the Blueprint and securing The Citadel's future, we invite you to visit The Citadel Foundation's website at foundation.citadel.edu or call 800.233.1842.
Enhanced career services and implemented a fully established E-Leadership Portfolio requirement

Implemented a new unified digital campus

Expanded student support services

Renewed focus on mission statement with refined core values—Honor, Duty, Respect

Increased grant writing activity throughout the campus community

New, integrated programs offered by the STEM Center of Excellence (Science, Technology, Engineering, Mathematics)

New efforts to market the college to undergraduate and graduate students

Increased grant writing activity throughout the campus community