



C E L E B R A T I N G O U R S E N I O R S

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BE A COOL CAT

and get involved with **UPIC**

1. **Explore and become familiar with the Michelin Career Center and UPIC Office**

The Michelin Career Center, part of the Center for Career and Professional Development, serves both students and employers through a variety of services. The Center offers students, in all stages of their education, career counseling and assessments, resume and cover letter reviews, career workshops, job search advice and more. You can learn more about career and professional development during visit drop-in hours or by scheduling an appointment. Both the Center for Career and Professional Development and the UPIC Office are located on the third floor of the Hendrix Student Center.

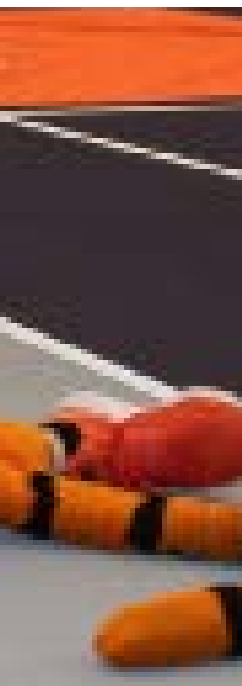
Office Location: 314 Hendrix Student Center

2. **Apply on ClemsonJobLink**

UPIC Postings can be found on ClemsonJobLink (CJL), which is part of NACElink, the world's largest network of college and university career centers and includes over 5 million employers. ClemsonJobLink helps students connect with UPIC opportunities offered on campus and assists students in finding employment opportunities based on their academic or professional interest, experience in their field, and more. Once qualified students apply on ClemsonJobLink, a potential mentor may reach out to them for an interview. The department's mentor will facilitate the recruitment and selection process. Once a selection has been made, the host mentor will offer the internship position to their selected candidate(s) and then notify the UPIC program of their selection.

3. **Paid: Part-time or full time, work hours**

All UPIC positions are paid, either part-time for 160 total hours or full-time for 320 total hours. The career internship (INT) course is non-credit bearing and provides a transcription designation.



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Special thanks to Clemson Frame Shop, Kanga, and Wild Drift Co. for their support of **UPIC's Intern of the Year Award**



a letter from

UPIIC

When I joined the staff of UPIIC in 2017, I was excited to become a part of such an innovative program on Clemson's campus. It has been rewarding to learn about where the program began, and where we are now, nearly 8 years later. In 2012, the UPIIC program was launched as a result of a vision for an on-campus internship program that would accomplish the following objectives:

- Have students “peek behind the curtain” to better understand how the University works
- Provide financial assistance for students to help offset educational expenses
- Expose students to potential career opportunities at the University
- Enable students to gain professional experience without needing to leave campus
- Prepare students to successfully compete for external internships and full-time positions
- Create mentor relationships to encourage students to earn their degrees

These objectives remain the key to our success. Though the work itself varies, the idea remains the same. From working on packaging solutions for major companies, to tracking owls in the experimental forest, to developing robots and virtual reality nursing applications, to planning social media and marketing initiatives for various departments across campus, our interns are doing incredible things every day. UPIIC enables hundreds of Clemson students to participate in experiential learning opportunities each semester. This type of learning is an important complement to the instruction that occurs in the classroom. Applying what has been taught in class to an actual field setting allows for the professional development of Clemson's core competencies. Employers and graduate/professional schools seek out those students who demonstrate the knowledge, skills and attitude necessary for success in their respective career areas.

The accomplishments of our UPIIC interns can be directly correlated to the dedicated and caring mentors we have as a part of our program. Our mentors make themselves available for questions, advice and guidance. We often hear from our interns that their mentor gave them confidence and pushed them out of their comfort zone, allowing them to gain perspective, motivation and leadership. As renowned Clemson faculty and staff members, there is truly much to be learned from each and every one of our mentors!

I am privileged to be a part of the UPIIC program for many reasons. I hope you will find this edition of our magazine interesting and inspiring as you learn about a few of our featured interns and mentors.

GO TIGERS!

in collaboration with

PEARCE CENTER

FOR PROFESSIONAL COMMUNICATION

CLEMSON



Kelly Coffin

Kelly Coffin
UPIIC Program Coordinator

UPIC stands for...

U P I C

University Professional Internship and Co-Op Program

Annually, the University Professional Internship and Co-op (UPIC) Program provides over 900 paid, on campus internships for Clemson University undergraduate students. The UPIC program is a leader in the creation of a campus-wide culture that involves students partaking in meaningful and relevant developmental experiences. Students have the opportunity to work alongside Clemson University faculty and staff gaining professional work experience in their field of interest and study. UPIC interns are required to register for the online Internship (INT) Course and complete all related assignments for a transcript designation upon successful completion.

- Clemson,
South Carolina

find the internship opportunity for you

UPIIC MAGAZINE INTERNS

ADDISON COX



Editor-In-Chief

Major: English & World Cinema

Graduation Date: May 2020

Campus Involvement: CAAH Ambassador, Open Studio, Sigma Kappa, Alpha Lambda Delta

TAYLOR SUMMEY



Associate Editor

Major: English and Communicaiton

Graduation Date: May 2021

Campus Involvement: Pearce Center Intern

ERICA FOWLER



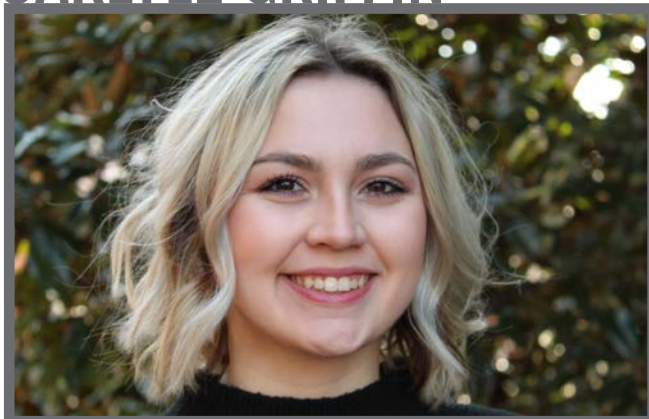
Graphic Design

Major: Graphic Communication

Graduation Date: May 2020

Campus Involvement: Pearce Center Intern

CARLYLE GRIFFIN



Graphic Design

Major: Communication

Graduation Date: May 2021

Campus Involvement: Alpha Chi Omega Sorority, Pearce Center Intern

ROXIE WARE



Contributor

Major: Marketing

Graduation Date: December 2021

Campus Involvement: Kappa Delta Sorority, Clemson Watersports Club, Clemson University Marketing Association

ANNA HARDYMON



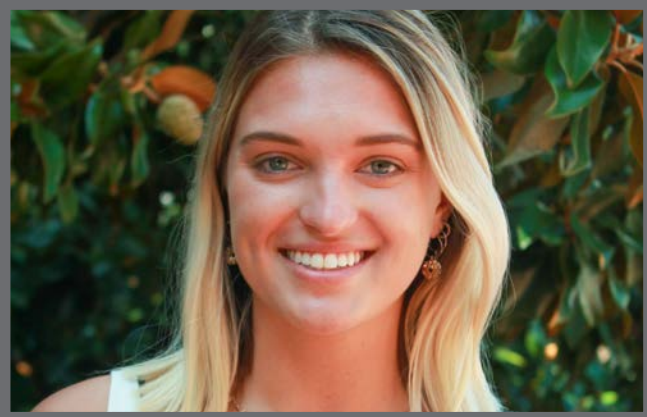
Contributor

Major: Marketing

Graduation Date: May 2021

Campus Involvement: Pearce Center for Professional Communication, Delta Sigma Pi, Women in Business, Calhoun Honors College

HANNAH ROHALEY



Contributor

Major: English

Graduation Date: December 2019

Campus Involvement: Member of The Constellation and Planned Parenthood Generation Action

SAVANNAH FRANKLIN



Contributor

Major: English

Graduation Date: May 2020

Campus Involvement: Clemson Pearce Center, Clemson Literary Festival

ASHLEY JONES



Contributor

Major: Political Science

Graduation Date: May 2021

Campus Involvement: Alpha Delta Pi Sorority,
Pearce Center Intern

KAYTINA TAYLOR



Contributor

Major: Communication

Graduation Date: December 2020

Campus Involvement: Pearce Center intern,
FCA, Tri Delta bible study, Legacy Events
Committee within CUGA

SALLIE MCLEOD



Contributor

Major: Communication and Women's
Leadership

Graduation Date: May 2020

Campus Involvement: Alpha Delta Pi Sorority,
Pearce Center intern

KYLIE MILLER



Contributor

Major: B.S. Marketing, B.A.
Communication

Graduation Date: May 2020

Campus Involvement: Student Brand Strategist
(Erwin Center), Radio DJ + Music Director (WSBF-
FM 88.1)

UPIIC STAFF



Troy Nunamaker
Chief Solutions Officer



Caren Kelley-Hall
Associate Director of
the UPIIC Program



Lisa Robinson
Associate Director of
the UPIIC Program



Jenna Tucker
Associate Director of
the UPIIC Program



Toni Becker
Program Coordinator



Kelly Coffin
Program Coordinator



CORE COMPETENCIES

Clemson supports the innovation of you

LEARN, ACT, FLEX **SUCCEED**

ENGAGEMENT

Communication

Engaging in dialogue that leads to productive outcomes and points of connection by effectively articulating one's self to individuals within and outside of one's industry or area of expertise.

Helps with...

1. Public speaking
2. Writing
3. Listening



Collaboration

Developing authentic and mutually beneficial relationships by valuing everyone and taking responsibility for one's role within a team.

Helps with...

1. Cooperating
2. Navigating conflict
3. Open-mindedness



Leadership

Being able to recognize, respect, develop, and capitalize on the unique strengths of individuals from all backgrounds and being an active member in a group that achieves a shared vision.

Helps with...

1. Motivating
2. Participating
3. Facilitating meetings



INNOVATION

Adaptability

Taking the initiative to further enhance one's skill set and being creative with ways of thinking or approaches that allow for action, reflection, failure, and resilience in an ever-changing world.

Helps with...

1. Generating ideas
2. Taking initiative
3. Implementing solutions



Analytical Skills

Seizing the opportunity for organizational improvement that prompts critical thinking and problem solving by obtaining, processing, and synthesizing information.

Helps with...

1. Identifying problems
2. Analyzing information
3. Making recommendations



Technology

Employing current and emerging software and tools to solve general and industry-specific challenges.

Helps with...

1. Conducting research
2. Learning new software
3. Troubleshooting challenges



PROFESSIONALISM

Self-Awareness

Understanding one's strengths, limitations, emotions, and biases in a variety of situations and articulating how one's interests, skills, and values align with educational and professional goals.

Helps with...

1. Multi-tasking
2. Time management
3. Setting and attaining goals



Integrity & Ethics

Making choices and consistently acting in a manner that displays integrity (following internal principles, morals, and values) and ethics (following external laws, rules, and norms) in personal and professional settings.

Helps with...

1. Understanding
2. Acting
3. Enforcing



Brand

Demonstrating the continual development of a positive impression or image in every facet of life while seeking feedback from others to ensure congruence between one's intended and perceived reputation.

Helps with...

1. Punctuality
2. Meeting deadlines
3. Accepting responsibilities



the

UPIIC

experience

100% of UPIIC Interns

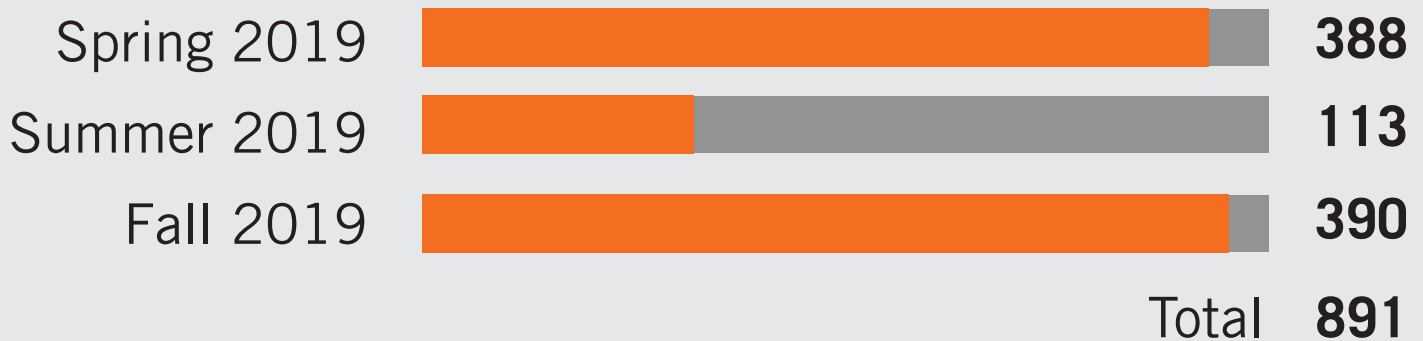
were able to explain the significance of their internship experience in relation to their future career goals (as defined by identifying a list of specific companies or professions in which they were interested in pursuing).

95% of UPIIC Interns

indicated the level of support and engagement received from other faculty and staff at their internship site as “excellent” or “good.”

LEARN. ACT. FLEX. SUCCEED.

TOTAL 2019 UPIC EXPERIENCES



UPIC MENTOR DATA



96% of UPIC Mentors
rated the student interns'
overall performance during this
internship term as “good” or
“outstanding.”

PROFESSIONAL DEVELOPMENT AND PROGRAM SATISFACTION

"I have developed professionally in that I am more comfortable taking charge of my own projects, and not feeling the need to run every single detail by a superior. I have learned how to accept the trust of my supervisors and to be a good steward of it, asking for help when I need it, but being confident enough in my own abilities to know that I am producing a usable product. Personally, I have learned to be more self-confident, recognizing the value that I bring not only to an organization, but to people's lives as well. Having a positive impact on a potential Clemson student and their family is rewarding, especially considering that I was solely responsible for that impact."

"Throughout my internship I progressed in my technology skills, pay more attention to detail, and more confident in my decision making skills. I have more experience in problem solving and communicating with a diverse age range. I also extensively increased my knowledge about extension, animal science, and agriculture."

"I learned how to be a better and more effective communicator. I interacted with a lot of individuals outside of my major that pushed me outside of my comfort zone. I also spent a lot of time talking with my supervisors and professors and I gained a confidence and surety in myself and my communicating that I would not have gotten in any other position."

DEPARTMENT ACTION

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"I would like to say again that I really appreciated the experience and opportunity to intern at the department where I'm currently getting my degree. I was able to learn about the technical side of the classwork. I was also able to get to know the professors as well as a few of my classmates better."

"Throughout the internship experience, I was able to develop my time management and communication/collaboration skills. Before the experience began, I had poor time management skills, but by the end of the semester I was able to plan out my week and keep to a schedule so that all tasks were fulfilled. This internship required heavy use of communication and collaboration, so I was able to strengthen and grow the skills I already had. If anything needs improvement, it might be my analytical skills. I still need growth in reaching out to others and asking for help and advice on how to approach situations, instead of trying to deal with it all on my own."

from 2019 UPIC Interns



Dress for **SUCCESS**

Alex Ekam, Tevej Rhodes, and Brianna Moore

In a world of interviews, internships and co-ops, a simple blazer or pencil skirt may be the one detail that sets you apart from the rest of the crowd. Luckily for Clemson students, UPIC provides a space to shop for professional clothing in an affordable and accessible way. The Career Closet, located in the Edgar Brown University Union, provides Clemson students with business professional and business casual clothing to help them prepare for internships and job interviews. The Closet is open to both undergraduate and graduate students and will provide each student with two pieces of clothing each semester, free of charge. Three UPIC interns work in the Career Closet; their duties include styling mannequins, helping people choose appropriate clothing options and coming up with new ways to promote the Closet.



“A lot of students come in here and they don’t know what to wear. They need to build up their career attire,” said intern Alex Exam, a senior management major.

That was just the situation that one of Ekam’s co-managers, Tevej Rhodes, found herself in. Rhodes, an economics and psychology double major, interned in Washington D.C. last summer and had to dress for the job.

“My boss told me, ‘You need business professional clothing,’ and I was fortunate enough to have that resource. She took me to get those clothes.” Rhodes recognized that many students are not in the same boat. Clothing can be expensive — particularly professional attire. There’s a difference between business professional and business casual clothing, and many employers take this into account during first impressions.



“The Closet is all-inclusive... if you need something today or five months from now, the clothes are here.”

The Closet’s supply of clothing comes from generous donors. Brianna Moore, the third manager of the Career Closet and a marketing major, explained, “People come in with clothing that otherwise they would just take to Goodwill. But when they bring it here, it’s actually going to be used for students. It’s things like that that make it so special.”

Moore described that one of the biggest difficulties of managing the Closet is that many students don’t know it’s available to them. To mitigate this issue, the managers have begun working on new marketing efforts to bring attention to their work at the Closet. “We started up some social media pages for the Closet. Hopefully once we get a little more exposure and people realize what’s going on they’ll start to take more advantage of it,” Moore explained.



This internship site has been a great opportunity for the managers to learn to work independently. “Caren [the Career Closet’s mentor] puts a lot of trust in us. She’s not here to oversee us every day,” said Ekam. He says the biggest lesson he has learned is to “be responsible and be accountable. That’s going to help me as I move on to my full-time job.”

The Closet is available to all Clemson students, no questions asked. As Rhodes explained, “The Closet is all-inclusive. We will not turn you away if you have money or if you have a suit. We don’t care. If you need something today or five months from now, the clothes are here.”

To make use of this valuable resource on campus, visit room 166 in the Edgar Brown University Union.

Written by: Addison Cox, Anna Hardymon, and Taylor Summey

Live, Love, and Learn in the Library

CAROLINE KREDENSOR

A Clemson fan from birth, Caroline Kredensor was a December 2019 communication graduate from Greenville, S.C. and a Writing and Marketing UPIC Intern for Clemson Libraries. In addition to her internship, she is a member of Alpha Delta Pi Sorority, Order of Omega Honors Society, Public Relations Student Society of America and spent one semester of her time at Clemson studying abroad in Gold Coast, Australia.

When asked to describe her tasks as a UPIC Intern, she explains, “I write most of the blog posts on the library website. These inform people about upcoming events, library changes and much more. I also write press releases about the Libraries for Clemson Newsstand. This semester, I assisted with creating a semester newsletter (for employees and donors) and an annual report (for donors). When needed, I help with social media. I tracked our analytics every month and documented each post’s performance.”

“Having two different UPIC internships allowed me to dive deeper into each department and meet many role models along the way.”

She struggles to keep her writing “creative and capturing,” but found new ways to express herself. Through the variety of her tasks she practiced this skill and achieved an overall improvement



in her writing skills, as well as a deeper understanding of how to adjust her voice depending on the audience and medium of the piece.

The biggest life lesson she developed is time management, and she said, “I create a schedule for my day and stick with it, so I know I can get everything done. I know this lesson will help me forever.” Not only have those skills added to her portfolio but the real-life experiences have given her an advantage over other students in the marketing industry and for her career.

Her favorite part of working in the library is all of the services and events they offer. She explains, “We planned an open house to celebrate the renovations on the third and sixth floors of Cooper Library. Along with a ribbon cutting, the Dean of Libraries wanted to thank students by offering free cookies and punch. It was a small gesture, but every student that walked by really appreciated it.” She enjoyed being a part of the Library’s efforts to “improve and accommodate students’ needs.”

As a graduating senior, Caroline suggests that all Clemson undergraduates participate in a UPIC experience because of how beneficial the skills she learned are, and how supportive the UPIC organization is to each student’s success. She states, “Having two different UPIC internships during my time at Clemson allowed me to dive deeper into each department and meet many role models along the way. The internships allowed me to be creative and technical at the same time.”

Written by: Ashley Jones

CANADIAN COMPUTING

Jeremy Thompson

From Charlottetown, Prince Edward Island, Canada to Clemson, S.C.; Jeremy Thompson is a long way from home. A fourth-year computer science major, Thompson came to Clemson as part of the Killam exchange program in the fall of 2019. After taking classes as a Clemson student that semester, he was able to extend his visa to remain in the United States and take on a full-time UPIC position with CCIT's mobile development team.

In this position, Thompson works with the mobile development team to prepare the my.Clemson 2.0 app — an updated and revamped version of the my.Clemson app that is currently available. The new version will have a modern look and perform essential features more efficiently.

“It’s going to look completely different and it should perform better as well,” he said. On top of working on the app, Thompson has helped rewrite CCIT’s mobile marketing website. Thompson explained, “The system they were using to maintain the website before was relatively old, which made it difficult to update because nobody maintained it well. They wanted to upgrade it to something newer, so it would be easier for them to update in the future — kind of future-proofing it.”

Beyond securing his visa and other logistical elements of international employment, Thompson says that the biggest challenge in his role is “the technical side of things and getting familiar with the software development workflow at CCIT.”



One thing required by CCIT that Thompson has been getting used to is keeping a log of the time he spends working on specific assignments in his internship. “One of the more challenging things that I haven’t had to do before is log specific hours on specific tasks, down to the hour. Getting in the habit of doing that and tracking your own work took some getting used to,” he explained.

Thompson has developed crucial technical and programming skills through this internship that will benefit him in his future career. “CCIT focuses on using industry-standard software and the best practices for development,” he notes. By understanding such tools and practices, Thompson will have an upper-hand on other applicants in his field who may be less familiar with the industry standards.

The best part of this experience for Thompson is the dynamic of his team. “Everyone is really supportive and, like I mentioned, they’re really engaged with industry standards and they make sure everything you do is standardized,” he said.

After he graduates from the University of Prince Edward Island in May 2020, Thompson hopes to work in web development or Android (non-iPhone software) development somewhere in the United States or Canada. Through his UPIC internship, Thompson has gained skills and experience that will make him stand out in the competitive world of job hunting.

Written by: Taylor Summey

Providing Students a Break from the *Chaos*



MAHIN SANDOVAL-CHAVEZ

It's no secret college is stressful. And not just stressful — but expensive. Mahin Sandoval-Chavez, the assistant director of late night programs, recognizes this fact. Over the past several years, she has been working hard to ensure students have a safe and fun outlet to escape these stresses and expenses.

Before working with Clemson University, Sandoval-Chavez received her Bachelor of Arts in Family and Consumer Science at the University of Wyoming. She eventually found her way to Clemson after discovering a love for working with students. Clemson's "feeling of belonging" drew her to this campus, and she has been serving as the director of late night programs ever since.

What is her role? Sandoval-Chavez helps plan all of the late night



events that are held in The Barnes Center — specifically with U-NITES!. U-NITES! is an on-campus organization that creates entertaining events for students to participate in an effort to bring students together and alleviate some of the stresses brought on by college.

"We plan events every Thursday, Friday and Saturday from 10 p.m.-midnight. My day-to-day job is meeting with students on our staff, meeting with UPIC interns and helping them plan events throughout the semester," she said.

The Barnes Center and U-NITES! work hand-in-hand to create a destination for students to relax, socialize and enjoy a number of activities created by Sandoval-Chavez and her staff. Some of these activities include Goat Yoga, Trivia Night, Cupcake Wars and Latin Dance Nights. Thursdays are reserved specifically for Trivia Nights, Fridays are scheduled for any random assortment, while Saturdays are for collaborations with other organizations, such as Theatre Unhinged's open mic night.

"Many of our Saturday night collaborations expose students to certain things they might not have thought about exploring, whether that be open mic night or the latin dance club and some of our latin fraternities," said Sandoval-Chavez. "We want to provide a cool, fun and safe environment for students to come together and engage with Clemson's campus. We've seen so many students come through outdoors during the first week, and over time we've watched these friendships grow."

Sandoval-Chavez currently mentors two students: one who works with the organization's marketing and social media, and the other who works with collaborators. As a mentor, Sandoval-Chavez notes that while she checks in with her interns almost every day, she prefers to give her interns more autonomy:

"It's about making sure they have the space to grow and become

"We've seen so many students come through outdoors during the first week, and over time we've watched these friendships grow."

advocates for themselves when they go out in the real world. We want to make sure they are asking the questions they need to ask and making sure they have the resources they need to be successful."

Together, she and her interns work extremely hard to put on events that will attract college students. The biggest misconception? Many students are under the impression that these events cost money. The biggest take-away? All activities are free. U-NITES! and The Barnes Center supply the resources and finances, so all students have to do is simply show up.

If there's one thing Sandoval-Chavez has learned during her mentorship, it's the value of simplicity. "People ultimately enjoy activities that connect them back to their childhood," she says. "At the end of the day — even as an adult — you want to enjoy the simple things."

So whether it's painting or decorating cupcakes, all Clemson students can take a few hours to step back from the chaos of exams, clubs and work life so they can revel in a carefree activity: "Yes, you can still find joy in the little things in life and if something such as decorating a cupcake is what it takes, then that's what it takes. Something this small brings back so much joy."

Written by: Addison Cox

U-NITES!
YOUR CLEMSON UNIVERSITY BEST
 DIVISION OF STUDENT AFFAIRS
February and March 2020 Events

	Friday	Saturday
U-NITES! Events Thursday-Saturday 10 p.m.-Midnight	DIY After Dark FEB. 14	Latin Night with Lambdas FEB. 15
.....	Barney's Birthday Bash FEB. 21	Open Mic Night with Theatre Unhinged FEB. 22
Every Thursday night is Trivia Night!* *No Trivia on March 12 and 19	Tigers Give Back FEB. 28	Pugs and Mugs with FIRST FEB. 29
.....	Mystery Mayhem MARCH 6	Swing into Spring with Clemson Swing Club MARCH 7
The Barnes Center is Now Reservable for: Meetings, Events, Retreats and More! more information, contact reserve@clemsun.edu .	Spring Break MARCH 12-21 CLOSED	

If assistance is needed, contact 864-656-0539.

@CUUNITESBC
@UNITES_BC

Many students at Clemson University desire to feel a part of a community and to be able to grow and thrive. When you feel like someone is supporting you, you want to work. There are so many amazing programs that students have the opportunity to be a part of here at Clemson, and the Clemson PEER (Programs for Educational Enrichment and Retention)/WISE (Women in Science and Engineering) Experience Program is one of them. When a student enters college for the first time as a freshman, they are thrown into a complete new way of living. There is good news! The PEER Program at Clemson University guides students in their day-to-day life experiences and choices.

Lisa Jackson, the PEER coordinator for the program, describes her relationship with the students by saying, "I am their number one cheerleader and their well-being is the most important thing to me."

Lisa Jackson is the PEER program coordinator for the College of Engineering, Computing and Applied Science and the summer program coordinator for the Clemson PEER/WISE Experience Program. The PEER program works with underrepresented students, including women in science. The PEER program assists in making the transition into college easier for freshmen who are new, young and trying to figure out how to live within a new college lifestyle. PEER/WISE offers a summer program called PEER/WISE Experience (PWE). This program offers a glimpse of what a student's freshman year will look like. This is a three week optional introductory program, and it is a great way for students to meet other students in their major while taking introductory courses in General Engineering, Chemistry, Physics, Calculus, Excel and Research. An added bonus is that students that participate in the summer program receive three hours of college credit. Lisa Jackson, along with her 14 student peer mentors, help the students with their academics and personal and professional development.

"We all need each other. I can sponge off you and you can sponge off me and we can get things done," Jackson said.

The mentors are a mixture of juniors, seniors and sophomores. Some examples of the topics that the mentors cover during their weekly meetings include grades, What does Academic Forgiveness mean? How does it work? What does it mean to withdraw with a "W", living on campus versus living off campus, greek life, roommate issues, time management and self care. Tutoring is also a big aspect of how the mentors help their mentees. These areas are important for the mentees because they are transitioning into college work and college-level studying. This is a new chapter and stage in students' lives where they have a lot of questions and many unknowns. Many of the students are first generation students, trying to make the necessary adjustments and know where to go for help if needed.

Once a student becomes a mentor, they usually commit to the program for the rest of their college experience. When a mentor is assigned a mentee, they remain a duo for the entire year. Jackson stated that once a mentor and mentee relationship is established, the mentor maintains support for that mentee even after they are assigned a new mentee the following academic Fall semester. Jackson's relationship with the students in the program is inspiring.

"All of my students have my number. I tell them to call me any time during the day or night, and they do. We are family,

"I am their number one cheerleader and their well-being is the most important thing to me."

and we treat each other with kindness, appreciation, and most of all respect. The PEER/WISE office is their safe space," Jackson said.

Jackson provides a positive and flourishing environment for the students while reminding them that they "can't come up with excuses. Let's come up with some solutions. What is your game plan? Failure is not an option." Jackson leads by example for all of her students, and they respect and love her. PEER welcomes everybody. The program is professional and full of kind people, and Jackson is always encouraging the mentors to become better leaders and better communicators. "If we talk the same language, we can get things done," Jackson stated.

Written by: Kaytina Taylor



L I S A J A C K S O N

a coordinator and a *friend*



Clemson World Magazine's Newest Contributor

ROSS PHILLIPS

Despite studying at a STEM-focused university, Ross Phillips always knew his lifelong passion resided in a different arena: creative writing.

Phillips, a senior English major and communications minor from West Palm Beach, Fla. grew up with a keen desire to explore the journalistic world. For a year and a half, Phillips has interned with Clemson World Magazine, a publication for alumni. The magazine features profile and reunion pieces, along with obituaries and information on events and anniversaries. Phillips has been an integral part of this publication, writing many of its pieces and serving as a contact for various Clemson alum. Connecting with the university's alumni remains a significant part of Phillips' position.

"In terms of who I've interacted with, I haven't had a negative experience. Everyone I've talked to has been fantastic and cooperative," Phillips said.

When reflecting upon his most memorable experience interning with the magazine, Phillips recalls a piece he once wrote about Clemson Crew — an on-campus rowing club.

"It's heartwarming dealing with people who want to tell you about their experience and that ultimately inspires me to improve my quality of writing"

"The process wound up being surprisingly interesting. The first guy came in and he was so excited. He brought pictures and had so much to show me." In total, Phillips interviewed four different alums that were part of the original crew. "It was really inspiring because they all had

such a great time as a part of the club. For them, it represents a big part of their unique Clemson experience."

Opportunities like these interviews wouldn't be possible without the guidance of Phillips's mentor, Sara Ann Hutto. Hutto, the assistant editor of Clemson World Magazine, supplies Phillips with instruction and advice throughout the duration of his UPIC internship. How did Phillips get placed under the mentorship of Hutto? Hutto says, "We were wanting another intern to help with magazine content and Nancy Spitzer (the current editor of Clemson World Magazine) got in touch with the English department and was looking for possible interns who the faculty would recommend." Luckily, Phillips was the perfect fit.

Typically clocking in fourteen hours a week, Phillips meets with Hutto and the two work closely together. "One thing I've been able to work on a lot is my interviewing abilities. That's something I believe you can teach to a degree, and Sara Ann has given me numerous tips and guidelines that have really helped me focus on the direction of my interviews."

As Phillips continues pouring his passion into creative writing, he is aware of graduation on the horizon. Although he's unsure of his future, there's one thing he knows for sure. "I've had opportunities to write in different styles — something other than the cut and dry format. Ideally, I would like to be able to write something for myself. Something creative."

No matter where Phillips finds himself in the next few years, his time with UPIC has supplied him with a number of new skills, making him a versatile and dynamic individual. Even more, he has found a new inspiration in his writing that will carry on for years to come: "It's heartwarming dealing with people who want to tell you about their experience and that ultimately inspires me to improve my quality of writing."

Written by: Addison Cox

Creating creativity

“It’s all over the place.” That’s how Kelsey Sheaffer describes an average day in her life. As the Creative Technologies Librarian, she is in charge of numerous initiatives, from supervising the Adobe Studio in Cooper Library to instructing students in Adobe workshops to overseeing the development of the Cooper Makerspace. On top of all of this, she makes time to serve as a mentor to several UPIC interns who are based in the Adobe Studio.

“I’m a tenure track faculty member, which means I have responsibility for research and scholarship, teaching and service. What that means is I have a lot of flexibility, but I do a lot of different things,” Sheaffer explained. “I try to help people as they’re working on digital media projects and also promote people using them. So that looks like a lot of different things. Sometimes it’s workshops, sometimes it’s going to different departments and talking about the Adobe Studio, sometimes it’s giving tours. The newest part of this is the Cooper Makerspace. I partnered with the student-run Makerspace organization that runs the Makerspace in the Watt Center.”

A maker space is a collaborative studio for people to come together and work on hands-on projects that consolidates high-quality, expensive equipment. Tools in the Cooper Makerspace include vinyl cutters, fabric printers, 3D printers, button makers and more. Sheaffer’s education comes in handy when working in such a creative place. “My background is in art rather than in libraries. Most librarians have a degree in library science, but I have my master of fine arts in a program called kinetic imaging, which is basically like digital media,” she explained.

Her art background is also an asset to her as she trains her interns. Sheaffer oversees several interns who work in the Adobe Studio. Her interns assist their fellow students with any questions they might



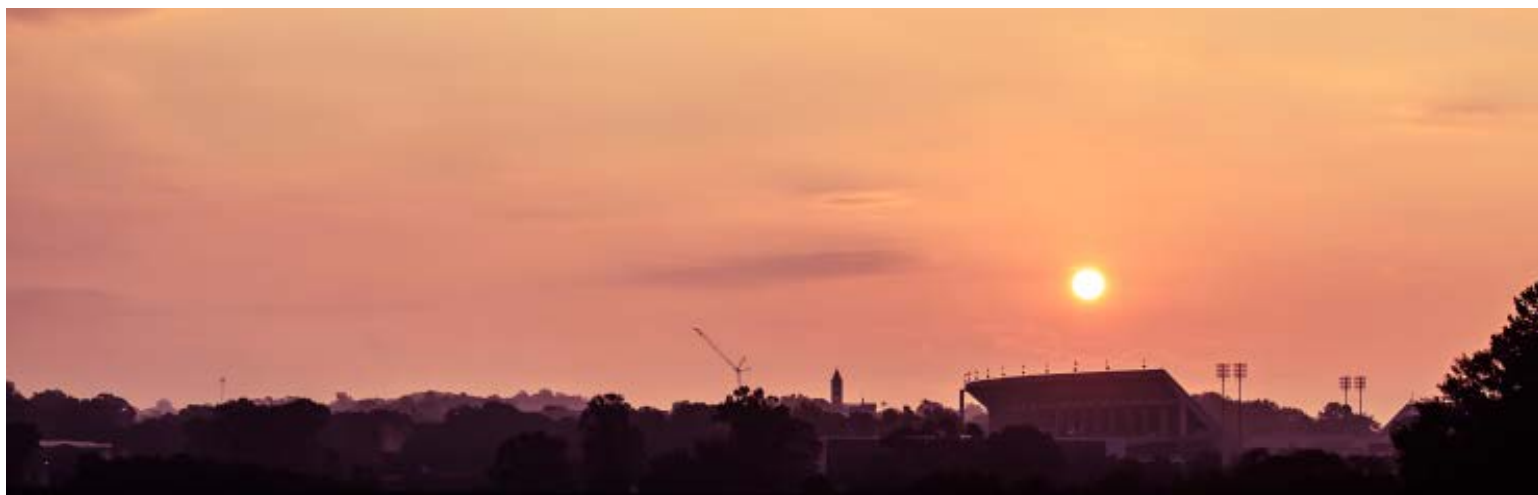
have about the Adobe Creative Cloud, a suite of digital media programs available to all Clemson students free of charge. “My interns learn a lot about how to work with people and with the technology as well,” said Sheaffer.

The amount of experience each intern has had with Adobe products in the past is different from person to person. “It’s super varied. I’ve had some people that basically knew nothing, but they convinced me that they were excited and they were going to learn and those have been some of my best interns. When I hire interns I’m looking for people that are excited and enthusiastic and want to help people. That’s a priority over even knowing the technology, because the technology is something they can learn if they’re excited about it,” she said.

The most rewarding part of this position for Sheaffer is that it lets her help people. “This job is really public-facing, so I get to interact with people all over the university and that’s really fun. I love helping people with projects,” said Sheaffer.

To learn more about the Adobe Creative Cloud or the Cooper Makerspace, visit the Adobe Studio on the fifth floor of Cooper Library.

Written by: Taylor Summey



Living the ClemsonLIFE

Maura Chozick

“They’re very capable.” That’s how Maura Chozick, a special education major from Byram, N.J., describes the students she works with.

Chozick works with ClemsonLIFE, a program based on Clemson’s campus that gives students with intellectual disabilities the opportunity to have a college experience. LIFE stands for Learning is For Everyone and the program proves just that — students take a range of classes from math to leisure skills to disability studies and participate in extracurricular activities.

Chozick has been involved with ClemsonLIFE as an intern since Summer 2019 when she assisted with their new summer program and went with the students on occasional fun outings. One of her favorite experiences at her internship was a summer trip to Six Flags with the ClemsonLIFE students. Chozick loved “watching them grow and interact with one another and with the personnel at the park.”

On a regular weekly basis, she is responsible for making sure that her students get to and from their workplaces on time, either by driving them or by helping them navigate local bus routes. “At the beginning of the semester (especially), it was a lot of getting people to and from work. The first couple weeks they’re not completely independent yet, so they need someone to help them get where they need to go—I helped out with that. And I still do—a couple of people work off-campus at the Michelin Center in Anderson. Every week I’ll pick them up from work,” said Chozick.

Additionally, Chozick assists students with daily tasks. Freshmen and sophomore students live on campus with Independent Living Assistants in Douthitt Hills, and when their ILAs take the weekend off, Chozick fills in for them and spends the weekend living with the students. “That’s really just helping them—cooking, cleaning, anything they might need assistance with.”



She also assists students who are interested in rushing her professional service fraternity by helping them set up the requisite interviews and guiding them through the rush process.

As a result of this internship, Chozick says she has learned flexibility and adaptability. “I used to always be very scheduled—I knew where I was going to be every minute of the day. But this experience has taught me that sometimes things are going to switch and you just have to roll with it,” she said. She believes this experience will help her navigate the daily spontaneity of working in the special education field.

After graduation, Chozick hopes to earn her Master’s in Special Education and work abroad for a period of time. After that, she sees herself teaching Special Education in a high school setting, where she can put the skills she learned throughout her time at Clemson and in her internship to use. Another career path she is considering is using her Spanish minor and ESOL certification to become an ESOL teacher.

Looking back at her time working with ClemsonLIFE so far, Chozick is grateful for the experience. She said, “The ClemsonLIFE students have shown me so many unique ways to view life and have taught me to enjoy the little things in life and celebrate the little victories.”

Written by: Taylor Summey



CLEMSON
LIFE
College of Education

Assistant Editor and Guiding Force behind *Clemson's* Top Alumni Publication



SARA ANN HUTTO

From photographers and designers to editors and printers, every magazine publication has a team of talented individuals working vigorously behind the scenes. Sara Ann Hutto works with one of Clemson's popular publications, *Clemson World Magazine*, as its assistant editor.

Hutto, a former Clemson English major and mentor to Ross Phillips, grew up in Fort Mill, S.C. During her time at Clemson, Hutto secured her own internship with UPIC and worked as a writer for *Newsstand*, Clemson's campus news site.

"The internship helped me by changing my writing style from academic to editorial," she says. "It was hard at the time because you are so immersed in writing research papers and essays. It's a totally different vocabulary as well—our audience won't connect with the type of words you would use in a research paper."

The audience Hutto refers to is the audience of *Clemson World*, the same publication Phillips works for. After graduating, Hutto relocated to Charleston to complete an internship, but eventually found her way back to Clemson where she currently works in University Relations: "As the *Clemson World* assistant editor, I handle most of the alumni copy. We have campus news and a few features every issue, and then we have alumni content in the back."

The magazine's Fall 2019 issue features Dallas Glass '03, a mountain guide and avalanche forecaster. Hutto wrote this story and titled it "The Mountain," following Glass's 2017 Mount Everest climb. She considers this piece one of her favorite contributions to the magazine. "It was a fun piece to write," she says. "Every stage of Glass's life had some kernel of a story, so I framed this piece around that Mount Everest climb, using each phase of the climb to tell those stories." Hutto even had the opportunity to fly out to Seattle to help gather photography for the piece, calling the experience "a taste of *National Geographic*."

When she's not overseeing these types of endeavors, Hutto spends time mentoring Phillips. *Clemson World* did not always have a spot for an intern, but Hutto is incredibly grateful for Phillips's contribution to the team: "He's amazing. We are definitely going to miss him when he leaves. It feels like it was just yesterday when he first started."

Hutto credits much of her success to her editor, Nancy Spitler. "That's been one of the best experiences — having someone who has been a mentor to me," she says. In fact, Hutto's relationship with her editor and the guidance she has received under Spitler has been a guiding force in her decision to mentor Phillips. She notes the value of a mentor-intern relationship and hopes to serve Phillips in the same way Spitler has guided her.

"I could sing her praises all day," she says. "If you have somebody like that who is willing to be there and to help you get started, you're going to be fine."

NITTY-GRITTY *in The* WORLD OF PRINT



HEIDI WILLIAMS

“This is the real deal,” Heidi Williams shared about the fast-paced and technologically advanced publishing environment at Clemson University. As Director of Writing and Editing Services at University Relations, her work encompasses creating web and print content, editing publishing material, and developing new brand strategies, among other responsibilities.

As a young student in a small college town in North Carolina, Williams took advantage of the opportunities presented to her. Although her college, which is now High Point University, did not offer a journalism program, Williams was still able to gain the experience necessary to go into a career in marketing and publishing. The hands-on work she received through magazines and newspaper internships in college gave her a leg up in the publishing world. She was competing against students with degrees from top-tier journalism schools in the country, but attributes her success to the foundation of gaining real work experience from her internships.

She claims her work as an intern was “instrumental in not just helping [her] decide to pursue a career in publishing and publications, but also in gaining enough experience to be eligible for a career in that highly competitive field.”

Due to her high regard for her own years as an intern, Williams decided to create a position for students interested in journalism at Clemson. She established the editorial assistant internship through the UPIC program, enabling Clemson students to gain real-world writing, marketing and publishing experience before graduating. Her goal was to provide an opportunity to students that “is consistent with what you would be doing at an agency.” Williams believes that having this background makes it easier for students to compete for careers after college that might otherwise be less attainable.

Williams' writers work closely with the Clemson Office of Admissions to produce web content and emails sent out to prospective students. She also creates recruitment mailers, brochures and viewbooks. One of the most difficult aspects of this job is being able to communicate to high schoolers what makes Clemson different and desirable; creating relevant content for a 14 or 15-year old can be hard to do when you're in your 40s.

Currently, Williams is part of the University Relations team working on a rebranding strategy for Clemson University, entitled "Let's Begin." The goal of this project is to identify what makes Clemson unique and special to students, faculty, staff and alumni. Her goal is to emphasize the meaning of the Clemson family and be able to communicate this message to outsiders. The project is more than just a tagline and new graphics, but a larger plan to refresh the Clemson image. Finding the right words to convey this idea is just one part of this broad effort, which includes designers, photographers, strategists and more.

Precision is also important in this large undertaking because "nothing goes out the door here without being seen, fact-checked and proofed." Keeping a consistent and accurate image of our school is crucial: "if it leaves Clemson University, we want people to know that it's really Clemson." Anything as small as a typo or simple error will "undermine our trust and undermine its value."

Williams works in a rapidly evolving environment with new challenges every day. She and her team of writers are constantly working on different projects at one time, and being able to multitask is vital to her efficiency and success. Williams believes that two of the most important things in her line of work are being able to respond quickly to others and always having something to work on. Adaptability is key in her position. "Being able to write about anything or anyone is just really important," Williams said. She finds that switching between large and small projects keeps each day interesting.

Williams knows her industry, and has worked hard to get to where she is now. Throughout her years, she has "learned a lot, made a lot of mistakes and gained a lot of insight into how to take complicated ideas and information and make them interesting, understandable and compelling to audiences."

Written by: Roxie Ware



SECURING THE JOB: Haleigh Alexander

Video investigations and hands-on security shifts are just a couple of the various tasks Haleigh Alexander, an industrial engineering major from Pickens, S.C., is involved with in her UPIC internship.

Alexander has been working with Clemson University Physical Security, a subset of the police department, for three and a half years now. After years of hardwork and dedication, she has worked her way up to captain, which, in terms of student employees, is the highest position offered. She was able to achieve this position after years of work within the department, beginning with her freshman year when she started driving Tiger Transit buses at night. Eventually, through her exceptional work ethic and commitment to each position she held, Alexander was promoted to captain.

A regular week in Alexander's role includes a variety of different tasks. "I actually do a lot for the program, a couple days a week I'm at the department for about four hours at a time helping officers with video investigations or document set up, maybe even some Excel data analytics on the kinds of tickets they're giving or where they are giving them at."

Alexander also works extensively with the night time housing security. She creates their schedules, handles their pay and promotions, implements any necessary discipline and even takes on some shifts herself a few nights a week.

Alexander's experience as a UPIC intern has provided her with an expansive list of transferable skills that can be applied within many different areas of the professional world. Some of these skills include learning how to present herself appropriately and professionally over email as well as in person, managing her time between working 28 hours a week and the course work that comes with majoring in industrial engineering. She has even been improving upon her international communication skills.

"I get a lot of international relations with this job because a lot of our employees are international, so learning how to navigate those cultural differences of how I perceived them versus what they intended has been interesting," Alexander said.

However, professional skills and experience haven't been the only thing Alexander has obtained from her UPIC internship. One of her favorite aspects of the job has been the rewarding feeling that comes with being able to promote the hard working employees that help make the department function.



"I love being able to be like 'hey, surprise, you got a promotion even though you didn't apply for it because you've just been performing so stellarly lately, so we're going to reward you with a pay raise and a new rank and new opportunities.'"

Alexander encourages her fellow peers to look into this position, especially those who want to go into criminal justice or law enforcement. She mentions that there's a common misunderstanding that this role is always going to be a nighttime job, which she adds that it is initially, however, "Once you work your way into that UPIC internship — because here it's more you earn it rather than your hired into it — you start to get opportunities to work with investigations," Alexander said.

In December 2019, Alexander graduated with a bachelor's degree in industrial engineering, and has since returned for her last semester to finish up her master's program by May 2020. After her second graduation, Alexander is looking to move to the Raleigh, N.C. area and hopes to eventually work in a hospital system with the goal to help improve their processes.

When looking back at her time with Clemson University Physical Security, Alexander advises, "When you're learning to balance an internship and school, give yourself a lot of grace and ask for help when you need it. There's a learning curve, but once you get past it, you'll be good."

By: Savannah Franklin

Helping her PEERs succeed: Jasmine Patel

Jasmine Patel is helping her fellow students succeed in the sciences one interaction at a time. Patel, a senior industrial engineering major from Spartanburg, S.C., serves as an office assistant for the PEER (Programs for Educational Enrichment and Retention)/WISE (Women in Science and Engineering) Program in Freeman Hall. PEER and WISE support underrepresented students in STEM through services such as academic coaching, counseling and academic enrichment.

“We’re essentially a support system for students who are engineering majors who are minorities or women, but we include everyone. Everyone can come here and get tutoring help — we’re just a support center for engineering students,” Patel explained.



On a daily basis, Patel takes on a variety of tasks. “It’s a little bit of computer work, a little bit of communicating with Clemson students,” she said. “We have the test bank, and a lot of students will come in and ask us how to use that. Then, we’ll have events throughout the semester (including one for high school students) where we’ll need to learn how to mail merge. I was able to create a database that has all the high schools in South Carolina, and now we can just use that to mail merge rather than trying to find each individual address.”

Patel has worked in this position for about a year and a half. “I found out about it in my sophomore year. I just came here for tutoring classes and then, through mutual supervisors, I found out about the office assistant job.”



One of the biggest skills she has picked up as a result of this experience is communication, especially when assisting students, her fellow interns and her UPIC mentor. “In this role, you’re talking to students all day long. In the future, I know that communication will be important in any job I have. Professionally, it’s also helped me because I’m communicating every day with my mentor about what I should be doing for that day and whether there are any goals I need to reach that are coming up soon. I think that’s one of the biggest skills I’ve been able to pick up on,” said Patel.

This role has prepared her for her plans post-graduation. She wants to work as a process engineer in the fiber optics sector for a few years before returning to Clemson to earn her master’s degree in business.

“I think the biggest lesson I’ve learned is being able to adjust to my environment. No matter where you start working you’re going to be talking and working with new people. Being able to adjust your tone and the way you’re speaking to someone who is a peer versus someone who is above you position-wise is important,” said Patel.

For more information on PEER/WISE, email cupeerwise@clemson.edu or call (864) 656-0976.

By: Taylor Summey



LEARNING THE ROPES AND EXPANDING HER NETWORK

Rachel Heinman



As an independent and hard worker in a highly demanding field, Rachel Kleinman's internship set her up for success in life after graduation.

Kleinman currently works as an editorial assistant for Heidi Williams, director of writing and publishing services at Clemson. As a junior marketing major from Emerson, N.J., Kleinman knew that many marketing students begin with a career in sales. She quickly realized, however, that she wanted to forge a different path. Instead, she became attracted to branding. "[That's] why this internship worked out perfectly for me because they do a lot of the branding for Clemson," she said. In her position as editorial assistant, Kleinman has gained professional exposure to the world of marketing and print, which puts her ahead of future competitors in her field.

A lot of Kleinman's work includes interviewing Clemson students and transcribing these interviews to find useful content for the Clemson Office of Admissions to send to prospective high school students. These stories are used to "highlight students here at Clemson and use their stories for admission publications." As a student, Kleinman has a distinct perspective that helps identify which stories will be most interesting for prospective students to hear about. When looking back on all of the Clemson brochures she received as a high schooler, Kleinman noted, "I so distinctly remember getting all of those because it was only three or four years ago for me." Her ability to identify what high schoolers care about is crucial in finding the right story to tell.

Through her internship, Kleinman has learned a lot about the interview process and how to find an engaging story. "It's not the questions that we prepare usually, it's something that the person you are interviewing will say that becomes almost like a storyline, when they really get into what they are passionate about." The best part is when she gets to hear about the impact that Clemson has made on different students and the impact that they have made on Clemson. These stories provide really rich content for the admissions office and make her writing process a lot more interesting.

Kleinman also gets to collaborate with other interns on different projects. Towards the beginning of her internship, she worked with a design intern in the marketing department to create a pamphlet introducing all of the new interns across university relations.

"That was a really valuable experience because in my marketing classes they only talk about marketing, and at a marketing or an ad

"Everyone's been so willing to help me, [...] they want me to succeed and they always give me new opportunities to work on different things, which has really been the biggest thing for me."

agency there are so many different people that are all working on the same thing. It was beneficial to see the other side and work with someone who does something completely different." During this collaboration, both interns were able to learn new things from each other and collectively grow as a team.

The first hand experience that Kleinman has received through this internship has enhanced her overall time at Clemson and prepared her for an entry-level position after college. As a student interested in the marketing and publishing world, she claimed, "I had never been exposed to that kind of foundational learning in any of my classes. They talk about the big picture and what you would be doing probably five or 10 years out of college, but not what you're doing right out of college." Having gained this experience early on, Kleinman is now a step above other students competing for summer internships and more importantly, careers after graduation.

The world of printing and publishing is fast paced and constantly changing, which is why adaptability and independence are some of Kleinman's most valuable assets. Having something to always be working on, whether it be mid or long term, keeps each day interesting and exciting. Her favorite part about this internship is the people she works with everyday. "Everyone's been so willing to help me, [...] they want me to succeed and they always give me new opportunities to work on different things, which has really been the biggest thing for me." Being exposed to this uplifting environment as a college student is what will carry Kleinman throughout the rest of her career.

Written by: Roxie Ware





**Bridging the Gap between
Nursing and Technology**

Dr. Nancy Meehan



When people think of 3-D printing, they may not naturally associate that practice with nursing. That is not the case with Dr. Nancy Meehan. With a dual appointment in nursing and human centered computing, the self-proclaimed nurse geek found her interest in technology when she took her first course “computer-assisted instruction” in her master’s program at the University of Texas. Dr. Meehan took that initial graduate course and developed a teaching portfolio that focuses on using technology in nursing. This initiative has translated into a 30-year teaching career at Clemson University and her being named a faculty fellow at the Watt Family Innovation Center. In addition, Dr. Meehan is a strong advocate for the UPIC program at Clemson University.

Dr. Meehan decided to get involved with UPIC when she wanted a way to get creative with problem-solving and wanted to work one-on-one with students who had the drive to extend themselves beyond the classroom. “Every one of my interns has brought something new and different to the course and how we’re doing things,” said Dr. Meehan. “I like to get students who are comfortable with saying they don’t think that’ll work ... and usually they’re right!” Dr. Meehan explained that she really saw the value of mentoring over time. At first, she saw it as an opportunity to have a translator to better understand the needs of undergraduate nursing students. Later, she discovered the importance of different perspectives she’s seen from her interns in terms of looking at solutions in the nursing field.

When asked what mentoring has been like for her, Dr. Meehan’s reply was simple; “I love it! I wish I could quantify how much the interns have grown from when I first got them to when they graduate.” She also believes that the happiest interns are the ones who get immersed in the problem and use their creativity to think of a solution. Dr. Meehan describes herself as the type of mentor who likes to throw curveballs to see how her interns react, and on many occasions, they have pleasantly surprised her. “I love watching the ‘aha’ moments when they get it. I like to encourage them to stretch their brains, to try something they’ve never tried before.”

Dr. Meehan’s goal for improving as a mentor is to fine-tune how best to cater to her interns’ learning style. “What I want to know is when I lead too much or forget to throw a life jacket.” Dr. Meehan recalled giving the ‘IKEA approach’ by showing one of her UPIC interns boxes of an unassembled robot to see if she could put the robots together by herself. Her intern really surprised her. Double Robotics is a tech company

that designs iPad-based telepresence robots. With assembling advice from the company’s customer support team, Dr. Meehan’s intern ultimately assembled the robot. “She just went in there. She was [talking] online to the people, she found Double Robotics online and she built a relationship with them. And that approach might not have worked for every student.”

In the classroom, Dr. Meehan has pioneered the way for the use of technologies such as Clemson’s Makerspaces, which has previously been utilized by mainly engineering students. Dr. Meehan worked with two UPICs, Sarah Clopeck (nursing) and Nolan Hoolachan (mechanical engineering), to

research the use of 3-D printing in healthcare. Her groundbreaking use of Clemson’s Makerspaces has enabled nursing students to have access to 3-D printers for the first time. This has been a vital addition to the nursing curriculum.

“Every one of [my students] has to be 3-D printing certified, every one of them has to print something off [in the Makerspace],” said Dr. Meehan. Students have gone on to create healthcare related items such as oxygen tank holders for cars and even artificial bones for education. The nursing department is such a frequent user of the Makerspace, and they are the second largest department behind mechanical engineering in usage. “We don’t know any other nursing schools who are doing this,” said Dr. Meehan.

Dr. Meehan continues to work with the UPIC program. She truly believes that the UPIC program is beneficial for fostering innovation, and she plans to continue her work with UPICs until retirement. “If you want new ideas, different perspectives, and love to work with undergraduate students, do UPIC.” Dr. Meehan helps UPIC students engage in meaningful experiences that provide the opportunity to gain leadership skills and foster professional relationships that extend beyond a student’s time here at Clemson University.

Written by: Hannah Rohaley



NURSING CREATIVITY: REVOLUTIONIZING THE MEDICAL FIELD THROUGH PROTOTYPES

To most students, the thought of a technologically-centered space filled with 3-D printers such as the Makerspace does not come to mind when someone mentions the term “nursing.” Sarah Clopeck, a senior II nursing major from Stow, MA, has made it her personal mission to change this notion.

After discovering a passion for technology in healthcare in a course with Dr. Nancy Meehan, Clopeck wanted to learn more about UPIC opportunities and how she could give back to a nursing program that has given her a space to excel professionally. “I immediately emailed Dr. Meehan that day and told her I was interested because I loved her class and the innovative work we were creating.” With the help of Dr. Meehan, Clopeck accepted a UPIC internship with the School of Nursing.

The Makerspace center is an environment that provides students the freedom to create and experiment with laser cutters, 3-D printers and other technology and machinery. What’s great about this space is that it’s free to students of all majors, despite the stigma that only engineering students have access to it. What is Clopeck’s role? “A lot of my job is integrating the nursing program into the Makerspace and providing supplemental information to nursing students.” Clopeck spends most of her time mentoring students, coordinating labs, researching current innovation in healthcare and setting aside time to create and explore prototypes in the Makerspace center. The nursing students have designed and created prototypes ranging from bone models and modifiable cups all the way to wrist braces and temporary prostheses.

Creating and exploring these prototypes is an important part of the nursing experience. If a nursing student identifies a problem in his or her work environment or notices a fixable issue with a patient, the student has the ability to go into the Makerspace studio, design and produce a mold or prototype of a solution to that health problem. Clopeck stressed that creating practical solutions for healthcare problems and exercising these critical thinking skills are very valuable to future nurses.

Clopeck also notes that most students are not aware of the nursing department’s collaboration with the Makerspace. “My nursing cohort was one of the first nursing groups to be introduced into the Makerspace. Before that, students never even went to the Makerspace. In fact, a lot of people don’t even know what it is. Now after completing my fourth semester with UPIC, nursing is the second-highest major in the Makerspace,” Clopeck stated.

When asked if she had any advice for students interested in UPIC, Clopeck responded, “There are so many different opportunities for people to get involved. Just look at the website to see what is available. A lot of professors can make a UPIC position, so if you have a close relationship with your professor, I would ask about it and see if a position can be created for you.”

As for her plans after graduation, Clopeck recently accepted a position in Washington D.C. at the MedStar Georgetown University Hospital in the Surgical/Transplant ICU. She will complete the new graduate nurse residency program and will eventually transition from a new graduate to a full-time nurse. Working as a UPIC intern has played a major role in preparing Clopeck. “I’ve taken away prioritization and understanding how to balance work life as well as school and social life. It says a lot to an employer that you’re able to balance this type of work on top of school.” Clopeck also showed her future employers examples of her molds and prototypes made in the Makerspace.

When reflecting on her four semesters with UPIC, Clopeck praised the lessons she has learned and is most appreciative of her relationship with her mentor, Dr. Meehan. “She and I not only get along on a personal level, but she’s someone that I look up to and aspire to be like someday.”

Written by: Addison Cox

INTEGRATED SPORTS

The Next Best Thing at Clemson



Scarlett Lawhorne

Clemson's football team is not the only athletic department making major headway on campus. The Clemson Recreation Integrated Sports program has introduced adaptive sports - competitive or recreational sports for people with physical disabilities - into daily student life. This addition has changed the game for many passionate athletes.

Scarlett Lawhorne, integrated fitness intern at Clemson University Campus Recreation, has helped plan and coordinate adaptive sports events on campus such as the Fall Staff Kickoff, as well as worked on social media for the annual Clemson Classic wheelchair basketball tournament. Majoring in recreational therapy has furthered her knowledge of this field and allowed her to

gain classroom and real-world experience in her area of interest.

"You can learn a lot of things in a classroom, but until you actually have your hands on it and are doing it, it's a totally different thing," Lawhorne said.

Each day in her position is different. Whether it be answering emails, meeting with her mentor or going to fitness classes, Lawhorne is always busy. She also has the opportunity to work on a variety of different projects and events.

"I think that's been the best part about this internship. I get to pick and choose what I want to work on and what projects I want to do," she said.

"My favorite part is exploring the realms of being the integrated fitness intern because it branches off into a wide variety of things. Last semester we focused on recreational therapy [...] This semester I wanted to switch gears and do more operations."

Lawhorne mainly focuses on adaptive sports. This area has seen a lot of recent growth at Clemson and is one that she wants to explore further after college.

"This semester, I did an adaptive class for the group fitness instructors where I went in and talked to them about the best questions to ask and the best way to adapt their specific group fitness class to somebody who has a physical disability or needs an adaptation," she said. This addition to the Clemson group fitness classes has expanded campus recreation by opening up the classes to a wider audience of people who want to be active and healthy on campus. It allows students with disabilities to "know what questions to ask and even how to ask them so they can make [their] experience in that class as inclusive as possible."

Currently, Lawhorne is working on the upcoming Fall Staff Kickoff event which will be combined with the end-of-the-year recreational olympics. She stated that planning this event includes "figuring out who's coming, making a schedule, figuring out the games, activities, training and anything else that may need to happen to fit all of that into the schedule." Obtaining these planning skills at a young age has been crucial for Lawhorne's future career.

"I will have to plan all of those events as a coach for a team, so being able to do this kind of thing by learning the operation side of things - what it takes to do what and the guidelines you would have to normally follow in a business." This has set her up for success and helped identify her strengths and interests before entering the professional field.

Although the Clemson recreational and adaptive sports program has grown significantly, especially with the introduction of a wheelchair tennis team and promotion of events such as the Clemson Classic Tournament, there is still a long way to go.

"A lot of people don't actually know what recreational therapy is," Lawhorne said. Spreading the word about the program and the initiatives they are taking to grow recreational therapy on campus will allow for further success and recognition in the future. "I want people to know, and to understand what recreational therapy is in the long run."

"I've fallen in love with Clemson," Lawhorne said. "It's really beautiful here and I love the atmosphere, but there are not a lot of adaptive teams here.

Clemson is slowly growing their adaptive sports teams, which is super exciting, but it's still in a very preliminary growing phase."

Lawhorne's role as an integrated fitness intern is beneficial to the entire Clemson community. Growing this program and raising awareness about the opportunities available is a top priority. "We improve people's health, wellbeing and quality of life." The main goal is to improve someone's life in a way they may not have ever thought possible.

Written by: Roxie Ware

When Your Work Becomes Your Passion

Will Gordon

“I’ve always wanted my work and passion to be the same thing,” said Will Gordon, a senior English major from Boiling Springs, S.C. Gordon initially enrolled at Clemson as an engineering major, but transferred into the English department after discovering a passion for reading. Little did he know, this passion for reading would eventually lead into a passion for nonprofits and the people who run them.

“I think an English degree can make you a more-well rounded person. Reading is the most valuable skill and remains the central device used in education,” said Gordon. “The desire to read often correlates with a desire to learn. And that is one of our goals when working with these nonprofits.”

Gordon currently interns with The Pearce Center for Professional Communication. The Pearce Center is a space created on campus that prepares students in fields associated with marketing, publishing, advertising and communication. The interns are divided up into small groups, each assigned a project with a local business, nonprofit or school. The leader of each group, the “project lead,” oversees the progress of these client-based projects.

Gordon spends twelve hours a week in the 1941 Studio located in Daniel Hall. Here, he meets with his client and carries out his duties as project lead: “I work with two nonprofits. The first is United Way of Pickens County and the second is Community Foundation of Greater Clemson. I also contribute to the Clemson University English newsletter on campus.”

Much of Gordon’s contributions include videography, written articles, infographic design and a number of other deliverables. He is currently working with United Way’s Tax Assistance Income Volunteer program, creating more publicity and a new informational video. His goal? To shed light on United Way’s services — information that can positively impact many individuals in lower income households.

“With this ever-evolving technological culture, students our age have a more modern understanding of media. That’s something we can use to our advantage when working with important causes,” he says. “Without



non-profits, important community causes would not have the resources that they need. To be able to lend a hand to these organizations is a very rewarding feeling.”

When reflecting on his time as a Pearce Center intern, Gordon has enjoyed every second of his experience: “My favorite part about the center are my advisors, mentors and team members. Sarah, my mentor, is a great resource to go to when I have logistical questions.” Most of the challenges in his internship boil down to these logistics — mainly email communication and scheduling. Luckily, this internship equips Gordon with the skills to handle these obstacles. He can do everything from writing professional emails and conducting interviews to using Adobe software.

Despite his leadership roles, Gordon insists he is much more of a collaborator: “I love to work with people and I love to make a difference with my work. So to have an internship that provides me the opportunity to interact with other students and people in the community is a huge bonus.”

Looking into the future, Gordon is excited for what’s to come. While he’s not certain of his exact path, he wishes to continue working with nonprofits. “I always used to ask myself — can my passion be my job?” The Pearce Center has given Gordon an example on how to achieve this goal. “You can make a living doing something you love. This internship shows me that it is possible.”

Written by: Addison Cox

“The desire to read often correlates with a desire to learn. And that is one of our goals when working with these nonprofits.”

Redefining the Undergraduate Experience

DR. LORI PINDAR

“Apparently my blood does run orange,” said Dr. Lori Pindar, Clemson’s Director of Undergraduate Students for the Department of Communication, when discussing her time working for the school. Dr. Pindar graduated from Clemson in 2009 with a degree in communication before attending The University of Georgia to finish her masters in journalism.

Eventually, Dr. Pindar realized journalism wasn’t fulfilling her passions, so she decided to return to her alma mater and go into higher education. After earning her Ph.D in educational leadership in 2014, Dr. Pindar began her role within Clemson’s Department of Communication. With no real intentions of staying and keeping her options open in the realm of teaching and mentoring, she began advising students and working with clubs within the department. However, after gaining more responsibility, Dr. Pindar recalls having a moment where she realized she was comfortable here and wanted to do more for her school.

“I saw areas of need and growth in the department, and luckily I was surrounded by colleagues and departmental leadership who helped me facilitate changes that I thought were important, or help them make changes they thought would impact policies that would create better and enhanced undergraduate experiences,” said Dr. Pindar.

Her unique role includes not only working with the Department of Communication, but also the Erwin Center for Brand Communications in the College of Business, which she helped establish during her graduate assistantship. “It was a unique opportunity to work with practitioners and bring them into the classroom and see what that type of engagement looks like for students,” said Dr. Pindar. She went on to discuss the learning experience that came from working with the practitioners with regard to helping them feel engaged within the classroom, since they would usually come teach for three hours once a week.

“That experience helped me understand where the needs are for students and what they respond well to,” said Dr. Pindar, which is where her student intern comes in to help.

Along with her role as director of undergraduate studies, Dr. Pindar is also a UPIC mentor. “I realized I didn’t have to do all that work, I could share that with an undergraduate who can take the helm, take ownership and gain leadership experience.” The importance of allowing students to gain practical, tangible skills that can be used in a variety of career fields is something Dr. Pindar finds extremely crucial in students’ college experience. However, she notes that she has also learned from her student intern as well, saying that, “I might come off sounding one



way, but the UPIC intern, the student, is going to sound like a peer and thus be more accessible and give me feedback in what’s working and what’s not for her peers.”

Dr. Pindar would best summarize her role as a coordinator of engagement and outreach. “Much of the time I spend during my day is meeting with my colleagues or students just to talk about ideas and how to make them a reality,” she said. Whether it’s looking over potential classes and how those courses can translate into preparing students for the future, or articulating what students need to improve on before being accepted into the communication program, internships, or potential jobs, Dr. Pindar is constantly working to improve the educational experience for students, not only here, but within other colleges as well.

During the summers, Dr. Pindar helps facilitate a program in the Erwin Center that recruits students from historically black colleges and universities (HBCUs) across the nation to come to Clemson for a week-long brand immersion program.

“We are trying to diversify and strengthen the pathway for historically marginalized groups in brand communications; we have a great thing



going and we want it to be open to as many people as possible. And here, a lot of people can minor in brand communications, but across the US, a lot of students don't have that opportunity," said Dr. Pindar.

Dr. Pindar acknowledges that for her, and pretty much anyone in higher education, so much of their time and energy is devoted to helping students people, and sometimes she finds it difficult to break away and make time for herself. She refers to her job as a service, and one that is extremely rewarding, which is why it can be so difficult to focus on herself and how she's doing instead of everyone else. She also mentions that something she's had to learn over the years is that "it's okay not to have a transformative interaction with a student, like they left here feeling good, but they didn't leave mindblown — that's okay." She's learned that she can't be that person for everyone, but as long as she can make a small shift or step in the right direction, then that's enough.

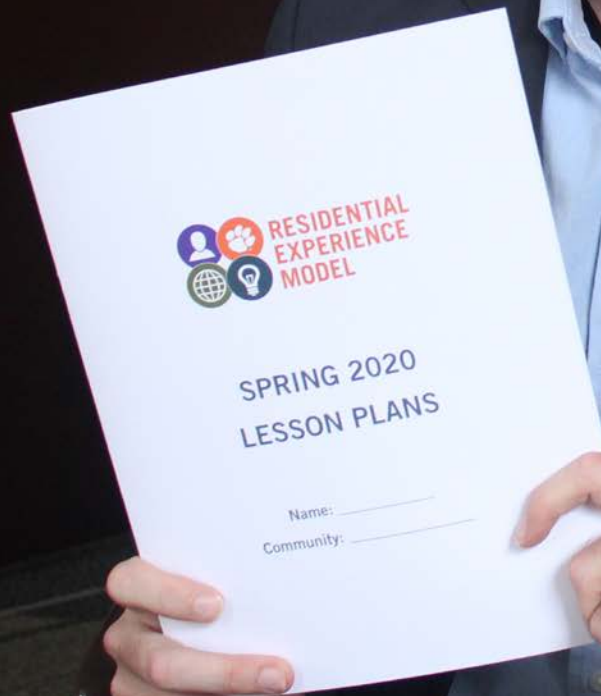
Working one-on-one with students and building a relationship with them has been one of Dr. Pindar's favorite aspects of her role. "The work that I do doesn't just touch one person, it can touch so many, and it's not about the immediate gratification of answering these emails, it's

about the relationship that's formed. I love being able to visit alumni and talk to students who became much more than a student, but a friend," said Dr. Pindar. Being able to learn the stories and share in the passions and goals of her students has taught her to take the time to appreciate those around her and the world for what it is and what it could be. She added, "If I'm going to implement change in my life, I have to take stock in what is, and then make steps forward, and I can only do that if I take time to breathe."

After reflecting back on her six years working here at Clemson, one of the biggest lessons Dr. Pindar says she's learned is, "You can't do it all, and nor should you want to, because what's the point? You need other perspectives." Dr. Pindar's work with the UPIC program has provided more perspectives than can make a difference at Clemson University.

Written by: Savannah Franklin

Redefining Residential



ERIC

Joining Clemson in 2011, Eric Pernotto serves as the Associate Director for Residential Learning with Clemson Home. Pernotto's position as a UPIC mentor began when Clemson Home implemented the Residential Experience Model (REM), which is creating and assessing learning opportunities for students out of the classroom, specifically in their on-campus residential experience. REM acts as a curriculum for students during their time in residence. With REM, Pernotto and his colleagues utilize different educational strategies, engagement opportunities and assessments to measure and enforce learning from other students.

Pernotto and his colleagues realized that having an undergraduate student perspective would be a great benefit to

REM. This perspective would help their communication efforts, provide input into how students could potentially respond to REM and create new ideas for ways to engage with residents and learning. The UPIC internship helped to fill that need, and Pernotto now works with a driven group of students who have helped to grow and expand REM.

Pernotto and his colleagues added on a UPIC intern in 2015 and have had an intern in the office ever since. The part-time intern, only having one in the office at a time, remains busy in the role by meeting with a supervisor once a week and serves on a REM Steering Committee with members of the Clemson Home team. This semester, their UPIC intern has also held rotating office hours in each of the residential



ing the Clemson tial Experience

Pernotto

communities to meet and help residence assistants. The rest of their schedule usually consists of independent projects.

The current UPIC intern, Drew Johnson, has worked with Pernotto's graduate assistant, Jordan Williams, to redesign the lesson plan formats into books based on gathering data of how the Residence Assistant staff feel about the lesson plans. Pernotto explains that, "Williams does a phenomenal job of working with our UPIC intern to brainstorm and plan projects on a regular basis and check in on needs. I have found that the work our UPIC intern does has allowed us to develop things that we could have never thought possible before. It has been worth all of the time to meet, train, and support an intern." Johnson is continuing to impact REM by writing new lesson plans for next

year and expanding the lesson plans into other areas.

Every day looks different for Pernotto. He says that, "Most of my work revolves around designing learning experiences for staff to implement with students on a regular basis in their communities and assessing learning to develop reports for how we are achieving learning outcomes in our model." Through this model, each RA is given a lesson plan book for the semester with 14 learning outcomes over the course of the semester and three educational strategies to help staff work with residents to achieve those outcomes.

From these findings, Pernotto and his colleagues collect a large amount of data from these mini-assessments, and they use it to inform their practices for the current year by providing additional support and resources for staff as needed and for future years to reevaluate sequencing and topics that will be covered for new incoming students. Then, these spreadsheets of data are organized across campus and communicate with partners in student affairs and academic affairs to see new opportunities to connect residents to the programs and initiatives that they are offering. The major goal for Pernotto and his colleagues is to continue to align with the overall academic mission of Clemson University.

Thankfully, Pernotto has not run into a big struggle in his role as a UPIC mentor. He does highlight that he constantly has to think about ways to evolve REM for students, and this is where the UPIC intern is extremely valuable to have that student's perspective on what needs to change for REM to make it the best resource for students. Pernotto says that, through having the UPIC intern, "We are able to learn more about integrating technology, updating practices and tailoring our learning to the specific and changing needs of our students. Our UPIC interns have done a great job of communicating the undergraduate perspective to make our work better."

Pernotto is always amazed at the talent that each of the UPIC interns have brought to the department. He says that, "Each intern has had a specific passion area that they have focused on, from designing a large scale campus-wide program to helping design a new Living-Learning Community to enhancing our social media presence to providing additional support for our Resident Assistant staff." The UPIC interns have been able to communicate ideas with staff, faculty and students efficiently and be able to work autonomously on projects that benefit the department.

Pernotto hopes to continue growing student knowledge about REM and how valuable learning outside of the classroom can be. Pernotto says, "We want students to be able to take ownership for their own personal learning and find ways to become engaged in the learning outcomes that we offer through REM." The current UPIC intern will also be able to benefit from his work in this internship to further his career in higher education after completing graduate school. Pernotto is looking forward to continue serving as a UPIC mentor and hiring interns to take their work to the next level.

Written by: Sallie McLeod

INCLUSION IS THE NEW DIVERSITY AT *Peer & Wise*



J O H N M C A D A M S

Who would have thought physics and mathematics could bring people together? While John McAdams, a senior mechanical engineering major, didn't know this a few years ago, he does now.

Born and raised in Anderson, S.C., McAdams developed a strong knack for physics and math at an early age.

"In sixth grade, I remember I was in a math class and my teacher walked me to the guidance counselor and asked to move me up a level. I also did PLTW (Project Lead the Way) in high school, and that eventually steered me into engineering."

McAdams eventually followed in his brother's footsteps and enrolled at Clemson University to study engineering. Similar to Jasmine Patel, he serves as a mentor and tutor for PEER & WISE — Programs for Educational Enrichment and Retention and Women in Science and Engineering. McAdams divides his time into tasks ranging from tutoring students in statics and dynamics to holding weekly meetings. These meetings serve as a resource to discuss topics and issues such as GPA goals, how to properly handle roommate disagreements or where to live next semester. The ultimate goal is to socially and academically integrate under-represented and minority students on campus.

Helping integrate these students at Clemson remains a significant priority for PEER & WISE. "It's a family environment. That's something we really pride ourselves in. If you have a friend that needs help and they're struggling, take them here," said McAdams.

McAdams described his mentor-role as a more "on-the-call" job. There are no time constraints and the fluidity of his role allows for flexibility. "I have a group of about 16 or 17 mentees that are freshmen and sophomores and one is a junior. We have a group message. It's beyond academic — it is social life." He offers emotional support, advice and guidance to those who are adjusting to the intense rigor of STEM courses. By providing students the security to comfortably open up about their personal struggles, these students are able to thrive academically.

In terms of how this internship has helped McAdams grow, he notes how mentoring others has challenged him to open up and discover his

"It's a family environment. That's something we really pride ourselves in. If you have a friend that needs help and they're struggling, take them here."

own strengths and weaknesses.

"When you are dealing with a group of fifteen freshman you have to remember where your mind was at during that point in time." Placing himself in that position taught him to be authentic and empathetic. More importantly, it has even sparked his passion for academia.

Teaching was not always on his radar, but McAdams' experience as a tutor and mentor has influenced him to consider this path after his December 2020 graduation. While he is not certain of his path, one thing is for sure: McAdams wants to continue his education in graduate school, and he will be interning this summer to see what route he would like to take in the future.

Altogether, PEER & WISE has been a very transformative experience for McAdams. While he acknowledges that one purpose of PEER & WISE is to reach out to the under-represented students, he encourages everyone to remember the following: "You don't have to be a minority to be a part of the family. We serve everybody. It doesn't matter who you are, you are more than welcome to take part in everything we do. My definition of diversity will always be inclusion."

Written by: Addison Cox



QUOTES FROM OUR

Seniors

"My UPIC internship has been monumental to my Clemson Experience. I have loved the opportunity to meet students in varying majors and tell their stories through video content."

- Alyx Farkas

"My UPIC internship has opened up more doors than I could have imagined! I am so thankful for the experience, guidance, and support this position has given me!"

- Kiah Morris

"Working with Peer Wise and the UPIC Office shaped my Clemson Experience. I grew so much as a person and I am excited to carry those skills with me into my professional life. Thank you UPIC and Peer Wise!"

- Emma Weick

"My UPIC internship has been one of my greatest experiences at Clemson! My mentors have taught me so much and I've been able to grow in my professional abilities."

- Sarah Beth Cobb

"UPIC gave me the opportunity to develop my professional skills. This program gave me the confidence to excel in my graduate studies, and career pursuits."

- Leah Bourque

"UPIC was an awesome opportunity because I was able to work around my school schedule and gain valuable experience before entering the workforce post-graduation."

- Danielle Dampier

"I have enjoyed my internship experience beyond measures and I am extremely thankful for this opportunity. I have met some amazing people and have learned some life long lessons I will forever cherish."

- Vanessa Gonzalez

My experience with UPIC and Decipher magazine has provided me the interpersonal, collaboration, leadership, and creative skills that I will use after graduation and in my professional career."

- Colleen Blaine

"Being a UPIC Intern was one of my favorite experiences during my time at Clemson. I learned a lot and gained so many valuable skills!"

- Sarah Beale.

"I'm grateful for UPIC, my mentors, and my fellow interns for supporting me and preparing me for my future career."

- Emily Fulmer