2015–2016 Pearce Annual Report

PEARCE CENTER
FOR PROFESSIONAL COMMUNICATION

CLEMSON
THE PEARCE CENTER AT A GLANCE

2015–2016

CLIENT-BASED PROGRAM

7 FACULTY MEMBERS

24 COURSE SECTIONS

256 STUDENTS

“In the midst of learning business writing, I was also able to be a part of something really special. The project allowed us to utilize the skills we learned in the class, but allowed us to expand on them so much more by working in a group towards a cause.”
– Gabriela Carvalnel, Student

INTERNERSHIP PROGRAM

18 INTERNS

WORKING WITH

11 CLIENTS

“The Pearce Center internship has far exceeded all of my expectations. Throughout my four semesters I have developed both personally and professionally; I’ve refined my project management, collaboration, and verbal communication skills. Additionally, I now am proficient in Adobe Illustrator when I previously had no knowledge of any Adobe Creative Suite programs. What I have learned at the Pearce Center will undoubtedly benefit me for years to come in my career.”
– Lacey Firestone, Intern

WRITING FELLOWS PROGRAM

16 STUDENTS

FROM

16 DIFFERENT MAJORS

“Serving as a Writing Fellow has given me the opportunity to develop more as both a thinker and a writer.”
– Jessica Heron, Writing Fellow
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The Pearce Center for Professional Communication promotes effective communication as an integral part of the learning process at all levels of schooling. The Center pursues these goals through a comprehensive program of interdisciplinary workshops, collaborative ventures, sponsored projects, and action research. Working through the Class of 1941 Studio for Student Communication, the Pearce Center brings together the study and practice of the communicative arts in innovative ways to emphasize flexible applications for technology and new media.
2015–2016 was quite a year for the Pearce Center for Professional Communication. Once again, Clemson was recognized by *US News & World Report* as a “Top School for Writing in the Disciplines.” We owe this recognition in part to the continued growth and success of two of our signature programs, the Pearce Center Interns and the Writing Center Fellows, which provide Clemson students with opportunities to learn and lead in the areas of professional communication and writing across the curriculum.

Two major events in the fall of 2015 highlighted our work this past year. From Sept. 24–27, Clemson's College of Architecture, Arts and Humanities was the lead sponsor for the 7th annual meeting of the Association for the Study of the Arts of the Present. Focused on the theme of “Art & the Public,” ASAP/7 saw 300 artists, scholars, and writers from all over the globe converge in Greenville, SC. The Pearce Center provided funding, publicity, and logistical support for the conference, which was an overwhelming success.

Two months later, the Pearce Center hosted some two dozen members of the Pearce family in order to honor the legacy of Roy and Marnie Pearce, from whose estate the Pearce Center received a $2.5 million gift. Three generations of the Pearce Family gathered in the Class of 1941 Studio for Student Communication to learn about recent Pearce Center initiatives, to meet Pearce Center faculty, staff, and students, and to honor the legacy of Roy and Marnie, who received a bronze leaf dedication and induction into the Fort Hill Legacy Society, posthumous honors for donors who leave $1 million or more to the university. The Pearce Family has created an impressive, influential, and longstanding legacy at Clemson University.

In the spring semester, we focused on continuing to build our Pearce Center Internship Program, to collaborate with the Writing Fellows Program, to enhance the Client-Based Program, and to grow our Communication Across the Curriculum initiative. You can read more about all of these efforts in the pages that follow.

Once again, the Pearce Center's undergraduate interns planned, wrote, edited, and designed this annual report. I hope you'll be able to take a few minutes to admire their work and to read about the latest developments in the Pearce Center!

Yours,

Michael LeMahieu, Director
The Class of 1941 Studio for Student Communication opened in January 2004, thanks to a generous million-dollar gift honoring the class’s 60th anniversary.
Combining teaching and research, the Studio fosters oral, written, and digital communication. By providing customized project spaces for work groups, state-of-the-art multimodal communication tools and software, and space for guest speakers and other events, the Studio enriches student communication.

Entering the Studio, visitors are greeted in the Reception area, which houses laptops, high-end digital and video cameras with supporting equipment, two iMac workstations, and an LED display of ongoing projects and events. The Production and Design Studio occupies the middle room and is a large collaborative space designed to facilitate the production, discussion, design, revision, and completion of communication projects. The Lounge area outside of the Presentation room serves as an intimate space for individual or small group work.

The 1941 Studio is an essential tool for many events and classes held at Clemson University.
In the 2015–2016 academic year, the Studio hosted English Department faculty meetings for the Master of Arts in Professional Communication (MAPC) program, departmental readings, visiting speakers, and English departmental job candidate presentations. The AAH college conducted College First Year faculty meetings, Global Committee meetings, Women’s Leadership breakfasts, and ScienceImprov Workshops. The University also held the Clemson Conference on Race and Ethnicity in the Studio, while MAPC seminars, Master of Arts in English (MAE) courses and a Language Lab course took place.

A recent partnership with Adobe® has also presented the Studio with many other technological benefits. It has allowed groups and courses access to programs like Adobe® Photoshop, Illustrator, InDesign, and Premiere Pro. This enables more students to use these programs for writing, art, and design.

HISTORY

Roy Pearce (1919–2004), President of Clemson University’s Class of 1941, credited his professional success to his communication skills. He led the Clemson community, serving as the president of both the Clemson Alumni Association and the CU Foundation. As a result of his accomplishments, Clemson University recognized him with an honorary doctorate, the Distinguished Service Award, and the President’s Award. In 1991, Pearce was awarded Clemson’s highest honor, the Clemson Medallion.

In 1989, Pearce and his wife established the R. Roy and Marnie Pearce Center for Professional Communication at Clemson. Pearce strongly believed that all students should have the opportunity to strengthen their communication skills to meet the challenges they would face as professionals. In 2001, Pearce’s graduating class endowed construction of the Class of 1941 Studio for Student Communication, which opened in 2004 in Daniel Hall.
Dr. Stephen Katz, R. Roy and Marnie Pearce Professor of Professional Communication, is a member of the Pearce Center Faculty Advisory Committee, a co-instructor (with Professor Lesly Temesvari, Department of Biology) of a Creative Inquiry course in scientific journalism, and a mentor for his own students in a number of programs. At the same time, he maintains a national reputation through publication and presentations, even while furthering Clemson’s Writing in the Disciplines through his WID Initiative Workshops. In addition, Katz is a fellow of the Rutland Institute of Ethics, to which he brings a concern with the ethics in scientific and technical communication.

Katz obtained his Ph.D. from Rensselaer Polytechnic Institute in upstate New York, focusing on the uses of language and the ways in which diverse disciplines think and use writing. Before coming to Clemson University to assume his titled professorship, Katz taught at N.C. State University for 20 years. Within his first two months at Clemson, the Department of Biological Sciences sought Katz’s help in creating a course in scientific writing. This was the perfect job for Katz, who explained, “I have always been interested in teaching scientists and engineers how to write better.”

Last year, Katz created the Writing in the Disciplines (WID) Initiative with Lesly Temesvari, Distinguished Alumni Professor of Biological Sciences. The WID initiative consists of a series of workshops for faculty and students on ways to integrate writing into science-based and non-English courses. Over the last four years, Katz and Temesvari have hosted eight workshops—four every academic year. The program has reached many disciplines within Clemson University and upwards of 300 people.

During the workshops Katz and Temesvari provide instruction and encourage faculty to use writing in their courses so that students have the opportunity to consistently improve their writing, whether they are taking an English course or not. According to Katz, writing is difficult to teach, especially in engineering and science disciplines. Sparking faculty interest is Katz’s primary goal because this enables faculty to teach their students how to be better writers and communicators. The WID initiative teaches faculty to focus on different aspects of argumentation and other rhetorical dimensions of writing in their own classes, and is aimed at all majors and departments at Clemson.

“The Writing in the Disciplines Initiative is my effort to facilitate writing and communication instruction across the campus,” Katz said, “and one of my contributions to the work of the Pearce Center. Similar to his approach in his co-authored textbook (with Ann Penrose) Writing in the Sciences: Exploring Conventions of Scientific Discourse, Katz seeks to avoid being prescriptive in his teaching writing for other disciplines. One of the early assignments in the workshops consisted of having faculty ask each student to go out and interview a professional in her or his field and discover the percentage of time those professionals spend writing and communicating. For example, an accountant may spend 50 percent of their time writing and communicating with their clients, even though accounting is considered a math-based field. Communication is an aspect of most jobs that students often overlook. Katz explained that through this initial assignment, “the students begin to become professionals, what it means to become a professional, and the way their writing has to conform as a professional. They are being taught to conform to that discipline and to write and talk like a professional, which also entails ethical issues.”

“For instance, we won’t prescriptively say, ‘Don’t use passive voice, or active voice,’” Katz said. “Instead, we ask, ‘How do people in your field write? What forms or styles do they use?’”

Last year, Clemson University reached its goal of making U.S. News and World Report’s list of Top 20 national Universities. This achievement is due in large part to Clemson’s writing in the disciplines efforts, for which the University was again recognized in 2016 as one of top (19) public and private colleges and universities that make writing a priority at all levels of instruction. On this list, Clemson keeps company with Harvard, Duke, Yale, Princeton, Cornell, and others. Clemson’s dedication to Writing Across the Curriculum began with Professor Emeritus Art Young, retired Campbell Chair of Professional Communication. In addition to Professor Temesvari, Katz was joined in his efforts in 2015-16 by the current Campbell Chair of Professional Communication, Dr. David Blakesley.

Katz’s approach to the WID Initiative is not really a conventional one. He is interested in how professionals in different disciplines think and write—this is what he asks faculty to consider and implement into their own courses. Katz seeks to ensure that writing and communication are being taught all over campus—not just the English department. But he remarks, “People think that language is transparent, and they are confused when I say, ‘No, we want to make language opaque,’” Katz said. “We don’t want people to just look through language to meaning; we want them to see what language is doing. The meaning is important, but it is created by the unity of form and style.”

Through the WID initiative, Katz is ensuring that Clemson students come to understand the form and style of language and writing in their future fields—an element designed to increase their professional success.
DR. DAVID BLAKESLEY

If you walk into Cooper Library today, you may notice a new addition. The Adobe Digital Studio, a stunning display of technology, creativity, and student collaboration, now overlooks the library’s lobby. What you may find even more surprising is that the idea developed right here in the Pearce Center for Professional Communication.

In fact, the Pearce Center has acted as an incubator for many of the innovative projects that have popped up around Clemson’s campus, thanks to faculty members like Dr. David Blakesley who embody the mission of Roy and Marnie Pearce. Serving as the Campbell Chair for Technical Communication and a member of the Pearce Faculty Advisory Committee, Blakesley has had a tremendous impact on what goes on in the Pearce Center and on the Clemson campus.

Blakesley explained that the Pearce Center works as an incubator in the sense that it helps grow new and innovative ideas and tests them to see if and how they might fit a broader Clemson University audience. “The Pearce Center takes ideas, works with them and sees what happens,” Blakesley said.

Blakesley came to Clemson from Purdue University in 2010 to serve as the Campbell Chair and became involved with the Pearce Center through his work with the writing across the curriculum and writing in the disciplines initiatives. Blakesley had experience designing studio spaces at previous universities, so when an opportunity arose to update the Class of 1941 Studio for Student Communication, which houses the Pearce Center, Blakesley was a perfect fit for the job.

With Blakesley advising the Pearce team, the 1941 Studio was re-designed during the 2012-2013 academic year to include cutting-edge technology, such as collaborative media:scape stations and dual-screen desktop stations equipped with design and digital publishing software, as well as portable furnishings that allow for flexible use of the space. Just walking into the 1941 Studio, you can see that it is a space for collaboration. The 1941 Studio is not a computer lab or a normal classroom—it’s a production space that empowers students to create and innovate. Students work together to generate ideas and then watch them come to life before their eyes.

The success of the Pearce Center Internship program is just one example of the ways that students can utilize technology to improve their communication and digital literacy skills—an objective Blakesley feels is imperative for the success of Clemson’s students. Blakesley was instrumental in facilitating a partnership with Adobe that now provides Creative Cloud software to all Clemson students. Blakesley explained that while teaching his “Book Publishing in the 21st Century” course in the fall of 2013, he realized that his students could benefit greatly from having access to Adobe products. “Historically, teachers have always had to spend much of their time arranging access to these tools,” Blakesley said. “Clemson began to realize that courses in next-generation technologies needed students with access to next-generation tools.” With Blakesley’s help, the Clemson-Adobe partnership officially launched in April 2014.

The 1941 Studio became the inspiration for an additional project with Adobe when several Adobe professionals were visiting the Clemson campus in the fall of 2014. During a heavily scheduled day of meetings, Blakesley asked the group if they would like to take a break to tour the 1941 Studio to observe how student interns with the Pearce Center were utilizing the newly available Adobe technology. “They really enjoyed their time visiting the 1941 Studio and mentioned it was the first time they’d really seen students at work with their tools in a studio space like ours,” Blakesley said. This tangible example of student interaction sparked Adobe’s desire to build the Adobe Digital Studio in the library on campus so that all students could enjoy a similar space for creativity and innovation. This idea, first implemented in the Pearce Center, had a tremendous impact on the development of the new Adobe Digital Studio and on Clemson University in general.

While Blakesley’s work with the Adobe partnership is certainly impressive, it is only one of his many projects. Blakesley also works with The WAC Journal, a national peer-reviewed journal which focuses on writing across the curriculum. When the school previously in charge of publishing the journal lost its funding, Blakesley jumped at the chance to bring The WAC Journal to Clemson. Writing across the curriculum is an important initiative at Clemson University that has contributed to improving the university’s U.S News and World Report rankings year after year, making the journal a perfect fit. One advantage that set Clemson apart from the other competing schools was the fact that Blakesley owns and operates his very own publishing company, Parlor Press, and was willing to publish the journal with Clemson. Having access to Parlor Press, along with Blakesley’s knowledge of publication processes, has opened up many opportunities for Clemson students and faculty.

Blakesley’s work with the Pearce Center, the Adobe Digital Studio, and The WAC Journal has made a tremendous impact on both students’ and faculty members’ Clemson experience. His work with all of these channels has helped make our campus what it is today, and the Pearce Center is grateful for his continued dedication and valuable expertise.
PEARCE STAFF

MICHAEL LEMAHIEU
Pearce Center Director

ASHLEY COWDEN FISK
Pearce Center Assistant Director

LEA ANNA CARDWELL
Pearce Graduate Assistant

AUSTIN GORMAN
Writing Center Director

BARBARA RAMIREZ
Class of 1941 Studio Coordinator

ANGIE JUSTICE
Administrative Assistant

2015–2016 Faculty Advisory Council

David Blakesley (English)
Amanda Cooper Fine (Marketing)
Steven B. Katz (English)
Chenjerai Kumanyika (Communication Studies)
Rhondda Thomas (English)
The Pearce Scholars Program, initiated in the 2012–2013 academic year, places students in positions allowing them to develop the culture of writing at Clemson, to serve as resources for their peers, to improve their written communication skills, and to gain worthwhile professional experience.

South Carolina offers a supplement to the Life Scholarship for recipients who choose to major in math, science, or engineering. The Pearce Scholars Program aims to match this for students working in the fields of writing and communication.

Pearce Scholars, who work in both the Class of 1941 Studio for Student Communication and the Writing Center, are introduced to cutting-edge communication technologies. These tools allow them to engage and learn through experience in a professional environment.

These opportunities provide Pearce Scholars with the chance to pursue the goals they find most valuable to their future careers. Scholars can work as Pearce Center Interns or as Writing Fellows to benefit students across the Clemson campus.
The Pearce Center offers semester-long internships, allowing students to gain experience and exposure to the world of professional communication. Affiliated with Clemson’s Undergraduate Professional Internship and Co-op (UPIC) Program, Pearce Center Interns work on many long-term projects, including writing, editing, marketing, event promotion, video production, and graphic design. As a result, they gain valuable experience that translates to their future careers.
In fall of 2015, the Pearce Interns produced a video for the Academic Success Center to promote the services that they offer to Clemson students. The ASC Video team generated ideas for the narrative arc of the video, drafted a shooting script, filmed interviews and B-roll on campus, and edited the video using Adobe Premiere Pro software. While many team members did not have any video experience, they each learned how to structure effective interviews and obtain usable quotes from interviewees for the final cut. The final video highlights three students as they explain their journey through the ASC and how using their services led them to academic success. This video was shown to transfer students at January orientation and will be shown to freshman students at summer orientation.
SYNERGY

Synergy is Clemson’s first service-learning publication highlighting the various projects that students and faculty across campus are engaged in. The publication offers various perspectives of the far-reaching impact that these students and faculty have made on campus, in the community and even across the world. Synergy originated as an iPad application, but after careful consideration the decision was made to create a website to allow for a broader audience and a more accessible platform. The publication will be ongoing and will be updated with new service-learning projects as they emerge.

The Pearce Interns work on many different aspects of the publication according to their interests. The team of Synergy writers interviewed staff, faculty, students, and community members, and crafted feature stories highlighting the Clemson Service Alliance’s service-learning projects. While working on this project, the Pearce Interns learned how to compose articles with information and topics approved by the clients. In addition, the interns gained interviewing, writing, editing, team-building, and multimedia skills.

The Pearce Center Interns on the Synergy design team worked to create a website for the online publication using the Wordpress platform. The team worked to make the site clean and easy to navigate while still displaying all of the relevant information for the publication. The site has a very visually pleasing layout and focuses on magazine articles and the Faculty Fellows who are involved in the projects related to the articles. Launched in spring 2016, the website will continue to be updated with the content from subsequent issues.

For more information visit synergy.clemson.edu.

UNITED WAY VIDEO

In the spring of 2016, the Pearce Center Interns created a promotional video for the United Way of Pickens County. This collaboration began with initial client meetings to determine the direction, tone, and purpose of the video. The team created an animated video by using a combination of Adobe Illustrator, Premier Pro, and Wacom board technologies. The video informed potential donors and volunteers about the incredible work that the United Way does. It focused on the educational, financial and basic resources provided by United Way to the local community.
PEARCE SOCIAL MEDIA

The Pearce Center social media team has been very busy this year. The interns have created a daily schedule for posts including #MeettheCrewMonday, #TuesdaysTrend, #WordCrushWednesday, #ThoughtfulThursday, and #FeatureFriday. The goal was to present relevant material and engage the Pearce Center’s audience by having them reply in the comments. Monday’s are the most popular days because everyone really loves learning about the Pearce Interns. Not only do the interns post, but they track their followers week by week to see how they are improving as a team. From the beginning of the school year to the end of fall semester, the Pearce Center gained 83 Facebook Likes and 21 new Instagram followers. Make sure to like the Pearce Center on Facebook and follow us on Instagram and Twitter at @cupearcecenter!

ENGLISH UNBOUND

*English Unbound* is an interactive PDF newsletter that will reach the Department of English’s students, faculty, and alumni. This year the *English Unbound* team wrote articles for Race and the University events, Road Scholars events, conferences like the ASAP/7 Conference and the MAE Conference put on by faculty and graduate students, the annual LitFest, Faculty Spotlights, Alumni Spotlights, and Student Spotlights. The interns worked very hard on the content and design for the newsletter’s release date. Thanks to the digital design of the newsletter, the interns were able to make the literary journal even more current and accessible to its audience as well as obtain data and statistics on its views for the alumni center. The interactive PDF is a great format that incorporates multimodal aspects; the interns included several videos and links in their stories. This update to the new format will continue to show that *English Unbound* will keep moving forward, creating, and innovating in a big way.
Pearce Center Interns were honored to work with Mrs. Heffington’s fourth grade class at Centerville Elementary School in Anderson, S.C. in the spring of 2016. The purpose of this project was to increase students’ excitement about learning and encourage them to read more throughout the summer, with the overall goal to improve South Carolina’s literacy and high school graduation rates.

The fourth grade class chose the theme “What Will I Be?” as the inspiration for their writing. The goal was for the students to engage in each other’s stories and discover new careers that their peers were interested in. Each fourth grader wrote a story pertaining to what future career he or she aspired to pursue, thus requiring research from each student. Along with the written work, each student produced an illustration relating to the job. The interns visited the school three times during the process of editing the rough drafts, polishing the final drafts, and conducting a book-signing party.
PEARCE PR

In 2015–2016, the Pearce Interns handled multiple projects to spread campus awareness of the Pearce Center and facilitated Pearce-sponsored events. This included many different projects such as photo organization, poster design, and event planning. Interns produced updated posters for inside the Studio as well as for the nearby hallways. This was an ongoing process of collaborating, editing, and revising that resulted in four creative and engaging posters that promoted the Pearce Center’s services. Pearce Interns also updated all current photos around the studio to reflect recent projects, current students, and Pearce staff members. Interns developed slideshows for the indoor display screens, which gave an overview of our services and the facilitators who make it happen. Finally, interns coordinated activities for the Pearce Family Engagement Day at the end of the semester. Ultimately, interns created an arena where ideas and expertise could be shared and utilized to help each other develop new skills.

SOUTH ATLANTIC REVIEW

Throughout the fall 2015 semester, a group of five Pearce Interns comprised the South Atlantic Review (SAR) project team and worked closely with Christina Cook, managing editor of South Atlantic Review. On Sept. 14, Christina visited the Class of 1941 Studio and met with the SAR team to discuss her expectations and vision for the semester. Then, each week, Christina sent a batch of articles or book reviews that had been approved for layout, and the SAR team divided the articles or book reviews amongst themselves and used the Adobe InDesign software to set the articles and send them back to her by the end of each week. Christina would then prepare the articles for publication. The collaborative effort expedited the publication process and provided the interns with valuable experience in InDesign and laying out content.
2015–2016 PEARCE CENTER INTERNS

Allison Daniel, English
Lacey Firestone, Marketing
Keeonu Foxworth, Engineering
Kailey Fudge, Communication Studies
Linda Harmon, English
James Kidd, English
Lauren Kirchenheiter, Communication Studies
Chelsea Kozma, English
Caitlyn Mendogni, English

Allie Miller, Marketing
Elizabeth Nichols, Graphic Communications
Gavin Oliver, English
Maria Poulos, Communications Studies
Kelly Quick, English
Nicolaus Sherrill, Graphic Communications
Saavon Smalls, English
Valerie Smith, English
Beth Winship, Marketing
I really enjoyed working at the Pearce Center during the fall semester. While the majority of my time was spent on the Academic Success Center video, I liked working on other projects and learning new skills that I otherwise wouldn’t have been able to develop. Before writing my faculty spotlight on Candace Wiley for English Unbound, I had never conducted an interview or written an article in AP format. I was very happy with how the article came out despite my inexperience in journalism. I’m so proud of the ASC Video team for our hard work this semester. Even though many of our team members had never worked with video equipment or editing software before, everyone on the team was so willing to learn and help in any way possible. I’m very happy with the final product, and I know that we submitted the best work possible. I know that this semester has given me so many new skills and experiences (and a lot to talk about in an interview!) that will serve me well in the future.

My semester at the Pearce Center has been one that I’ll never forget. Being one of just two sophomores in the internship program, I was nervous and unconfident in my abilities. However, getting to work with everyone at the Pearce Center has given me the assurance that I can succeed in my goals. One of my goals coming into the Pearce Center was to learn how to gain and express my creativity. Working on posters with the PR team and having my ideas enjoyed and displayed will always be one of my greatest accomplishments at Clemson. Furthermore, I have fine-tuned my interview skills, strengthened my writing through my Synergy and English Unbound articles, and received the opportunity to work with some of the most amazing people Clemson has to offer. Most importantly, it solidified my dream of working in journalism after graduation. I am most grateful for the experience that I have been given at the Pearce Center, and I can’t wait to showcase my newly gained talents during both my remaining time at Clemson and afterwards.

During my time as an intern for the Pearce Center for Professional Communication, I feel I have learned, grown and advanced as both a person and a professional. I have been able to showcase my hard work over multiple projects, work with other colleagues to ensure the work is being completed, and check in with clients along the course of the semester to make sure our final product is what they want. I have had the opportunity to involve myself in areas of the communications field I never thought I would be in, and I have found myself loving every bit of it. I have gained a lot of experience working on the digital design of a magazine and understanding Adobe software over the course of a summer, which will give me an advantage in the career world. I have more confidence in my work due to the freedom we have at the Pearce Center. They allow you to make the project your own, and I have gained more “real-world” experience in this year-long internship than I have in any previous internship. I love the people I work with, the interns on each team, and the atmosphere the Pearce Center provides every day I go to work!
Writing Fellows is a program that illustrates the effect peer editing has on student writing. This program is also part of the Pearce Scholars. Clemson Writing Fellows works to build on the strength of its best writers, offer practical experience to the Fellows, and create a climate of academic conversation and revision. Writing Fellows enroll in a course on the theories of writing pedagogy and process writing as well as the history and evolution of writing instruction.

As important, though, is the practical work of teaching Writing Fellows to offer useful written feedback and to discuss strategies for revision with their peers. Writing Fellows, paired with writing intensive courses, comment upon drafts of papers three weeks before the due date, and then meet with each student for a one-on-one conference. Student writers and Writing Fellows alike learn to see writing not as an act to perform, but as a process with which to engage.

In 2016, the Writing Fellows Program was comprised of 16 students from a variety of different majors, including English, Anthropology, Economics, Microbiology, Computer Engineering, and Biological Sciences.
2015–2016 WRITING FELLOWS

Mary Martha Breithaupt, Graphic Communications
Robert Brissey, MAE
Kristin Buhrow, Anthropology and Modern Languages
Claire Coward, English
Elaine Day, Sports Communications and English
Meredith Ellis, Economics
Grace Farely, Elementary Education
Grace Greene, Microbiology
Caroline Hensley, Pre-Professional Health
Shannon Kay, Industrial Engineering
Kala Parker, MAPC
Mary Alice Schultz, Computer Engineering
Taylor Shields, Biological Sciences and Political Science
Cara Sizemore, English
Hannah Soblo, English
Sara Stillinger, English
Kristina Toney, Communications Studies and English
Samuel Wilkes, English
In 2003, Dr. Summer Smith Taylor created Clemson’s Client Based Program (CBP), which met with such success that it continues to be an important initiative supported by the Pearce Center. The CBP gives students the experience of using communication skills in the workplace by matching them with local clients.

More than 4,800 students have participated in the CBP since its inception, producing quality documents for approximately 300 clients. The CBP classes have provided their clients with deliverables such as instruction manuals, websites, poster presentations and radio advertisements.

During the 2015–2016 year, 7 faculty members, 24 course sections and 256 students participated in the CBP. Some of the clients included: CU March For Babies, CU Office of Global Engagement, Clemson Area Food Exchange (CAFE), Littlejohn Community Center, iFixit, MATRF, Clemson Adobe Partnership, Habitat for Humanity, and Anderson Adult Education Center.

**PROJECT SPOTLIGHTS**

**Professor Phil Randall’s** students focused on making connections between Homeland Park Primary School in Anderson, S.C. with current Clemson students. Randall’s students wanted to foster greater reading and writing skills among the primary school students by offering additional support to the teachers. With the help of the Pearce Center, Randall’s students were able to purchase a book, *Little Shack*, for the Homeland Park classrooms. Randall’s students then helped the primary school students discuss the book using Skype technology from the Pearce Center, forging friendships while also helping the younger students begin to think about attending
In the 2015–2016 academic year, the Client-Based Program paired seven faculty members over 24 different sections with 256 students. Randall’s students ultimately bolstered the academic confidence of the primary school students while also forming important role model relationships.

Professor William (Mike) Pulley of the English Department at Clemson University was involved with the Clemson University Environmental Audit in which he, along with approximately 175 students in multiple Technical Writing sections, organized and contributed to this client-based project in a time span of five years. The second Environmental Audit, managed by Pulley, was published in 2013, the last document containing 13 chapters. The audit covered any area of operations on campus that might have some sort of impact on the environment such as energy, transportation, workplace safety, grounds upkeep, and the use of pesticide. By combining technical reports from the past year, the facility is able to ask more meaningful questions concerning energy conservation and lessening the school’s environmental impact. The Environmental Audit gave a copy of this document to President Clements to update him on all of the environmental aspects on campus, ultimately allowing for a greener campus.

Professor Katalin Beck’s technical writing course partnered with Clemson’s Osher Lifelong Learning Institute to produce a Facebook user manual targeted towards elderly community members. Students began by profiling the audience and conducting short surveys with Osher affiliated members to gain an idea of their social media background and experience. Using these surveys and some additional research, students created the framework for the manual. Students then worked in groups focusing on small sections of the manual, such as profile setup, posting, and “likes.” Once the sections were written, the students conducted usability tests with their target audience. Based on their observations, students compiled usability reports and implemented their findings into the final manual. Through this project, students learned how to tailor their work to their target audiences and how to utilize the reviewing and usability process.
COMMUNICATION ACROSS THE CURRICULUM

Collaborating with the Campbell Chair in Technical Communication, the Pearce Professor of Professional Communication, and the Writing Center, the Pearce Center works to advance Clemson’s tradition of excellence in Communication and Writing Across the Curriculum.

U.S. News & World Report once again named Clemson a “Top School for Writing in the Disciplines” in 2015, a distinction Clemson has received every year since the creation of the category. Other schools recognized in 2015 include Brown, Harvard, and Princeton.

Faculty research projects, dedicated space in the Class of 1941 Studio for Student Communication, and multiple writing, editing, and publication projects support the advancement of Clemson’s Communication Across the Curriculum initiative. These initiatives help to improve the teaching of writing and communication in all disciplines across campus by promoting the use of new technologies, fostering discussion about best practices, funding education and scholarly research, and assessing the effectiveness of educational innovation. In 2015–2016, the Pearce Center funded and otherwise supported research projects conducted by faculty members from the following departments: Communication Studies, Biological Sciences, and English.
The Pearce Center for Professional Communication works closely with Clemson faculty by sponsoring research projects while also providing space and technology to support innovative approaches to teaching Communication Across the Curriculum. Through these efforts, the Pearce Center enhances instruction in multiple avenues of communication, from oral and written communication to digital and visual communication. In 2015-2016, the Pearce Center sponsored different projects by faculty from multiple departments to engage Communication Across the Curriculum at Clemson University.

**Dr. Jillian Weise** of the Department of English researched the theme of poetry in person through the use of the 1941 Studio. Focusing her proposal on the use of space and technology in the classroom, Weise explored the concept of institutional spaces and fluid learning environments. Utilizing the Studio and its flexible workspace and favorable lighting, Weise and her students extended the concept of poetry in person in a semester-long course that included Skype interviews with poets on the construction of poetry.

**Dr. Tamara McNealy** and **Dr. Darren Linvill**'s project “Improv to Improve Science Communication” highlighted the need for development of new methods for STEM educators and students at Clemson University to communicate complex science issues with the general public. This funding enables the research team to attend the Summer Bootcamp at the Alan Alda Center for Communicating Science in New York, NY to intensively study and practice the inventive techniques based in improvisational
(improv) exercises, developed by the center to inspire scientists and science educators to be more active and effective communicators. Lessons learned from the bootcamp built upon basics previously acquired at last year’s Summer Institute and were brought back and shared with the Clemson community, enabling research and curriculum development as well as facilitating and strengthening current and future grant applications to the National Science Foundation among other organizations.

**Assistant Professor Sallie Hambright-Belue** of the Department of Architecture and **Dr. D. Travers Scott** of the Department of Communication Studies conducted a Creative Inquiry course presenting a service learning project at the intersection of global connections and local communities. Working with their client, Feed & Seed, their students worked with Spinx gas stations on a new “Fresh and Grow” program to distribute fresh, local foods using culturally sensitive messaging integrated with retail environment design. The students produced profile reports of each key audience segment, including their unique insight and concerns, to create communication strategies for their client to be applied to the retail design space. Their research insights into the audience segment across culture and space were then used to create a version of commercial and educational messaging materials. The goal for the students was to design and print-on-demand a report that encapsulated their research. These reports provided students with a portfolio piece in both digital and print formats, a guidebook to their work, and a tangible report for their client.
The Pearce Center for Professional Communication, in close collaboration with the Campbell Chair in Technical Communication, continues to support various publications. These include the WAC Journal, which publishes innovative research on Writing Across the Curriculum; Upstart, an online journal of English Renaissance Studies; South Atlantic Review, a journal devoted to the humanities; and English Unbound, the new departmental newsletter.

**THE WAC JOURNAL**

The *WAC Journal* is a national peer-reviewed journal of contemporary research relating to writing across the curriculum, available in print and online through Colorado State’s WAC Clearinghouse. The process leading up to publishing Volume 26 in November 2015 provided Pearce Center Interns with experience designing the cover of the journal and copy editing articles for publication.

**THE SOUTH ATLANTIC REVIEW**

The Pearce Center interns also assist Barton Palmer in his position as editor for the *South Atlantic Review* (SAR). SAR is published quarterly and distributed to the organization’s membership of more than 1,000 academics in the Southeast. The review publishes research devoted to language, literature, rhetoric and composition, and other topics of scholarly interest in the humanities.

**ENGLISH UNBOUND**

Pearce Center Interns continue to work on *English Unbound* to keep the English department’s students, alumni faculty, and donors informed about its initiatives. Featured content included event summaries, student spotlights, and alumni updates.
In September of 2015, the English Department and the College of Architecture, Arts, and Humanities hosted the seventh annual Association for the Study of Arts of the Present Conference (ASAP/7) in the heart of downtown Greenville. Dr. Michael LeMahieu, Pearce Center director, worked alongside organizing committee members Dr. Angela Naimou, assistant professor, Dr. Cameron Bushnell, associate professor and associate chair of the English department, and Emily Clarke, the English department's administrative assistant, to plan, promote, and execute ASAP/7. The team was able to accommodate over 300 guests at the Hyatt Regency Hotel, raising conference participation by nearly 40 percent.

Each ASAP conference has a theme, this year’s being “arts & the public”—a concept for which the committee found the Greenville cityscape a fitting inspiration. The team was ultimately inspired by the Greenville Liberty Bridge, a spectacular architectural accomplishment that became the catalyst for the downtown revitalization. With the help of the mayor’s office and the City of Greenville, both of which were very supportive and excited to host the conference, the Clemson organizing committee focused on the event’s keynote speakers.

The team brought in a variety of keynote speakers for the conference. The talented architect of the Greenville Liberty Bridge, Miguel Rosales, accepted the invitation to speak and was introduced by the Mayor of Greenville. With the “arts & the public” theme in mind, the team also invited Harvard University’s Doris Sommer, director of the Cultural Agents Initiative, who teaches scholars how their work can impact schools through workshops that aim to broaden the political and artistic scope. Finally, the team recruited Wangechi Mutu, a renowned artist whose work focuses on the intersection between art and cultural identity. The diverse group of keynote speakers helped to construct a narrative arc within the theme of “arts & the public,” reflecting their unique interests and the interdisciplinary nature of the ASAP organization.

The ASAP Conference is very contemporary and committed to working across disciplines. The ASAP organization is made up of a variety of world-renowned artists, art historians, performers, writers, and academics, and thus its varied population of interdisciplinaries had to be accommodated. Previously held in cities like Detroit, Pittsburgh, London, and Shanghai, the diverse nature of the conference proved an initial challenge to the Clemson team. The conference planning took nearly two years—a lengthy process.

Thanks to the hard work of the staff and interns at the Pearce Center for Professional Communication, the conference was a great success. The vast majority of the attendees were visiting Greenville for the first time, and for some, the conference was even their first exposure to Clemson University. Hosting a gathering of artists, writers and scholars of this stature and on this scale provided a unique opportunity for Clemson to distinguish itself as more than just a science and engineering school.

This exposure, not just for the English Department, but for the entire university allowed Clemson to highlight its commitment to the arts and the humanities, a mission of great importance to both the Pearce Center and the College of Arts, Architecture, and Humanities.
Mr. Roy Pearce (1919–2004) strongly believed that students of all majors should have the opportunity to enhance their communication skills to meet the future challenges they would face as professionals. In 1989, Pearce and his wife established the R. Roy and Marnie Pearce Center for Professional Communication at Clemson. In 2001, Pearce’s graduating class endowed construction of the Class of 1941 Studio for Student Communication.

To honor the legacy of Roy Pearce and his family, the Pearce Center hosted a Pearce Engagement Day in November of 2015. The Center hosted around 22 of Pearce’s family members and friends and invited a number of faculty and students to attend as well. The Pearce Center utilized this day to present its programs and projects to the Pearce family and to display the ways in which the Pearce legacy continues to thrive at Clemson University.

Pearce family members were welcomed to the 1941 Studio for Student Communication by Dr. Richard Goodstein, Dean of the College of Architecture, Arts, and Humanities, and Dr. Michael LeMaheiu, Pearce Center Director. After hearing from representatives of the Pearce Center Internship, Writing Fellows, and Client-Based Programs, Pearce family members and friends were given the opportunity to interact with students to see first-hand how Roy Pearce’s endowment has
shaped the education and lives of current Clemson students. The Pearce Center showcased student projects in each program and then led the family on a tour of the new Adobe Digital Studio—a project facilitated by a member of the Pearce Center Faculty Advisory Committee, Dr. David Blakesley—located in Cooper Library.

Pearce Engagement Day proved special for both the Pearce Center as well as the Pearce family. The Pearce Center was able to honor and thank the Pearce family for their tremendous generosity and service to Clemson University. For many family members, this day served not only as a day to honor the late Roy Pearce, but also as a day to reconnect with relatives.

The day concluded with a Legacy Ceremony inducting Roy Pearce into the Fort Hill Legacy Society, which honors donors who left at least one million dollars in their estate plans by dedicating a bronze leaf in their memory. The leaves are then placed under the Second Century Oak, which is located on the site of the University’s first board meeting. Pearce Intern Maria Poulos accepted the bronze leaf on Mr. Pearce’s behalf.
The Pearce Center for Professional Communication is committed to enhancing the cultural and intellectual climate of Clemson University. To accomplish this goal, the Pearce Center regularly sponsors visiting speakers in various fields and professions, introducing students and faculty to nationally and internationally recognized professionals. This year’s speakers represented multiple fields, including communications, education, government, journalism, marketing, public relations, and publishing.

Specific events included Literary Events, RCID Colloquium, and Thoughts Worth Thinking. The Pearce Center partnered with the Campbell Chair in Technical Communication, the Calhoun Honors College, and the National Scholars Program as well as a number of departments across campus to host a variety of events.

The Pearce Center and College of Arts, Architecture, and Humanities provide space and staff support for a number of initiatives in the Rhetorics, Communication, and Information Design (RCID) program, including the RCID Faculty Research Forum and the RCID Theory & Criticism Colloquium, both of which meet in the Studio multiple times each semester.
LITERARY EVENTS

The Pearce Center again partnered with the Strom Thurmond Institute in November of 2015 to host the annual Writers’ Harvest event where Clemson fiction writers and poets read their work in a campus benefit for Loaves & Fishes of Greenville. The impressive array of writers included Jillian Weise, Keith Lee Morris, A.D. Carson, Sarah Cooper, John Pursley III, and Candace Wiley.

The Pearce Center also sponsored aspects of Clemson’s Eighth Annual Literary Festival, planned by Jillian Weise’s and Keith Lee Morris’s Creative Inquiry courses. The festival, which took place from April 6–8, 2016, welcomed Pulitzer Prize-winning poet Charles Simic (The World Doesn’t End: Prose Poems) as its headline speaker. There were also readings and panel discussions with Suzanne Buffam (A Pillow Book), Randall Keenan (Let the Dead Bury Their Dead), Beth Ann Fennelly (The Tilted World), and many others. In addition, The Literary Festival offered readings of student creative writing award winners as well as readings of works by Clemson faculty members.
Thoughts Worth Thinking (TWT) is a TED Talk-style discussion series hosted by the Calhoun Honors College and the Pearce Center for Professional Communication. The series is designed to bring together Clemson's top professors with students to explore a wide range of ideas. Made possible in part through funding by the Human Adventure Symposium, TWT is a year-long program intended to nurture open discussion between teachers, students, faculty, and graduates. Started in the spring of 2012 by Clemson graduate Allison Kidd, TWT has grown to include speakers from various disciplines across Clemson's campus. Students are actively involved throughout the process, choosing future talks based on student recommendations. The series continues to encourage students and professors to investigate theoretical and practical “thoughts worth thinking.”

September 30: “Game On! Inside the Gendered World of Fantasy Sports,” Dr. Sarah Winslow – Professor of Sociology

October 28: “The Wisdom (or lack thereof) of Crowds,” Dr. Jack Wolf – Professor of Finance

November 18: Dr. Nic Brown – Professor of English
As you can see, 2015-2016 was another busy year for the Pearce Center team. In addition to continuing to grow our more established programs, we hosted two landmark events: the ASAP/7 Conference and the Pearce Center Engagement Day. The first expanded our sense of what Clemson can accomplish; the second increased our capacity for what the Pearce Center can become moving ahead. The future of the Pearce Center has never been more exciting!

As always, the work we do depends upon the time, effort, and dedication of our staff, particularly the experience and expertise of Angie Justice, Pearce Center Administrative Assistant, and Barbara Ramirez, Class of 1941 Studio Coordinator. Austin Gorman did terrific work in his first year as Writing Center Director. I also want to thank our Faculty Advisory Committee—Dave Blakesley, Cooper Fine, Steve Katz, Chenjerai Kumanyika, and Rhondda Thomas—for their advocacy. Ashley Fisk constantly provides vision and leadership as Assistant Director.

This time of year always brings mixed emotions, as we say goodbye to our graduating seniors. We are grateful to and proud of them: Lacey Firestone, Kailey Fudge, Linda Harmon, Chelsea Kozma, Allie Miller, Elizabeth Nichols, Maria Poulos, Kelly Quick, and Valerie Smith (Pearce Center Interns); and Mary Martha Breithaupt, Kristin Buhrow, Claire Coward, Shannon Kay, Cara Sizemore, Hannah Soblo, and Samuel Wilkes (Writing Fellows). I thank Linda in particular for her leadership in preparing this report. Our students form the core of the Pearce Center, and we wish all of our seniors the best of luck and look forward to following their careers after graduation. I especially want to thank Lea Anna Cardwell, who for the past two years served as the graduate assistant for the Pearce Center and the Campbell Chair. Every single Pearce Center initiative has benefitted from her presence. Lea Anna sees and solves problems before they appear, and she approaches even the most time-sensitive and pressure-filled tasks with good will and great cheer. We were not in the least bit surprised to learn that Adobe offered her a position at their headquarters in California, and we wish her all the very best. We will miss you, Lea Anna!

Finally, it is with divided feelings that I report that, after five years, this one will be my last as Pearce Center Director. Before being named director, I had never imagined filling the position; now as I prepare to move on, it is difficult to imagine not working with such a great team. I’ve benefitted from the constant support of Rick Goodstein, our college dean, and I thank him for that. And working with Angie, Barbara, Ashley, and Dave has been one of the most gratifying collaborations of my career. I give them all my most heartfelt gratitude – thank you – and look forward to future collaborations in as yet unanticipated forms.

Yours,

Michael LeMahieu, Director