



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

FOR PROFESSIONAL COMMUNICATION

CLEMSON

ANNUAL REPORT

2020 - 2021

2020-2021 HIGHLIGHTS

1

Pearce
Center

6

Off-Campus
Intern Clients

2

PEP
Editors

7

FAC
Members

3

WAC
Faculty

8

Staff
Pets

4

On-Campus
CBP Clients

9

Grad WAC
Fellows per
Section

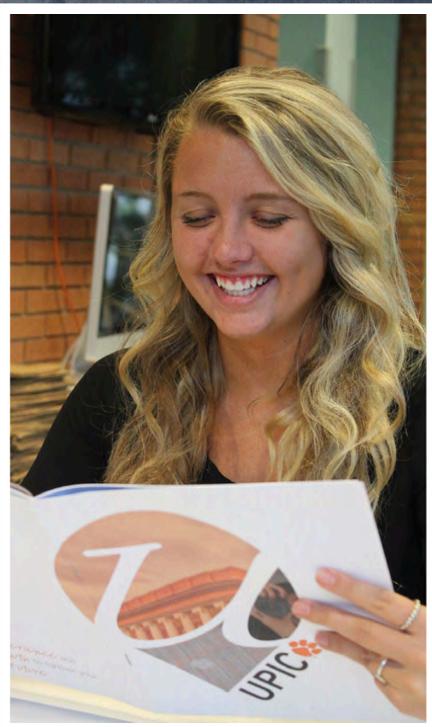
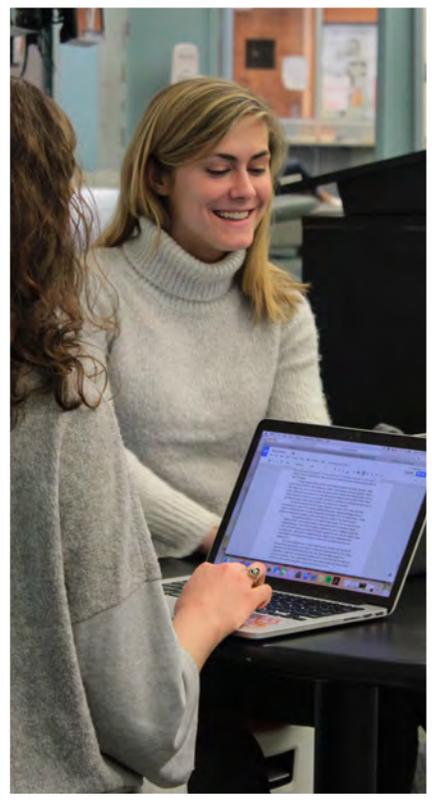
5

VID
Interns

10+

Pearce
Interns

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NOTE FROM THE DIRECTOR

Dear Friends,

In Spring 2021, I'm writing with a lighter heart than at the close of last semester; then, we were dealing with a flurry of confusing organizational details to work out when the pandemic unexpectedly flipped our classrooms and our worlds upside down, throwing us challenges impossible to anticipate. Today, we have learned new strategies for coping, how to meet in Zoom for workshops, for internships, with clients; more importantly, we have learned that we are resilient and adaptable; students and teachers have become online professionals. It's been a year!

Despite circumstances, without a doubt the most important development for us this year is the continued support of the Pearce Family. Ms. Walker Buxton, granddaughter of Roy and Marnie Pearce, and Ms. Buxton's aunt, Ms. Jean Rentz, provided the Pearce Center with generous gifts this year, which we are delighted and honored to receive. The plans for these funds involve investing in STEM communication. We have initiated plans to collaborate with, among others, the Alan Alda Center for Communicating Science at Stonybrook University in 2021, and there will be much more to report on next year.

One of the most exciting pieces of news at Pearce Center concerns our new Visual Information Design (VID) program, which has been successfully established during this first full year of operation and ably co-taught by Charlotte Lucke, Ph.D. student, and Sarah Costley, administrative assistant. Its success is attested to by the support of Clemson's UPIC program and by the growing number of internships that we have been able to offer. The program has become one of two outward-facing programs (the other is Professional Editing at Pearce, featured below), and VID is now open for consultations with Clemson undergraduates, graduates and faculty. The annual report that you are now reading owes its layout and design to our VID interns – be sure to read all about them inside these covers.

We have strong support from the university's UPIC program due in large part to the stellar efforts of Assistant Director of Pearce Center, Ashley Cowden Fisk, who with Graduate Assistants Allison Daniel and Amanda Anderson have made Pearce internships, supported by UPIC, flagship opportunities on campus. Emphasizing a strong educational component during which Pearce Interns learn how to navigate not only client meetings, but also a wide range of technology necessary to serve clients by building and designing websites, by enhancing our clients' customer outreach and by assisting them with fundraising campaigns and crafting online organizational profiles, just to name a few of the projects Pearce Interns have completed this year. But the crowning accomplishment for all our Pearce Interns is the ability to manage the projects as co-equal partners with their clients. Ashley and the GAs

are available for guidance, but the management falls to students, making Pearce internships immensely valuable in preparation for assuming responsibility in the work world. See all the details about their many projects in this annual report (which they have written!).

This year, Professional Editing at Pearce is fully launched. Due to the efforts of our senior editor, Diane Quaglia Beltran, our copyeditor, Allison Daniel, and administrator and backup editor, Sarah Costley, PEP has served several Clemson and external clients. Additionally, PEP editors have conducted outreach at writing workshops and have begun to develop a series of reference materials, “How-To” Guides for writing, which will become part of the newly launched webpage for PEP.

Finally, our wonderful Grad WAC Fellowship has expanded in scope and coverage. We have expanded the program to build in a progression over the course of the two semesters. The fellowship serves graduate teaching assistants who have responsibilities for teaching writing along with disciplinary content in their TA assignments. The first semester of the fellowship focuses on activities to promote expertise in Writing Across the Curriculum, also known as Writing to Learn, i.e., those writing strategies applicable to writing well whatever the discipline. The second semester of the fellowship focuses on activities categorized as Writing In the Disciplines, also known as Writing to Demonstrate Learning, i.e., those writing strategies useful for disciplinarily-specific genres, appropriate use of data and professional presentation of materials in writing and in speaking. The fellowship would not be what it is without the excellent design of curricula, the planning for student engagement and the co-teaching provided by WAC Faculty Jennifer Hagen Forsberg, Phil Randall and Katalin Beck, who are all also English Department faculty.

Enjoy this annual report, which it is our great pleasure to provide for you, our readers!



Cameron Bushnell

MISSION STATEMENT

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 active research. Working through the Class of 1941 Studio for Student Communication, the Pearce Center brings together the study and practice of the communicative arts in innovative ways to emphasize flexible applications for technology and new media.

ROY PEARCE

Roy Pearce (1919-2004), President of Clemson University's Class of 1941, credited his professional success to his communication skills. During his lifetime, Pearce led the Clemson community, serving as president of both the Clemson Alumni Association and the CU Foundation. As a result of his accomplishments throughout his life, Pearce was recognized by Clemson University with the Distinguished Service Award in 1963, an honorary doctorate in 1986 and the President's Award in 1988.

Pearce and his wife, Marnie, established the Pearce Center for Professional Communication at Clemson in 1989. Pearce strongly believed that all students should have the opportunity to strengthen their communication skills to meet the challenges they would face as professionals. In 1991, Pearce was awarded the Clemson Medallion, the university's highest honor. In 2001, Pearce's graduating class endowed the construction of the Class of 1941 Studio for Student Communication, which opened in 2004 in Daniel Hall.



THE PEARCE CENTER

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

Entering the Studio, visitors are greeted in the reception area, which houses laptops, high-end digital and video cameras with supporting equipment, two iMac workstations and an LED display of ongoing projects and events. The Production and Design Studio occupies the middle room and offers a large collaborative space designed to facilitate the production, discussion, design, revision and completion of projects. The lounge area outside of the conference room serves as an intimate space for individual or small group work, while the conference room serves as a meeting space available to faculty and student organizations. With abundant collaborative space and technology, the 1941

Studio serves as an essential tool for many events and classes held at Clemson University.

A partnership with Adobe® has also presented the Studio with many other technological benefits, allowing groups and courses access to programs including Adobe® Photoshop, Illustrator, InDesign and Premiere Pro and enabling more students to use these programs for writing, art and design.

In the 2020-2021 academic year, the Studio was closed due to the COVID-19 pandemic. Despite the closure, the Pearce Center still hosted a wide range of virtual events, from workshops to presentations and conferences. More specifically, the Pearce Center hosted a virtual writing workshop for doctoral students and a faculty workshop through the Alan Alda Center for Communicating Science. Other events included the 14-Day Writing Challenge, a presentation on literature reviews and a chemistry class presentation on abstracts and executive summaries, among many more. The Pearce Center plans to reopen the Class of 1941 Studio for events and classes in the fall in accordance with social distancing regulations and looks forward to holding a variety of functions when possible!



PEARCE PROGRAM

SNAPSHOT

Pearce Center Interns

The undergraduate internship program serves community and Clemson University clients, providing design, website and social media support for various projects.

Visual Information Design

The undergraduate VID interns work one-on-one with students who are seeking assistance with their visual presentations. Interns and students focus on the ways in which language, visuals and aesthetics work together to create arguments and help students choose the most effective platform for projects.

Client-Based Program

The Client-Based Program allows students the experience of using communication skills in real-world settings by matching them with clients in the community. CBP classes provide their clients with deliverables such as instruction manuals, websites, presentations and advertisements across various mediums.

Graduate WAC Fellows

The Graduate Writing TA Program is a professional development program for graduate and international teaching assistants that provides training in developing strategies for teaching writing using principles from Writing Across the Curriculum and Writing In the Disciplines.

Professional Editing at Pearce

Created to meet the needs of graduate students, junior faculty and community members who need editing and copyediting assistance, PEP offers assistance with a variety of editing needs, from proofreading to document reorganization, for academic documents nearing publication.

Intercollegiate Collaborations and Events

The Pearce Center partners with various Clemson departments to augment the professional communication abilities for Clemson students, such as:

- **Alan Alda Center for Communicating Science workshop for faculty across campus**
- **Doctoral Writing Workshop with the Graduate School**
- **3MT and GRADS preparation with the Graduate School**
- **A Summer of Black Uprisings: A Conversation with Claudia Rankine with the English Department**
- **Yellowdig Engage for campus-wide deployment with Campbell Chair**
- **The WAC Journal with Campbell Chair**



19 interns



13 clients

Pearce Interns

15 consultations

5 interns



Visual Information Design



3 instructors

5 clients



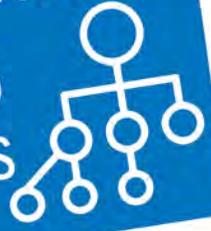
84 students who participated

Client-Based Program



28 fellows

15 departments

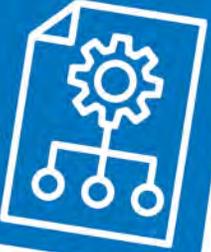


Grad WAC Fellows



2 editors

5 projects



Professional Editing at Pearce



18 events/
sponsorships

12 organizations



Events and Sponsorships

PEARCE CENTER STAFF



Cameron Bushnell
Director



Ashley Fisk
Assistant Director



Sarah Costley
Administrative Assistant /
VID Coordinator



Charlotte Lucke
VID Coordinator



Allison Daniel
Graduate Assistant /
PEP Copyeditor



Diane Beltran
PEP Editor

Amanda Anderson
Graduate Assistant

WAC FACULTY

Pearce Center's WAC Faculty continued its second year as a group dedicated to educating others in Writing Across the Curriculum practices to further the use and practice of writing in classrooms of all disciplines. To this end, the three WAC Faculty members co-taught the Grad WAC Fellows class, focusing on ways graduate students can integrate writing practices into their STEM, social science, education and architecture undergraduate classes.



Dr. Jennifer Forsberg

Jennifer Hagen Forsberg joined the WAC Faculty in Fall 2019. Team-teaching with Dr. Bushnell and Katalin Beck allowed for a wide-range of writing experiences and active mentorship for the graduate TAs in the Grad WAC Fellows program. These opportunities included not only support for the implementation of writing-to-learn within their classrooms across the university, but also teaching observations, teaching consultations and the discussion of special topics for professionalization. After an increased enrollment, the team elected to split the Grad WAC Fellows sessions into a two-semester sequence: Writing Across the Curriculum and Writing In the Disciplines. In 2020-2021, Forsberg designed the first semester offering (WAC), which she team-taught with Phil Randall. They focused on the foundations of quality academic writing and the integration of writing-to-learn into general education objectives, as well as the creation of a teaching repository to provide fellows an ongoing resource. Their dedication to writing fundamentals gives fellows the opportunity to gain fluency in college-level writing, develop assignments and assessments and build confidence as writers and teachers of writing.



Katalin Beck

During Katalin Beck's four semesters of working as a WAC Faculty member, the program has matured and grown from one cohort to two, reached Ph.D. candidates in almost every college and evolved to accommodate a variety of teaching modalities from face-to-face to fully online. "What remains unchanged is the spirit of collaboration and collegiality that emerges on all levels: between students and instructors, in the partnership of each section's co-teachers and among the students themselves," Beck said. The result of this spirit, ultimately, is the graduate students' amazing progress in building confidence about their own disciplinary writing and about the writing pedagogies that they can use as teaching assistants.

Witnessing, and hopefully energizing, the students' growth through exchanging ideas, inspiring conversations, analytical and creative projects and mentoring consultations are Beck's highest reward. Beck believes it is a great privilege to be part of a program that fills a profound need and keeps the tradition of WAC excellence alive at Clemson.



Philip Randall

Phil Randall is a senior lecturer who teaches courses in scientific writing and science, technology and society. He has worked as an editor for the Commission on Accreditation for Medical Transport Systems, Elysian Magazine and for news organizations including The New York Times Co., Gannett and the Times Publishing Co. (Tampa Bay Times). As a member of the Clemson faculty since 2004, he has overseen more than 25 client-based projects for South Carolina nonprofits and government agencies, including the Anderson Adult Education Center, Homeland Park Elementary School in Anderson County, Big Brothers Big Sisters of the Upstate, Cancer Association of Anderson and Anderson-Oconee Speech and Hearing. This is his second year as a WAC Faculty member, during which he has co-taught the Grad WAC Fellows program and presented as part of the Doctoral Writing Workshop and last year's Teaching Symposium.

PEARCE FACULTY ADVISORY COUNCIL

Pearce Center's Faculty Advisory Council is a group of individuals passionate about using communication to enrich the Clemson community and provide new opportunities for students. Their experience stems from departments across the university, including English, Biological Sciences and Marketing. The Faculty Advisory Council's wide variety of disciplines brings valuable perspective and proves the importance of communication in many different fields. The faculty advisors help the Pearce Center reach new goals, get involved in new projects and review grants and proposals. Above all, they make the Pearce Center a place for students and interns to enhance their skills through hands-on experience while helping others.



Dr. David Blakesley

David Blakesley has served both Clemson University and the Pearce Center for 11 years. On the Advisory Council, he uses his background and experience in the teaching of writing and its administration, writing in digital contexts and writing across media to advise the Center on its initiatives in these areas. Blakesley finds common ground between his role with the Pearce Center and as Campbell Chair in promoting Writing Across the Curriculum. The shared goals between the two include improving the writing of all Clemson students, especially in science and technical fields, and encouraging and supporting faculty in their efforts to teach writing-to-learn and Writing In the Disciplines. Blakesley believes the study and application of rhetoric are at the heart of all that is done in the humanities. This belief is the foundation behind his work across campus. Through the WAC initiative, he aims to help students and faculty make their work and discoveries sharable to a wider public through print and digital publishing, scholarship and other forms of communication.



Dr. Jordan Frith

Jordan Frith is the Pearce Professor of Professional Communication at Clemson University and has served on the Advisory Council for two years. His research interests include mobile media and infrastructure. He is the author of three books and more than 20 peer-reviewed articles published in a variety of disciplinary journals. He has also produced public scholarship, and his work can be found in a variety of podcasts and other popular venues.



Dr. Rhondda Thomas

Rhondda Thomas is the Calhoun Lemon Professor of Literature in the Department of English and has been teaching at Clemson for 13 years. She has served on the Advisory Council for five years where she helps plan and develop programs and review proposals for funding. Thomas chose to join the Advisory Council to support initiatives that would enrich students' and professors' engagement with an array of communication projects. Her research and teaching increasingly involve communication and public humanities components, such as the Call My Name project. She utilizes an array of communication tools to share her work with different audiences. This need for effective communication, as well as a desire to find new ways to engage students with frequently text-heavy early American literature, supports her efforts on the Advisory Council and as a professor. Moving forward, Thomas hopes the Pearce Center can become even more involved in sponsoring and co-sponsoring communication initiatives on campus, as well as providing workshops for students, faculty and staff to improve their communication skills.



Amanda Cooper Fine

Amanda Cooper Fine is a senior lecturer in the Marketing Department, as well as a Robert H. Brooks Sports Science Institute Fellow and Internship Coordinator at Clemson University. She has been teaching at Clemson for 13 years and has been on the Advisory Council for 11 years. On the Advisory Council, she assists by offering guidance, ideas and a variety of perspectives when it comes to the mission of the Pearce Center, as well as reviewing grant proposals. When she joined the Advisory Council, Fine wanted to connect the mission and opportunities of the Pearce Center to business students and faculty. She feels that communication is central to effective marketing, and whether educating consumers about products or making a sales pitch, marketing requires a strong foundation in communication. Fine believes that the Pearce Center has succeeded in adapting to changes in communication and must continue to do so as professional and personal communication evolves in the future.



Dr. Chelsea Murdock

Chelsea Murdock is the director of the Clemson University Writing Center and a lecturer in the English Department and has served on the Advisory Council for two years. She earned her doctorate in composition and rhetoric from the University of Kansas and her bachelor's degree in English from Kennesaw State University. Her research focuses on Indigenous and cultural rhetorics, composition pedagogy, writing center praxis, transformative works and participatory cultures. Her work has been published in *Rhetoric Review* and *Community Literacy Journal*.



Dr. Lesly Temesvari

Lesly Temesvari has served on the Advisory Council for three years. Temesvari is a professor in the Department of Biological Sciences. Her research focuses primarily on characterizing virulence in the dysentery-causing human parasite *Entamoeba histolytica*. She teaches courses in cell biology and scientific writing, emphasizing the value of clear communication in the sciences.



Dr. Jillian Weise

Jillian Weise is a poet, performance artist and disability rights activist who has served on the Advisory Council for two years. She is the author of three poetry collections and a novel. Her first book, “The Amputee’s Guide to Sex,” was reissued in a 10th anniversary edition with a new preface. Weise’s essays have appeared in *A Public Space*, *The New York Times* and *Tin House*. Her heteronym, Topsy Tullivan, hosts a show called “Tips for Writers” on YouTube. She has been awarded residencies and fellowships from the Fine Arts Work Center, the Fulbright Program and the Lannan Foundation; she worked as part of the editorial team at *The Paris Review* and *The Iowa Review*. Her most recent book, “Cyborg Detective,” was published in Fall 2019.

PEARCE CENTER AFFILIATES

The Pearce Center is affiliated with a number of individuals and organizations on campus. These include the Writing Center Fellows, the Campbell Chair and the Pearce Professor. The Pearce Center does not actively manage these initiatives but supports and works with them to achieve their goals. Read more about the Pearce Center's affiliates below!



Writing Center Fellows

Clemson's Writing Center Fellows offer support to students from all departments and all years in need of strengthening their writing skills. Whether it's through individual conferences in the Clemson Writing Center or working to offer guidance to a focused group of students, fellows function broadly to provide support for all.

Campbell Chair

David Blakesley is the Robert S. Campbell Chair in Technical Communication and a professor of English at Clemson University. He is also the publisher and founder of Parlor Press and has authored, co-authored or edited 10 books. Blakesley is the recipient of numerous awards, including the 2018 Award of Excellence from Clemson's Board of Trustees, the 2016 George Yoos Distinguished Service Award, the Charles Moran Award for Distinguished Contributions to the Field from Computers and Composition and the Distinguished Service Award from the Kenneth Burke Society. Additionally, he was named a Fellow of the Rhetoric Society of America in 2016 and Adobe Education Leader in 2014.

Pearce Professor

Jordan Frith is the Pearce Professor of Professional Communication at Clemson University. His work has focused on a variety of issues related to emerging media. He has written books about mobile media, locative media and communication infrastructures. His second book – "Smartphones as Locative Media" – analyzes how smartphones have become a core technology of location and how that phenomenon can impact how we understand digital data more broadly. His third book – "A Billion Little Pieces: RFID and Infrastructures of Identification" – was published by MIT Press in Spring 2019. That book examines how RFID infrastructures have reshaped everything from identification practices to nonhuman communication built into physical spaces.

PEARCE INTERNS



The Pearce Intern Program, initiated in the 2012-2013 academic year, places students in positions allowing them to develop the culture of writing at Clemson, serve as resources for their peers, improve their written communication skills and gain worthwhile professional experience.

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

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

These opportunities provide Pearce Interns with the chance to pursue the goals they find most valuable to their future careers.

INTERNSHIP PROGRAM

The Pearce Center offers semester-long internships, allowing students to gain experience and exposure to the world of professional communication. Affiliated with Clemson's Undergraduate Professional Internship and Co-op Program, Pearce Interns work on many long-term projects, including writing, editing, marketing, event promotion, video production and graphic design. As a result, they gain valuable experience that translates to their future careers.

During the 2020-2021 academic year, 19 Pearce Center Interns worked with 13 clients to produce high-quality communication deliverables.

Voting Project

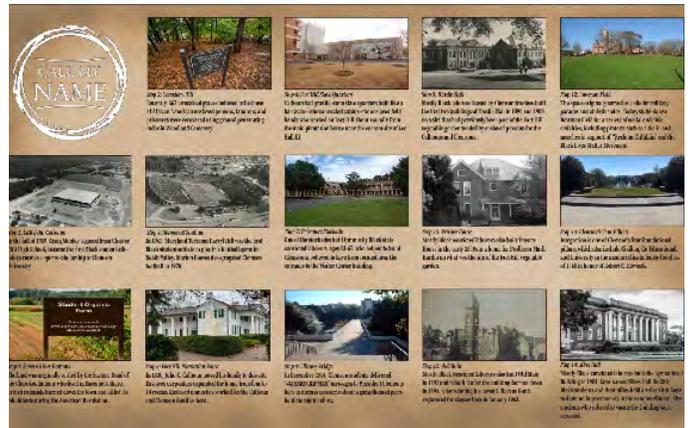
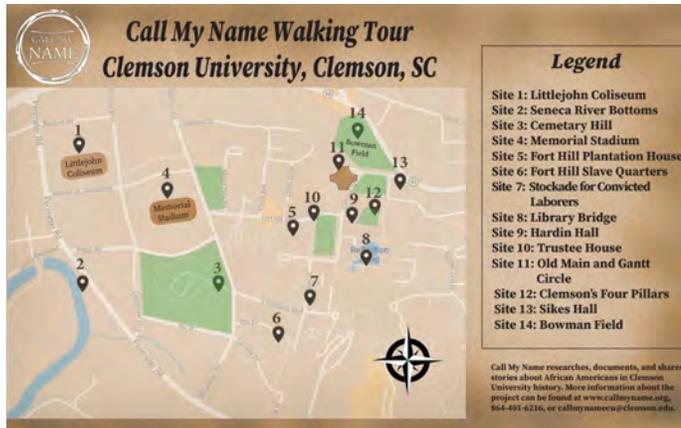
The Pearce Center interns are now in their second year of working with the Voting Project, which aims to educate Clemson students on the importance of being knowledgeable and engaged U.S. citizens by exercising their right to vote. Since the creation of Clemson Votes in Fall 2019, the main focus has been increasing engagement. This year, the team worked to educate and encourage students to register to vote, supported by social media posts and a voter trivia event. Additionally, the team provided materials for the Presidential Debates, including infographics and a Debate Watch Guide. They also started a #whyivote video series on social media to celebrate Women's Suffrage Day. More recently, the team created a video for on-campus outreach. They also have begun to plan a state summit with other South Carolina schools, as well as a student ambassador program to increase civic engagement.



A graphic created by the Pearce Interns to promote the Clemson Votes project.

Call My Name Foundation

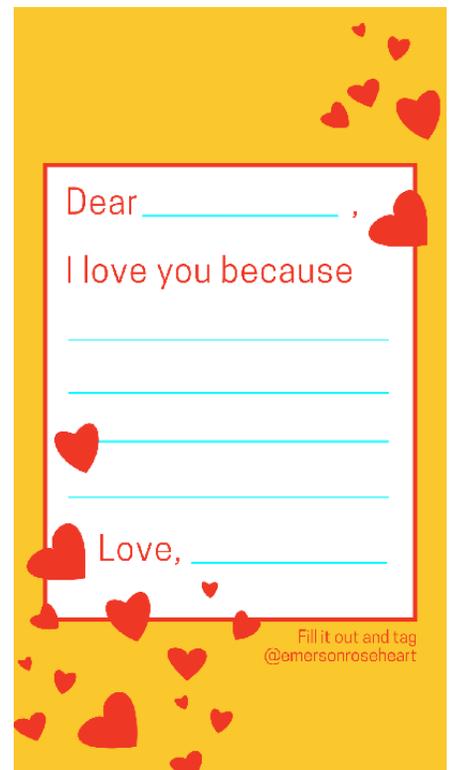
The Call My Name project works closely with founder Dr. Rhondda Thomas to create materials and help uncover the truth regarding Black history at Clemson University. The Pearce Interns designed “Indebted” t-shirts for the Call My Name project in collaboration with the Call My Name Student Advisory Board, which were released during Black History Month. In February, the interns created a printable brochure including a map and supporting information regarding stops on the Call My Name walking tour of Clemson’s historic district and the African American burial site in Woodland Cemetery. The team also worked to update the Book of Names, which identifies hundreds of African Americans who labored on Clemson land, as well as faculty and staff who came to the university after desegregation.



The spring intern team created this map for the Call My Name Walking Tours held by Dr. Thomas during Black History Month.

Emerson Rose Heart Foundation

This fall for Emerson Rose Heart Foundation, the Pearce Interns worked in partnership with co-founder Susan Smith and board member Carrie Semanta to research a capital campaign, apply it to ERHF and plan how the campaign could be executed for their 10th year, which started in January. In addition to the plan for the campaign, the interns also came up with a name for the campaign, hashtags and content to be used on social media and an ask letter to send out to companies. With the campaign foundation laid, the Pearce Interns have pivoted to work on the social media side of ERHF. They assisted in the foundation’s Heart Month planning and content creation; they also presented an audit of ERHF’s Facebook and Instagram accounts. Finally, the interns planned content for ERHF’s social media platforms and performed a website audit, which will help with future improvements.



Graphic made in celebration of Valentine’s Day and February Heart Month.

First Baptist Church of Clemson

The First Baptist Church of Clemson has been an engaging client for the Pearce Interns. Working closely with the church's pastors, ministers and directors over the past year, the interns have developed a social media strategy for their channels and a complete content calendar. Some of the created content includes ministry and member spotlights to further the church's sense of community and weekly devotion graphics to make their social feed reflective and inspiring. The intern team created a video series of youth and young adult church members to further build community. In addition to social media deliverables, the interns also utilized WordPress to modernize and streamline the entire First Baptist Church website. These efforts will make the page more welcoming to new visitors and accessible for congregation members.

Habitat for Humanity

The Pearce Interns worked with Pickens County Habitat for Humanity to produce marketing communication materials for their annual fundraising efforts and 40th anniversary celebration. The team members put together a social media calendar, monthly e-newsletters, website updates and feature articles for the 40 in 40 campaign, entitled "Forty Years of Building with Love." Additionally, they helped Habitat for Humanity reach their goal of 40 donations for Giving Tuesday in December 2020 and are on track to publish 40 articles highlighting volunteers, homeowners, past events and milestones over the years.



A graphic created as part of the First Baptist Church's Lent Reflections Series.

Main Street Walhalla Project

A new project for the Pearce Center this spring, the Main Street project works to strengthen communities through preservation-based economic development in older and historic downtowns and neighborhood commercial districts. This particular segment focuses on Walhalla, S.C. to restore and preserve its Main Street. The interns interviewed Walhalla business owners to collect their information and learn the stories of their stores and restaurants, and this new information was compiled to update the Walhalla Main Street website.



Intern Elizabeth O'Donnell photographing the downtown Walhalla area.

INTERN REFLECTION

Taylor Summey



One of the most important lessons that this internship has taught me over the past four semesters is how to conduct myself professionally when working with clients. I have had the opportunity to work for a variety of on- and off-campus

clients, including the First Baptist Church of Clemson, Helping Hands of Clemson, the English Department, the UPIC Program and the Pearce Center itself. For these projects, I not only had to maintain a high level of professionalism and organization, but I also had to cater my work to the client's specific goals and objectives. These experiences enriched my skills as a communications professional and improved my marketability when applying for jobs.

The Pearce Center helped me realize where my professional interests lie by allowing me to explore a variety of projects. Before this internship, I knew that I was interested in digital marketing (and particularly in social media), but I had limited experience in that area. Through working at the Pearce Center, I have been exposed to so many different aspects of digital marketing, from website design to social media management to content marketing. All of the projects I have worked on have enhanced my skills in digital marketing.

When we were still able to work in person, I had a moment at the Pearce Center that I don't think I will ever forget. I was sitting at one of the desks in the Class of 1941 Studio working on a deliverable on my laptop. As I worked, I kept track of the time to make sure I was not late for my afternoon class. Around the time I had to leave, I had a pretty major realization: If I could do the type of work I was assigned at the Pearce Center all day instead of going to class, I would because I genuinely loved it. Before working at the Pearce Center, I didn't have a concrete idea of what direction I wanted to take my career. This internship helped me discover my interest in agency-style work and figure out my goals for the future, and I can't explain how important that has been for me.

I am beyond grateful to have had this opportunity, and I know that the Pearce Center has given me a solid foundation of skills to begin my professional career after I graduate. I am so excited to see where I can go from here!

INTERN REFLECTION

Roxie Ware



It is hard to put into words what the Pearce Center has given me as an intern. I remember receiving an email from my marketing professor sophomore year about the internship and spontaneously deciding to apply. Calling my parents with the news of my first college job made the internship worthwhile already, but the Pearce Center has continuously given me valuable experiences and fun memories since my first day walking into the Class of 1941 Studio.

As a student, I never considered myself a great communicator; English was always my hardest subject, and writing was not a strong skill that I possessed. Thinking that my Pearce Center internship would be mostly marketing and graphic design, I never thought this would be an issue I had to overcome.

The Pearce Center pushed me outside of my comfort zone in the best way possible. I never felt intimidated about the amount of writing that I would be doing but was eased into the practice of writing articles and publishing blogs. Prior to my internship, I had never led an interview and had no idea how to act from this new perspective. Nonetheless, Addison Cox, one of my fellow interns, walked me through the process and helped grow my confidence to ultimately conduct many more interviews on my own, never shy to ask questions or hesitant about my capabilities as the interviewer. Additionally, I had an amazing team of editors that offered constructive feedback along the way to help my article drafts. My writing and verbal communication is far from perfect but has much improved since my first blog post about taking risks and my first time interviewing a UPIC mentor, just one year ago.

The Pearce Center has allowed me to work with a wide range of clients, including nonprofits, Clemson University programs and surrounding community organizations. A few highlights include contributing to the UPIC Magazine as a writer, editor and graphic designer, leading the Habitat for Humanity team, helping the City of Walhalla's local businesses and organizing several nonprofit social media calendars. To say that the Pearce Center has given me a vast amount of real-world experience in marketing and communications would be an understatement. I am beyond grateful for my past three semesters as an intern and cannot thank Ashley, Allison and Amanda enough for their continued support throughout my learning journey as a professional communicator.

INTERN REFLECTION

Chandler Brown

I began working at the Pearce Center during the spring of 2021. I was entering my second semester of junior year, and I knew that I wanted to develop my skills and gain more experience. Once I came across the opportunity at the Pearce Center, I was excited to begin working with clients and other communication students. As a double major with communication and French, this seemed like a great chance to learn about a wide range of skills, such as writing, editing and the general ability to communicate professionally.



Through the Pearce Center, I have been able to work on projects like Call My Name, English Unbound (the English Department's monthly newsletter) and the Clemson Voting Project. Starting last fall, I joined the Call My Name Student Advisory Board. I have since become the team lead for this Pearce Center project, allowing me to work closely with Dr. Rhondda Thomas on work that I am passionate about. During Black History Month, the team created deliverables like maps, signage and branded masks for the Call My Name Tours. The other two projects that I am involved in allow me to pursue other passions of mine, such as creative writing and encouraging civic engagement of students.

In just two months, I have already learned so much about myself and my work ethic because of my role within the Pearce Center. I plan on pursuing a career in either journalism or public relations, and I truly feel as if my internship is helping me gain useful professional experience related to these fields. All of the advisors and interns are incredibly supportive, and they want to see you succeed. I am so grateful for this opportunity, and I cannot wait to see where else the Pearce Center takes me!

2020 - 2021 PEARCE INTERNS

| | |
|--------------------------|--|
| Ashley Baresich | <i>Communication</i> |
| Chandler Brown..... | <i>Modern Languages (French) & Communication</i> |
| Carlyle Griffin..... | <i>Communication</i> |
| Olivia Hanline..... | <i>Marketing & English</i> |
| Anna Hardymon..... | <i>Marketing</i> |
| Ashley Jones..... | <i>Political Science</i> |
| Mattie Lee..... | <i>Communication</i> |
| Katie Mann..... | <i>Communication</i> |
| Aubrie McFarland..... | <i>English</i> |
| Chase Meininger..... | <i>Marketing</i> |
| Delaney Niemeyer..... | <i>Communication</i> |
| Elizabeth O'Donnell..... | <i>English</i> |
| Jenna Poropatich..... | <i>Communication & Language and International Business</i> |
| Emily Rogers..... | <i>Political Science & English</i> |
| Taylor Summey..... | <i>Communication & English</i> |
| Katy Trawick..... | <i>Communication</i> |
| Kelly Waters..... | <i>Modern Languages (Spanish) & English</i> |
| Roxie Ware..... | <i>Marketing</i> |
| Tory Wilkison..... | <i>Marketing & Psychology</i> |

VISUAL INFORMATION DESIGN

The Visual Information Design interns work one-on-one with students who are seeking assistance with their visual presentations. During consultations, the interns and students focus on the ways in which language, visuals and aesthetics can work together to create arguments and help students choose the most effective platform for projects. They also consider the use of color, layout, text and graphics in visual presentations. In addition to working with students, VID interns create design materials for the Pearce Center and receive ongoing training in visual rhetoric, design principles and the Adobe Creative Cloud Suite. The VID leadership team consists of RCID student Charlotte Lucke and Sarah Costley.

In addition to completing 15 consultations with a combination of undergraduate and graduate students, the VID interns have worked on a variety of projects throughout the year.

Daniel Hall Posters

In the fall semester, VID interns partnered with Pearce Center Assistant Director Ashley Fisk to create a series of five posters about the Pearce Center's programs to hang along the first floor of Daniel Hall. In order to inform students, faculty and visitors about the Pearce Center's many initiatives, the five posters focused on undergraduate internship opportunities, the Client-Based Program, Professional Editing at Pearce, Grad WAC Fellows and an overview of the Pearce Center itself.



Internship poster for Daniel Hall.

Poor People's Campaign

In the spring, the VID interns partnered with two Clemson RCID students involved with the South Carolina chapter of the Poor People's Campaign to create two templates for the campaign. The campaign requested templates for flyers and informational reports that can be used to standardize their content and make the information more accessible. The project involved creating two designs using the campaign's brand guidelines in different styles: one modern, sleek template and one newspaper-style template with a vintage feel. With two designs so different, the campaign will have a wide variety of marketing options.

Student Services Collaboration

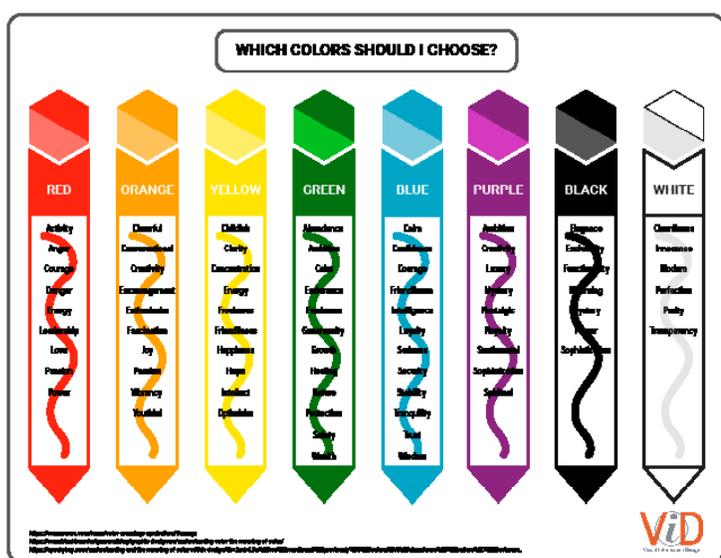
As a new program designed to help students develop skills and improve their projects, VID partnered with the Communication Center and the Writing Center to increase awareness of the three services on campus through a joint marketing campaign. The goal of the campaign was to educate students about the services available to them, instruct them to make appointments and demonstrate how students can use any or all of the services at varying points in their creative process. With this in mind, the VID interns created all of the flyers and marketing content for the campaign, using strategies like a map joining the three services or a triangle representing the rhetorical situation to highlight the association between the programs.



Marketing flyer created by VID interns.

Marketing

The interns created a variety of flyers and social media posts to advertise the program; they also created a promotional video about VID and information design, as well as a wide repository of resources for students to access on the website. Topics for the resources included choosing appropriate color and fonts, choosing the best software for a project and more. To practice their graphic design skills and learn more about the Pearce Center, the interns created the layout and design of this year's annual report, as well as the infographics included within. The interns also visited undergraduate classrooms to present on their internship, educate students about the program and encourage them to make an appointment.



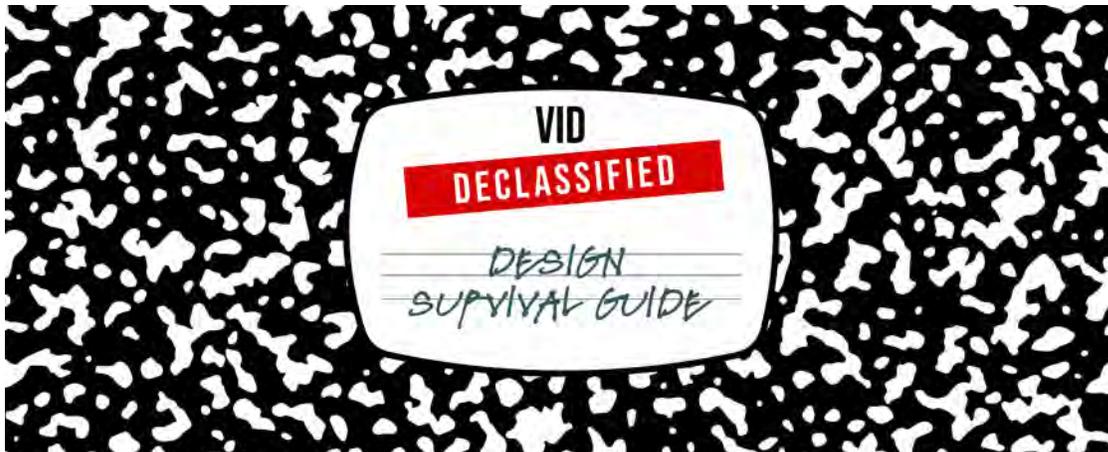
Color infographic for VID webpage.

VID Declassified: Design Survival Guide

In the spring, the VID interns created a four-part series of video tutorials posted to the Pearce Center's blog and social media in which they educated viewers on how to improve their projects using four basic design principles: color, typography, grouping and the use of shapes, images and other elements to enhance design. The interns presented the audience with a basic flyer and, in each video, improved the flyer using the basic principles. By the end of the series, they were able to turn a poorly-designed flyer into a visually pleasing and educational design. Completing this project not only established a stronger social media presence for VID, but it also gave the interns hands-on practice with video creation and editing, public speaking and virtual tutoring.



Flyer used during tutorial series.



Tutorial series title graphic.

2020 - 2021 VID INTERNS

Kelsea Allen

Graphic Communications

Anna Caroline Higgins

English

Marin Parkinson

Graphic Communications

Sydney Thompson

Graphic Communications

Zain Surka

Architecture

INTERN REFLECTION

Zain Surka

I joined the Visual Information Design team as an intern in the spring of 2021. During my years at Clemson in the School of Architecture, I have become more and more interested in graphic design. I was excited to see a new resource for students who wanted help with visual projects. My freshman year, I remember how tough it was to learn the basics of design on my own, so I wanted to share all that I have learned with students across disciplines.



Even though this semester was virtual, the experience was unmatched. Soon after starting the internship, I was able to learn more about how consultations work through the multitude of training sessions with my mentors. It was incredible to see how we can apply strategies used by writing centers in a design context. I also had no idea there was so much research completed on these topics. Additionally, the trainings exposed me to design concepts I was never formally taught. Through learning these, I am able to now apply them to my own work and adequately explain how they function to others. The consultations were a unique experience and taught me more than I ever expected. Most were with students with very little design background, so it was interesting to look at design from that perspective.

At the end of this semester I will be graduating, so unfortunately I will not be able to return to the Visual Information Design program. I have thoroughly enjoyed my time working with my team. It was amazing to get to look at design from multiple lenses. I am so thankful for Sarah, Charlotte, Dr. Bushnell and all of the interns for creating an amazing experience in my last semester at Clemson.

INTERN REFLECTION

Kelsea Allen



When I accepted this internship, I had no idea what it was going to be like. The concept of the Visual Information Design program was very exciting to me, as I think this application of consultation-based services in the context of design is extraordinarily useful; many people on campus can and will benefit from it. When I was interviewing for the position, I was told that the program was very new. I was expecting some level of chaos and disorganization to come with this, but that has not been the case at all. Thanks to the hard work done by Sarah and Charlotte, it is already a well-established program that we just need to tell everyone about. It is so exciting to be a part of the beginning of VID, and I am excited to see how much it grows over time.

I have had an overwhelmingly positive experience in this program; this led me to stay for a second semester when I had initially planned to only stay for one. I am majoring in graphic communications, and so many of the skills from my coursework have been applicable. I have made promotional and informational flyers, completed many hours of training, led consultations to guide classmates to their best designs, designed hallway posters for the Pearce Center and even designed the annual report. It is a really nice feeling to know that I can be relied on to handle such important projects. I have received so much support from Sarah, Charlotte and the interns on my team. My confidence in my design skills has significantly increased since becoming a VID intern, and I have so many new projects in my portfolio that I am proud of as a result.

I wish that I had gotten to experience this internship in person, but everyone has done such a great job staying in touch that I have not felt disconnected. Overall, I have really enjoyed my time as a VID intern. I have gained so much valuable experience and have had a great time doing it. I am so grateful to everyone at the Pearce Center for allowing me this opportunity.

CLIENT-BASED PROGRAM

More than 5,200 students have participated in the CBP since its inception, producing quality documents for approximately 325 clients. CBP classes have provided their clients with deliverables such as instruction manuals, websites, poster presentations and radio advertisements.

In 2003, Dr. Summer Smith Taylor created Clemson's Client-Based Program, and it was so successful that it continues to be an important initiative supported by the Pearce Center. The CBP allows students the experience of using communication skills in real-world settings by matching them with clients in the community.

During the 2020-2021 academic year, three Clemson faculty members worked with the Pearce Center's Client-Based Program. Through this program, 84 students were able to gain professional, real-world experience by working with five different clients on Clemson's campus or in the surrounding Clemson area.

The Tiger & The Writing In the Disciplines Channel

Mike Pully's Writing for News Media Class includes one section of 18 students who complete feature stories, news trend articles and data stories for The Tiger, Clemson's student newspaper. Additionally, he teaches three sections of Science Writing and Communication, including 62 students, who work with the WID Channel. Students work in teams to complete instructional guides on how to complete common documents in the STEM fields for the WID Channel Website.



COMMUNICATION ACROSS THE CURRICULUM

Collaborating with the Campbell Chair in Technical Communication, the Pearce Professor of Professional Communication, the Writing Center and Clemson's Graduate School, the Pearce Center works to advance Clemson's tradition of excellence in communication and writing.

The Pearce Center has made Writing Across the Curriculum, Writing In the Disciplines and Communication Across the Curriculum programs the center of its activities. WAC helps prepare Clemson students for writing in a wide variety of academic and professional settings. WAC uses a writing-to-learn method: informal writing that helps writers explain their reading, their observations and their own thinking to themselves. WAC can take the form of field and lab notes, lecture summaries, reflection papers and many other formats. WID introduces students to writing for a particular field and the requirements for joining a disciplinary conversation, including the conventions, practices and formats. WID can take the form of journal articles, master's theses, doctoral dissertations, grant applications and technical documents for a range of science and engineering fields. CxC prepares students to express themselves in communication modes other than writing, including the visual rhetoric and information design needed for posters, presentations and visual productions. In 2001, TIME magazine named Clemson "Public College of the Year" and featured Clemson's commitment to WAC and WID; the Pearce Center is committed to reaching similar recognitions for its WAC, WID and CxC programs.

In order to enhance WAC, WID and CxC initiatives this year and collaborate with departments across campus, the Pearce Center has continued to grow its Grad WAC Fellows program and has launched an editing program to reach clients from all departments. Additionally, the Pearce Center hosted virtual events dedicated to enhancing speaking and writing about curriculum and research. One such event was the Alan Alda Center workshop in March, which invited 16 faculty members representing each of the colleges on campus to attend a scientific communication workshop designed for faculty who present science research to non-specialist audiences.

GRADUATE WAC FELLOWS

The Pearce Center's Graduate WAC Fellows Program served 28 graduate teaching assistants during its fourth year. To be selected as a fellow, the graduate students must be responsible for teaching undergraduate courses. As Grad WAC Fellows, the graduate students emphasize writing in their undergraduate classrooms, covering topics from grammar to final projects. Their aim is to increase and improve the quantity and quality of writing that takes place in their classrooms or labs.

Grad WAC Fellows attend a weekly professional development seminar designed to help them teach writing and presentation skills. This training often has the advantage of improving the fellows' own writing skills. Additionally, the fellows lead teaching groups for their colleagues not in the program and present peer-to-peer workshops as part of the Graduate School's Grad 360 training program.

This year's Grad WAC Fellows are from a variety of disciplines: Bioengineering; Curriculum and Instruction; Civil Engineering; Electrical Engineering; Engineering and Science Education; Food, Nutrition and Packaging Science; Forestry and Environmental Conservation; Human Centered Computing; Industrial Engineering; Learning Sciences; Mathematical Sciences; Parks, Recreation and Tourism Management; Physics; Planning, Design and the Built Environment; and Policy Studies.

The program has grown substantially from its pilot 2017-2018 school year, in which 10 graduate TAs were enrolled. To better address the needs of the growing program, the cohort was split into two sections team-taught by WAC Faculty. First semester fellows practice WAC strategies, which focus on introduction to teaching writing and writing practice; second-semester fellows continue their studies with a focus on WID, which focuses on writing for professional purposes and learning to write as a member of a disciplinary discourse community. The two semesters are interrelated with assignments and workshops covering similar material from different perspectives.

REFLECTIONS

Arup Bhattacharya, a Ph.D. student in the Planning, Design and the Built Environment program, found the WAC fellowship to be an interesting opportunity to learn different ways to include writing in traditionally non-writing intensive courses. As an instructor for a construction estimating class, Bhattacharya encountered students who prepared accurate estimates but could not communicate them efficiently. "Integrating different short writing assessments, I tried to convey to my students what are the things a reader looks for when they go through your report," he explained. In addition to improving his own writing skills through this fellowship, he learned important insights into evaluating writing and how writers should always consider the audience. "Apart from improving my own scholarly writing expertise, I have found ways through WAC fellowship to pass on that skill to my students so that they also achieve confidence to deliver quality writing," Bhattacharya said.



Arup Bhattacharya



Olivia McAnirlin

Olivia McAnirlin, a Ph.D. student in the Department of Parks, Recreation and Tourism Management, joined the Pearce Center's WAC Fellows program to help strengthen her teaching skills in the classroom. McAnirlin wanted to create homework assignments and in-class activities that would teach necessary, transferable skills for the job market, such as writing that conveys a clear message to its audience. McAnirlin shared, "I want students to walk away from a course thinking about how to clearly articulate course content and make it applicable to the real-world. Students may not be writing traditionally, but through press releases, social media posts and emails in the park, recreation and tourism fields." The Grad WAC Fellows program helped McAnirlin think critically about bringing an increased focus to writing in her classroom and facilitating conversations about the importance of writing in everyday life.

Akiebia Hicks is a second year Ph.D. student in the Department of Parks, Recreation and Tourism Management. Hicks uses the WAC program to assist her in creating writing exercises and practices to help foster effective writing skills in her undergraduate students. Hicks not only wishes to utilize the Pearce Center's WAC program skills in her classroom, but she is also hoping to improve her own writing to help prepare her for her dissertation and communicating with practitioners. Having completed a semester of the program already, Hicks is already implementing many tips offered by WAC professors in her own classroom.



Akiebia Hicks

2020 - 2021 FELLOWS

Roghieh Abdollahi
Oluwadara Abimbade
Pan Adhikari
Mohammad Ahmadshahi
Sepideh Alasvand
Ali Arzani
Arup Bhattacharya
Haleh Barmaki Brotherton
Qianyi Gao
Reza Ghaiumy Anaraky
Swati Goel
Akiebia Hicks
Chikezie Isiguzo
Farnaz Kamyab
Ellen Koppa
Sereen Majdalaweyh
Olivia McAnirlin
Jamal Nahofti Kohneh
Hamid Nazari
Amir Nazeri
Jenny Presgraves
Saida Sobhani
Morteza Soltani
Katie Thurson
Carl Ureta
Stone Washington
Amirreza Yeganegi
Samaneh Zamanifard

PROFESSIONAL EDITING AT PEARCE

The Professional Editing at Pearce program launched in the summer of 2020. Created to meet the needs of graduate students, junior faculty and community members who need editing and copyediting assistance, PEP is a low-cost option for academic documents that are nearing publication. PEP offers assistance with a variety of editing needs, from proofreading to document reorganization. In order to get the documents ready for publication, clients are able to bring the same work to PEP up to three times for one price, which allows them to make edits based on PEP's comments and then work with the editors again to perfect the writing. Graduate students are given a steep discount, as are Clemson faculty members.

The PEP editing team consists of editor Diane Quaglia Beltran, an RCID student from Massachusetts who successfully defended her dissertation in April, and copyeditor Allison Daniel, a student in Clemson's Master of English program who graduated in May.

The PEP program takes on a variety of projects:

The WAC Journal

PEP worked with editors Dr. David Blakesley and Stacy Cacciatore to help produce this year's volume of The WAC Journal. The PEP team was responsible for copy editing all of this year's articles according to the journal guidelines and communicating with the authors to make any necessary changes before sending them off to be published.

Nursing Articles

PEP edited two articles from the nursing department at University of Wisconsin - Eau Claire that discussed research findings made by their faculty members.

On-Campus Projects

Before PEP's official launch, PEP completed two editing projects for Clemson faculty members. One was for the nursing department, and the other was for a College of Architecture, Arts and Humanities faculty member.

PUBLICATIONS

The Pearce Center for Professional Communication, in close collaboration with the Campbell Chair in Technical Communication, continues to support various publications. These include The WAC Journal, which publishes innovative research on Writing Across the Curriculum, Tigra Scientifica, English Unbound, the departmental newsletter, and the UPIC magazine, which highlights on-campus internships.

The WAC Journal

The WAC Journal is a national peer-reviewed journal of contemporary research relating to Writing Across the Curriculum, available in print and online through Colorado State's WAC Clearinghouse. This journal of practical ideas and pertinent theory is also published by Clemson University and Parlor Press and was copy edited this year by Pearce Center's PEP program.

English Unbound

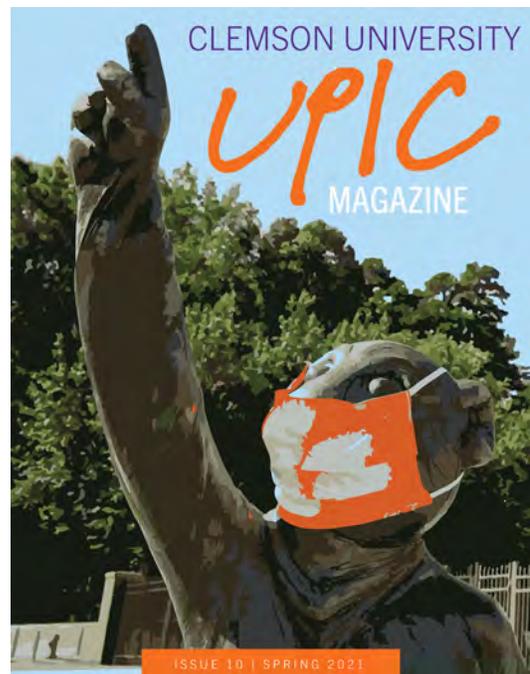
Pearce Interns publish English Unbound to keep the English Department's students, alumni, faculty and donors informed about its activities and initiatives. Featured content includes event summaries, student and faculty spotlights and alumni updates. English Unbound moved to a digital format in 2018 and focused its content to give readers a more personal look into the English program and its future. It is available to read on the Pearce Center website.

UPIC Magazine

Pearce Interns publish the UPIC magazine, which highlights the on-campus internship program at Clemson University. In 2021, they interviewed several mentors and mentees and are excited this program gets to continue.

Tigra Scientifica

In 2021, Pearce Interns worked with Dr. Temesvari to help create new layout designs for Tigra Scientifica, a journal written by Clemson undergraduate students to help communicate new scientific research to a general audience.



UPIC Magazine cover

SPEAKERS AND WORKSHOPS

The Pearce Center for Professional Communication is committed to enhancing the cultural and intellectual climate of Clemson University. To reach this goal, the Pearce Center regularly hosts visiting speakers in various fields and professions, introducing Clemson students and faculty to nationally and internationally recognized professionals. This year's speakers represented multiple fields, including publishing, leadership, creativity and journalism.

This year's events included a faculty workshop through the Alan Alda Center for Communicating Science, the 14-Day Writing Challenge and the Doctoral Writing Workshop, where author and keynote speaker Joli Jensen encouraged the establishment of consistent and effective writing habits. Additionally, Pearce Center Director Dr. Bushnell spoke at a variety of conferences and events, such as the 2021 MLA Conference, the President's Leadership Institute retreat and the Women's Celebration Month Writing Summit and Symposium.

The Pearce Center partnered with a number of departments across campus to host virtual events throughout the year, including the Call My Name Foundation, the Graduate School, Humanities Hub, Clemson Online and the English department, among others.

Alan Alda Center Faculty Workshop

In March, the Pearce Center hosted a virtual faculty workshop through the Alan Alda Center for Communicating Science called "The Essentials." The three-hour workshop focused on effective communication strategies and techniques; it was particularly designed for faculty who need to present science research to non-specialist audiences, including grantees, collaborators in other fields and public audiences. Aimed at research scientists and practitioners who want to help others explore science and its significance, attendance was limited to 16 participants who were nominated by department chairs and associate deans to apply. At least one faculty member from every college on campus attended the workshop, including Pearce Center FAC member Lesly Temesvari.

Doctoral Writing Workshop

In July, the Pearce Center partnered with the Graduate School to host a virtual three-day workshop on writing for doctoral students. Keynote speaker Joli Jensen gave a presentation on the myths that often hinder writing, the importance of establishing daily writing habits and the benefits of writing groups. Three Pearce Center representatives – Dr. Bushnell, Phil Randall and Megan Pietruszewski – gave presentations on revision strategies, writing with concision, peer revision, conclusions, abstracts and voice and tone in writing. Each day concluded with a writing workshop in which students set personal writing goals and implemented the tips from the day in their writing. All student participants were provided with a free copy of Jensen's book "Write No Matter What."

Faculty Writing Groups

Over the summer and throughout the fall and spring semesters, the Pearce Center created virtual writing groups for CAAH faculty members. The groups met three times a week in order to form a committed community of writers with dedicated time to work on their projects. In the spring, the Pearce Center held a Spring Break Writing Challenge, during which writing sessions were held every weekday for two and a half hours. Participants who attended every day were entered into a drawing for one of two gift card prizes.

14-Day Writing Challenge

In collaboration with the Graduate School, the Pearce Center hosted a 14-Day Writing Challenge that provided an opportunity for students and faculty to experiment with daily writing in a supportive environment. Inspired by the National Center for Faculty Development and Diversity, the goal is to write for at least 30 minutes every day for 14 days. At the end of that time, everyone is encouraged to evaluate whether the challenge increased or decreased productivity and if participation in a community challenge impacted personal enjoyment of the writing process.

Lit Review Presentation

During the second week of the 14-Day Writing Challenge, Dr. Bushnell gave a presentation to graduate students on literature reviews. This virtual event was open to all graduate students but was specifically marketed towards those participating in the writing challenge. Her presentation featured information on the purpose, organization and process for writing an academic literature review, as well as general writing tips for writing a dissertation.

Writing Summit and Symposium

As part of the Women's Celebration Month Symposium, Dr. Bushnell and Jennifer Hagen Forsberg spoke at the Writing Summit and Symposium. Focused on embracing intersectionality and sharing those ideas, the symposium was a wide-ranging conversation focusing on women in the university, writing in the university and writing collaborations.

Abstracts and Executive Summaries Presentation

After a request for writing assistance for students in the sciences, Dr. Bushnell gave a presentation on abstracts and executive summaries to a chemistry class. This presentation focused on writing skills and genre expectations for science students that would assist them in their written works.

President's Leadership Institute Retreat

Dr. Bushnell was invited to speak at the President's Leadership Institute retreat in September. She presented on journaling as part of a lineup of speakers and events focused on healthy practices for stress management.

RCID Forum

Clemson's Rhetorics, Communication and Information Design doctoral program fosters an environment for students to gain professional skills through seminars, labs and work in studios. Dr. Bushnell was invited to speak at one of their weekly forums, where she presented on her book chapter titled "Orientalism Otherwise."

Three Minute Thesis and GRADS Preparation

In preparation for the Graduate School's Graduate Research and Discovery Symposium Week research poster competition, Dr. Bushnell was asked to offer a prep session for participating students about seven-minute lectures. She focused on effective communication skills when presenting research and offered advice about communicating with interdisciplinary audiences. She also assisted graduate students as they prepared for the annual 3MT competition, discussing strategies for writing a clear and concise script to present their research.

The WAC Journal

Dr. Bushnell conducted an interview of WAC leader Carol Rutz titled "Carol Rutz: Conversations about Writing in WAC and Beyond," which was included in the 2020 edition of The WAC Journal. Rutz is the retired director of the writing program at Carleton College and was instrumental in implementing WAC initiatives there.

MLA Conference

The 2021 MLA Conference was held virtually Jan. 9, and Dr. Bushnell was invited to be on a panel titled "The Orient Writes Back." She presented her chapter "Orientalism Otherwise." According to the Modern Language Association, the MLA convention is the largest scholarly meeting in the humanities and brings together thousands of members to discuss new research, participate in workshops and build their professional networks.

HONORS AND AWARDS

Trailblazers Fellow

Dr. Bushnell was selected to join the prestigious 2020-2021 cohort of Trailblazers Fellows, the Provost's mentoring initiative for faculty. This program works to assist tenured faculty in expanding their leadership roles within professional and academic organizations. With faculty from each of Clemson's 40 departments, it also strives to advance diversity within the institution. Dr. Bushnell's mentor is Dr. Windsor Sherrill, Associate Vice President for Health Research at Clemson.

CAAH Faculty of the Year Award

Dr. Bushnell was selected as Faculty of the Year by the CAAH Ambassadors. CAAH students nominate faculty members for this award and must submit essays describing how their nominee demonstrates excellence in their service to Clemson students. Students said that Dr. Bushnell is a professor who "truly cares about each and every one of her students" and who rose to the challenge of the pandemic and supported her students during the year. Dr. Bushnell said, "I'm thrilled to be selected as Faculty of the Year by the CAAH Ambassadors. I want to thank my wonderful students this year and in past years who have helped and challenged me to think deeply about the literature we've studied together and also my exceptional colleagues who have supported me with their encouragement and friendship. This is an honor dear to my heart."

Professional Writing and Communication Awards

This year, the Pearce Center launched the CBP Professional Writing and Communication Awards for students and faculty. The first award was given to the student group for the most well-written report to clients, judged by peers and instructors not only on the written word, but also on the visual, organizational and usability aspects of the product. The prize for the four student winners was \$100 per individual. The second award was given to two instructors for the best CBP design, judged by peers not only on the assignment, but also on the execution of the project, including client interaction with students. The faculty prize was \$500 each.

SPONSORSHIPS

The Pearce Center for Professional Communication is dedicated to sponsoring events that allow students and faculty the opportunity to expand their knowledge and professional skills inside and outside of the classroom. The Pearce Center supports events across campus by proudly collaborating with organizations such as the English Department, the Provost's office, Humanities Hub and many more to bring engaging and interesting speakers and programs to campus. The Pearce Center is happy to support these endeavors financially and is proud of the work that the groups on campus are doing and the events that they make possible to further the educational experience and creativity of the Clemson student body.

A Summer of Black Uprisings: A Conversation with Claudia Rankine

The Pearce Center co-sponsored the Arts and Humanities Literature Committee of the English Department's common read event titled "A Summer of Black Uprisings: A Conversation with Claudia Rankine." Rankine spoke virtually about her book of prose poems, "Citizen," and the shifting racial, social and political landscape occurring within the country.

Yellowdig Engage

A partnership between the Pearce Center, English Department, Graduate School, Office of Teaching Effectiveness and Innovation and Campbell Chair allowed for the purchase of a license for Clemson instructors to use Yellowdig Engage within their courses. Working similarly to social media by allowing students to "like" or "love" other students' posts, Yellowdig is a platform that helps students become more engaged with their classes. It helps to increase student participation and allows for students to engage with each other and the content on a deeper level.

The Constellation Magazine

The Constellation, Clemson's first science-fiction publication on campus, was organized in the late spring of 2019 and finally came to fruition in Fall 2019. The publication allows students to gain real publishing experience while also working within the realms of the sci-fi genre. The Constellation acts as an outlet for students to express their "weird" and creative core. However, the goal of this publication is to bring together humanities students and everyone else at Clemson over a mutual appreciation of this creative field.

Writers' Harvest

In November, the Pearce Center and the English Majors Organization co-sponsored this year's Writers' Harvest event, a literary benefit reading for Clemson's Paw Pantry. The event featured award-winning authors Keith Lee Morris, Jillian Weise and Nic Brown, and the reading also included the two winners of the annual Writers' Harvest Student Reader Awards.

Literary Festival

The 14th annual Clemson Literary Festival was held from March 24 to March 26. Spanning over three days, the impressive schedule featured readings by visiting writers, panel discussions and Q&A sessions with authors, including a session with keynote speaker Nikky Finney, a poet and South Carolina native. In spite of being held virtually this year, Lit Fest brought together a community of literature lovers and fostered a shared connection over reading and writing.

CLOSING LETTER

Before leaving you, dear readers, let me recognize and thank Pearce Center's dedicated Faculty Advisory Council – they are the source of many innovative and helpful suggestions for the Pearce Center: David Blakesley, Amanda Cooper Fine, Lesly Temesvari, Rhondda Thomas, Jordan Frith, Chelsea Murdock and Jillian Weise.

I offer particular thanks to the new Dean of the College of Architecture, Arts & Humanities, Nicholas Vazsonyi, and to the Chair of the English Department, Susanna Ashton, both of whom have been strong supporters of the Pearce Center in ways large and small.

In 2021-22, we will continue programs for the Pearce Interns, Grad WAC Fellows and the VID interns. We will expand Professional Editing at Pearce and will spend considerably more effort in building faculty writing workshops.

I leave you with a note of anticipation: Pearce Center has been selected to host the International Writing Across the Curriculum Conference in 2023! We will have the incredible opportunity to gather on our campus a large number of scholars who will come from across the nation and abroad to join conversations about innovative strategies and programs fostering student writing and speaking.

We look forward to continuing to improve and increase writing and communication through collaborations with departments and partners around campus and in the community. It is our highest mission to champion, to the best of our abilities, writing and communication across the curriculum at Clemson University.

Yours,

Cameron Bushnell

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

FOR PROFESSIONAL COMMUNICATION

CLEMSON

CLASS OF 1941 STUDIO FOR STUDENT COMMUNICATION

STUDIO B

Capacity: 25-30

Suited for:

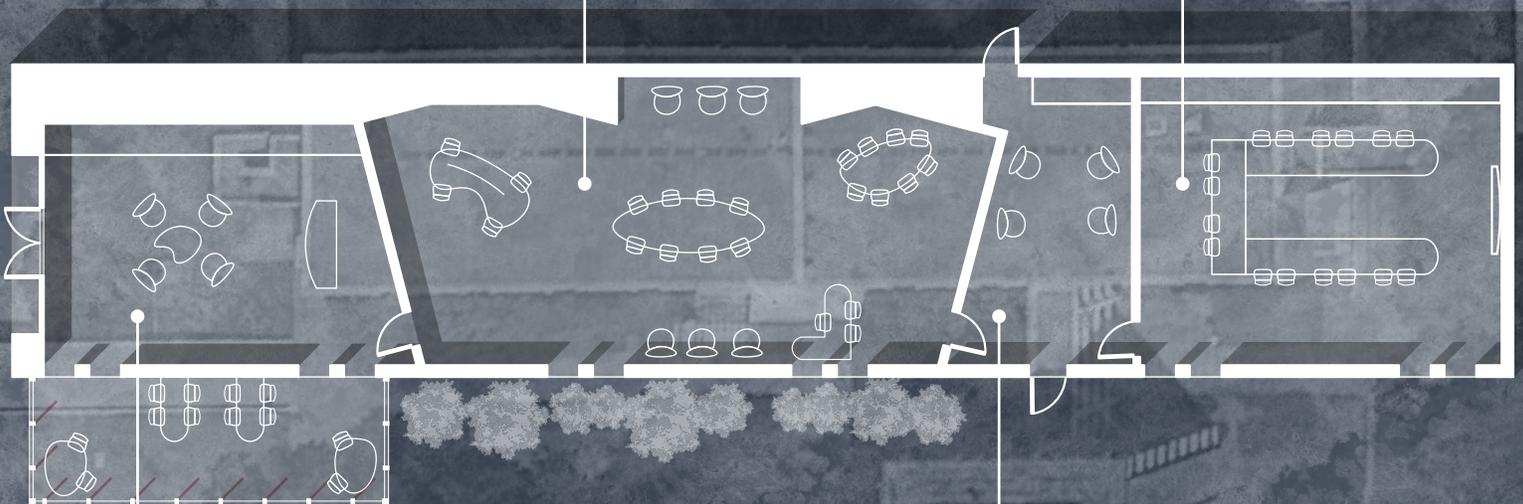
- Classroom space
- Large-group meetings
- Collaborative meeting space

CONFERENCE ROOM

Capacity: 25-30

Suited for:

- Classroom space
- Large meetings
- Events



STUDIO A

Capacity: 10-15

Suited for:

- Reception area
- Individual workspace
- Informal meetings and consultations
- Drop-in meetings and events

LOUNGE

Capacity: 4-5

Suited for:

- Private collaborative space
- Individual workspace

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

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