

Issue 8
Spring 2019

C l e m s o n U n i v e r s i t y

UPIC



University Professional Internship and Co-Op Program

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a letter from UPIC

When I joined the staff of UPIC in 2017, I was excited to become a part of such an innovative program on Clemson's campus. It has been rewarding to learn about where the program began, and where we are now, nearly 7 years later. In 2012, the UPIC program was launched as a result of a vision for an on-campus internship program that would accomplish the following objectives:

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

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

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

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

GO TIGERS!



Kelly Coffin

Kelly Coffin
UPIC Program Coordinator

In collaboration with

PEARCE  CENTER
FOR PROFESSIONAL COMMUNICATION

CLEMSON

UPIC Magazine Interns

Carter Smith



Editor-in-Chief

Major: Communications and English

Graduation Date: May 2021

On-Campus Involvement: Tridelta Sorority, Mortar Board, Calhoun Honors College

Erica Fowler



Lead Graphic Designer

Major: Graphic Communications

Graduation Date: May 2021

On-Campus Involvement: Phi Sigma Pi National Honor Fraternity, The Tiger News

Thomas Gilbert



Photographer

Major: Communications

Graduation Date: December 2018

On-Campus Involvement: Clemson Black Student Union, Connections Mentor, A. Bevy Collegiate Inc.

Brooke Tannehill



Writer

Major: Graphic Communications

Graduation Date: May 2021

On-Campus Involvement: Alpha Delta Pi, External Relations Intern for Campus Recreation, Club Lacrosse, Events Chair for the Residents Hall Association

Hannah Rohaley



Copy Editor

Major: English

Graduation Date: May 2020

On-Campus Involvement: Staff member of The Chronicle, President of Clemson Odyssey

Sallie McLeod



Interviewer

Major: Graphic Communications

Graduation Date: May 2020

On-Campus Involvement: Membership Education VP for Alpha Delta Pi Sorority, Assistant News Director for Tiger Vision, Girl Up Outreach Director, Student Government Activities Committee Member

Melissa Rau



Writer

Major: Communications

Graduation Date: May 2019

On-Campus Involvement: Orientation Ambassadors, Phi Sigma Pi, Delta Zeta Sorority, Spiro Student Advisory Board, Mortar Board, PRSSA, Global Entrepreneurship and Engagement Student Advisory Board

Peyton Kinsey



Lead Graphic Designer

Major: Graphic Communications

Graduation Date: May 2019

On-Campus Involvement: Campus Banner + Design Production Intern, Campus Recreation Graphic Designer, Student Affairs Publications Designer

Jordin Tedesco



Graphic Designer

Major: Communications

Graduation Date: May 2021

On-Campus Involvement: Chi Omega Sorority, Clemson Event Planners Association, Alpha Lambda Delta, Public Relations Student Society of America

where do we work?

The UPIC Magazine is a client project by The Pearce Center for Professional Communication located in the Class of 1941 Studio on campus. Using cutting edge technologies, Pearce Scholars have opportunities to learn, engage, and collaborate in a professional environment since 1989. The Pearce Center provides experiences in oral, visual, and digital communication and supports faculty-led research projects.



UPIC stands for . . .

University
Professional
Internship and
Co-op Program



find the internship opportunity for you

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

UPIC Staff

TROY NUNAMAKER

Chief Solutions Officer

CAREN KELLEY-HALL

Associate Director of the UPIC Program

LISA ROBINSON

Associate Director of the UPIC Program

JENNA TUCKER

Assistant Director of the UPIC Program

TONI HEDDEN

Program Coordinator

KELLY COFFIN

Program Coordinator





Get Involved in UPIC



Sound like something you want to be a part of? Here are three steps to successfully become involved in UPIC.



1.

Explore and become familiar with the Michelin Career Center and UPIC Office

The Michelin Career Center, part of the Center for Career and Professional Development, serves both students and employers through a variety of services. The Center offer students, in all stages of their education, career counseling and assessments, resume and cover letter reviews, career workshops, job search advice and more. You can learn more about career and professional development during visit drop-in hours or by scheduling an appointment. The UPIC Office is also located on the 3rd floor of the career center.

Office Location: 314 Hendrix Student Center

2.

Apply on ClemsonJobLink

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

3.

Paid: Part-time or full time, work hours

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



Core Competencies

Clemson supports the innovation of you

Engagement

Communication

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

Helps with...

1. Public speaking
2. Writing
3. Listening

Spring 2018 83%

Summer 2018 81%

Fall 2018 84%

Collaboration

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

Helps with...

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

Spring 2018 89%

Summer 2018 85%

Fall 2018 91%

Leadership

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

Helps with...

1. Motivating
2. Participating
3. Facilitating meetings

Spring 2018 89%

Summer 2018 87%

Fall 2018 92%

Innovation

Adaptability

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

Helps with...

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

Spring 2018 82%

Summer 2018 90%

Fall 2018 94%

Analytical Skills

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

Helps with...

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

Spring 2018 82%

Summer 2018 87%

Fall 2018 86%

Technology

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

Helps with...

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

Spring 2018 71%

Summer 2018 89%

Fall 2018 83%

Professionalism

Self-Awareness

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

Helps with...

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

Spring 2018 91%

Summer 2018 93%

Fall 2018 95%

Integrity & Ethics

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

Helps with...

1. Understanding
2. Acting
3. Enforcing

Spring 2018 85%

Summer 2018 89%

Fall 2018 87%

Brand

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

Helps with...

1. Punctuality
2. Meeting deadlines
3. Accepting responsibilities

Spring 2018 82%

Summer 2018 86%

Fall 2018 91%



The UPIC Experience

Learn. Act. Flex. Succeed.

100% of UPIC Interns

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

95% of UPIC Interns

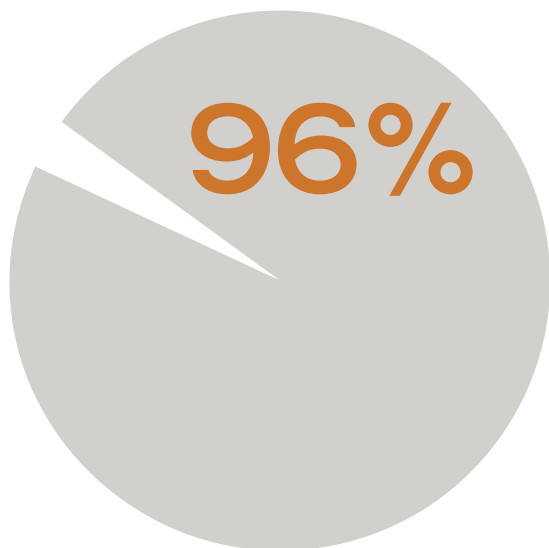
indicated the level of support and engagement received from other faculty and staff at their internship site as “excellent” or “good”.



Total 2018 UPIC Experiences



UPIC Mentor Data



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

Overall Professional Development

Through this internship, I have developed both professionally and personally. I have learned to write emails and make phone calls in a professional manner, learned better time management, gained event planning experience, and furthered my skills on Excel and the Adobe Suite. Personally, I have connected with new individuals and learned from their experiences. I have also been more goal oriented and forward thinking towards my future, which has given me drive to chase my dream internship. I will continue to work on becoming more organized.

"My skills in filmmaking and film editing specifically have improved dramatically. If I decide to pursue a career in digital marketing, I know I will be well equipped."

"I have grown most importantly in my public speaking ability. Being given the responsibility to present in front of fellow students, I recognize my strengths and weaknesses in this quality. Through collaborating with interns, interacting with the Healthy Campus staff, and scheduling tabling events through the university, I have grown in skills needed to excel in a professional work place. Lastly, my innovation skills have significantly increased. Through collaboration with interns, we have been able to adapt to unforeseen challenges with presentations, promoting campaigns, and networking with neighboring departments."



& Program Satisfaction

from 2018 UPIC Interns

"I have grown so much in this internship, from voicing my opinions to gaining the skills. I have planned huge events that I never thought would be possible, I have managed my time between working two jobs and being a full time student, and I have also become a lot more confident in face to face interaction as well as presenting information."

"I am thankful I was able to participate in the UPIC program. I have benefited significantly from the program and I believe it has helped prepare me for the post graduation work force."

"I am excited to be able to participate in UPIC again this upcoming Fall. I am confident that I can work around my class schedule and time-manage. I look forward to having new experiences and meeting new people at both Clemson and at Greenville Health System. Also, I know that staying involved will open up even more opportunities for me in my future career as I am eager to see what other career paths that healthcare has to offer."

"I thoroughly enjoyed this summer work and think that the program as well as my adviser have done an amazing job. This is a great resume builder that I will be able to talk about years in the future."

"I loved my internship and all of the people I worked with were wonderful and were very willing to help me gain valuable experience in this field."



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

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

“I have
grown most impor-
tantly in my public speaking
ability. Being given the responsibility
to present in front of fellow students, I
recognize my strengths and weaknesses in
this quality. Through collaborating with interns,
interacting with the Healthy Campus staff, and
scheduling tabling events through the university,
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sional work place. Lastly, my innovation skills have
significantly increased. Through collaboration
with interns, we have been able to adapt to
unforeseen challenges with presentations,
promoting campaigns, and networking
with neighboring departments.”



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

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

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



The Watt Center

plythe steelman



Established in 2016, the Watt Family Innovation Center is Clemson's most technologically-enhanced academic building featuring collaborative learning spaces, innovative graphics labs, and other forward-thinking educational models.

A space worthy of acclaim and press, the Watt Center has an exemplary team of employees who work on branding the space: creating press releases, designing graphics, and writing copy. Blythe Steelman, the Public Information Director of the Watt Center, has been very influential in turning the Watt Center into the space we know it as today.

As Public Information Director of the Watt Center, Steelman serves as the primary point of contact for all communication at the center. Her position more broadly ranges from marketing to public relations which includes graphic design, videography, written communication, and social media. The content she creates is then promoted on all Watt Center social media handles in addition to being advertised on the digital displays inside and outside the center.

“[The Watt Center] is truly trying to be a model for twenty-first-century education in that it is really trying to be forward thinking, innovative, collaborative.”

When asked about what she tries to distinguish the most when creating content for the Watt Center, Steelman said that she works to “highlight the fact that this is an innovative space for everyone on campus.” There is often a misconception among Clemson students that the Watt Center is home to the hard sciences and engineering colleges, but it is actually a cross-disciplinary, innovative space. Through her work as Public Information Director, Steelman hopes to void this misconception.

According to Steelman, what distinguishes the Watt Center from other academic buildings is that it is a “space that is truly trying to be a model for twenty-first-century education in that it is really trying to be forward thinking, innovative, collaborative.” Though Steelman just finished her undergrad four years ago, spaces like these were not offered to her at the time. Innovations like the 3D printing labs, rapid prototyping, embroidering machine and virtual reality center have allowed the Watt Center to become truly a dynamic and immersive learning space that Steelman states “enhances what students are

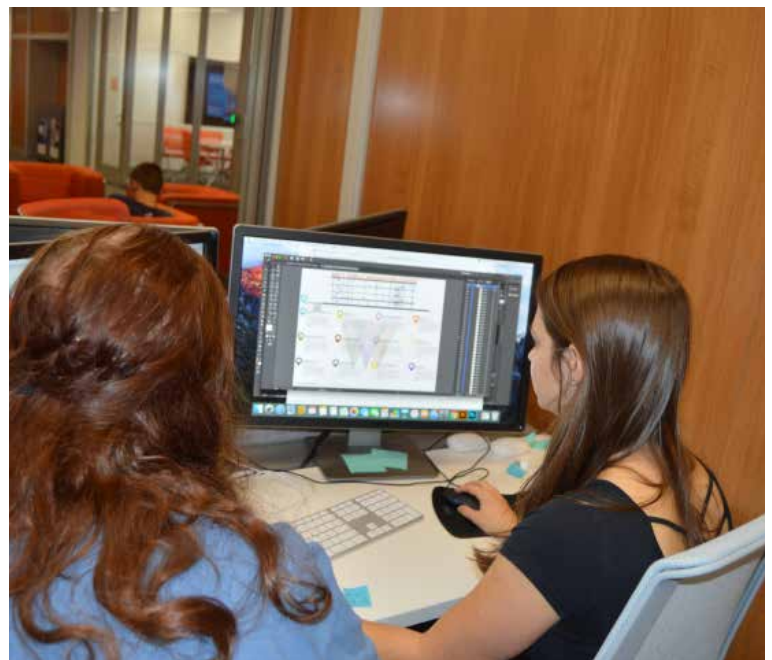
learning in the classroom by providing them with a tangible experience.”

While Steelman carries a lot of responsibilities as the primary digital promoter of the Watt Center, she accredits her team of UPIC interns as the reason she is able to do all that she does. Steelman's team of interns are Visual Arts, Graphic Communication, and Communication majors, all interested in pursuing careers in branding. As an intern, students work on a wide array of projects. “Anything I do here, they do as well,” Steelman says. As a recent undergraduate, Steelman remembers what it was like to be worried about having professional experience before entering the workforce.

For this reason, Steelman has her interns participate in a variety of projects such as press releases, videography, graphic design, and any work for specific events. Even though some students are particularly focused on working on graphics or others just writing campaigns, many interns are interested in learning new skills outside of their strength area. By giving her interns a hands-on, dynamic internship experience, Steelman's mentees will be graduating with a strong portfolio to show off to potential employers.

When asked about what advice she would give to students interested in pursuing a career in the Communications field, Steelman shared that she is still “honing in on what she exactly wants to do. But don't be afraid of that. You will learn what you want to do and will find your niche in everything.” Steelman found this to especially be true through her graduate experience at Clemson where she obtained her Masters of Communication and was heavily involved with working on projects with her professors and served as the Editor of her yearbook.

After obtaining her Masters from Clemson, Steelman went to work on the west coast for a while. Shortly after working out west, she heard about a position available at the Watt Center. In terms of why she accepted, well, “there really is something in these hills.”



The Future in VR

Oyewole Oyekoya



Rapid advancements in technology have allowed learners across the globe to tap into a never-before-imaginable world of engaging with information. Clemson University has had the distinction of keeping up with these innovative ideas with the help of CCIT's Director of Visualization and UPIC Mentor, Dr. Oyewole Oyekoya. Thanks to Oyekoya's brilliant guidance and vision, Clemson students are granted access to the realms of scientific visualization, digital visualization, and immersive virtual reality.

"My goal is to support first-class research at Clemson University," Oyekoya shared. "New technologies such as Virtual Reality enable researchers to be at the forefront of research and compete globally. Enabling scientific and data visualization allows researchers to explore the unseen in their data, allowing them to innovate."

"When faculty and staff come to me, the first thing I do is figure out which UPIC mentee is going to be able to do the project that will solve the need," Oyekoya remarked, serving as the first point of contact for all scientific visualization needs. "From there, I try to help the students put it into a plan."

Oyekoya has extended the opportunity to assist in bringing data to life to students from across Clemson's academic disciplines ranging from engineering to marketing and even nursing. These student-mentor collaborations have created a 3D model of Littlejohn Coliseum, 360-degree video training, and Oyekoya's personal favorite, an immersive touch table.

The immersive touch table has been a two-year ongoing project conducted by Oyekoya and his fellow interns and grad students. This technology could potentially be used for collaborative applications within medical training, as well as for fun and games, like playing air hockey. Otherwise known as VizSpace, this incredible table has been utilized to create representations of molecules and even engage younger children in better understanding concepts of chemistry.

"You'll actually be able to see 3D of the picture," Oyekoya described of the table. As he moved his hands across the bottom panel of the table, he was able to interact with the three-dimensional human skeleton projected onto the top panel. "The frame allows the studio to have visualization space," he added.

Another project that Oyekoya has worked on with his students is a driving simulation through virtual reality (VR) technology. Through goggles, you can see a visual representation of your hands clutching a steering wheel as you navigate across virtual roads. This application has the potential to be used for vehicle marketing, allowing users to virtually test drive a car. "We anticipate that an interactive test driving and advertising simulation will be more effective in allowing marketers to better convey the experience of driving the vehicles that they are selling," Oyekoya remarked. Students from many of Clemson's colleges have come to check out this incredible experience for themselves.

UPIC students aren't the only ones intimately involved with the touch table, as it is also used for VR driving, VR basketball practice in Littlejohn, and other projects. Additionally serving as the faculty advisor for the VR club, Oyekoya enjoys creating opportunities for UPIC interns to collaborate with members of the virtual reality club to interact and help each other learn.

The biggest challenge that Oyekoya has run into throughout his time as a UPIC mentor is helping students find work-school balance. While acknowledging that his interns have a significant time commitment to their coursework, he urges them to



use the space as much as possible. "I want them to realize that if they don't use the space enough, someone might feel justified to close it down," Oyekoya shared.

It is especially valuable to take advantage of these resources considering this hands-on experience can propel them forward in their future careers. Their knowledge of analyzing data using Artificial Intelligence (AI) business platforms (such as IBM Watson) — as well as their familiarity with computer hardware sensor manufacturer Leap Motion Inc., laser light surveying method Lidar, and Kanban board technique used for collaboration and organization — can set them apart post-graduation. Oyekoya makes sure that the projects his students engage in are meaningful and exciting in the outcome, and in design.

"My goal is to support first-class research at Clemson University. New technologies such as virtual reality enable researchers to be at the forefront of research and compete globally."

When asked about his plans within his UPIC mentorship, Oyekoya shared his excitement for the program's continuation and growth over the coming years. It's safe to say that inevitable development in cutting-edge technology will be paralleled by the creativity and intelligence of Oyekoya and his interns for semesters to come.

PEER & WISE

Johnsie Stancil



Johnsie Stancil is the WISE Coordinator and a UPIC mentor for Fall 2018. She earned her Bachelor's in Sociology with a minor in Spanish from Clemson University and her Master's in Child and Family Studies from the University of Tennessee. Before joining PEER/WISE (Programs for Education Enrichment/ Women in Science and Engineering), Stancil worked for a national dropout prevention agency called Communities in Schools in Greenville, SC, and the Communities in Schools/Children First affiliate of AmeriCorps in Asheville, NC. As WISE Coordinator, Stancil oversees the WISE and WISER programs in the College of Engineering, Computing, and Applied Sciences.

PEER/WISE is a program comprised of student mentors and tutors who help fellow students pursuing a science or engineering degree succeed in their classes at Clemson University. The program also contains multiple outreach programs, including Project WISE, STEM Connections, WISE Choice, and "Introduce a Girl to Engineering Day" with the Girl Scouts, which introduce elementary through high school girls to science topics and STEM careers. WISE Choice targets top female students from high schools all around South Carolina who are interested in STEM career fields and brings them to Clemson for a one-day visit to explore engineering and computer science majors.

Project WISE is a week-long summer camp that middle school girls come to where they take mini-courses in subjects, such as Bioengineering, Electrical Engineering, and Chemistry. The girls do enrichment activities in the evening, such as painting classes and bowling, and learn social, communication, and leadership skills aimed to help them in their future. WISER emphasizes professional development and leadership skills to girls as they must complete a leadership portfolio at the end of their time here at Clemson. The girls also do community service and receive resume and cover letter assistance.

Stancil has been a central part of the outreach programs that are offered by WISE during her time as WISE Coordinator, and she has seen the impact that such programs have made on girls of all ages during her time at Clemson; "This program also does a lot of outreach as well, which helps me fulfill my passion by reaching out and exposing girls at a young age to STEM so they can get [to Clemson] and stay here," Stancil explained.

Although her background is in Sociology, Stancil felt like she would be a good fit for the WISE program. "It offered three huge things for me: helping others, supporting Clemson, and my parents always told me not to let anyone tell me that I cannot do something because I am a woman," Stancil said. Because of her sociology background, Stancil understood the societal and personal factors that go into a girl's choice to go into STEM fields. "I did a lot of Student Affairs stuff in my grad assistantship, and I really liked college students, so I thought coming here and focusing on college students, women specifically going into a field that is very male-dominated, would be a great fit for me."

"My parents always told me not to let anyone tell me that I cannot do something because I am a woman."

As a UPIC mentor, Stancil is very proud of her interns and confident in their abilities to make a difference in the lives of their mentees. "Everyone comes in at the top of their class when they are accepted into these majors. Then when you get here, you might not have as many women in your classes, and the classes are going to be hard. You are going to have to learn study skills, time management, and you are probably going to fail at some point. It is important to have someone that you can go to and say 'I do not know what I am doing.'"

Stancil's UPIC interns meet with freshman and sophomore girls and help them with their transition to college and give them advice like how to seek help from professors, techniques to study better and perform well in their classes as well as plan social activities for the girls to have a break from studying. "When you walk into a classroom, there may not be a lot of women but you know this person, and you are not too shy to talk to that person," Stancil continued.

Stancil loves her position because she can be there for the juniors and seniors who are supporting the younger CECAS (College of Engineering, Computing, and Applied Sciences) students and remind them to make sure they are taking care of their needs. She is also confident that her efforts and the efforts of the WISE/ WISER mentors have made more girls show interest in STEM-related career fields. "The girls that are in Project WISE say 'This is what I want to do.' Some of them have to write an essay for their application, and they are ready to write a new entire computer programming system or change the world. These girls are ready, so I just want to be able to support them when they come in."



Little girls with dreams become women of vision.

Healthy Campus

Lauren
Pollard

Emily
Martin



As a UPIC mentor and Associate Director of Communications and Marketing for Health Services at Clemson, Lauren Pollard carries responsibility in a wide variety of areas. Pollard oversees communication and marketing for all student health services — Redfern, CAPS, and the Healthy Campus Promotion and Prevention Office — as well as mentor her interns at the Healthy Campus office.

For Pollard, a normal day at the office entails updating the Healthy Campus website, sending out the Healthy Student 101 online publication, managing social media accounts and promoting various public health campaigns. While Pollard loves having a marketing position in the public health area, she did not always want to pursue a career in this field.

Upon graduating Clemson University with a B.S in biological sciences, Pollard was really interested in attending medical school. After graduating, she worked part-time at Redfern in the Health Information Department. From here, her career ambitions took a slightly new trajectory. “The people I worked with exposed me to different areas of the health field that I didn’t even realize were an option,” Pollard states.

The Executive Director of the Health Information Department was very impressed with Pollard’s work and offered her a full time position as the Communications and Marketing Director of the department. During this time, Pollard also received her masters in communication from Clemson, specializing in health communication.

Pollard got involved with the UPIC program through Healthy Campus. She states that having this professional relationship with interns is “great for us because we have student input, and good for interns because they get exposed to working in a very collaborative environment.”

Emily Martin, Pollard’s UPIC intern, is a sophomore at Clemson studying health science. Martin is a member of the Calhoun Honors College and has recently been elected as the President of the Clemson Eventing Team. The team participates in a horseback riding triathlon and annually attends the national championship.

Martin got involved with UPIC through expressing interest to her advisor about obtaining professional experience in the public health field. Martin began working with Pollard at Healthy Campus in summer of 2018 and has stayed for the fall and spring terms.

As an intern, she is responsible for managing all of the social media platforms: Facebook, Instagram, Twitter, and Snapchat — for Pollard.

At the beginning of each term, Martin and Pollard sit down and discuss important health topics they need to emphasize based on events occurring throughout the year. They both agreed that these conversations are important to have as a team so they can communicate effectively on social media. In terms of how they judge which campaigns or issues to primarily focus on, they use the National College Health Assessment and Clemson specific data to compare and contrast trends so they can tailor their message appropriately.

Reflecting on her time as a mentor, Pollard states that her experience has been very rewarding. “I can really see a change and growth. When they first come in, there is a learning curve. However, by the time they leave, you can really see how much they have grown professionally,” Pollard states. “I really consider them {the interns} to be team members.”

Martin has had a very positive experience as a Healthy Campus intern. “I have been able to develop professionally, work collaboratively in the public health field, and communicate messages to the student body.” Specifically, she has become skilled in social media and branding, graphic design, and Adobe Creative Cloud. Additionally, her UPIC internship has solidified her interest in working in the public health sector.

This spring, the Healthy Campus team will be focusing on a wide array of topics, including but not limited to: mental health, the E-Cigarette epidemic, safe spring break, meatless Mondays, and TAO — an online therapy service provided through CAPS for stress, anxiety, and depression.

“I have been able to develop professionally, work collaboratively in the public health field, and communicate messages to the study body.”



UPIC & ENTREPRENEURSHIP

EPIC DUNN



At the young age of 27, Eric Dunn has already established himself in the marketing world. Serving as the president of his own startup marketing firm, Digerati Marketing, Dunn works with clients on an array of projects. Whether it's helping with web design, working with Adobe suite, or managing accounts, Dunn does it all.

"You have to be a utility player," Dunn states. "Being a freelancer, in the very beginning, you have to be able to do everything yourself." For Dunn, that meant being able to dip your toes into any task, which requires a great deal of competence in many areas.

While Dunn states that you have to be able to teach yourself how to perform certain tasks along the way, he credits a lot of his success to his time spent at Clemson.

Beginning as an undergraduate at Clemson, Dunn worked as a UPIC intern for the REDC, Regional Entrepreneurial Development Center. As an intern, he conducted startup research for small businesses and different community incubators around the state of South Carolina. "It was really eye-opening to be able to work with startup businesses," Dunn states. "I was so gung-ho on entrepreneurship that once I got out of there (REDC), I was ready to do something myself." Dunn's wife, Sarah, also worked alongside him as an REDC intern. "That program got us into a network of people that helped us meet a lot of people that would help lead us to our first jobs," Dunn says.

After working a small sales job for eight months, Dunn was invited back by his UPIC mentor to work for REDC in a graduate assistantship. Through this experience, Dunn was able to conduct more research on startups and oversee interns, all while obtaining his MBA through Clemson's Corporate MBA program.

Though originally interested in the entrepreneurship program, mentor Karl Kelly encouraged Dunn to pursue the corporate program. "You need to learn how these corporations think if you want to work in entrepreneurship and be able to think about this process holistically," Kelly told Dunn. Looking back, Dunn claims that the Corporate MBA program was "the best thing to happen to me. You need to understand how these things (corporations) work in order to be able to grow your own business."

Alongside the MBA program, the graduate assistantship helped Dunn build his entrepreneurial network. Not far along into his assistantship with REDC, Dunn began working with a client on an external marketing project. Through developing

"The UPIC program got us into a network of people that helped us meet a lot of people that would help lead us to our first jobs."

a relationship with his client, he birthed his marketing agency. Six months later, Dunn, acquired his second client, Nutrifusion, a company dedicated to providing non-GMO, fruit and vegetable based supplements. Calling it a "groundbreaking" ingredient for his business, Nutrifusion played a pivotal role in expanding Dunn's business. Dunn helped assist with website rebuilding, blogging, and email marketing. The mentor of Nutrifusion also heavily facilitated Dunn's career. "The ability to have someone early along that had started the business and was willing to put a lot of trust into me was great," Dunn states. In addition to the CEO of Nutrifusion, Dunn credits a lot of his success to his UPIC mentors, some of which today remain good friends.

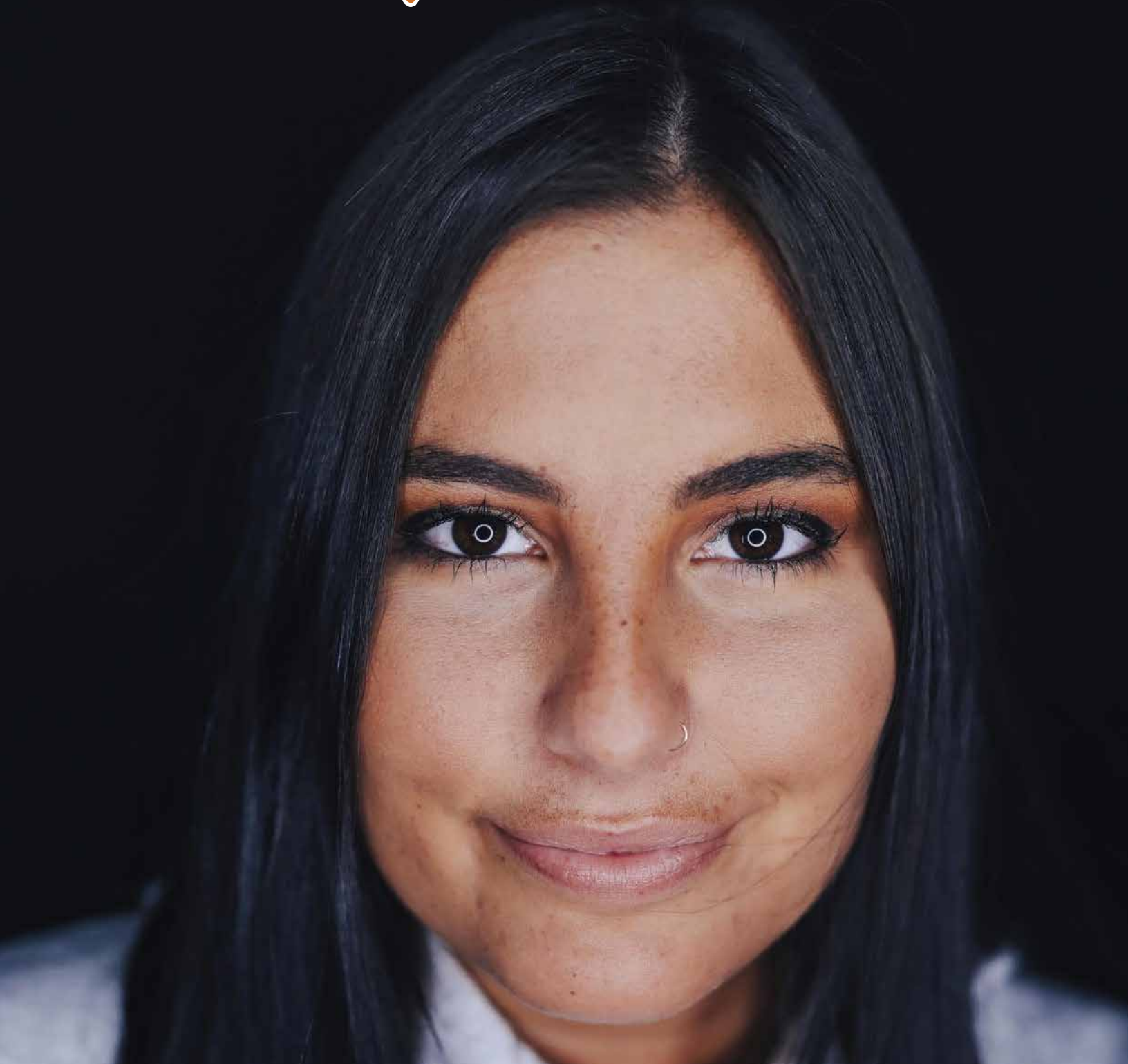
When it comes to the challenges of marketing, Dunn calls it a "double-edged sword." "There are so many opportunities to grow a business but there are also so many things out of your control that you can't influence the growth of a business no matter how much you market it," Dunn states. Due to the metrically-driven nature of marketing now, Dunn argues that it can be "difficult to quantify your marketing efforts" because of the heavy focus on ROI (return on investment).

When asked about what advice he would give to students interested in pursuing marketing, Dunn states that there are "so many things you can get involved in, many of which are free." In particular, Dunn argues that there are many podcasts that can help people understand the entrepreneurial mindset better. With his tenacious and ambitious spirit, Dunn is a prime example of a successful young marketing professional and proud Clemson alumni.



From Watt to Death Valley

Jenna Podemhausen

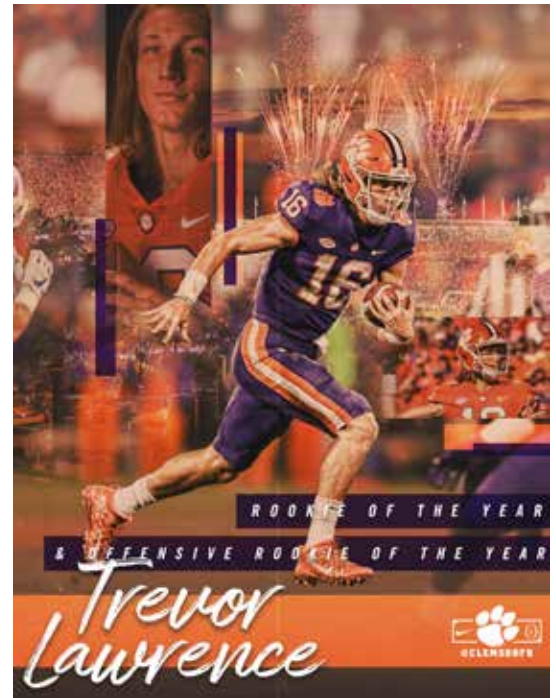


Through her time as a UPIC intern, Jenna Bodenhausen has been able to gain experience in the world of sports marketing — a field she is interested in pursuing post graduation. Bodenhausen is a senior graphic communications major at Clemson and former UPIC intern for the Watt Innovation Center and Clemson Football.

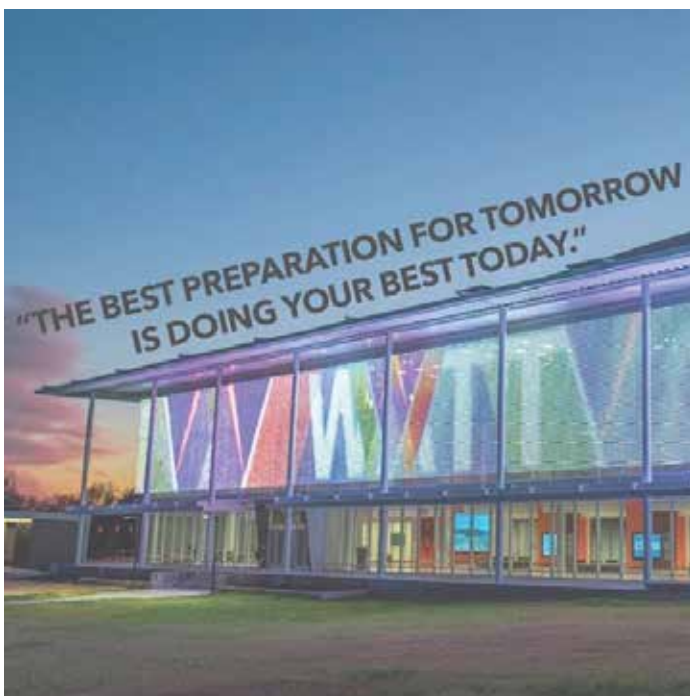
This past year, Bodenhausen worked for the Clemson Football team as an assistant graphic designer, creating graphics of the players, coaches, recruits, and game schedules. As an intern, Bodenhausen states that she has had a lot of freedom in what she creates. Many of her graphics created for the team reference pop-culture entertainment, such as the play-on graphic of rap artist Lil' Baby's "Drip Harder" album, featuring an orange instead of green slash across the face with "We Too Deep" embroidered into the avatar's shirt. "Anything that is trending we do," Bodenhausen states.

Before working with the Clemson Football team, Bodenhausen worked as a communication intern at the Watt Innovation Center creating media graphics for their social media. Like her experience with Clemson Football, Bodenhausen had a lot of latitude in what she could create and learned a lot about content creation throughout her internship. When thinking about what enabled her to succeed as an intern, Bodenhausen emphasized how influential her mentors were. "I had great relationships with my mentors and was able to serve as the lead intern at both of my internships," Bodenhausen states. "I have also been able to build my network a lot through these experiences."

Bodenhausen always knew she wanted to do something with art, but it was not until she garnered professional experience through UPIC that she truly found her niche — graphic design. Bodenhausen believes her internship experience to be unrivaled. "I would not have had the opportunity to work for Clemson Football or Watt Center if it were not for UPIC," Bodenhausen states. "I am really grateful for this program."



"I would not have had the opportunity to work for Clemson Football or Watt Center if it were not for UPIC."



UPIC

Intern of the Semester

Jordan Withycombe



As a junior microbiology major here at Clemson, Jordan Withycombe has taken full advantage of what the Clemson STEM department has to offer.

Last spring, Withycombe wanted to fine tune her resume and learn about internship opportunities, so she visited the Career Services office where she met Chief Solutions Officer and UPIC Director Troy Nunamaker who informed her about the UPIC program. Transitioning to fall 2018, Jordan is about to complete her second UPIC internship and was awarded the honor of UPIC Intern of The Semester.

Withycombe began her UPIC experience summer 2018 where she worked alongside three Clemson graduate students on research projects through the Department of Plant and Environmental Sciences. During her time as an intern at Simpson Agriculture, Withycombe worked on three separate research projects.

Withycombe was heavily involved with a peanut harvesting project where she tested the drought and heat tolerance of peanut plants, planted and maintained the crops, and built greenhouse structures. When Withycombe was not working on the peanut harvest research, she was also participating in a cover crop study that tested the rate at which plants were putting nutrients back into the soil for the replanting of cash crops.

Through UPIC's hands-on learning experience, Withycombe argues that her ability to be heavily involved with graduate-level lab work reaffirmed her desire to pursue scientific research post-graduation. When asked how the graduate students helped guide her through her internship, Withycombe described how encouraging they were throughout her experience: "They would correct me when I was wrong, but they would do so in a very nurturing way so I could positively learn from it." Overall, Withycombe adds that "they were very open and wanted me to ask questions and learn so I could get the most out of this experience."

Reflecting on her internship as a whole, Withycombe expresses that "getting to add an experience like this to my resume, and one that I really enjoyed and furthered my interest in the field of research" was very impactful.

Withycombe credits her success as an intern through "staying on top of things, getting things done in the way the boss or a grad student wants things to be done, being detail oriented and having good time management."

This semester, Withycombe is interning at Fike through UPIC, where she is working with chemical inventory which involves keeping up with OSHAC

"They were very open and wanted me to ask questions so I could get the most out of my experience."

standards, filing important paperwork, and being aware of fire safety regulations. Although this internship is very different from her summer one, Withycombe has really enjoyed it.

For students who are interested in getting involved with UPIC, Withycombe encourages applicants to not initially write off any internship opportunities: "if it sounds like something you're remotely interested in, apply for it and talk to professors and mentors."

In addition to Withycombe's involvement with UPIC, she is also an active member of the dairy club and her sorority, Gamma Phi Beta.



Social Media Marketing & Public Relations Intern

Alex Farkas



UPIC continues to shape how students prepare themselves to enter a career and professional setting. Alyx Farkas, a most experienced UPIC intern, knows how UPIC internships benefit students. Farkas is a junior marketing and graphic communications major from Travelers Rest, SC. Her UPIC internships have been beneficial to her college experience.

During her freshman year, Farkas interned with Imagine Upstate, a STEAM festival for K-12 students. Her sophomore year, she wanted to find an internship that would help her gain more photography, videography, and graphic communication skills. Now, she has a UPIC internship with the College of Behavioral, Social, and Health Sciences and the College of Education administering their social media. She films weekly student feature videos and designs different types of flyers for speakers and events that are posted on social media, digital monitors in buildings, and bulletin boards throughout campus. This semester she is working to design digital monitor slides for the Clemson nursing building in Greenville as well.

Farkas has taken advantage of the many opportunities that offered within both of her majors. While these majors are both under the College of Business, the two programs do have some differences, such as how the graphic communications department puts emphasis on hands-on learning. One of her favorite components of her graphic communications degree is they are required to complete two internships/co-ops throughout their four years. Through the graphic communications department, she has attended conferences in Texas and Chicago, Illinois.

Farkas is involved in a lot of extracurriculars and is always putting her best foot forward around campus. She makes sure that her extracurriculars align with her interests and that she commits 100% to anything she is involved in. One of Farkas's organizations that she is most involved in is volunteering with the Tamassee DAR School, a children's home, which she was first introduced to in December 2017. Clemson held a Day of Giving, and she volunteered for this event. Since then, she has gone back numerous times, usually once every 1-2 months, and each time she is amazed by the love and joy of these foster children. She believes herself to be a better person as a result of these children, and she treasures all the time she has spent with them. Her eyes have been opened to the foster care system as well as the need for regularity and consistency within the lives of these little ones. She enjoys the opportunity to serve as a role model and friend for each of the little girls. Through this involvement, she is motivated to continue her various internships to further make an impact on others and benefit herself in gaining experience.



A typical week for Farkas's UPIC internship involves capturing stories for the social media. She acquires a list of students from advisors within the two colleges as candidates, sends emails asking for interest, gets ahead on filming, then begins to edit the video to make a story. The goal for these weekly student feature videos is for incoming students to be aware of what a typical day in the life of a student is like and what unique opportunities incoming students could have if deciding to come to Clemson.

Farkas's favorite part of her internship is meeting students and learning about the different experiences within Clemson; She gets to hear, witness, and record what other students have done and how Clemson students excel in different areas. Farkas has turned these two colleges' social media around by being a part of a hardworking team to transform the two college's social media presences into something even greater. By using video content, this medium often performs well on social media, and Farkas says having the opportunity to create video content of students that is shared by students is very impactful. She has enjoyed having the opportunity to tell individual student stories and learn about the various experiences and opportunities that students in the College of Behavioral, Social, & Health Sciences and the College of Education have partaken in.

She also has been able to understand the concept of capturing a story. She has one to one-and-a-half minutes to make a story by pulling the best content out of 10-15 mins of an interview and making sure the post is high-quality. Farkas loves being able to meet students from different colleges and has even developed friendships with some of the people she has featured.

She has been able to use her graphic communications and marketing majors to further benefit her internship. Farkas is honored to be a UPIC intern for as long as she has and would not have had it any other way. These internships continue to shape her college experience and any career path she takes in the future.



Director of Mobile Development

SAM HOOVER



Since Freshman Orientation at Clemson University, students have been relying on the my.Clemson app to locate their classrooms, call Tiger Transit, track the CAT bus, and more. Sam Hoover, the brains behind it all, shared that he wouldn't be able to do what he does without the savvy skills and hard work of his UPIC interns.

Hoover started his Clemson career in 2008 as a Systems Programmer and has served in his current role as Director of Mobile Development since 2015. His favorite part of what he does, however, is serving as a mentor in the UPIC program. For nearly ten years, Hoover has been giving students the opportunity to work closely with him to complete native iOS, Android, and mobile web development for Clemson University.

Under his mentorship, UPIC students have the ability to impact the app's development hands-on through coding, code review, and writing backhand data feeds. "400 tests will run in less than a minute [in the my.Clemson app] and most of them were written by the students," Hoover said. Interns also get the chance to specialize in particular technologies of their own interest and experience.

Each intern has been designated individual projects based on their unique skill sets and backgrounds. One devotes his time to native iOS development tasks, one to Alexa skills, and one to push notifications and marketing. Two work on writing backhand data feeds consisting of data pulled from the calendar or athletics, processing it and, putting it into a database. This structure gives students the freedom to polish their coding skills on their own as well as develop themselves professionally in the field through teamwork.

His UPIC interns typically graduate with numerous, strong job offers due to Hoover's consistency in bringing students to the top of their fields. "All of the software developers that have come through and gone on to be successful - which is all of them - have told us that their internship with us helped them more in preparing to be a professional software developer than their degree," UPIC mentor Sam Hoover said proudly of his students. "I have former interns at Apple, Google, Amazon Web Services, Microsoft, Boeing, Red Ventures in Charlotte - lots of big companies, Twitter."

Hoover distinguishes Clemson by training interns in the tools and languages that are used by Fortune 500 companies, rather than technology being used by competing universities. One of Hoover's interns was hired for his current position in Charlotte directly because of the knowledge he gained from his UPIC internship. "He had a weeklong overview of the company and then he was being productive," Hoover said. "All the other new hires had another two months of learning all the stuff while he was ahead. That just shows we're on the right track."

Hoover makes sure to dedicate time to career counseling and professional development for his students by providing anything they need from letters of recommendation, to mock interviews, to the chance to network within their LinkedIn group - a suggestion from a previous marketing intern. "We're trying to get our interns ready for not just what's in the past but what's in the future," Hoover said. "That's part of what I do for all my interns is help them think about where they want to go, what they want to do, and achieve it if I can."

Hoover takes this further, saying with certainty that the interns have largely benefitted his team of staff members by forcing them into different mindsets of teaching and mentoring, completing tasks directly alongside and with them, and growing to be one of the highlights of their job. Hoover has thoroughly enjoyed watching students grow in their skills and professionalism. "It's impacted me in a lot of ways," Hoover said with a smile. "You start to think of them as your children."

As for the future of my.Clemson, there is a lot that we can expect to see from Hoover and his team of staff and UPIC interns. They are currently working on re-designing the app from scratch for my.Clemson 2.0, a significantly more customized and personalized experience. "Instead of spending all of our time integrating with things that may change and break, we'll spend our time on the things that are specific and unique to Clemson," Hoover said. This way, "you can go up and look at a building and say, 'show me what it looked like 50 years ago... 100 years ago... things like that.'"

Innovations are inspired by a number of sources. Hoover and his team maintain regular communication with the Student Senate and other campus departments such as Parking and Transportation to gauge wants and needs for the app. Hoover envisions that my.Clemson 2.0 will someday be capable of providing students with not just a basic route for their classes, but a route that indicates which entrances and stairwells you should take to get there fastest.

Hoover also envisions augmented reality being incorporated into the app. "Imagine we put an 'X' on the sidewalk right behind Howard's Rock, you stand there with my.Clemson you can look on a Tuesday at an empty stadium and you can see what it looks like on a football Saturday."

Sam Hoover and his UPIC interns are continuing to work on the my.Clemson 2.0 app, which is scheduled for completion by June 2020.

"All of the software developers that have come through and gone on to be successful — which is all of them — have told us that their internship with us helped them more in preparing to be a professional software developer than their degree."

What we do at The Pearce Center

Ashley Risk

Priannne Stanpack



Although the Pearce Center follows an intern-led approach to projects, everything would not be able to move as seamlessly without the help and guidance from Assistant Director of the Pearce Center, Ashley Fisk, and graduate assistant, Brianne Stanback.

Fisk began working for the Pearce Center in August 2012. She has served as the assistant director since the internship program began and briefly served as the interim director when the former director went on sabbatical. Fisk has been managing client projects for 16 years in her classroom and at the Pearce Center. Stanback joined the Pearce Center team Fall of 2018. She has an extensive professional background working with interns, industry knowledge of managing contracts, and an arsenal of project management skills.

As Assistant Director of The Pearce Center, Fisk serves as the liaison between the UPIC program and clients. She works to hire and manage all interns, in addition to interviewing and picking clients to partner with that she believes, “will help students get the most skills out of their projects.” Fisk tries to hire mostly on campus clients so students can make more connections at the university and be exposed to the behind scenes process of Clemson-related communication projects. Stanback supports Fisk with the hiring piece and helps interns with content creation.

Fisk says that “watching the students gain confidence and grow professionally,” are the most rewarding aspects of working as a mentor in the Pearce Center. She shared that one of her former interns came into the Pearce Center having never opened an Adobe program. By the end of the semester, she had created an app and gained managerial confidence.

“We have been able to foster a culture here that puts students first and lets them lead, and everyone has really risen to that challenge,” Stanback adds.

At the end of the fall 2018 semester, everyone worked together on the final details and deliverables for a project that involved assisting a faculty member with a regional conference. “That was a key moment where we were all able to walk away with a job well done,” Stanback states.

Fisk’s favorite intern project is the School Book Project. Over the past five semesters, Pearce interns have partnered with local elementary schools to create a book at no cost for the school. The interns help the students craft their stories that the students illustrate.

“To get to see how excited that elementary school kids are that they have college students who care about them and the excitement on their faces when they see their book in print for the first time,” Fisk recalls. “I always walk away from that project thinking this is why I do what I do.”

“We have been able to foster a culture here that puts students first and lets them lead, and everyone has really risen to the challenge.”



2018



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