

CLEMSON UNIVERSITY

UPIC

MAGAZINE



ISSUE 10 | SPRING 2021



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UPIC+ CCPD Diversity Statement

We strive to educate ourselves and others about the issues of a pluralistic society. We are committed to reaching beyond views of individuals to value a community that appreciates and learns individuals' similarities and differences. Our services and programs seek to create a safe environment that affirms the dignity and worth of everyone. We demonstrate the commitment by embracing differences, including those differences that are not visually apparent.

A LETTER FROM *UPIC*

It has been almost ten years since we sent the inaugural class of 20 students through the UPIC program and a lot has changed since that spring semester in 2012. Participation numbers have gone from just over 100 student experiences for the first year to over 900 student experiences annually. Our team of site coordinators and program coordinators and our broad array of mentor partnerships across campus have also grown to offer experiential education opportunities in all seven colleges. We've dedicated funding and resources to help break down a number of the barriers historically prohibiting specific and marginalized populations on campus from having an internship. Within the same decade, student interns developed a magazine to showcase the great UPIC work occurring around campus and allow participants to tell their stories. And consistently, more and more universities have knocked on the front door to benchmark the program and our mentors and students have increasingly received national attention for their thought-provoking efforts.

Most recently and as COVID-19 became a reality last spring, it seemed like the world stopped turning for all of us in March of 2020. Clemson University sent students home and no one knew when we'd be able to get back to campus. With that sobering news, our army of dedicated mentors stepped up and transitioned to remote experiences practically overnight. It has been nothing short of inspirational to see the UPIC community come together to ensure the continued success surrounding student outcomes. The educational bedrock of UPIC, those career readiness terms like leadership, communication, collaboration, communication, analytical skills, technology, integrity and ethics, brand and adaptability, came to the forefront of competencies leveraged by students, mentors and staff pivoting to remote work.

We've learned a number of lessons about traditional versus virtual internships along the way. What would have been considered not long ago as best practices for a traditional, in-person internship (regular meetings with a mentor, structured work schedules, well-defined projects, multiple opportunities to engage with other employees in the organization, planned time for reflection and feedback) has now become an essential part of the virtual internship. This change translates to a higher need for planning, a focus on strategic educational outcomes and an overall greater time commitment from everyone involved in the program.

As I stated when the first UPIC Magazine went to print back in 2014, "the level of expertise, guidance, and empowerment that our mentors and departments afford students through the UPIC program are unmatched. No other college campus has provided a student body with such uniquely educational workplace experiences – demonstrating why Clemson continues to be such a special place to work and learn". Almost ten years after the inception of the program, those words still ring true today. I couldn't be prouder of how we've grown as an internship team, a campus community that embraces experiential education and a program. Thank everyone involved for almost a decade's worth of engaged learning.

Go Tigers!



Troy D. Nunamaker, PhD, MHRD
UPIC Program Director



MEET THE *UPIC* STAFF



Troy Nunamaker
Director



Caren Kelley-Hall
Associate Director



Toni Becker
Coordinator



Kelly Coffin
Coordinator



Lisa Robinson
Associate Director



Jenna Tucker
Assistant Director



Elizabeth Tucker
Marketing and Programming Intern



Sam Press
Graduate Assistant

UPIC Magazine

INTERNS



Anna Hardymon
Contributor

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Editor-in-Chief

Graduation Date: May 2023
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Minor: Brand Communication
Campus Involvement: Delta Delta Delta sorority, PRSSA, Cadency Student-Led Agency



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Contributor

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Campus Involvement: Rally Cats, Alpha Delta Pi sorority, Clemson University Tour Guide Association, Order of Omega Honor Society, Dixon Global Policy Scholars



Olivia Hanline
Editor-in-Chief

Graduation Date: December 2021
Major: English and Marketing
Minor: French Studies
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Emily Rogers
Contributor

Graduation Date: December 2020
Major: English and Political Science
Campus Involvement: Clemson Political Science Association, Clemson Democrats, The Tiger Newspaper



Roxie Ware
Graphic Designer / Contributor

Graduation Date: December 2021
Major: Marketing
Minor: Brand Communication
Campus Involvement: Kappa Delta sorority, Order of Omega Honor Society, Clemson University Marketing Association, Clemson Waterski Team, Cadency Student-Led Agency

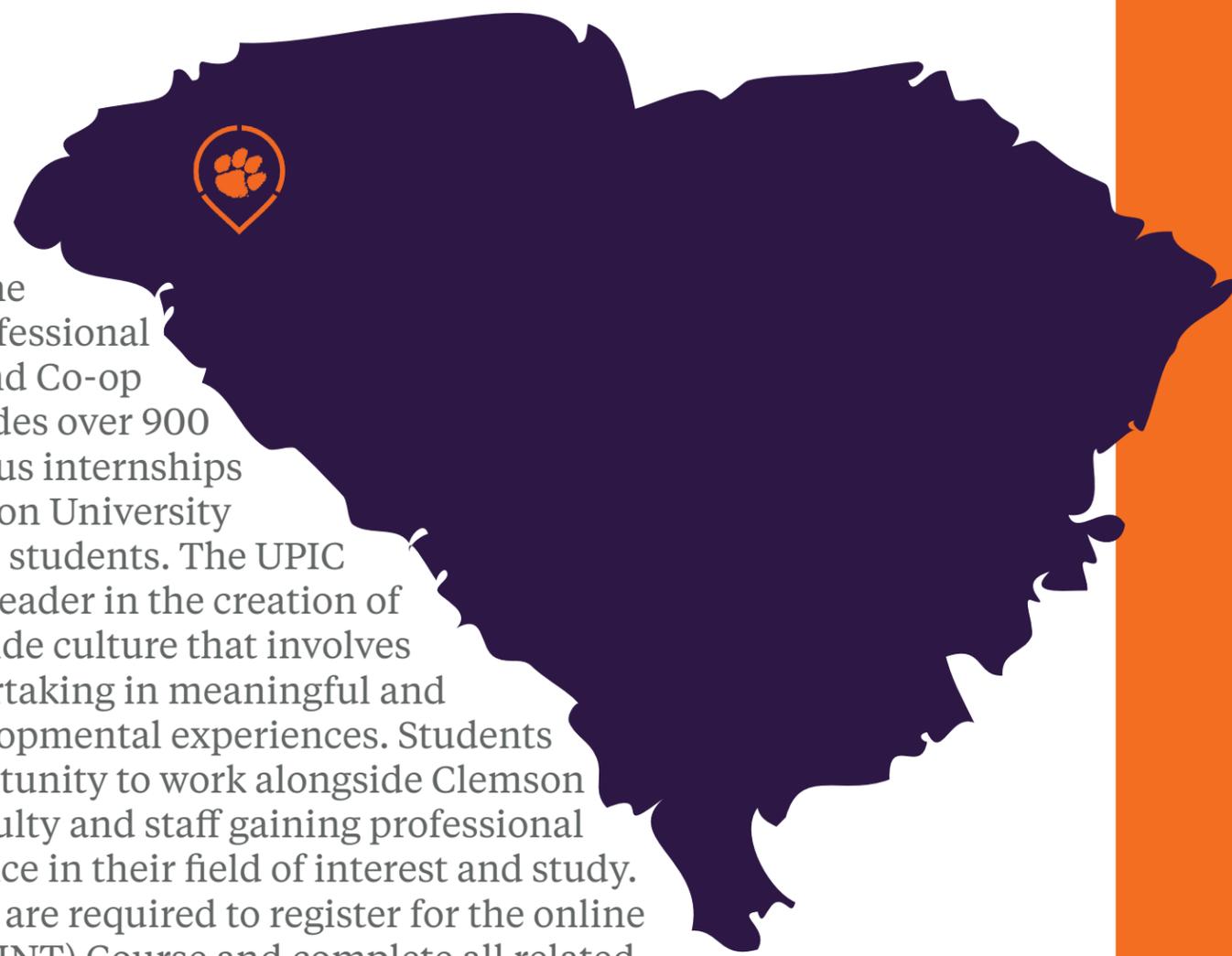


Katy Trawick
Contributor

Graduation Date: Spring 2022
Major: Communication
Minor: Nonprofit Leadership
Campus Involvement: Sigma Alpha Omega sorority, Clemson Hope, Social Media Listening Center intern

WHAT IS *UPIC*?

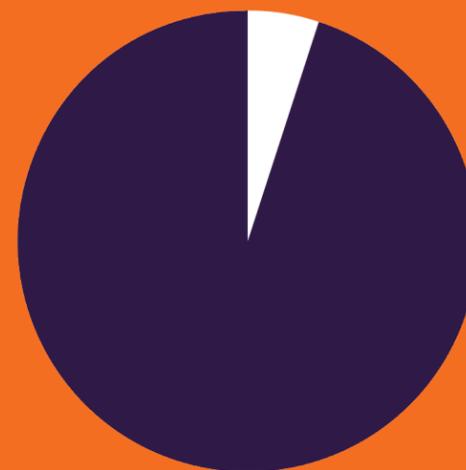
University Professional Internship Co-Op Program



Annually, the University Professional Internship and Co-op 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.

PROGRAM

satisfaction



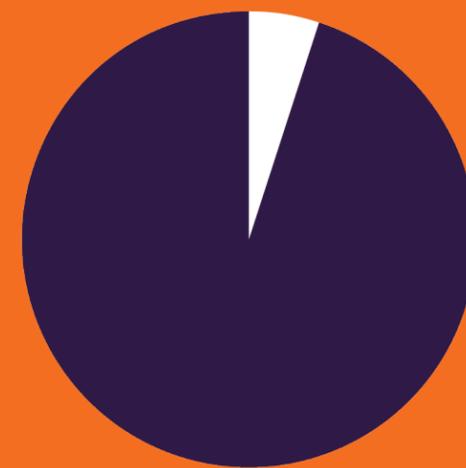
95%

of UPIC interns rated the overall quality of their internship experiences as “good or excellent”



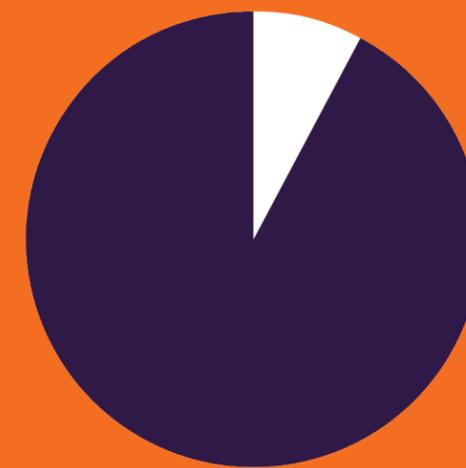
93%

of UPIC interns rated the practical skills gained through their internships as “good or excellent”



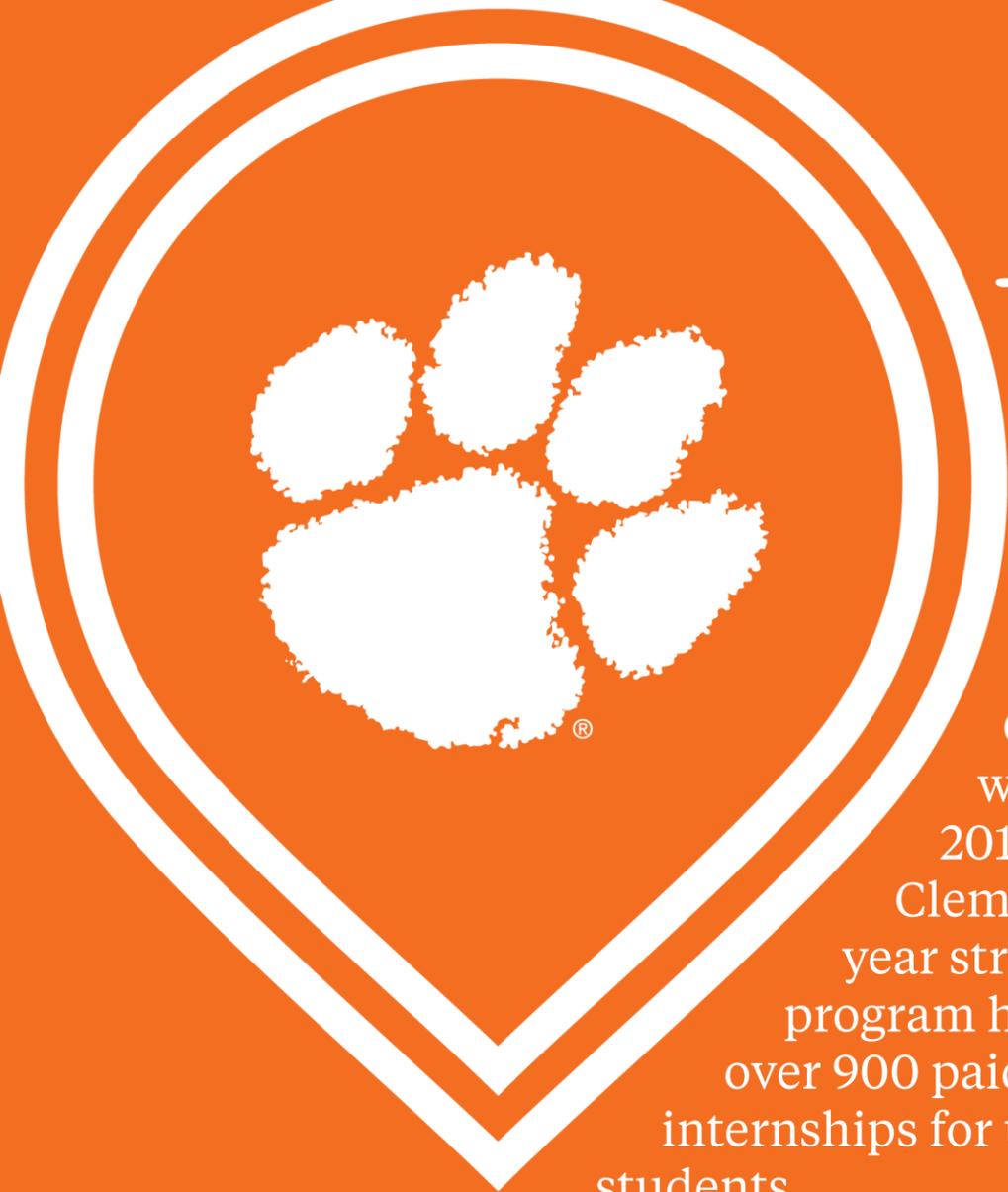
95%

of UPIC interns rated their relationship with their internship site mentor as “good or excellent”



92%

of UPIC mentors rated the intern’s overall performance during the internship as “good or outstanding”



10th Issue

The University Professional Internship and Co-op Program was established in 2012 as a part of the ClemsonFORWARD 10-year strategic plan. The program has grown to provide over 900 paid, on-campus internships for undergraduate students.

UPIC is a program leader in the creation of a campus-wide culture that involves student participation in meaningful and relevant developmental experiences in their field or study of interest.

The university has invested in the program by funding a portion of the intern salaries along with the host department, and has also committed to providing the academic tools for each student's internship course enrollment. The program centers around real-world industry opportunities at a young age and offers professional development workshops and alumni panels for all participating interns on how to succeed in your internship and navigate the job search after graduation.



10 Years of UPIC

- President Barker and others seek to enhance student engagement
- UPIC added to Clemson's 2020 Road Map

- Program begins with a pilot group of 20 students
- Named the University Professional Internship and Co-Ops
- UPIC office set up in the Hendrix Student Center
- Hired an Assistant Director, three full-time employees and a graduate assistant

- New marketing plan and advertising materials made to promote growth including a promotional video by the Pearce Center
- UPIC office hires first intern to conduct optimization studies
- Introduction of Intern Orientation and Mentor Lunch and Learn Sessions
- First issue of the UPIC newsletter, 'UPIC It Up,' is produced

- Two full-time, temporary positions join the UPIC staff
- Program on track to meet expansion goal of 600+ experiences in 2014
- UPIC Magazine launches its inaugural issue

- Partnership with the Office of Financial Aid leveraged Federal Work-Study funds
- Collaboration with the Support, Opportunity, Achievement and Retention Institute allows Pell-eligible, first-generation student involvement
- Record of 826 experiences offered and over 181,757 intern hours worked per year

- Princeton Review ranked Clemson University CCPD as #1 Best Career Services
- New record of 915 internships, almost doubling the goal of 500 internships by 2020
- 15-to-1 applicant-to-position ratio
- Partnership with Athletics and Clemson Football established to offer more student-athlete opportunities
- UPIC interns found to be 20% more likely to have a job upon graduation
- 948 site visits conducted by UPIC staff members



2011



2012



2013



2014



2015



2016

- Mentor retention is at an all-time high and the majority of UPIC mentors have worked with interns for two or more semesters
- 169,270 total hours worked by UPIC interns per year

- Princeton Review ranked the Clemson University CCPD as #1 Best Career Services
- 100% of students who self-identify as being from underrepresented populations felt the CCPD provided a welcoming environment
- 149,920 total hours worked by UPIC interns per year

- Princeton Review ranked Clemson University as #10 best schools for internships
- Princeton Review ranked the Clemson University CCPD as #1 Best Career Services
- 153,920 total hours worked by UPIC interns per year

- Princeton Review ranked the Clemson University CCPD as #1 Best Career Services
- Fall and Spring internship programs transition to remote work
- Some in-person internships resumed, subject to university COVID-19 guidelines
- New CCPD and UPIC Program logo developed
- CCPD virtual resources and career services offered
- 23% of UPIC interns identify as a member of an underrepresented ethnicity

- Publication of the 10th Issue UPIC Magazine
- Spring internship programs conducted remotely and in-person, adhering to university COVID-19 guidelines and on-campus safety protocols



2017



2018



2019



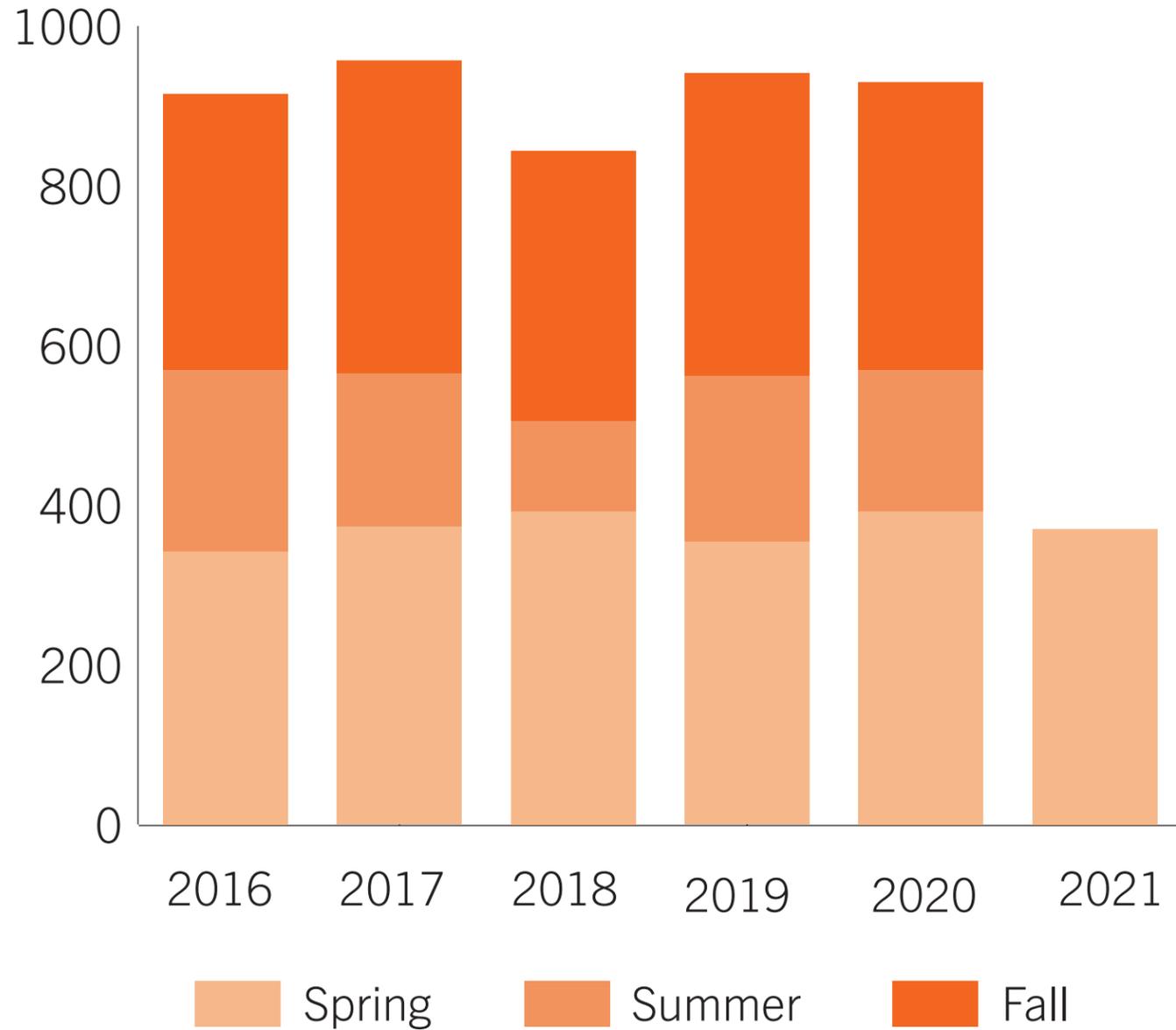
2020



2021



UPIC EXPERIENCE



4,955 TOTAL INTERNSHIP EXPERIENCES

PROFESSIONAL *development*

100% of interns were able to explain the significance of their internship experience in relation to their future career goals

100% of UPIC interns were able to discuss in detail their personal and professional development during the internship experience

91% of UPIC interns indicated the level of support and engagement received from other faculty and staff at their internship site as excellent or good

100% of interns were able to describe major projects undertaken throughout the semester



CORE COMPETENCIES



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.

- Multi-tasking
- Time management
- 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.

- Understanding
- Acting
- 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.

- Punctuality
- Meeting deadlines
- Accepting responsibilities



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.

- Public Speaking
- Writing
- Listening

COLLABORATION

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

- Cooperating
- Navigating Conflict
- 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.

- Motivating
- Participating
- 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.

- Generating ideas
- Taking initiative
- Implementing solutions

ANALYTICAL SKILLS

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

- Identifying problems
- Analyzing information
- Making recommendations

TECHNOLOGY

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

- Conducting research
- Learning new software
- Troubleshooting challenges

The UPIC Program ensures each internship job description includes the competencies as outcomes. The competencies are reviewed and discussed during each site visit. They are important skills that employers seek during interviews and hiring.

student AND mentor QUOTES

“ALWAYS enjoy working with UPIC interns and staff!”

“I love this program, thank you for letting me be part of it.”

“We are very fortunate to have such a quality program!”

“Thank you for working hard to keep the interns working and supported during this shut down!”

“You are all amazing! Thanks for doing what you do!”

“Great program, thank you for allowing me to be a continued mentor.”

“I’m very thankful for this program and look forward to my next intern.”

“Thank you for having the program this summer during COVID!!!!”

“UPIC creates great leaders, and is an incubator of professionals. Thank you for your support of the Makerspace!”

“I want to take this opportunity to say thank you for your hard work and support. The UPIC program is a tremendous resource and such a wonderful opportunity for CU students.”

“I enjoy mentoring the students and watching them develop their expertise in the competencies throughout the semester. It is a great opportunity for our students that UPIC provides. Please keep it up!”

“The collaboration with student-athlete development is singlehandedly changing the culture and relationships academic units have with student-athletes. Please continue this partnership – I thank you for this partnership.”

“The support you provide allows the Makerspace to achieve program objectives and hold hours to stay open longer in serving students, faculty, and staff. Thank you!”

“The real world experience they gain, and exposure to how Extension truly serves the public, is invaluable. Thanks for allowing me to be a part of the growth for these students.”

“Very fortunate to have this program at CU. It is a win/win for the student to gain valuable work experience and for the department to have new thoughts brought into projects.”

“This program is great! I appreciate that this university goes above and beyond to give our students an opportunity to work in an office/research environment to prepare them after they graduate!”

“Keep up the good work and thanks for helping us manage the logistics, particularly this year. This is one of my favorite Clemson programs, perhaps my overall favorite.”

“I love this program as the students have really been a major catalyst in our department.”

“I don’t know where you found him... but please find me more Bens :)”

“I love the UPIC program! I especially appreciate the accessibility and support of the UPIC office.”

“Greatly appreciate the opportunity to host students through the UPIC program and thank all for the hard work and efforts that make this program successful.”

JOIN US! AND GET INVOLVED WITH UPIC

1.

Explore 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, résumé 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, which is part of NACElink, the world’s largest network of college and university career centers and includes over 5 million employers. CJL 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 CJL, 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.



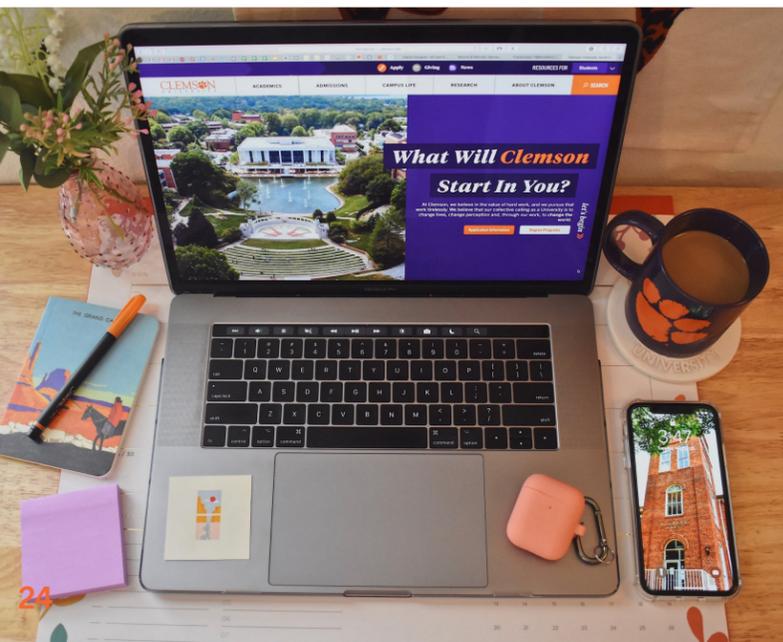
UPIC
University Professional
Internship and Co-op Program

Remote Experiences

A Full Year Perspective

March 2021 will mark a full year that we have operated in a virtual and remote workspace during the global COVID pandemic. For the UPIC program, this meant shifting our programming information to purely online formats and trying to continue to provide a high level of service for our students. As an example, we adapted our UPIC orientation sessions, which previously could draw 100+ students to venues like McKissick Theater in the Hendrix Center, to being delivered remotely via Zoom. We also changed formats to provide Zoom site visits, mock interviews and LinkedIn reviews, in keeping with the now virtual career counseling appointments offered in the Center for Career and Professional Development (CCPD). In trying to encourage and make ourselves available to our mentors who may have been struggling in their departments to initially adapt from on-site projects to remote for their interns, we even spent time crafting

United as *Tigers.*



messaging, developing FAQs and updating interns and mentors on the changing landscape. This was especially true during the earlier days of the pandemic and work-from-home orders.

We also conducted a remote internships survey which yielded some interesting information from our Spring and Summer 2020 participants about their remote experiences. While the transition was not without its bumps along the way, our interns and mentors met the challenge of continuing to provide meaningful career development opportunities to Clemson students. Our UPIC Marketing and Programming Intern, Elizabeth Tucker, pulled together key takeaways from the survey to compile a Mentor Tips for Remote Internships Guide, which was distributed this Spring 2021 to mentors and posted to the “mentor manual” in Canvas.

We are excited to report that the remote environment encouraged more collaboration and increased lines of communication across campus. Along the way, our interns were introduced to new software and project management tools, and in interacting with their mentors from their respective homes, they sometimes got to know each other’s families and pets. At the same time, our interns and mentors maintained a high level of productivity... which sometimes surprised the interns at how well it all worked. Most importantly, the experience has shown the resiliency of our UPIC mentors and interns in their commitment to the value of the UPIC program.

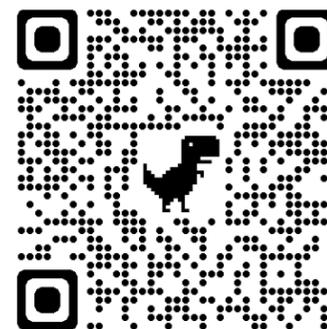
By: Lisa Robinson, J.D.

Fostering Equity in the Workplace

The University Professional Internship and Co-op Program prides itself on being a welcoming program where undergraduate students can pursue their career interests and career exploration through applied, on-campus, experiential learning opportunities. In the wake of the killing of George Floyd, protests for social justice and increased national awareness surrounding issues of equity and racial justice, the UPIC office felt it was necessary to also take a stand and speak out. In June 2020, an email was distributed to our participants drawing upon a message from the Center for Career and Professional Development’s Director to create meaningful change. The email outlined how we, as a Career Center and as individuals, can work together to overcome injustice. Over the summer of 2020, our UPIC program staff took time to participate in social justice, anti-racism and equity discussions, seminars and webinars to strengthen our understanding of the issue. We also participated in the 21-day Racial Equity Challenge where we selected, read and discussed material on racial equity and social justice. **(Scan the QR code below for more information.)**

Within the Center for Career and Professional Development of which UPIC is a part, at the end of the Fall 2020 semester, our Graduate Advisors took the initiative to provide a Diversity and Inclusion Workshop series where they conducted offerings specifically discussing issues impacting: (a) Black Indigenous and People of Color, (b) Women, (c) the LGBTQ community and (d) Disabilities and Accessibility in the workforce. Also in 2020, the CCPD implemented an equity committee that is assessing and reviewing our office climate. More specifically, the group is looking at our representation to the Clemson community to make sure we are operating in a manner consistent with our diversity statement, interest in providing an equitable work environment and our high level of services and programming that we hope remains accessible to all of our Clemson students. In the UPIC program, we are committed to finding equitable solutions and resources to meet the needs of Clemson students by preparing them to enter a dynamic and diverse global workforce.

By: Lisa Robinson,
J.D.





PEER & WISE

▪ CLEMSON UNIVERSITY ▪

Clemson's Programs for Educational Enrichment and Retention and Women in Science and Engineering focus on establishing an inclusive space on campus that provides resources for STEM students. The programs conduct mentorships, offer student tutoring and provide academic resources, while facilitating an inclusive experience for all Clemson students. The following three interns spoke on how they are using PEER&WISE for positive change at Clemson.



Building a Community of Peer *Leaders and Mentors*

“Without PEER&WISE, I wouldn’t be where I am today,” said Azrin Jamison, a senior bioengineering major from Blue Ridge, S.C.

Jamison is a fourth semester UPIC intern and PEER mentor, where he leads freshman minority students in STEM and engineering fields to success. As a mentor, he holds weekly, one-on-one and group meetings with his 15 mentees, covering topics such as professional development, academic success and extracurricular connections.

He said his role is to “be a friend if that’s what they need, be an academic coach if that’s what they need and be a great mentor overall.”

Jamison also leads outreach events in the community where he explains what he does as an engineer to elementary, middle and high school students.

“I really love going out to schools and talking about what we do. It shows them that people that look like us can make it in the positions we are in,” he said.

Jamison explained how the three main skills he has learned as a UPIC intern are communication, flexibility and adaptability, especially navigating the pandemic. He shared how adjusting his mentoring style to his mentees and the virtual setting has encouraged him to be creative in finding ways to engage and connect. He discussed how his UPIC mentor, Sue Lasser, is the reason he decided to pursue his Ph.D., because of the teaching and mentoring aspect he will have in academia and research similar to his role as a PEER mentor now.



Azrin Jamison

Jamison pointed out how if you do not have a program similar to PEER as a person of color at a predominantly white university, you will get lost because it is difficult to connect with your classmates and reach out for help.

“PEER has given me a family to keep me grounded, provided me with opportunities and helped me through the stress of being an engineer and a minority,” he said.

The PEER program caters to minority students, but it is open to anyone. “If you walk into the office, it is the most diverse place you will see on campus working together and sharing the space together.”

By: Ashley Jones

Julio Rodriguez

Julio Rodriguez, a sophomore electrical engineering major from Easley, S.C., is in his first semester as a UPIC intern with PEER where he provides academic, social and financial resources to 13 engineering mentees.

Rodriguez was inspired to work for PEER last year after his mentor helped him transition into college and became an incredible resource during his Clemson experience. Because of this, he wanted to give back the same experience to his own mentees.

“I look up to my past mentor,” he said. “I am trying to fill her shoes, but in my own way.”

Rodriguez dedicates hours to helping his mentees find tutoring if he can’t answer the questions during his own office hours. He also gets involved with other organizations around campus, allowing him to connect and network with fellow engineering students.

“I am growing with them. I am learning as they are learning. I am networking with people while finding a new group of friends,” he said.

Rodriguez shared how this internship connects to his goals in life.

“I am involved with the Hispanic community and being able to facilitate many of my mentees who are of Hispanic origin helps the community grow,” he said. “In my community, there are not many role models who attend universities, so through my mentees, I want to create a group of role models for younger generations.”

His biggest advice to anyone interested in becoming a PEER intern is to “help whoever you can in whichever way you can, but remember you can’t help someone that doesn’t want to be helped.”

Rodriguez recommends this opportunity for anyone looking to improve the lives of others and to be a role model for upcoming Clemson students. As a role model himself, he is increasing the degree of social inclusion at Clemson and further promoting a year of positive change for the university.

By: Ashley Jones



Amara Obasi



“There’s infinitely many ways to solve a problem, and you should solve it the way that makes sense to you,” Amara Obasi said.

Obasi, a junior computer science major from Chicago, Ill., tutors students seeking help in computer science labs or other classes he has previously taken. His position as a tutor has set him up for success in any future work environment that utilizes teamwork and collaboration to solve problems.

“I’ve always enjoyed helping people and figuring things out, so I think being a tutor was always natural to me,” Obasi said.

After being in his students’ shoes just two years ago, Obasi understands what it feels like to be confused in a difficult computer

science course. His empathy for fellow students and inclination to help others is part of what makes him such an excellent tutor and resource at PEER.

Obasi’s main responsibility includes creating an environment that helps students know it is okay to not understand the material.

“Number one — you want to make sure that they feel comfortable in the environment to come and get help and understand that you’re there to help them,” he said. “Number two is to make sure they are getting the help they need.”

One of the most important skills Obasi has learned in this position is identifying a problem and seeing the various ways of solving it. This ability will help him in future interviews, as well as other classes in school. He believes that “understanding the way that someone is approaching something helps you understand it, and helps you help them more.”

Obasi has also learned that there are many different ways to communicate with people. “You’re going to have to work with people who think differently than you and who might not agree with you,” he said. “Your code makes perfect sense to you. The moment you give it to somebody else, they have no idea what it means.”

Being able to understand other people’s code, the way that people process information and how others work through a problem, greatly augments Obasi’s competence as a tutor and success as a future computer scientist. His desire to understand how others think contributes greatly to the movement toward social change at Clemson this year.

By: Roxie Ware

Instituting a World of *Change* One *Woman* at a Time

An inspiration for future female leaders at Clemson, Beth Anne Johnson, associate director of the WISE program, works with her mentees to improve leadership abilities, communication skills and time management. After studying social sciences in graduate school, Johnson applies her research to an academic environment.

“I advocate for women and their identities in a male-dominated field,” she said. “If you find yourself underrepresented, you deserve a safe space to go and say ‘me too.’”

Mentoring 13 UPIC interns in the WISE program, Johnson hosts weekly group meetings with her interns, but also allows them to work on their own through self-motivation. Each mentee is charged with leading group meetings themselves, building relationships with first year students and being stewards of the university through retention and recruitment.

“What I do is help them identify their leadership abilities, define their strengths and then [...] hone in and craft those skills,” she said. “We identify a goal and then teach them



Beth Anne Johnson

how to connect with others as they develop and grow.”

Johnson facilitates a community of growth where female students feel comfortable instigating difficult conversations that allow them to connect with each other, learn from others and grow in a positive way. Her personal purpose and goal is to provide a sense of self-worth among her interns who are able to do their job with compassion, empathy and strength.

“I really do believe that as a mentor, I am creating future leaders that are kind, compassionate and strong,” she said.

One of Johnson’s favorite parts about her mentorship is that it combines school credits with real-world internship experience, while developing communication skills and

working in a professional setting on campus. She believes this opportunity will set her interns up for success in any job post-graduation.

“We are a tremendous resource for students [...] to take undergrad from surviving to thriving,” she said. “We teach our students how to be good stewards of the university.”

Not only does her internship prepare students for future careers, it also helps enhance their academic experience at Clemson. This internship has been especially crucial this year in response to the diversity and inclusion efforts on campus and around the world. Johnson pointed out that, “we are more alike than different, the world may try to tell you otherwise, but we need connection and one another.”

As a diversity and inclusion office working alongside the Programs for Educational Enrichment and Retention, both PEER and WISE have conducted unconscious bias training to recognize systemic biases in our way of life to understand how these biases can be unseen to create more awareness in talking about privilege.

“If you’re a student of color and you’re at a predominately white institution, it’s a different experience. Or, if you’re a female and you’re one in five women in your major, that can be a challenge too. These challenges are different, but deserve safe spaces nonetheless,” she said.

PEER and WISE recognize that students come to Clemson with different backgrounds and stories, but every student walks in the world together and is not alone. Johnson works everyday to be an advocate for positive change and social equality at Clemson, providing tomorrow’s female and underrepresented leaders with key ingredients to success starting as young adults.

By: Roxie Ware

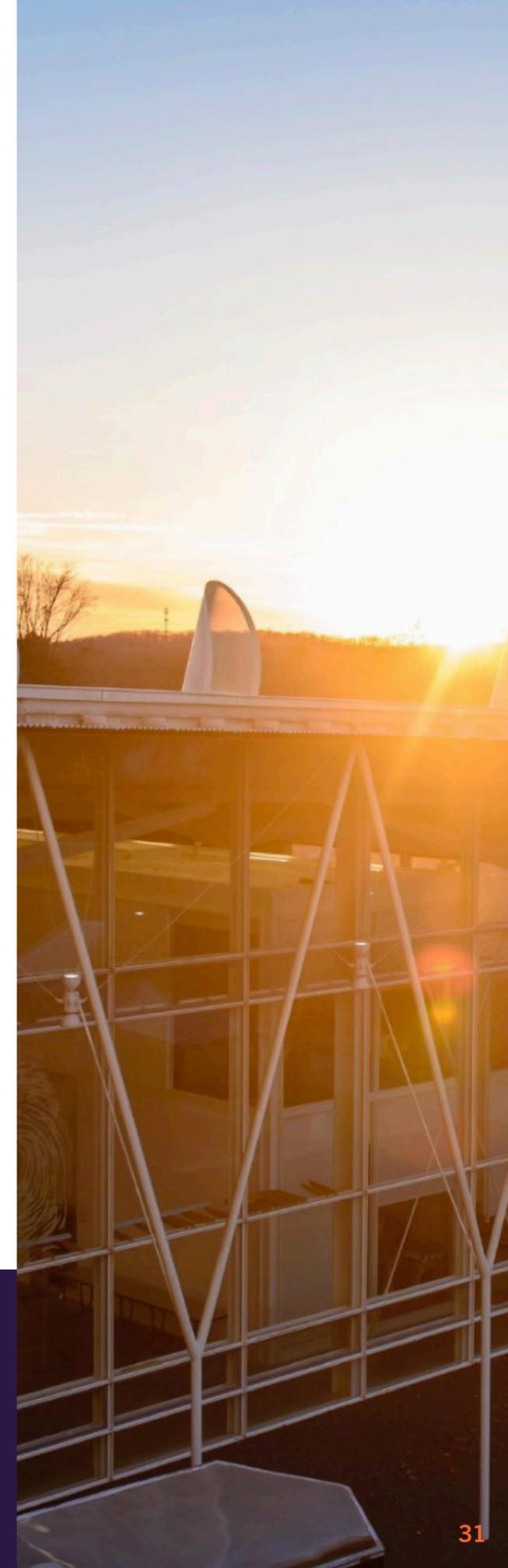


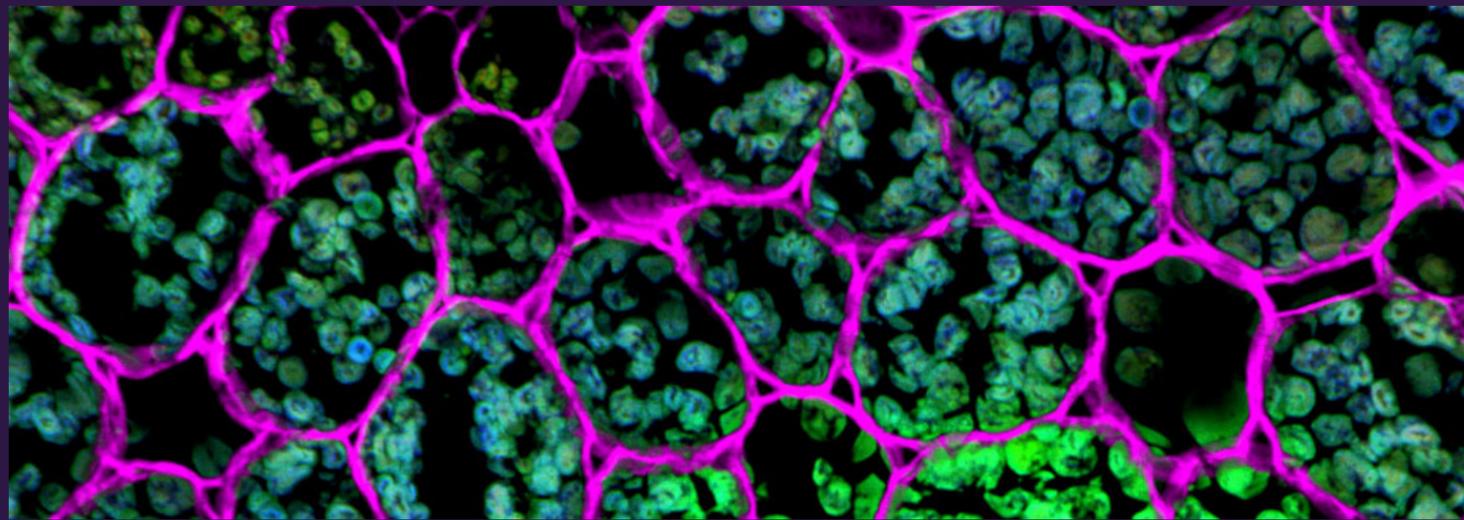
I really do believe that as a mentor, I am creating future leaders that are kind, compassionate and strong.



PEER & WISE

▪ CLEMSON UNIVERSITY ▪





CLEMSON LIGHT IMAGING FACILITY

The Clemson Light Imaging Facility is a multi-user core facility that houses a variety of advanced light microscopes and Nikon microscopes for student use and research on Clemson’s campus. The facility also features cell sorting equipment, a multi-user specimen preparation laboratory and a dedicated classroom space. The facility prioritizes education and research while working on different bioengineering projects for various clients. The following three students have participated in research-related internships with the facility.



Studying *Engineering* Through a Biological Lens

In her third year working at CLIF, Tykia Blakney has done everything from examining cell biology and researching for the director, to helping orchestrate the annual micrograph competition and even designing new t-shirts for the facility. As a bioengineering major, Blakney is interested in a combination of science, medicine and engineering. Her CLIF internship has given her the biology experience that she would not otherwise find in a classroom.

“You can look at literally anything on a microscope if you want to and it’ll give you the information you want. You just have to know what you’re looking for,” Blakney said.

Blakney has worked with other interns majoring in genetics and microbiology, providing her with a lot of information on the science side of things.

Besides all of the scientific knowledge and research skills obtained from this position, Blakney has learned many core competencies that help her personal and professional development. Adaptability and communication are the two main skills she has gained over the past year, especially due to remote work.

“I think those soft skills might be more important because those are the ones you can apply anywhere,” she said.

As she juggles her internship and classes, these competencies also help prepare her for her future academic and career success. Time management between school and various work projects are huge factors in her achievements as an intern.

“Making sure that you can dedicate time for each project so that things get accomplished on time has really helped with time management,” she said.

One of Blakney’s biggest takeaways from this internship is to not be afraid of trying anything new or foreign.

“Don’t expect to know everything when you get [there],” she said. “I knew it was going to take time for me to understand what was going on.”

Not having as much biology laboratory experience in her classes provided her with the opportunity to dive into projects headfirst and learn about biology through practice. Although she did not enter her internship with a biology background, Blakney learned real-world lab work through the CLIF facility. Her main piece of advice to other students and interns is to ask questions when learning something new, because this will lead to greater self-sufficiency and confidence later on.

“Don’t be afraid of doing anything just because you don’t know about it yet,” she said, “I didn’t let that deter me from doing any projects, I just had to learn on the go.”

Blakney has come a long way since the beginning of her internship. After learning the ins and outs of engineering via her Clemson classes and understanding how to research in a biology lab, Blakney is well prepared for any bioengineering career to come.

By: Roxie Ware



November 2019 – “HOOKEd on Microscopy” Contest
Left to Right: Conrad Epps, Rhonda Powell, Terri Bruce, Mary Patrucco, Tykia Blakney, Jennifer Cabezas, Justin Scott

Experiencing Science Through the Lens of a Microscope

Inara Devji, a junior microbiology major with a biomedicine concentration and minors in French and biological sciences, took advantage of the research opportunities at CLIF as a first-semester UPIC intern.

Devji joined the COSMIC program her freshman year, which pairs minority students with upperclassmen mentors in the College of Science. The program helped Devji solidify her passion for science and is ultimately the reason she is an intern today. Devji's mentor interned for CLIF and recommended Devji for the position due to her genuine enthusiasm and interest in furthering her knowledge. Although Devji is still undergoing the training process, she has found the experience to be very insightful.

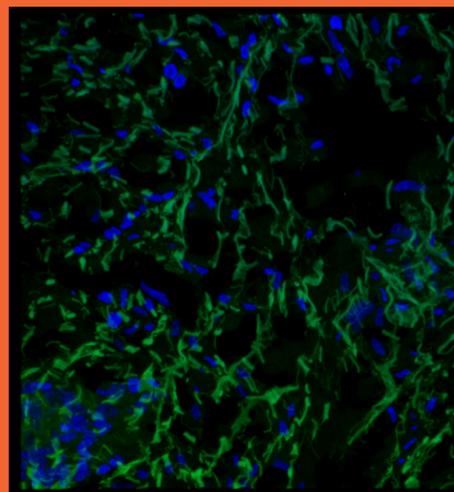
"I am finding out so much more about microscopy and realizing there is so much more to it than I originally thought," she said.

Devji is one of five undergraduate interns who get to use the advanced light microscope equipment. Since there are so many opportunities for projects, Devji said that she can pave her own path and explore what she wants to focus on, aside from the projects assigned to her. Specifically, Devji has enjoyed learning how to navigate the Leica SPE microscope. She explained that "you can take cell or tissue slides that are already stained and go into the computer software and

assign certain colors, which creates a really pretty visual."

As shown in the picture, she observed the cells of a sheep pancreas.

Having an internship that is traditionally very lab-driven, where training and work is typically done in-person, has



3D Sheep Pancreas through a Leica SPE microscope



Inara Devji

presented unique obstacles for Devji as a new intern during the era of COVID-19.

"Obviously it is not easy to learn how to use a microscope without the actual application piece," said Devji, however, she has not let this challenge deter her from learning.

To maximize her focus on research, Devji watches videos covering the use of the advanced microscopes beforehand, so that when she does have the opportunity to work in the lab, she feels confident in her ability to use them. Her determination to learn amid these times is evident.

After graduation, Devji plans to go to medical school. The microscopy skills she has developed will be pivotal in her career moving forward and provide her with the experience necessary of precise detailed analysis.

In addition to the lab practice and scientific knowledge learned through her internship, Devji has gained other important skills for professional environments.

"I think [CLIF] also helps with teamwork and soft skills, such as going beyond what you are required to do," said Devji.

Devji's favorite part of her internship has been the ability to "take something so small and see it up close." Not everyone has the opportunity to work with such high-tech equipment, and for that reason, Devji is thankful for this experience.

By: Delaney Niemeyer

Deconstructing Misrepresentation in the Medical Field



Serena Gilmore

Serena Gilmore, a third-semester UPIC intern for CLIF, assists Clemson graduate students in their research experiments and projects. Students like Gilmore gain hands-on experience by working with real-world clients in an advanced laboratory setting.

"CLIF really helps me with my lab skills," Gilmore said. "I do a lot of work with histology, which is the study of tissues."

Gilmore's main project this year involved staining pig tail samples to be sold on the marketplace. She worked on what is known as immunofluorescent staining, where the goal is to see different proteins present in tissue.

Gilmore loves microscopic research and the biological sciences industry. Her two favorite aspects of the UPIC internship are working directly in the lab and experimenting with microscopes. Clemson's investment in these

powerful tools has given her a unique experience that is difficult to find at the undergraduate level.

"It's just so cool to see my work in action," she said. "I really like CLIF because it's very much science-based."

Like many internships this year, COVID-19 has changed her experience with the transition to remote work. Instead of being in the office with everyone, Gilmore has moved to working at home or through Google Classrooms. Luckily, however, she calls it "a blessing in disguise." Gilmore's 'new normal' has given her space to learn about the smaller parts of a microscope and better understand how microscopes work.

"I've really gotten to know the why behind how to use a microscope," she said.

Gilmore has also utilized her in-depth understanding of microscopes to create training videos for future CLIF interns, which will ease the transition into the program for new students.

After graduation, Gilmore plans to attend medical school. Her ultimate goal is to help resolve disparities within the medical field, particularly with minorities and women. She finds that groups are often overlooked during research due to a lack of representation in the medical community. One example she provided was regarding automatic soap dispensers. When invented, scientists didn't account for darker skin colors, prohibiting the dispensers from sensing when darker skin tones were present.

"The more people are represented, the more problems can be addressed in our society," she said.

Ultimately, Gilmore wishes to inspire young women who look like her to overcome any challenges they face. Entering a high-level field as a minority student has caused her to experience and overcome personal self-doubt. Looking back upon her growth and development through her UPIC internship, however, gives her the confidence to succeed and offers inspiration for future female scientists.

By: Roxie Ware and Emily Rogers

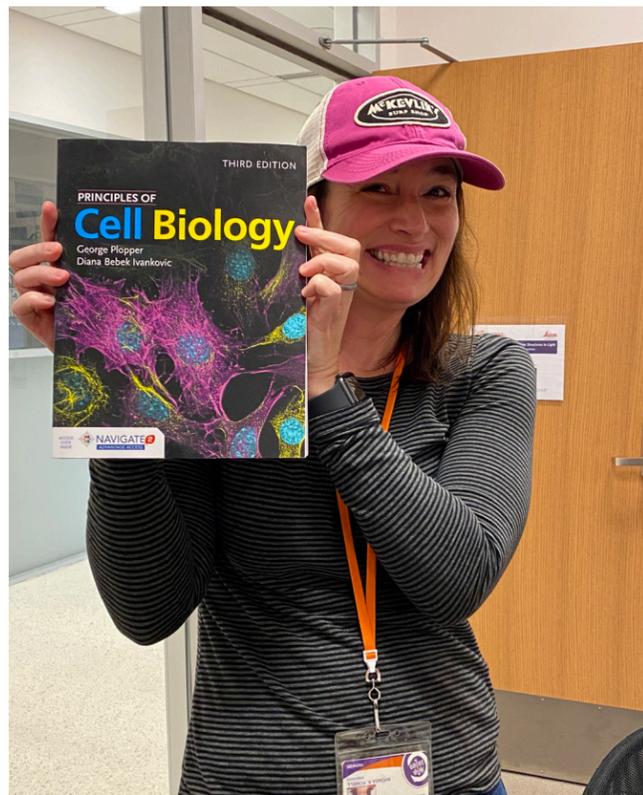
Empowering Students Through Research

Rhonda Powell

Clemson Light Imaging Facility Mentor

Dr. Terri Bruce

Clemson Light Imaging Facility Director



Rhonda Powell displaying her work that was chosen for a textbook cover

Rhonda Powell, CLIF’s Assistant Manager and UPIC mentor, has remained close to her roots. Powell grew up in the nearby town of Walhalla and graduated from Clemson with a bachelor’s degree in biological sciences and a master’s in microbiology. Upon graduation, she accepted a cell biology research position at Clemson and has been here ever since. Her involvement at Clemson grew stronger when she took a job offer from Facility Director Dr. Terri F. Bruce, who received her Ph.D. in biological sciences, to help establish and manage CLIF in 2012.

CLIF adopted interns early on in the UPIC program’s existence. Beginning in 2013, the facility started with one intern and has expanded over the years. Today, the facility employs five UPIC interns.

Powell shared that the facility is “really geared more towards researchers, so [it] tend[s] to serve more graduate students and faculty members.” This allows for a unique UPIC internship opportunity for the interns because they can conduct research and use special equipment that other undergraduates rarely have the chance of experiencing.

At the beginning of Powell’s career, she struggled to decide if she wanted to be a teacher or a scientist. Ultimately, she chose the scientific route, but being a UPIC mentor and working alongside students gives her the teaching experience she always desired.

“It’s really kind of the best of both worlds,” said Powell.

As a mentor, Powell serves as a point of contact for the interns and guides them in their research. Although she presents the projects that interns need to complete, she said to “a certain degree, the interns have some choice. If what I propose is something they are really interested in, or I notice that it may enhance their strengths, I might point them in the direction of that project.”

Since people are in the lab at different times due to social distancing regulations, Powell

created YouTube videos to walk through the steps and effectively answer questions related to microscopy.

“That way, it is just another resource available to them if they need it,” said Powell.

Her ultimate goal is to set her interns up in a position to succeed moving forward. When asked what her favorite part about serving as a mentor is, she replied, “It is really cool to see what they take from the internship and choose to do going forward with their careers.”

Not only does Powell serve the interns as a professional mentor, but she also strives to act as a motherly figure for her interns.

“I feel like everyone should have a place on campus that they feel like is their home,” Powell said.

She truly cares about the well-being of her students and is more than willing to help with the circumstances of everyday life.

Bruce spoke on behalf of Powell’s mentorship saying, “I’ve worked a long time with Rhonda, and I have the opportunity in the lab to watch her work with students, and I know she is definitely a great mentor for them.”

Sharing responsibility in the hiring process, Bruce expressed how important it is for her and Powell to bring together a group of students from different backgrounds because they bring various perspectives, which ultimately enhances their work as a team. They also strive to take interns from different majors.

“We do not stick to just biology majors,” Bruce said, which allows students in other fields of science to dive deeper into notable research.

Both Bruce and Powell emphasized the importance of the interns, and especially, how their hard work in the labs on projects and their outreach efforts on social media are pivotal to the success of the facility.

“We would not be functioning without them,” said Powell.

Bruce and Powell appreciate their interns and the support the UPIC program has given them throughout the years. They look forward to continuing their success as a research facility with the fresh-minded and talented interns of Clemson.

By: Delaney Niemeyer



*Fall 2019 – intern and mentor histology lab field trip
Mary Patrucco (top left), Jennifer Cabezas (top right)
Tykia Blakney (bottom left) and Rhonda Powell (bottom right)*



Rhonda Powell and intern Zoom meeting

The Importance of Sharing *Experience* Through *Mentoring*

A 2001 Clemson graduate, UPIC mentor Shawn Jones knows the importance of mentorship and guiding figures during your college career. When asked why he was interested in his position as Assistant Director of Reservation Services, Jones emphasized that “it is an opportunity for me to share experiences, successes and failures throughout the corporate world and how to help someone else make better and more informed decisions.” During his years at Clemson, having a strong mentor was extremely important for him, and now Jones is working to be that mentor and resource for his students.

“It is an opportunity for me to share experiences, successes and failures throughout the corporate world and how to help someone else make better and more informed decisions.”

Jones is the assistant director of Reservation Services for Campus Activities and Events. He oversees all of the reservable spaces on campus where students, faculty, staff and outside clients hold events. These events can be anything from a meeting or a study space to concerts, the Homecoming float build and Tigerama. The students are at the forefront of these campus events and when a client comes to hold an event, Jones said “nine times out of ten, the first person they’re going to speak to is a student.” No matter what career field his students intend to enter after college, Jones works to ensure that they’re going to be able to speak to clients face-to-face, plan accordingly, organize and work within a set business model.



With the unique challenges presented by social distancing and remote learning during the 2020-2021 school year, Jones and his interns had to adapt many of their processes. Even though most of their events are currently unable to take place due to their large-scale nature, the team is still hard at work. Jones currently has four interns: Audrey Caldwell, Morgan Pfeiler, Janevelyn Williams and Maddilyn Riester.

“One of the main projects that my students have been working on is trying to make everything contactless and ensuring that client interactions can be done online, over the phone or via email,” Jones shared.

In addition to navigating virtual client interactions, they have also had to adjust their entire process of taking reservations and handing off those reservations to other departments, such as the operations and event coordinator teams. When asked about how his students were handling these adjustments, Jones noted that his interns have been very open to the changes that are needed to continue to run operations and keep everyone involved safe. With a fall semester full of more adjustments and uncertainty than ever, it is clear that Jones values his relationship with his students and his role as a mentor.

“Any job that you may have will have ups and downs, but you have to find something that really grounds you and gives you the passion to love what you do and for me, that is my students,” Jones said.

Jones not only works to make sure each of his students gains the necessary experience to enter the workforce after graduation, but to build meaningful relationships that last even after their time at Clemson.

By: Olivia Hanline



Twins Share Mentorship

Experience

Twin sisters, Gretchen and Dr. Chelsea Waugaman, share a unique bond as employees at Clemson University. Within their respective departments, both sisters serve as mentors to UPIC interns.

Gretchen and Chelsea received undergraduate degrees from Baldwin Wallace University in middle childhood education and English, respectively. In 2009, Gretchen came to Clemson to complete a master's in student affairs and has been working at the university full-time since 2011.

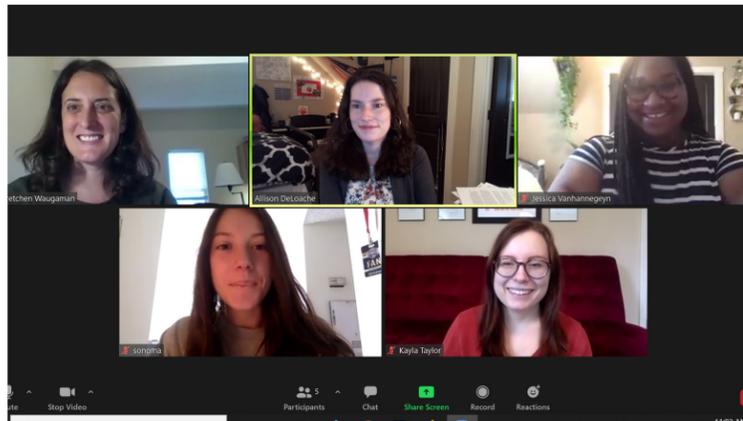
Following in her sister's footsteps, Chelsea made her way to Clemson in 2014 to complete a full-time Ph.D. in educational leadership with an emphasis in higher education. Gretchen is currently pursuing this same degree part-time.

Upon receiving her Ph.D., Chelsea initially served as a UPIC mentor for the Faculty Senate Office, but took on a new role in February of 2020 as the Faculty Affairs Project Director in the Office of the Provost. Chelsea oversaw four interns with the Senate Office and spearheaded a new UPIC program with two interns in the provost's office. Her interns work primarily on communications, events and initiative planning with the Associate Provost for the faculty affairs area of the office.

As the Associate Director of the Bridge to Clemson Program, Gretchen manages the academic services and support systems that the program provides to Bridge students.

"I was a mentor when [the UPIC program] got started," Gretchen said. "I got in on the ground floor. Currently, I oversee three interns who work on different projects and programs to help Bridge students ultimately be successful Clemson students."

When asked what their experience has been like as mentors, Chelsea said, "I have always considered myself a natural educator, and what I love the most about higher education is mentoring and helping shape students. Where possible, I am able to shape their internship and



Gretchen Waugaman

Associate Director of Bridge to Clemson Program



Dr. Chelsea Waugaman

Faculty Affairs Project Director

give them experiences that are going to help them figure out what they want to do or provide marketable skills for job interviews."

Gretchen agrees with Chelsea wholeheartedly. "I have really enjoyed having the opportunity to support and mentor over the years," she said.

Gretchen has been fortunate to work with some interns early in their college careers as sophomores and juniors and has been able to watch as they grow and develop throughout the rest of their time at Clemson.

"It has been one of my favorite things that I get to do," Gretchen said.

Working at the same university has allowed Gretchen and Chelsea to maintain a close sisterly bond and accompany each other through the mentorship process.

"I have enjoyed getting to share this experience with Chelsea and to be able to share ideas and bounce things off of each other, such as best practices of what we are doing in one office, in order to apply them into the other office," Gretchen said.

"Being twins and being a mentor is always really funny because in the past, I did not always mention to my interns right away when I first hired them that there was another person on campus who looks just like me. I had an intern walk into my office and he said 'I saw you in the hallway and you didn't say hi to me,'" Chelsea said with a laugh, "so I try to make sure to let my interns know I have a twin from the start."

Both sisters expressed that being a mentor is a commitment that must be taken seriously. Gretchen pointed out how having interns "is a great opportunity for mentors to think creatively about what sort of things their office or department could do with an intern to enhance the work that is ultimately achieved."

Chelsea made it clear that a mentor should emphasize "the outcomes the interns will receive from their own unique experiences." She has made an effort to give her interns some of her personal favorite projects so that they can reap the enriching and rewarding benefits of the work.

Gretchen and Chelsea are thrilled to both be a part of Clemson together in sharing their experience of working with incredible student interns.

By: Delaney Niemeyer



Gretchen (left) and Chelsea (right) Waugaman



Paving the Way for *Bridge* to Clemson *Success*

As a senior biology major with an emphasis in toxicology, one may wonder why Allison DeLoache's internship does not relate to science. DeLoache went through the Bridge Program as a freshman and had a great experience transitioning into a full-time Clemson student her sophomore year.

"Just like anyone would move into sophomore year, I transferred right over to Clemson, got my Clemson advisors and started taking classes like everybody else," said DeLoache.

Now, she is giving back to the Bridge to Clemson community as a Student Success intern in the Bridge to Clemson Office.

Before joining the UPIC program, DeLoache became an orientation ambassador for Bridge students to guide them with their personal transition experiences. Her work as an ambassador in the Bridge to Clemson office introduced her to a UPIC internship opportunity. She decided to apply for the internship to dive deeper into guiding incoming students.

In her internship position, DeLoache serves as an academic coach where she meets one-on-one with students to offer them time management and study tips. She is responsible for ensuring that the students are equipped with resources to succeed in their adjustment from Tri-County to Clemson.

"I like being able to talk to students that are in the place I was in three years ago because we relate in that experience, and that connection puts me into a position to help them succeed," she said.

Due to the circumstances of COVID-19, DeLoache meets with her students over Zoom. The virtual transition has been going well, she said, because it "gives [her] a lot more freedom to work at [her] own pace."

She is happy to be a resource during this uncertain time. DeLoache said, "[a]ll of



Allison DeLoache

the freshmen I am talking to have been super stressed out."

Moving into Clemson in the midst of online classes has been difficult. This year is a harder adjustment for Bridge students than previous years, and DeLoache is confident in her abilities to help as best she can.

Although DeLoache identifies herself as a research and science person, this internship has provided her the opportunity to improve her interpersonal and communication skills, which is beneficial for any career. Talking to a variety of different people and understanding what they expect of her in this role has given DeLoache a glimpse of what it will be like in the real world as she soon enters the workforce.

By: Delaney Niemeyer

Combining *Activism* and *Education*

Camden Pereira, a fifth year pre-med psychology major and softball player from Winston Salem, N.C., explores her passion for medicine through her classes and her enthusiasm for advocacy through her UPIC internship at the Harvey and Lucinda Gantt Multicultural Center. The Gantt Multicultural Center is part of the Division of Inclusion and Equity and is committed to creating diverse learning environments that enhance the intercultural competence of Clemson students.

In her internship, Pereira conducts research to create an archive of the LGBTQ+ experience at Clemson. She searches through old Tiger Newspapers, yearbooks and Student Senate and Board of Trustee meetings to find information and write accounts on historical experiences. She expressed that writing these accounts is often difficult due to the changes in what used to be and what is now socially acceptable.

"I have had to work with my mentor and the archiving specialist at Clemson on what it looks like to ethically present somebody's experience while not losing the candidness or authenticity of it," she said.

Pereira's internship and passion for advocacy has also inspired her to become involved with Athlete Ally.

"People can be a friend or a teammate or a coach of somebody in the LGBTQ+ community, but that doesn't mean they're actively participating in change for those people," she stated.

Athlete Ally helps athletes advocate for LGBTQ+ equality and makes athletic communities more inclusive. Pereira has expanded her involvement by creating a video for National Coming Out Day, which demonstrates what it means to be an ally, and a series of videos for the NCAA Diversity and Inclusion Week to amplify LGBTQ+ voices in



Camden Pereira

the athletic community.

Pereira plans to take her passion for LGBTQ+ advocacy into the medical field. After graduation, she intends to study reproductive endocrinology, where she will be able to support members of the LGBTQ+ community who choose to have children and empathize with patients going through fertility treatments. She will also be able to show support for couples as they begin to plan their families. She looks forward to combining her psychology degree, medical knowledge and passion for advocacy in her future career.

The Gantt Center's archiving project is an ongoing process that will not only chronicle the LGBTQ+ experience at Clemson, but eventually all minority groups. Pereira hopes that when she graduates, more passionate Clemson students will take her place in documenting the LGBTQ+ experience and amplifying minority voices at Clemson.

By: Anna Hardyman

Looking at *UPIC* from Multiple Perspectives

JOURNAL
 THE MAGAZINE OF THE NATIONAL ASSOCIATION OF COLLEGES AND EMPLOYERS
 www.nacoweb.org MAY 2020

SPECIAL REPORT
 THE IMPACT OF THE CORONAVIRUS PANDEMIC ON HIGHER EDUCATION, COLLEGE RECRUITING, AND NEW COLLEGE GRADUATES

The Leadership Competency
 Working With Faculty
 Getting Students To Think Like Hiring Managers

Dr. Troy Nunamaker is not only a UPIC mentor and the Program Director, but also the Chief Solutions Officer for the Center for Career and Professional Development. By holding all of these positions, he is able to view UPIC from both a managerial and participant perspective. He has watched the program grow from its inception and transitioned from helping the program get off the ground, to eventually taking on a student intern of his own.

While completing his undergraduate degree in Psychology at Wittenburg University, Nunamaker took on a federal work-study in the President's Office and realized that he wanted to pursue a career in higher education. After a year of working at the University of Dayton, he came to Clemson University for his master's degree in education and later another graduate degree in human resources. In 2019, Nunamaker received his Ph.D. from Clemson, specializing in educational leadership. His passion for higher education and career readiness led him to work in various roles in career services, including directing the internship team and helping students find

internships. In 2012, Nunamaker helped Clemson develop the UPIC program as a way to facilitate more students engaging in experiential educational opportunities.

"We went from blueprint to brick-and-mortar in less than 6 months," Nunamaker reflected. The UPIC program, which began with a pilot group of 20 students, now hosts 900-1,000 student experiences each year.

A few semesters ago, Nunamaker took a step from conducting UPIC from an administrative standpoint to also serving as a UPIC mentor to one student, Aaron James. After finding out that James wanted to complete a graduate program and work in higher education, Nunamaker felt that Aaron could gain a meaningful experience working in the arena of researching career readiness with him. James' and Nunamaker's project involves exploring the CCPD's framework of nine career competencies with the intent to create publishable articles. For each paper, James and Nunamaker choose a competency, conduct a literature review, dive into the data through narrative analysis and write up the results. So far, they have published papers on leadership and communication skills. In the second



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THE LEADERSHIP COMPETENCY: HOW INTERNS AND EMPLOYERS VIEW DEVELOPMENT

by Troy Nunamaker, Tony W. Cawthon, and Aaron James

INTRODUCTION

National organizations such as the National Association of Colleges and Employers (NACE), Adecco, and the Council for Industry and Higher Education have published reports claiming a shortage of and demand for career readiness amongst recent college graduates.^{1,2,3}

Known as soft skills or career competencies, these career readiness attributes include leadership, communication, critical thinking, collaboration, technology, work ethic, intercultural fluency, and career management.⁴ According to NACE, the understanding, attainment, and proficient demonstration of these skills are an integral part of the successful transition into the work force. Nonetheless, there remains a gap in how students and employers rate proficiency levels.⁵

Investigating how students and employers view and explain career readiness by studying the language they use to describe competency development is a first measure in closing that gap. Of the eight soft skills, NACE's 2018 report revealed leadership as one of the top three competencies with a substantial gap between desired proficiency and actual proficiency amongst recent

college graduates.⁶ Focusing solely on the leadership competency, we can identify the similarities and differences of how students and employers describe leadership and the various proficiency levels accompanying the leadership competency.

CONNECTION TO THE LITERATURE

College graduate, entry-level job skills studies by a range of researchers supported the claim that soft skills are often desired by employers more than hard skills and that a gap between desired proficiencies and actual proficiencies exists.^{7,8,9} James' Cappel's work on the topic even included the insightful statement: "Overall, employers rated nontechnical skills even higher than technical skills, and the gaps between 'expected' and 'actual' performance tended to be greatest for nontechnical skills."¹⁰

Compounding the issue, employers are seeing as many as five generations in the work force now.¹¹ A 2011 study found that cross-generational relations are one of the top three challenges for employers.¹² With a focus on increasing productivity, finding ways to solve the work force differences and challenges among the generations is a priority for

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Dr. Troy Nunamaker

paper, Nunamaker guided James to take on more responsibility to further prepare him for a graduate program.

While balancing his many roles in a virtual environment has had its challenges, Nunamaker had positive experiences with the resilience of Clemson's faculty and students.

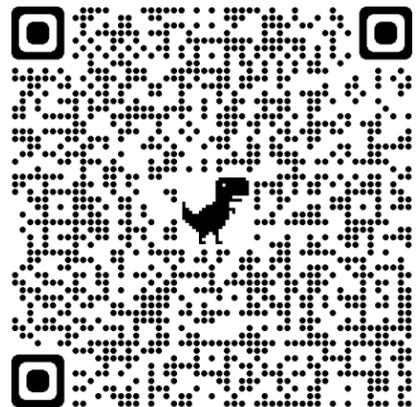
"Transitioning to remote, we were fortunate in that the team that works with UPIC and the mentors that work with the program, as a general rule, came into this with a can-do attitude. We never had those 'we don't do it that way' or 'we can't do it that way' conversations. It was always, 'how can we make this happen?'"

He also found that, despite the difficulties of being virtual, mentoring via Zoom encouraged Nunamaker to take more time to catch up on James' personal life and they grew even closer by intentionally bringing human interactions to a virtual environment.

Whether developing UPIC from an idea to a program of 900-plus students or learning to transition the program online during the Corona-virus pandemic, Nunamaker and the UPIC staff have always found solutions to make experiential learning possible.

By: Anna Hardymon

To read the full NACE Journal article, scan the QR code below:



Dress Up Your Job Search with the *Career Closet*



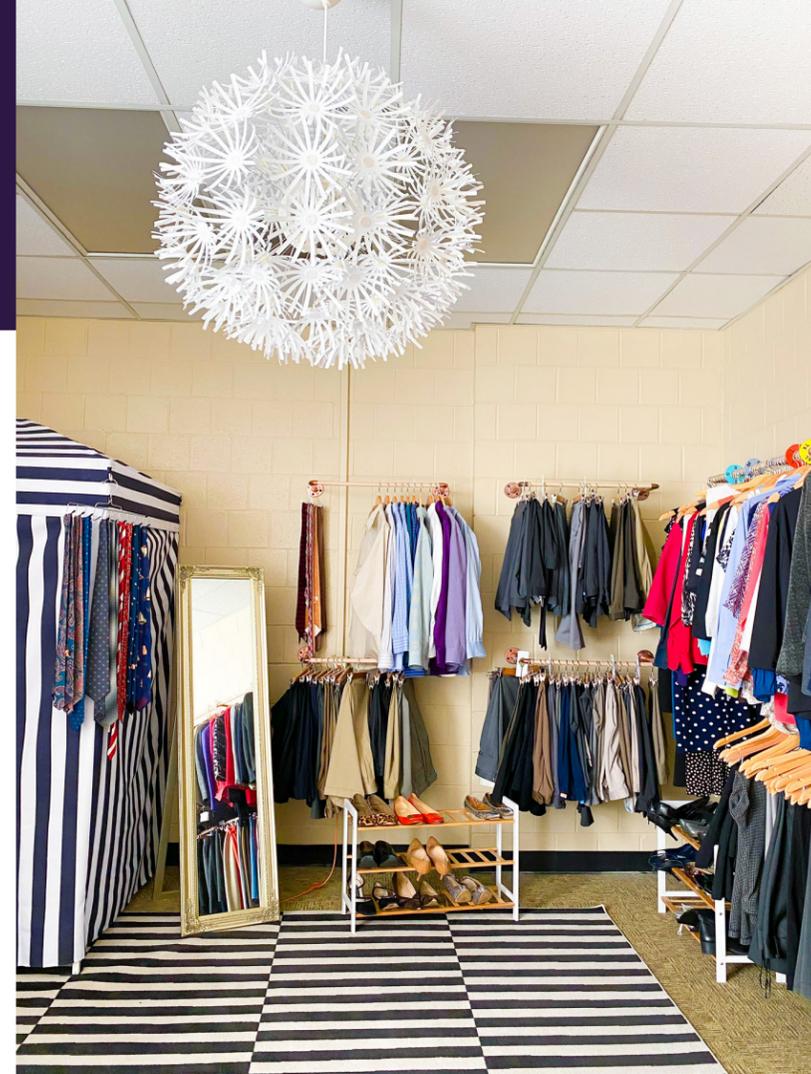
could assist students and safely offer their services. Creech, a senior sociology major from Wilmington, N.C., was the only intern conducting in-person appointments and operations at the Career Closet in the fall of 2020.

The Career Closet offers any undergraduate or graduate student the opportunity to try on business attire and choose up to three clothing items and an accessory free of charge each semester. With a wide selection of clothing for all genders, students select pieces to keep as their own in order to build and expand their professional wardrobe.

“Some people might think that they can only utilize the closet if they don’t have the funds to buy a new outfit, but it’s really for anyone,” Creech said.

Creech was drawn to this internship due to her love of helping people and working with clothes. Interested in various career paths, Creech shared that she has thought about working in marketing and branding for a fashion company, and is currently working towards a New York Real Estate license and on graduate school applications. She emphasized what a great resource the Career Closet is and how this internship allowed her to bring its services to light and share it with more students. In addition to traditional in-person sessions, Creech also worked to expand the Career Closet’s social media presence and set up virtual styling sessions.

“If someone isn’t necessarily comfortable coming into the closet, but they have something they need help styling with, we can still set up a Zoom call to talk about it,” she said. “I show them what we have, give them options and discuss if there’s something



Some people might think that they can only utilize the closet if they don’t have the funds to buy a new outfit, but it’s really for anyone.



they want and how to get it to them. It’s important to cater to them and make sure they have access to the closet as well.”

While COVID-19 and social distancing protocols have impacted some on-campus operations, Creech stated that these adjustments were a good learning experience for her during her internship. Since she ran the closet everyday on her own, she obtained greater time management and organizational skills.

“A lot of people have been coming in. I didn’t expect this many people to want to come in [with virtual learning]. It’s three people maximum allowed in at a time,” she said.

Creech worked to ensure that students still have similar levels of access to the closet as before. She emphasized the importance of accommodating requests for appointments outside of the scheduled time slots or rescheduling appointments for a different time.

“It’s definitely put more responsibility on me in a sense that I’m the only one who goes in, so I really have to do it every day,” Creech said.

Creech reminds students to make the best possible first impression with a professional wardrobe boost from the Career Closet. Whether through in-person appointments or one of the new virtual styling sessions, the Career Closet strives to continue helping students professionalize their wardrobe by adapting to the changes presented by social distancing and remote learning.

By: Olivia Hanline

Margaret Creech

Though this school year was full of adaptations and change, the Center for Career and Professional Development’s Career Closet and UPIC intern, Margaret Creech, remained hard at work ensuring they

Connecting *Mentoring* to *Education* Research



Dr. Karen High is no stranger to the field of chemical engineering — she earned her bachelor’s degree, master’s degree and Ph.D. in chemical engineering. However, after coming to Clemson in 2015, her work has transitioned from focusing purely on chemical engineering research to STEM education research as well.

High and her UPIC interns work in the Engineering and Science Education Department, where they participate in various research and projects in STEM education. Such projects include faculty development research, graduate student development, undergraduate student development and administrative/programmatic work, such as collaborating with faculty on how to improve upon teaching methodologies.

With the transition to remote learning and virtual classrooms, High and her interns have focused on effective methods of teaching classes online. There are numerous challenges with teaching STEM courses online, most notably with labs. High and her interns research and work toward a solution for questions such as, “how do you teach a lab online?” or reworking long, open-ended math problems into more digital friendly multiple choice questions.

“In the fall, with our UPIC interns, we developed a completely asynchronous course online,” High said.

Essentially, this course is an online class on how to teach online. One of the students she works with did research during the Fall 2020 semester on strategies for teaching online and is now working hands-on with the class. There are 12 graduate students and four faculty members that are actually taking the class.

Dr. Karen High

“Mentoring with UPIC has been absolutely brilliant.”



Department of
**ENGINEERING AND
SCIENCE EDUCATION**

“We put the course in a kind of faculty learning community, a community of practice,” High said.

High’s interns do a lot of the communication with faculty and students to make sure that they are getting everything they need out of the class. Her interns also perform administrative tasks, such as setting up class curriculum development, researching the class and getting feedback on how effective the class is for graduate students and faculty members.

One of her student interns who focuses on math, worked on pilot studies of math classes and how they are coping with the transition to online courses. To do this, the intern conducted several interviews and developed a survey.

High’s new intern in Spring 2021, Cate Tedford, had a Spanish and political science background and helped the department with social media presence and engagement.

It is evident that High values her mentor position and the opportunity she has to work with her interns.

“Mentoring with UPIC has been absolutely brilliant,” High said.

Not only does High value her role as a mentor, but she encourages other mentorship opportunities among students as well. Her interns are assigned a graduate student mentor as an extra resource, and High also noted that her interns mentor each other. She has enjoyed overseeing three UPIC interns over the past two semesters and cultivating relationships with each one. Two of her three interns from the fall semester, Katie McKenna and Grace Dewulf, continued working with High and the ESED again during the spring semester.

“They’re very supportive of each other and the students have shown a lot of leadership and professionalism,” High said. “The kinds of things that they’ve done as undergraduate researchers have been outstanding.”

By: Olivia Hanline



Motivating *Students* to Own their *UPIC* Experience



of West Florida, Wallace held several roles, completing her time there as the associate director for marketing and communications for the Division of Academic Engagement. While at West Florida, Wallace had the opportunity to mentor and advise student interns, so she is fully aware of what it takes to manage students. This provided a smooth transition when presented with the opportunity of overseeing UPIC interns after beginning her position at Clemson.

“I quickly started to take over the day-to-day, and then every semester after I’ve really been working closely with the UPIC interns we are blessed with,” said Wallace.

Wallace shared that as a mentor, she serves as a coach to empower her students to understand that they are young professionals, rather than student workers.

“They have acquired certain skills, which means they are capable and equipped to do a job, and so I want to empower them to do that job,” she said.

This semester, she has three interns who focus on different roles related to marketing, including content curation, graphic design and strategic planning. Wallace emphasizes getting to know her interns to assess their skill sets and ensure they are working on tasks that they are good at and that challenge them, while also being of interest to them.

Wallace recognizes that time is a gift, so she makes her time with her interns very intentional. The interns meet collectively and one-on-one with Wallace each week to discuss their tasks and progress, as well as their feelings about their internship experience. Outside of the interns’ normal duties, Wallace likes engaging with her students about what is

going on in the world.

“I really believe we bring our whole selves to any space, so to deny that part of whatever’s happening in your world, in your life, and to not talk about it, is a disservice to the work that you will do,” said Wallace.

Although COVID has forced the internship experience to a virtual setting, it is not too limiting for her interns since their work is heavily concentrated on the virtual world of social media. When it comes to content creation though, it is not as easy to collaborate and bounce ideas off of each other virtually, but Wallace makes an effort to stay positive and encourages her interns to be grateful for all of the things they are still able to achieve.

Wallace emphasized that any mentor should have an open heart and mind whenever a student walks into their life to make a lasting impact on their experience. She recommends not micromanaging interns, but allowing them to flourish and approach responsibilities in ways that suit them.

“I tell them what the goal is, I tell them what I would like to be achieved by the end of the semester, and then I let them show me

how great of a student they are,” said Wallace. “These students are young, vibrant, fresh, full of ideas, innovative and dying, honestly, to show what they can do, so I let them.”

One of Wallace’s mentoring tactics that has proven to be successful is requiring her interns to fill out a 3-2-1 form at the end of each week. It entails writing three things that the intern is proud of that they accomplished that week, two questions or areas of improvement and one thing they look forward to for the coming week. This helps frame the one-on-one sessions Wallace conducts with her interns to provide structure and to get the interns critically thinking about their internship experience.

Wallace is grateful for her ability to be a mentor figure to her students not only because she has something that can help them, but she knows the interns have something that can help her as well.

“I was an intern before I graduated, and I would not have had the successful journey had it not been for my mentor, so I know it’s my duty to give it back,” said Wallace.

By: Delaney Niemeyer



Eryka Wallace

Professional Development

as a UPIC Mentor



Dr. Catherine DiBenedetto

Dr. Catherine DiBenedetto is proud to support the agricultural education program at Clemson University as well as the needs of agricultural education teachers throughout the state and nation. DiBenedetto graduated from the University of Delaware with a bachelor's degree in plant science and spent

over 15 years working in the plant science field, including being a florist for seven years. DiBenedetto underwent a career shift once she recognized her passion for teaching. She then went on to receive her master's degree in instruction of agriscience education and became a school-based agricultural education teacher. She taught in a very active, agricultural education program for seven years at one of the largest high schools in Delaware.

DiBenedetto later returned to higher education and received her Ph.D. in agricultural education from the University of Florida. After completing her doctorate degree, DiBenedetto started looking for faculty positions and Clemson became her new home. She has worked at Clemson for six years, and this is her third year serving as a UPIC mentor. DiBenedetto heard about UPIC from students who had participated in internships within her department, sparking her interest to research the program. DiBenedetto then applied to have an intern and began attending mentor workshops.

DiBenedetto said that "by going to workshops and other UPIC functions, and meeting people across the university, [she] learned from them and observed the successful opportunities that benefited both the mentor and the mentee. [She] also learned how to become a better mentor and educator."

What intrigued DiBenedetto about UPIC was her desire for professional development for both students and teachers.

"I'm very interested in career preparedness for students, and having the ability to get a formalized internship is very important for them to gain experience and

"My role as a mentor is to create a plan to help students accomplish the goals and objectives of the projects they are assigned, to help them gain important skills they need to be prepared for the workforce."

have that highlighted on their résumé," she said. "My role as a mentor is to create a plan to help students accomplish the goals and objectives of the projects they are assigned, to help them gain important skills they need to be prepared for the workforce."

This semester, DiBenedetto is mentoring two interns who are involved in two projects: Tagged to Teach Ag and STEM It Up. TAG is a nationwide campaign that focuses on retention and recruitment for agricultural educators, because they are in such high demand. Interns are involved in creating resources that align with the TAG strategies that are outlined by the state-wide committee each year. During the summer, interns also contribute to STEM It Up, which conducts research on teaching and helps provide professional development for agriscience teachers across the nation.

DiBenedetto said that her favorite part of being a mentor is watching her interns grow and flourish into mentors themselves.

"For my program, I identify one intern and then we recruit a second intern. I've tiered it, so I have an experienced intern teaching and showing the new intern the various projects we've been working to accomplish," she said. "This system has worked great from a transition standpoint when my interns graduate. Each student has developed their own collaborative set of work skills, and together, we've created a community that is unique to our TAG team. Even students that complete their internships are more than willing to stay involved and help."

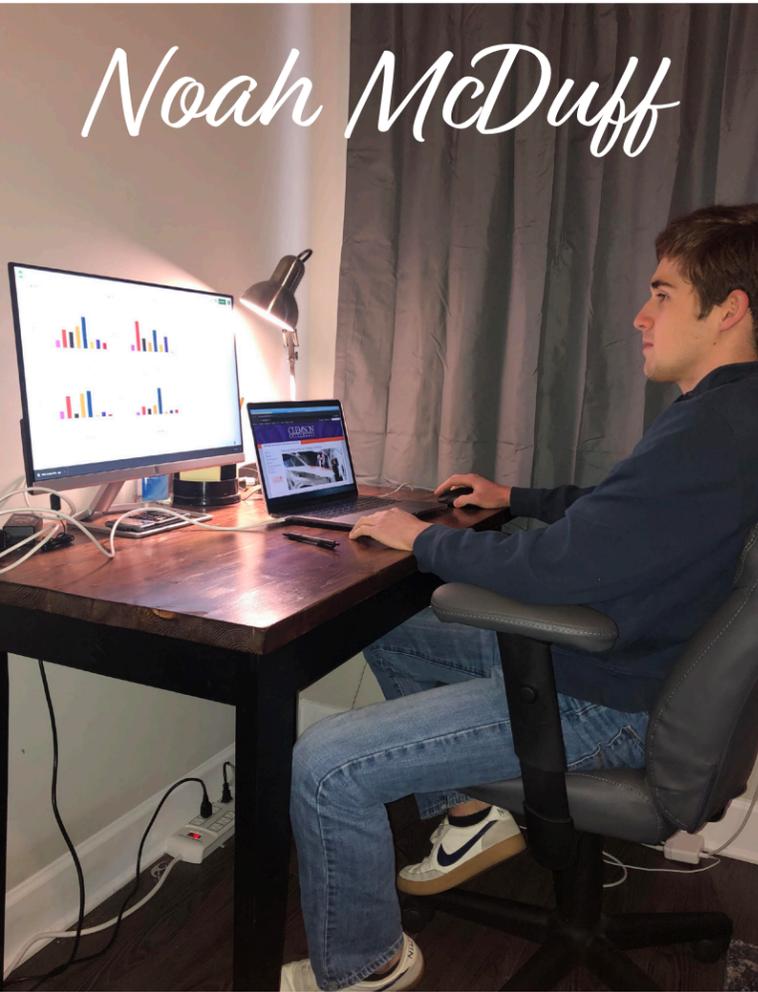
DiBenedetto is very proud to be a UPIC mentor to have the chance to advance her mentees in their professional growth. Her advice for students applying for an internship is to make sure you have a professionally designed résumé before you apply. She also mentioned the importance of taking time to think about your career goals and look for a position that aligns with an area you want to learn more about, or identify a specific skill you would like to obtain to improve your résumé in order to prepare for your desired career.

By: Katy Trawick



Working the *Industry* as an

Undergraduate Student



Noah McDuff, a junior financial management major, began his first semester working as a UPIC intern in the Office of Corporate Partners and Strategic Initiatives at Clemson. OCPSI partners with corporate and government organizations to offer educational opportunities, foster collaboration between public and private entities and provide advanced research programs for students, faculty and corporations.

“The office is the link between the outside industry and the university, so it’s cool because you get to see a different perspective than what you would see just working for the university,” McDuff said.

At OCPSI, McDuff gets to witness the mutually beneficial relationships being built between Clemson’s corporate partners and the university.

“It’s a management of your resources and your connections,” he said. “Our activities are largely based around maintaining those relationships, tracking those relationships and then finding ways to progress those relationships through new avenues.”

One way that Clemson is progressing

its corporate partnerships is by developing a connection with each individual college. For example, McDuff is “working on trying to take the focus that the corporate partners have on STEM programs and STEM relationships, expand that out into the business school and then expand that out into other schools at the university.”

In addition to collaborating with Clemson’s existing partners, McDuff is also responsible for expanding OCPSI’s marketing initiatives. This involves “tracking where Clemson alumni are working at the corporate partners and working to develop a marketing strategy” for the OCPSI department as a whole. They are currently updating individual social media profiles, with the goal of eventually creating a LinkedIn page and a new department website. McDuff has developed his professional communication and networking skills through this internship and plans to apply those to his future career in wealth management.

“Everything I have done so far, I can put on my résumé and talk to employers about,” he says. “I’m building not only my hard skills, but I’m also building the softer skills — people skills, teamwork, everything.”

One of McDuff’s favorite parts about his internship is gaining exposure to real-world industry experience. He pointed out that, “while you have the resources of the school, [...] it feels like your internship is in the industry, as opposed to with the university, so it’s really unique.”

“Everything I have done so far I can put on my résumé and talk to employers about. [...] I’m building not only my hard skills, but I’m also building the softer skills — people skills, teamwork, everything.”

The recent effects of the pandemic have caused McDuff and the other interns to adapt their professional communication and time-management skills.

“I think it was definitely an adjustment working virtually, versus working in an office,” he said. “When you’re working virtually, you’re competing with school work too because you’re within the same environment, so it’s kind of hard to segregate the two.”

The UPIC program places a high emphasis on its nine core competencies, ensuring that when unexpected situations like the pandemic arise, students are well-equipped to handle them. McDuff noted that it was rare for him to feel disconnected from the office because the interns are well-trained on how to effectively communicate with each other and with the industry partners on a professional level.

McDuff’s internship opportunity has provided him with a vast network of connections to Clemson and the financial management world.

“We can see from tracking the alumni, there are a lot of benefits from attending Clemson. We have a very strong alumni network,” he said.

Working at OCPSI has solidified McDuff’s plan to work in wealth management after graduation. Seeing the career progression of other Clemson alumni within corporate partnerships offers guidance on potential future careers and an example of where he might go next.

“This work combined with some of the classes I’m taking this year has helped focus my direction within the industry,” he said.

OCPSI fosters a community of growth and innovation for Clemson students to gain industry experience at the undergraduate level. McDuff has truly benefited from this professional environment that has prepared him for his career after graduation, and he plans to draw on the critical skills developed through his internship in the future.

By: Roxie Ware and Emily Rogers



Using Research to Foster a *Healthier Campus*



Megan Sajer

Megan Sajer, a senior biological sciences major from Camp Hill, Pa., is a third semester intern at Healthy Campus. Her experience with Healthy Campus began during her first semester of college by facilitating Aspire To Be Well sessions and teaching students about creating a healthy and safe campus. One of her mentors, Chloe Green, encouraged her to apply for the UPIC internship and take on more responsibility her junior year. Sajer has since helped adjust the sessions to a virtual environment, created new content for them and has participated in a creative inquiry for several semesters that finds new topics for Aspire sessions.

One of Sajer's biggest challenges in 2020 was adapting Aspire sessions to a virtual environment. While teaching students about serious topics, such as interpersonal violence and drug use, it was difficult to switch from a classroom session of 30 students, to a Zoom

call of 200 students. Sajer was responsible for ensuring that the meeting ran smoothly and the students learned as much as possible, while also monitoring the meeting and taking attendance.

Her other responsibilities included helping with outreach events to recruit new facilitators, creating the monthly Aspire newsletter and improving the Aspire sessions by researching new and relevant topics as part of the Aspire creative inquiry.

"One of the reasons I wanted to join Aspire came from reflecting on my own freshman year and recognizing the knowledge gaps that impeded the smooth transition for perhaps the most vulnerable and impressionable demographic on campus, the freshmen," she said. "So, I've been honing in on those knowledge gaps with my research."

Some of her most notable contributions included adding information on local rape crisis and domestic violence support centers, educating students on avoiding victim-blaming language and researching psychological and physiological consequences of stimulant misuse.

Throughout her three semesters as a Healthy Campus intern and her time as an Aspire to Be Well facilitator, Sajer has learned to communicate with empathy, which she hopes to apply in her future career as an optometrist. When communicating with patients, she has experience approaching potentially sensitive subjects and demonstrating compassion. The UPIC Program and Aspire to Be Well have helped bridge the gap between her coursework and interpersonal skills as she graduates from Clemson and begins her career.

By: Anna Hardymon

Opportunities through the *Outdoors*



Abreigh Youngblood

"If you have an idea, don't be afraid to share it," is Abreigh Youngblood's piece of advice for any student involved in a UPIC internship.

As a genetics major and third semester UPIC intern for the Outdoor Lab, Youngblood led campers, ranging from kindergarten to eighth grade students, through virtual school and created outdoor activities for them to participate in, such as fort building or doing their homework in chalk. The Outdoor Lab provides camps throughout the year for children, work events, family reunions, etc., with activities including archery, canoeing, swimming, arts and crafts and more. Youngblood said her job was to "make sure kids get to be kids."

She also planned virtual learning activities and in-person, COVID-safe projects for special needs kids and adults so that they had an opportunity to still experience the Outdoor Lab.

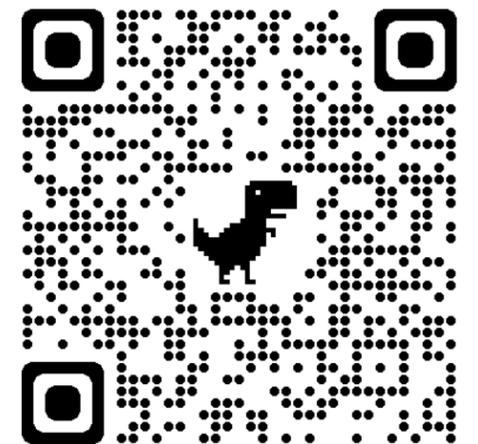
"I have really grown in my leadership abilities because my mentors let me run with any idea I have. I learned how to communicate with parents and keep up customer relations, attended multiple conferences and even had the opportunity to be a panelist," she said.

With the desire to be an occupational therapist, she expressed how having the opportunity to learn and practice how to take advanced information and communicate it in a simplistic way to all children and campers, is an incredible skill she knows will make a huge impact on her career. She is confident she can communicate with children and caretakers, while maintaining a professional and successful relationship with them.

Throughout the pandemic, Youngblood created multiple activities available in-person and virtually to accommodate all campers and their needs. She found this creative outlet as her chance to contribute to the equity and inclusion initiatives at Clemson this year, and she hopes she has made a lasting impact on her campers and the Outdoor Lab.

By: Ashley Jones

Information about the Outdoor Lab can be found here:



The First Annual Tigers for Inclusion, Diversity and Ethics Conference

Rutland Institute for Ethics

The Rutland Institute for Ethics at Clemson encourages discussions on personal and professional ethical decision-making, both on-campus and within the community. This year, UPIC mentor and Rutland Institute Assistant Director Rachel Dial and intern Kate Billingsley had the opportunity to work on planning and implementing the first-ever Tigers for Inclusion, Diversity and Ethics Conference, held on March 30, 2021. The idea for the conference came to fruition over the course of the past year when Rutland Director Dr. William McCoy and former chair of the advisory board, Kelly Durham, wanted to take the vision and message of the Rutland Institute a step beyond internal conversations.



Kate Billingsley
UPIC Intern



Rachel Dial
UPIC Mentor

“Through an enlightening discussion about the social and racial unrest of 2020, Kelly and I wanted to develop a unique way for the Rutland Institute to inject ethics education in such a way as to help bring clarity to perspective,” McCoy said. “Essentially, we wanted to do more than just talk about making change; we wanted to model bringing change to fruition.”

The TIDE Conference was about bringing people together to have important conversations on the titular topics of diversity, ethics and inclusion, with speakers from every college of the university.

There will be a theme surrounding the conversations each year the conference is implemented, with this year’s being “The Ethics of Pandemics.” Each speaker from the individual colleges took time to address this theme in relation to their specific field. For example, Dr. Jeremiah Holiday from the College of Education, gave a talk on ethical challenges relating to K-12 education in the midst of a pandemic. In addition to each college’s selected speaker, there was a keynote discussion on “Addressing the Ethical Implications of Racial Inequities in American Healthcare,” from guest speaker Dr. Dayna Bowen Matthew, dean of The George Washington Law School.

“I think the conference will get some students who have never really thought about ethics and diversity thinking about it for the first time. It will get them thinking about how it will affect their careers moving forward once they leave Clemson, so that’s the part that I am the most excited about,” Dial said prior to the conference.

Planning this new, informative conference was a great experience for both Dial and Billingsley.

Billingsley is the first UPIC intern for the Rutland Institute, and has been working primarily on their social media pages. She started their Instagram account and created content for their profile, which was important in advertising and marketing the conference. In addition to this, she also had the opportunity to design flyers for the conference.

“I’ve enjoyed working on the conference as it is the first year of the event. It’s cool to see how it is going to build up over time,” Billingsley said.

Though this has been a school year full of uncertainty, Billingsley, Dial and the rest of the team were able to transition to in-person meetings this spring semester. Both Dial and Billingsley expressed how this helped immensely with internal communication and the planning process.

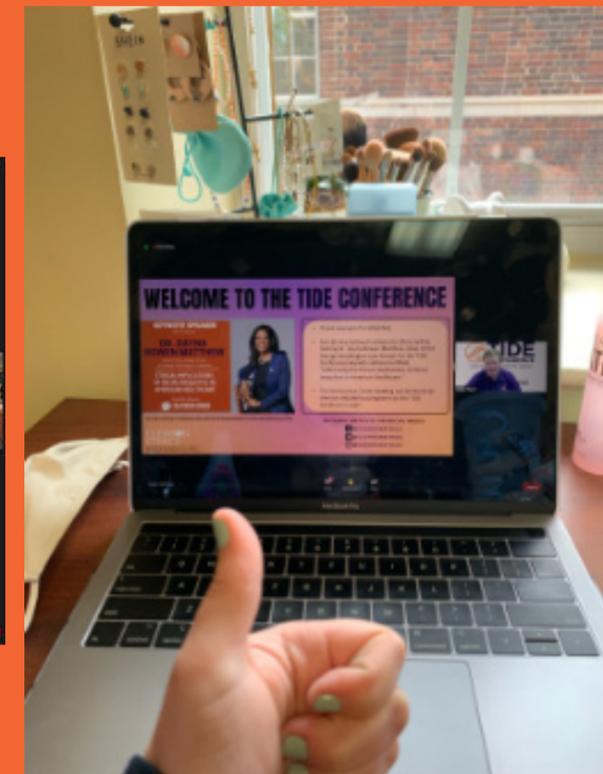
“It’s really nice to get to meet with the entire staff and bounce ideas off of each other. A lot of the development of the ideas behind the TIDE conference and getting it organized came from those staff meetings, which I think is very beneficial,” Billingsley said.

Dial, Billingsley and the Rutland Institute staff worked hard to plan this conference, which was an important step in sparking conversations on diversity, ethics and inclusion at Clemson. It has been a unique mentoring experience for Dial and internship opportunity for Billingsley, who were excited to attend the conference and continue its progress in future years.

By: Olivia Hanline



Student screenshots from the virtual 2021 TIDE Conference





Center for Career and Professional Development

Clemson Career Closet

The Career Closet program was developed to provide a way for Clemson students to obtain clothing for job hunting. The clothing provided ranges from business casual to business professional attire. All of their clothing comes from donations given by members of the Clemson community. In addition to providing clothing, they also offer tips and interviewing advice at the Michelin Career Center to help build your professional brand.



VISIT THE CLEMSON CAREER CLOSET IN ROOM 166 OF THE UNDERGRADUATE STUDENT GOVERNMENT OFFICE (EDGAR BROWN STUDENT UNION)

Clemson Career Fair

The Center for Career and Professional Development hosts the only campus-wide career events. This past fall and spring, they offered Virtual Career Fairs to safely bring students, alumni and employers together to explore and discuss internship and full-time job opportunities. The fair focused on technical majors and industries, as well as business and non-technical majors. Hundreds of employers attended each day looking to connect with Clemson students.

Clemson ClemsonJobLink

ClemsonJobLink is powered by Symplicity, the world's largest network of college and university career centers, and includes over 5 million employers. Through CJL, students are able to connect not only with employers who are directly seeking Clemson graduates, but also with employers across the country who are posting at numerous colleges and universities. For employers who are seeking a Clemson graduate, CJL can help to effectively connect with Clemson students and recent alumni to achieve their recruiting goals.



Professional Development Workshops

The Center for Career and Professional Development offers online workshops on choosing a career path, writing résumés and cover letters, preparing for the career fair, networking effectively, job searching and interviewing tactics. The Center offers one-on-one meetings with counselors to review résumés, cover letters and LinkedIn profiles and to practice mock interviews. They also provide various resources for graduate students.

VISIT THE CENTER FOR CAREER AND PROFESSIONAL DEVELOPMENT ON THE 3RD FLOOR OF HENDRIX STUDENT CENTER

