

P E A R C E  C E N T E R

FOR PROFESSIONAL COMMUNICATION

CLEMSON[®]

"Honest plain words best pierce the ear of grief."
-William Shakespeare

The Pearce Center Annual Report 2012





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Pearce People

Pearce Center Director: Michael LeMahieu

Pearce Administrative Assistant: Angie Justice

Class of 1941 Studio Coordinator: Barbara Ramirez

Client Based Program Coordinator: Ashley Cowden

Writing Fellows Program Coordinator: Meredith McCarroll

Pearce Professor of Professional Communication: Steven B. Katz

Campbell Chair in Technical Communication: David Blakesley

2011-2012 Faculty Advisory Council:

David Blakesley (English)

Cooper Fine (Marketing)

Steven B. Katz (English)

Karyn Jones (Communication Studies)

Charles Starkey (Philosophy and Religion)

Studio Associates

Candace Chapman (English)

Janelle Cheung (Psychology)

Ashley Davis (Secondary Education)

Amber Day (English)

Andrew DeBessonnet (English)

Meredith FitzGibbon (Political Sci)

McKenna Hershberger (Economics)

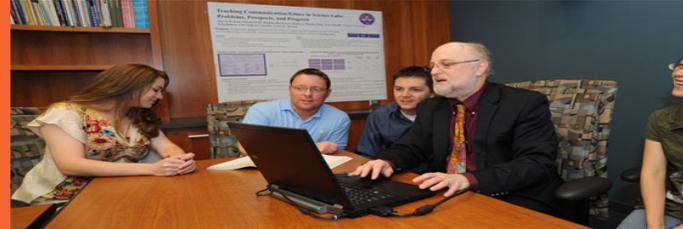
Jessica Hughes (English)

Katie Ott (English)

Jason Pierce (Engineering)

Imani Smith (Human Resources)

Pallavi Srikanth (Engineering)



History and Mission

Roy Pearce (1919-2004), President of Clemson University's Class of 1941, always maintained that his professional success was a direct result of his communication skills. Pearce's most notable success was his involvement in a family business that grew to one of the largest companies in South Carolina. Throughout his life, Pearce continued as a leader in the Clemson community, serving as President of the Clemson Alumni Association and of the CU Foundation. Clemson awarded him an honorary doctorate, the Distinguished Service Award, the President's Award, and in 1991 the Clemson Medallion, the university's highest honor. Pearce strongly believed that all students should have an opportunity to develop effective communication skills. In 1989, he and his wife established the R. Roy and Marnie Pearce Center for Professional Communication at Clemson. Mr. and Mrs. Pearce envisioned a Center whose mission was to help prepare students for the communication challenges they would face as professionals in their chosen fields. In 2001, Pearce's graduating class endowed the Class of 1941 Studio for Student Communication, which opened its doors in Daniel Hall in 2004.

The Pearce Center for Professional Communication promotes effective communication as an integral part of the learning process at all levels of schooling. The Center pursues these goals through a comprehensive program of interdisciplinary workshops, collaborative ventures, sponsored projects, and action research. Housed in the Class of 1941 Studio for Student Communication and emphasizing flexible applications of technology and new media, the Pearce Center explores innovative ways to bring together the study, theory, and practice of the communicative arts.



Director's Note

Greetings! It's been an eventful year since Dean Goodstein named me Director of the Pearce Center in the summer of 2011. And it's been a pleasure providing opportunities for Clemson students to learn and to lead, whether it's through client-based writing classes, Pearce Center internships, or the new Clemson Writing Fellows Program.

The Pearce Center also sponsored dozens of exciting events, including talks by journalists, teachers, writers, academics, and business executives. In addition, the Pearce Center supported multiple faculty research projects by providing funding, technology, and space in the Class of 1941 Studio for Student Communication. The Pearce Center has teamed with the College of Architecture, Arts, and Humanities, the Calhoun Honors College, the RCID doctoral program, and multiple departments including Communication Studies, English, History, and Marketing. Two people in particular, Angie Justice and Barbara Ramirez, ensure the continued success of the Pearce Center and the Class of 1941 Studio.

Yours,

Michael LeMahieu,
Director



class of '41 studio

The Pearce Center is housed in the Class of 1941 Studio for Student Communication on the first floor of Daniel Hall. Made possible by a \$1 million gift from Roy Pearce's graduating class, the site opened its doors in 2004. The Class of 1941 Studio affords Clemson faculty and students flexible space and cutting-edge technology to pursue collaborative work on communication-based projects. In recent years, Clemson's innovative ePortfolio program has utilized the Studio to provide technical support and peer tutoring. Other projects have included a research study on the effect of space in the teaching of American Sign Language (ASL).

Visitors to the Studio in the coming year will notice some exciting changes. In addition to new carpet and fresh paint, we are equipping the Studio with the latest communication technologies and re-imagining how those technologies can allow our faculty to pursue their research and our students to achieve their learning outcomes. In addition, Pearce Center interns who staff the Studio gain valuable work experience. Our team of Pearce Center graduate assistants and undergraduate interns will be working on a variety of writing, editing, research, and design projects, including a number of print and digital publications. David Blakesley, Campbell Chair of Technical Communication, and Ashley Cowden, Assistant Director of the Pearce Center, will lead this initiative with their considerable talents and expertise. The new look and technology in the Studio this year is the first phase of what we imagine as a long-term project. Please stop by to see the exciting work.

students



The Pearce Center encourages student learning and develops students' written, verbal, and digital communication skills through sponsoring speakers, workshops, and innovative approaches to teaching. The Pearce Center also places students in leadership roles that emphasize communication skills.



Writing Fellows Program

This fall, the Calhoun Honors College, the Pearce Center for Professional Communication, and the Writing Center will launch a pilot program in Clemson's award-winning Writing Across the Curriculum initiative. Applications were requested in the Spring for the inaugural class of Clemson Writing Fellows, who will enroll in a Creative Inquiry course on the theory and practice of peer tutoring while simultaneously working as peer tutors in writing-intensive honors seminars.

Writing Fellows are much more than peer tutors: they are critical thinkers, engaged learners, and campus leaders. At schools such as Brown, Harvard, Michigan, Penn, Swarthmore, and Wisconsin, Writing Fellows programs enable undergraduate peer tutors to provide much needed instructional support for faculty and students and to assume significant roles in the development of Writing Across the Curriculum initiatives.

How does the Writing Fellow Program work? This fall, faculty who request Writing Fellows will assign two major writing assignments one month in advance of the due date. Students will submit drafts of these assignments two weeks before the deadlines. Writing Fellows will read the drafts, provide extensive written feedback, and finally meet individually with students to discuss strategies for revision. More than correcting grammatical errors or fixing punctuation, Writing Fellows are taught to focus on higher-order concerns pertaining to argument, audience, organization, and evidence.



Successful applicants will learn to recognize the components of effective writing and to communicate strategies for revision. In addition, Writing Fellows will receive a \$1,000 stipend for their work as peer tutors. Successful Writing Fellows will be invited to continue in the program both by conducting undergraduate research pertaining to writing instruction and by continuing to serve as peer tutors.

For its inaugural class, the Writing Fellows Selection Committee received 40 applications for what was initially envisioned as 4 positions. After interviewing 19 finalists, 10 offers were made and accepted. The inaugural class of Writing Fellows includes students representing seven majors across campus:

Dorothy Behre, Class of '13 -- English/Chinese

Parker Essick, Class of '15 -- English

Alyssa Glazener, Class of '15 -- English

Michael Harris, Class of '13 -- Language and International Health

Jessica Heron, Class of '15 -- Communications

Jessica Lau, Class of '14 -- Bioengineering

Haley Nieman, Class of '14 -- Communications

James Ozmint, Class of '14 -- English

Michaela Reinhart, Class of '15 -- Biochemistry

Jenny Tumas, Class of '14 -- Communications/Political Science



client based program

Through the Client-Based Program (CBP), Clemson students partner with a variety of program clients, comprised of local groups and businesses, to create communication deliverables. As students work on close professional levels with clients, the program promotes strong communication skills that are applicable to workplace settings. Students' exposure to professional audiences and real-life clientele encourages students to think critically and strengthen problem solving skills.

The CBP's first goal is to develop tangible skills that students can bring into the workplace. Some of these skills include data collection, critical thinking, graphic design, persuasive writing, professional writing, problem solving, and digital and visual communication. Students display their projects at two showcases, held at the end of the Fall and Spring semesters.

The second goal is to provide Clemson faculty with professional development opportunities. The CBP holds Brown-Bag Meetings allowing faculty to discuss issues and solve problems. CBP faculty is invited to attend workshops in the Multi-media Authoring Teaching and Research Facility (MATRF).

The third goal is to create a positive client experience. In 2011-2012 the CBP worked with 26 clients: 13 non-profit organizations and 13 on-campus departments. The CBP produced 156 deliverables for the clients. The deliverables were a wide range of documents, including: social media plans, Prezi/Powerpoints, posters, manuals, newsletters, websites, brochures, videos, logos, tutorials, community events, reports, radio/TV/billboard ads, instructions, and campus-wide events.



The CBP partnered with multiple non-profit organizations: Habitat for Humanity, Prader-Willi Syndrome Association, AlignSC, Anderson Adult Education Center, SC Governor's School for Performing Arts, Horry County, You Are Not Alone, Carolina Community Center, Pendleton Historic Foundation, iFixit, Foothills Chapter of the Sierra Club, and Michael Roc.

On-campus departments included: Clemson Biosystems, University Housing, Environmental Health and Safety/Clemson University Environmental Committee, Department of Engineering and Science Education, Calhoun Honors College, Networkbash, Athletic Department, Faculty Senate, Office of Media Relations, Tiger SpeakOut, Jordan Hall Imaging Facility, Multimedia Authoring Teaching and Research Facility (MATRF) and the Outdoor Lab.

Project Spotlights:

Anderson County Adult Education Center

The partnership between the AAEC and the CBP has helped Anderson County adults obtain their GEDs or further their education.

Governor's School for Performing Arts

Students in an MBA class and business writing class worked to develop an alumni network for the Governor's School.

Clemson University Athletic Department

Business writing students worked with Athletic department to research ways to improve their social media presence and student attendance at events.

Clemson University Environmental Audit

Technical writing classes updated the University Environmental Audit.



Writing Across the Curriculum

In 2011, Clemson once again appeared on *US World News and Report's* list of best schools for Writing in the Disciplines. The Pearce Center continues to advance Clemson's longstanding tradition of excellence in Writing Across the Curriculum (WAC) through collaborating with the Campbell Chair in Technical Communication and the Pearce Professor of Professional Communication. Highlights of the 2011-2012 academic year included making Clemson the new institutional home for *The WAC Journal* and hosting Michael Palmquist, Director of the WAC Clearinghouse. In addition, the Pearce Center sponsored a series of workshops designed to help Clemson students with a variety of communication tasks, from writing academic papers to applying for internships, fellowships, and jobs.

The WAC Journal Comes to Clemson

Clemson University, in partnership with Parlor Press, became the new institutional home for *The WAC Journal*, which publishes educators' innovative research in Writing Across the Curriculum.

Michael Palmquist, Associate Vice Provost for Learning and Teaching

Co-sponsor: Campbell Chair of Technical Communication

The Future of the Book--A Decade Later

Mike Palmquist of Colorado State University gave his lecture on the evolution of the book as a kickoff of a new initiative to establish the Clemson Book Lab.



NSF on Scientific Communication in Writing Across the Curriculum
Steve Katz, Pearce Professor of Professional Communication, led his team to research biology students' knowledge and perception of communication and communication ethics in science. The team's ultimate goal was to improve WAC/WID communication pedagogy in biology labs at Clemson University as well as nationally through the dissemination of the study's results. The study's conclusions were previewed through two national conference panels and an ensuing co-authored manuscript.

Student Communication Workshops:

Academic Job Market Workshop

Tenure-Track Faculty Question and Answer

Writing & Publishing Internships

Jonathan Field, Lindsey Kovach

From Personal Statement to Statement of Purpose

Michael LeMahieu

Common Writing Mistakes

Scot Barnett, William Stockton

RCID (Rhetorics, Communication, Information Design Research) Forum

The Pearce Center and College of Arts, Architecture, and Humanities provided the space and the faculty support to allow a multitude of projects to take place under the RCID format.



Growing up After 9/11

As 2011 marked the 10th anniversary of the 9/11, the Pearce Center partnered with the Calhoun Honors College and other co-sponsors to host a discussion of the students' memories of 9/11. The event featured talks by Clemson faculty and the personal memories of President Barker. Tables of students and faculty then engaged in lively discussions about the significance of 9/11 and its ongoing impact on global politics.

Cultural Literacies Across Media

Cultural Literacies Across Media (CLAM) enhances study abroad experiences as students design and produce real world products that teach others about new cultural contexts. As students explored and studied various types of media, they created informative digital diaries, interactive videos, and multi-media writing publications. For more information, please visit clemson.edu/caah/clam.

ePortfolio Program

Beginning in the fall of 2012, the Pearce Center will sponsor the Clemson ePortfolio program's participation in Cohort VII of the Inter/National Coalition for Electronic Portfolio Research. The cohort will constitute from Fall 2012 through Spring 2015. Cohort members will examine their own practices and test propositions that have significant ramifications for assessment in general. Institutions will meet twice a year for a total of six face-to-face meetings at which they report on and advance their own work, provide feedback to other institutions, and advance the knowledge base of the cohort.

faculty



The Pearce Center works closely with Clemson faculty from across the university by sponsoring research projects, providing space and technology for collaborative work, and supporting innovative approaches to teaching communication across the curriculum.



research projects

Nature Based Research

Dylan Wolfe, Assistant Professor of Communication Studies

Since 2007, students in communication studies and other disciplines have worked with Dylan Wolfe, Professor of Communication Studies, to study, document, and publicize the Nature-based Sculpture Program (NBSP) and the South Carolina Botanical Garden (SCBG). Thus far these service-learning projects have generated multiple sets of qualitative and quantitative data, two peer-reviewed publications, and several academic presentations. A student-generated exhibit is now also a site for data collection, both for experiences of the artworks in the garden and the public's interaction with the exhibit itself. This data will be used to improve visitor experiences and serve as basis for academic publication.

Communication Networks

Travers Scott, Assistant Professor of Communication Studies

This project was part of a larger investigation into two social movements' alliances and obstacles over the past 50 years, and their communication of, between, and about each other. This continuing project involves historical archival work, discourse analyses, online network analyses, social media data mining, focus groups and interviews.



ME Memorial

Sean Morey, Assistant Professor of English

The ME Memorial research project focuses on public policy issues concerning domestic oil production and consumption through a digital, conceptual, and affective mapping of the Deepwater Horizon oil spill. The digital installation will include new media platforms, audio, video, photography, and artwork, linking them to write new relations of nature and new individual and collective relations to the oil spill disaster.

South Carolina Roots of African American Thought

Susanna Ashton, Professor of English

Rhondda Thomas, Assistant Professor of English

The *South Carolina Roots of African American Thought* defines a new field—regional African-American intellectual thought—through assembling a collection of writings by national intellectuals and demonstrating how their South Carolina origins shaped both their ideas and the direction of the United States of America.

Tigris Science Cafe

Brian Booth, Professor of Engineering

Clemson's Institute for Biological Interfaces of Engineering hosted a seminar about tissue engineering and breast cancer research at a local ice cream shop to celebrate the 2.6 million breast cancer survivors in 2011 alone.



Thoughts Worth Thinking

The Thoughts Worth Thinking program functioned as an opportunity for top professors and student members of the Calhoun Honors College to join intellectual forces and collaborate on various ideas. These meetings, inspired by Sapling Foundations “ideas worth sharing” TED (Technology, Entertainment, and Design) style conferences, began with speaker presentations and concluded with involved discussions between the students and speakers. The talk participants were inspired to think critical and interdisciplinary thoughts, and students were encouraged to evaluate and apply their own studies to a range of circumstances beyond the classroom setting.

“America the Great? Foreign Policy and American Exceptionalism.”

Vladimir Matic, Professor of Political Science

Jeff Love, Professor of Languages

“Is Truth Beautiful or Deadly? An Immodest Inquiry.”

Kelly Smith, Professor of Philosophy and Biological Sciences

“The Importance of Knowing What You Don’t Know.”

Linda Li-Bleuel, Professor of Music

“The Three P’s.”

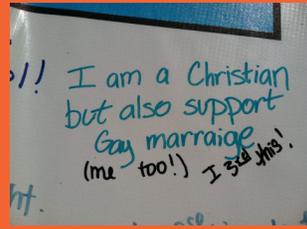


American Sign Language

In Spring 2011, the American Sign Language (ASL) section of the Languages Department in coordination with Stephen Benjamin Fitzmaurice, Visiting Professor of American Sign Language, was afforded the opportunity to use the fluid space within the Class of 1941 Studio for Student Communication. The nature of ASL creates spatial/visual needs different from most other modern languages. As a visual-gestural language, ASL combines spatial elements with fine and gross motor movements and facial expressions to form the linguistic syntax and discourse of the language. These elements result in significant demands involving movement and space.

The ASL section will continue to collect research data through Spring 2012 with the goal of discovering if fluid space enhances the learning experiences of Clemson ASL students. Faculty members are keen to contrast the learning environments of a static, standard classroom venue and a fluid, innovative environment such as the Class of 1941 Studio to determine if students' success in language proficiency increases.

Although still in the data collection stage, preliminary findings indicate the cramped quarters of conventional classrooms hinder a student's acquisition of ASL and that the benefits of fluid space on ASL acquisition are tremendous for



"I am... but also..."

Human Adventure Symposium, "I am....But also..."

Shannon Holland, Assistant Professor of Communication Studies

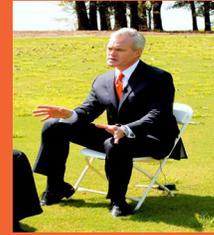
In 2011, Clemson benefactor Maryalice Mayberry envisioned a 5-year project titled the Human Adventure Symposium Identity Project. Last Spring, students in Shannon Holland's communication class accepted Ms. Mayberry's challenge to create a "student-centered, student-facilitated dialogue project that 'stirred the pot' on difficult conversations about identity." Those students kicked-off the project by creating the 2011 "I am___but not___" campaign, which invited Clemson students, faculty, and staff to submit their own "I am__but not___" statements in an effort to promote dialogue about social stereotypes. The success of the campaign revealed that Clemson students, faculty, and staff are eager to discuss difficult issues about identity. It also revealed that many of those conversations are just beginning.

The aim of the "I am___but also___" was to expand upon those difficult conversations and to inspire new discussions about identity and self-expression. To continue the initial success the campaign, Holland rallied students for an "I am___but also___" Part II of the Human Adventure Symposium Identity Project. Students chose to organize their project around this statement in hopes that it would encourage students, faculty, and staff to reflect upon and to discuss the diverse and sometimes conflicting beliefs, roles, relationships, and social rules that influence one's own sense of self.

EVENTS



The Pearce Center enhances the intellectual life of the university by sponsoring visiting speakers, faculty lectures, public programs, research forums, student discussions, and colloquia. Through these various events, the Pearce Center hopes to promote the dissemination and exchange of ideas at Clemson University.



Featured Speakers

Scott Pelley, “This Moment in America - A Reporter’s View”

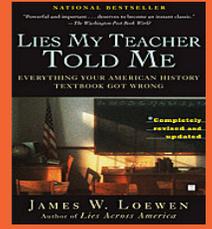
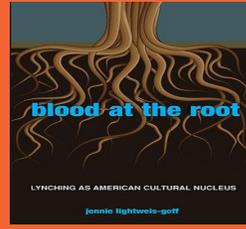
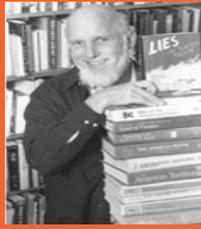
Co-sponsors: Department of Communication Studies, College of Architecture, Arts and Humanities

Scott Pelley, anchor and managing editor of CBS Evening News and contributor to the decorated CBS news journal *60 Minutes*, visited Clemson to speak with both students and faculty about his experiences as a journalist. After a lunch hosted by Dean Goodstein at the Madren Center Pavilion, Pelley addressed a capacity crowd at the Self Auditorium in the Strom Thurmond Insititute. Well over 200 people attended the event, and Pelley presented clips from interviews. Pelley’s overarching message to students was to remain informed about current events and political debates.

Marty St. George, “Marketing and Social Media at JetBlue”

Co-sponser: Department of Marketing

Marty St. George, Senior Vice-President of Marketing and Commercial of JetBlue, visited Clemson to discuss the critical value of social media skills for all students. St. George gave two presentations, the first to a group of marketing faculty and students. St. George discussed how JetBlue has effectively used social media to market itself as a challenger brand. Later that afternoon, St. George spoke to a group of English and communication studies faculty and students in the 1941 Studio. He encouraged students to continue exercising their professional communication skills.



Holly Anderson, Doug Gillett, “Monetizing Sass and Hustle in the Internet Age”

Anderson is an author for Sport’s Illustrated’s college football blog and became a writer by accident. Gillett also became a sports writer by chance and is currently blogging about college football for SBN Atlanta and EDSBS.

Jim Loewen, “Lies My Teacher Told Me and How to Avoid Them”

Co-sponsors: *Department of History and University Housing*

Jim Loewen delivered a lecture/workshop focused on promoting teachers to use textbooks as innovative learning tools in the classroom.

Jennie Lightweis-Goss, “Blood at the Root: Lynching in the American Canon”

Co-sponsor: *The Department of English*

Jennie Lightweis-Goss, an ACLS teaching fellow at Tulane University and Clemson alumni, gave a workshop about Ph.D. programs. After her workshop, Lightweis-Goss had lunch with the Masters of Arts in English students and gave a public lecture on mob violence and its influence on the American literary canon.

Adam Goodheart, “When Charleston Exploded”

Cosponsor: *Calhoun Honors College*

Goodheart, author of the critically acclaimed *1861: The Civil War Awakening*, held a public lecture about the courage and heroism beyond the battlefields.



Featured Events

Writer's Harvest, Annual Benefit Reading

Clemson University's annual Writers Harvest led to a record audience of 150 and raised \$360 for the benefit of Loaves and Fishes. Loaves and Fishes is a local charity which uses donations to assist the Greenville, SC based food bank. Clemson's English Department's publicized writers were included in the lineup for this event. The lineup included: Keith Lee Morris, Jillian Weise, Steve Katz, John Pursley III, Lindsey Jones, Alex Kudera, Angelina Oberdan and Mike Pulley.

AAH Coffee and Bagel Hour

The Pearce Center and Arts and Humanities Faculty Advisory Council invited all faculty to attend a morning of refreshments and informal conversation. The event was held to promote a sense of community among the college faculty.

ePortfolio Summer Assessment

The 4th annual ePortfolio Summer Assessment conducted a summative assessment of student ePortfolios. A purposeful selection was made of participants in an attempt to provide feedback to all curricular programs university wide, thus closing the loop on the assessment of the general education competencies.

Ethics Across the Curriculum Faculty Seminar

This seminar is designed to help faculty at all levels integrate ethics into their regular classes by providing opportunities for hands-on engagement with ethical issues and application of the techniques learned over the three days.



AAHhh!

The College of Architecture, Arts and Humanities, the Arts and Humanities Faculty Advisor Council, and the Pearce Center for Professional Communication hosted a Happy Hour to promote a sense of community among faculty.

Ain't Ms. Hunter Brave!

Co-sponsors: Women's Studies, Pan-African Studies Program, and CU Libraries

Rhondda Thomas collaborated with Dead Horse Productions of Anderson, SC and the Pendleton Historic Foundation to produce a video that featured a cast of Pendleton residents and friends. The program also included a talk by Thomas about her research, readings from Hunter's autobiography, *A Nickel and a Prayer* by students in Thomas' African American Literature class, and music by TakeNote, Clemson University's all female a cappella group.

Race and the Control of Workers in U.S. History

David Roediger, Babcock Chair of History at the University of Illinois and current Visiting Distinguished Professor of History at the University of South Carolina, discussed his *Wages of Whiteness*, one of the foundational works for the development of "whiteness studies."

Sigma Tau Delta Induction

Clemson University's chapter of Sigma Tau Delta, the International English Honors Society, held its annual induction ceremony in the Studio for Student Communication. The ceremony included new member induction and graduating senior recognition.



criticism and Theory

Clemson's "Lectures in Criticism and Theory" were *co-sponsored by the Doctoral Program in Rhetorics, Communication, and Information Design and Department of English.*

Henry Jenkins, Spreadable Media

Henry Jenkins, a Professor of Communication, Journalism and Cinematic Arts from the University of Southern California hosted a public lecture that offered snapshots of a culture-in-process.

Peter Fenves, Completion and Entanglement

Fenves delivered a lecture in the studio on his essay "Absent an Event Finer Feeling" that was open to the public. Fenves is a professor of literature at Northwestern University.

Valerie Traub, Psychoanalysis and Historicism

Valerie Traub, the Frederick G.L. Huetwell Professor of English and Women's Studies at the University of Michigan, led a seminar on psychoanalysis and historicism in Elizabeth Bellamy's essay, "Psychoanalysis and Early Modern Culture." Professor Traub also held the talk "Shakespeare's Sex" in McKissick Theatre.



Closing Remarks

As you can see, the Pearce Center is involved in many different and exciting initiatives. I want to thank Pearce Center interns Amber Day, Jessica Hughes, and especially Katie Ott for their expert assistance in preparing this report.

The common thread that unites our efforts is a focus on student learning and faculty research. With our continued work with the Client Based Program, our new Writing Fellows Program, and an ambitious plan for the Pearce Center Interns, we're looking forward to even more exciting developments in the coming year. We've funded a record number of faculty research projects and we've lined up an impressive roster of visiting speakers.

We've also welcomed Ashley Cowden on board as Assistant Director of the Pearce Center. In that role, Ashley will continue to direct the Client Based Program, supervise the work of the Pearce Center Interns, and coordinate our website and social media. Those of you familiar with Ashley's work will recognize immediately how her increased role with the Pearce Center bodes well for our future enterprises.

The Pearce Center benefits from the ideas and energy of the wider Clemson community. If you'd like to support or get involved with the Pearce Center, please don't hesitate to contact me. If you have any ideas or suggestions for new projects or initiatives, please let me know. I'm already looking forward to writing next year's report!

Michael LeMahieu, Director
Pearce Center for Professional Communication
mlemahi@clemsun.edu

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