

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

FOR PROFESSIONAL COMMUNICATION

CLEMSON

2021-2022 ANNUAL REPORT

PEARCE  CENTER

FOR PROFESSIONAL COMMUNICATION

CLEMSON

IMPROVING COMMUNICATION

ACROSS
CAMPUS

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BACKGROUND

A NOTE FROM THE DIRECTOR

Dear Friends,

Despite the challenges of the pandemic, I am pleased to announce that the Pearce Center for Professional Communication has continued its work to help Clemson University students and faculty build professional communication skills. We were delighted to welcome students back into the Class of 1941 Studio for Student Communication during the 2021-22 academic year. While our programs have adapted to incorporate virtual learning, we are thrilled to once again be working together in our Studio.

It has been a busy year at Pearce Center, and our continued growth and success is largely thanks to the ongoing support of the Pearce family. Walker Buxton, granddaughter of Roy and Marnie Pearce, provided the Pearce Center with generous gifts this year, which we were delighted and honored to receive.

This year, Pearce Center has worked collaboratively with several campus partners to provide workshops, events and speakers for students and faculty. As part of a continued partnership with the Department of English, Pearce Interns once again wrote and published the departmental newsletter, English Unbound, for the 2021-22 academic year. Pearce Center also co-sponsored the 15th annual Literary Festival and the visit of Jesmyn Ward, author of many novels and the memoir “Men We Reaped,” the choice for this year’s common read event.

In addition to our work with the Department of English, Pearce Center also collaborated with GRAD 360° to host a virtual summer writing workshop for Clemson graduate students. We also assisted with the Graduate School’s three-minute thesis competition, helping students prepare a clear and concise scripts about their research.

One of the most exciting pieces of news at Pearce Center is the development of our new Faculty Fellows program. Through collaborations with faculty, the program aims to increase the visibility, quality and scope of writing and professional communication on campus. Faculty Fellows are selected for their interest in transforming writing instruction and professional communication with a focus on developing more interdisciplinary curricula. Our pilot group of five faculty members has spent the year working on communication- and writing-focused research projects. We have plans to expand this program to include more faculty from different disciplines in the coming years.

Another exciting development is Pearce Center’s revitalization of service-learning at Clemson. Assistant Director Ashley Cowden Fisk and a group of Pearce Interns

researched and contacted local nonprofits to connect them with Clemson classes and students who could assist them in achieving their goals. Pearce Center intends to continue this initiative and to develop service-learning collaborations with Engineering, Business and other departments with the aim of providing interdisciplinary academic engagement opportunities for students. This pilot project was enhanced through an intercollegiate collaboration with the Department of Communication, who recommended one of their talented graduate assistants, Zack Muñiz, to us. His passion for service-learning helped this team reach its goals.

Our wonderful Grad WAC Fellowships have also expanded in scope and coverage. The fellowship serves graduate teaching assistants who have responsibilities for teaching both writing and disciplinary content in their courses. In addition to the two-semester fellowship Pearce Center has offered over the past several years, this year we launched a third semester entitled Professional Practicum in WAC and WID. This select group of WAC Fellow graduates has the opportunity to work on communication- and writing-based research projects and outreach. 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 members Jennifer Hagen Forsberg, Phil Randall and Katalin Beck.

More information about these and other programs is available inside the pages of this report, which was written and designed collaboratively by our Pearce and Visual Information Design interns.

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

Dr. Cameron Bushnell

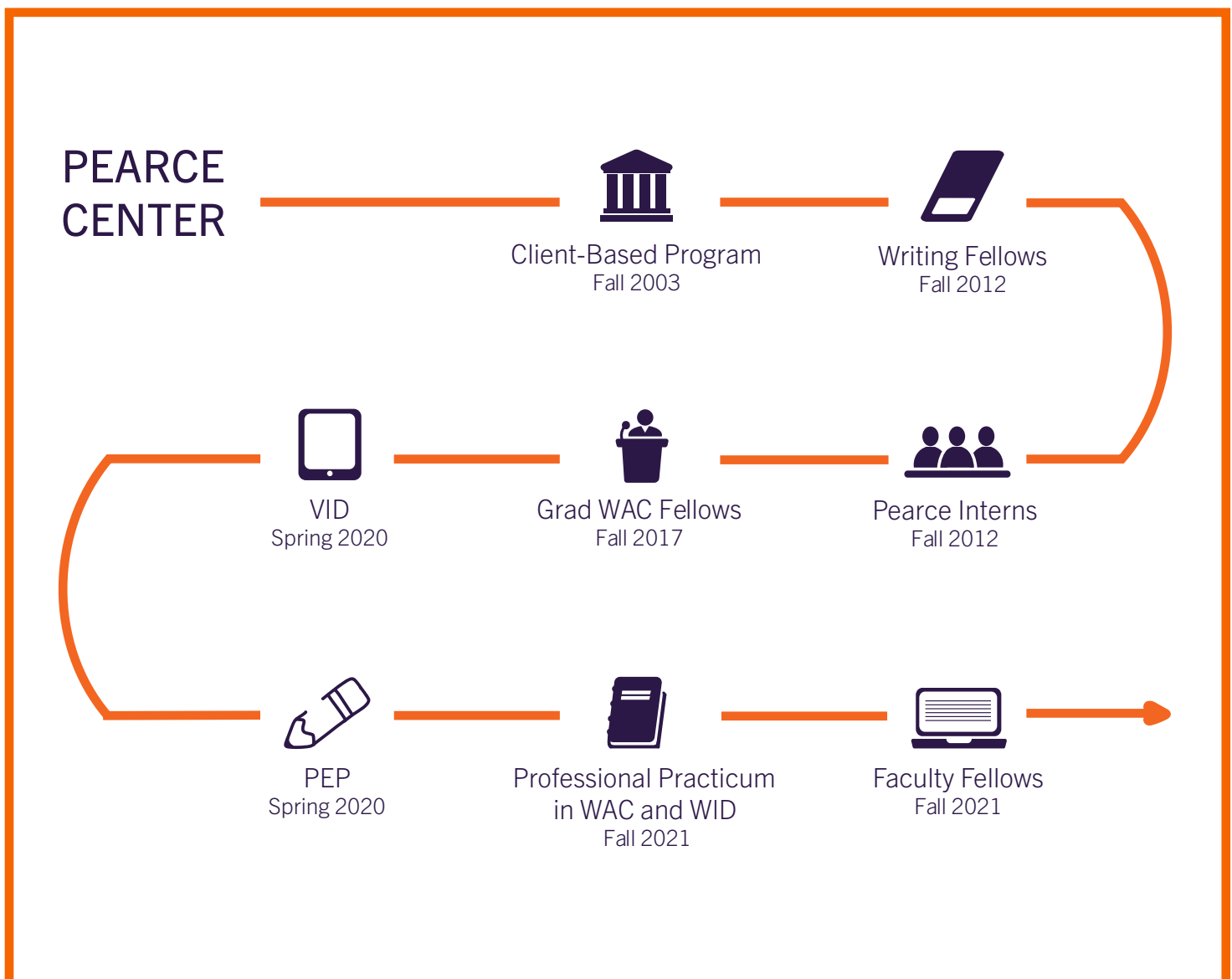
*Pearce Center
Director*



BACKGROUND

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 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.



Members of the Class of 1941 attend their 60th reunion in 2001. The Pearce Center's Studio space was a donation gift from this class.

BACKGROUND

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 contains a display of books and handouts for the public and an LED display of ongoing projects and events. It also houses laptops and high-end digital and video cameras with supporting equipment. 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 room contains three iMac workstations, multiple LED displays for collaborative work and many mobile whiteboards for brainstorming and project development. 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 Class of 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 to enhance their writing, art and design.

In the 2021-2022 academic year, the Studio reopened to the public following its previous closure due to the COVID-19 pandemic. Upon reopening, the Studio was able to host a wide range of events, from meetings and classes to workshops, presentations and conferences. More specifically, the Studio hosted a Communication Day showcase for the Department of Communication, departmental job candidate presentations for the Department of Languages, faculty lunches, various College of Arts, Architecture and Humanities events, student presentations and thesis and dissertation defenses. The Studio also hosted a number of classes, including the South Carolina Review production class and the Grad WAC Fellows classes. In addition to hosting organizations and events in the Studio, the Pearce Center co-sponsored a number of unique events, including Clemson's annual Literary Festival, Writers' Harvest and Clemson alumnus and Kyoto Literature Award winner Greg Khenzrnejat's talk.



Roy and Marnie Pearce attend a reunion event at Clemson University.

AT A GLANCE



Pearce Interns

Undergraduate internship that provides design, website and social media support to community and Clemson University clients.



Visual Information Design

Undergraduate internship that provides peer tutoring for visual- and design-based projects.



Client-Based Program

Partnership between classes and community clients that allows students to use communication skills through real-world projects.



Graduate WAC Fellows

Graduate professional development program focused on developing strategies for teaching writing.



Professional Practicum in WAC and WID

Mentorship that allows selected Grad WAC Fellows to present on WAC and WID strategies to various audiences.



Faculty Fellows

Learning community in which members complete writing- or communication-centered research projects.



Professional Editing at Pearce

Editing and copy editing services for graduate students, junior faculty and community members.



Intercollegiate Collaborations and Events

Partnerships with various departments to augment professional communication offerings on campus.

PEOPLE

WAC FACULTY

Pearce Center's WAC Faculty continued its third year as a group dedicated to educating others in Writing Across the Curriculum and Writing In the Disciplines practices to further the use and practice of writing in classrooms of all disciplines. To this end, the three WAC Faculty members co-teach the Grad WAC Fellows classes with Cameron Bushnell, focusing on ways graduate students can integrate writing practices into the undergraduate classes that they teach. In 2021-2022, the WAC Faculty also began mentoring the fellows in the new Professional Practicum in WAC and WID, an opportunity for selected Grad WAC Fellows to present on WAC and WID strategies to a variety of audiences.



**Jennifer
Forsberg**

Jennifer Forsberg is a senior lecturer in English with over 15 years of teaching experience. She joined the WAC Faculty in 2019. In 2021-2022, Forsberg co-taught the second semester WID class. Her design of the course asked fellows to focus the writing instruction in their classrooms to advance their students' professional development and their own. This focus recognized multidisciplinary academic practices and emphasized rhetorical flexibility as a foundation of quality writing, effective instruction and professionalization.

In addition to working closely with fellows to create assignments, lessons and course-specific artifacts, Forsberg also mentored a practicum student. She believes that their professional development conversations were some of the most rewarding moments of the program. Together, they worked to implement WAC and WID practices and offered writing support resources to the University's graduate community.



**Katalin
Beck**

Katalin Beck is a senior lecturer in English who has been an enthusiastic facilitator of the program's development since she joined in 2019. The growing number of students served and increasingly focused curriculum offered affirm the value of her work. She especially appreciates working with the outstanding graduate students in the program, co-teaching with her accomplished colleagues and shaping the program with innovative approaches.

With experiences in teaching writing, consulting in technical communication and navigating interlingual and cross-cultural challenges, Beck strives to gauge the fellows' needs in their current positions and long-term professionalization. The multi-semester relationship with the fellows yields a supportive learning community that collaboratively constructs a pedagogical toolset and knowledge management expertise that will trickle down to improve the writing of Clemson undergraduates and benefit the fellows throughout their careers.

PEARCE STAFF



Grad WAC Fellows attend a lecture presented by WAC Faculty.



**Phil
Randall**

Phil Randall is a senior lecturer in English. In his three years as a WAC Faculty member, he has co-taught the Grad WAC Fellows program and presented at the 2020 Doctoral Writing Workshop and the 2019 Teaching Symposium. In 2021-2022, he partnered with Cameron Bushnell to co-teach the first semester WAC course.

Randall 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 Co. and the Times Publishing Co. Since 2004, he has overseen more than 25 client-based projects for South Carolina nonprofits and government agencies, including the Anderson Adult Education Center and Big Brothers Big Sisters of the Upstate.



Cameron Bushnell
Director



Ashley Fisk
Assistant Director



Sarah Costley
Administrative Assistant
VID Coordinator



Allison Daniel
Professional
Communications Specialist



Charlotte Lucke
VID Coordinator



Hannah Taylor
PEP Editor



Lauren Toler
VID Coordinator



Zack Muñiz
Graduate Assistant



Emily Crum
Graduate Assistant



Gabrielle Wilkosz
Graduate Assistant

PEOPLE

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 to enhance their skills through hands-on experience while helping others.



**David
Blakesley**

David Blakesley, the Robert S. Campbell Chair in Technical Communication, has served both Clemson University and the Pearce Center for 12 years. He uses his extensive background in the teaching and administration of writing, writing in digital contexts and writing across media to advise the center concerning 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 supporting faculty in their efforts to teach writing to learn and Writing In the Disciplines. This year, Blakesley has focused on developing writing technologies to support writing to learn, viewing films that encourage students and instructors to imagine the rhetorical impact of their words on social justice issues and creating resources for teaching. Through Pearce Center WAC initiatives, he hopes 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.



**Jordan
Frith**

Jordan Frith is the Pearce Professor of Professional Communication and the author of three books and over 30 articles. His work focuses on examining writing from an interdisciplinary perspective and linking work in engineering and information science to writing studies. He believes in the importance of discipline-specific writing and that spaces like the Pearce Center are ideal locations within a university to enable students and interns from other disciplines to get instruction in more specialized forms of writing and communication.



**Rhondda
Robinson
Thomas**

Rhondda Robinson Thomas is the Calhoun Lemon Professor of Literature in the Department of English and has been teaching at Clemson for 14.5 years. She has served on the FAC for six years where she helps develop programs and review proposals for funding. On the FAC, Thomas supports initiatives that enrich students' and professors' engagement with various communication tools and projects. Her research and teaching increasingly involve communication and public humanities components, such as the Call My Name project that documents African American life and labor in Clemson history. This need for effective communication, as well as a desire to find new ways to engage students with frequently text-heavy early African American literature, supports her efforts on the FAC and as a professor. Moving forward, Thomas hopes the Pearce Center can become even more involved in sponsoring communication initiatives on campus, as well as providing workshops for students, faculty and staff to enhance their communication skills.



**Amanda
Cooper
Fine**

As a senior lecturer, Amanda Cooper Fine focuses on teaching rather than on research. She teaches introduction to marketing to students from all disciplines with a goal of highlighting the important role that clear and compelling communication takes in business. In particular, Fine believes the Pearce Intern program has provided a great opportunity for students from many majors and has seen firsthand how marketing students in the program gain skills as well as confidence working on a variety of client-based projects. These students have competitive credentials on their resumes, as well as a theme of polished and aesthetic layouts. Outside of the classroom, she supports communication across all fields by reviewing proposed projects for Pearce Center funding and advising on the center's initiatives.



**Chelsea
Murdock**

Chelsea Murdock is the director of the Clemson University Writing Lab and a lecturer in the Department of English who has served on the FAC for three 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.

PEOPLE



**Kathryn
Langenfeld**

Kathryn Langenfeld is an assistant professor in the Department of History and Geography where she teaches courses on the history of ancient Rome and Greece. Her research integrates historical, legal and archaeological methods to investigate issues of political disillusionment, forgery, censorship and espionage in the Late Roman Empire. This year is her first serving on the FAC. Langenfeld chose to serve on the council after personally experiencing the benefits of the center's faculty writing groups, which provide community and accountability to faculty members completing long-term research projects. In the classroom, she has seen the value of interactive capstone projects that foster and develop students' oral and written communication skills. Training students to be effective writers (and readers) ensures that they can engage in ongoing scholarly and political discourse about ancient and modern history with confidence and in full command of evidence. As a member of the FAC, Langenfeld hopes to expand awareness of the center amongst faculty and to foster greater engagement among Clemson's undergraduate students who have much to gain from its many initiatives.



**Lesly
Temesvari**

Lesly Temesvari is a professor in the Department of Biological Sciences. She teaches courses in cell biology and scientific writing, emphasizing the value of clear communication in the sciences. Temesvari has also applied her interest in communication through the Creative Inquiry program. For 22 semesters, she has served as the faculty leader of a CI group of undergraduate students who write *Tigra scientifica*, the science column for the weekly student body newspaper, *The Tiger*. In addition to appearing in *The Tiger*, the articles are assembled into a science news magazine that is published each semester. Through this CI project, she trains students to read the primary scientific literature and to distill the information for a general audience. One of the longest running and most diverse CI projects on campus, the group has involved student participants from 14 different majors in five of Clemson's colleges. Not only does Temesvari's work with *Tigra scientifica* directly support the Pearce Center's goals, but it also illustrates her dedication to improving communication and science literacy.

PEARCE CENTER AFFILIATES

The Pearce Center is affiliated with a number of individuals and organizations on campus. These include the Writing Lab 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.

Writing Fellows

Clemson's Writing Lab 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 Lab or working to offer guidance to a focused group of students, fellows function broadly to provide support for all.



Writing Fellows provide tutoring to Clemson students in the Writing Lab, located in the Academic Success Center.



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. It examines how radio frequency identification infrastructures have reshaped everything from identification practices to nonhuman communication built into physical spaces.

PROGRAMS

The Pearce Center for Professional Communication is dedicated to enhancing Clemson University's academic profile through teaching students and faculty effective professional communication. To accomplish this goal, the Pearce Center provides multiple programs for undergraduate and graduate students, faculty members and community clients.

Following the mission of Roy Pearce, the center's undergraduate programs place an emphasis on helping

students become effective communicators. Through teamwork and client-based projects, students develop professional communication skills while producing tangible deliverables that will help build their portfolios.

Business and industry leaders place a premium on writing and communication skills, so whatever career the students choose, the knowledge they gain in their time with the Pearce Center will help them achieve their professional goals.

Graduate and faculty programs are designed to enhance professional communication in teaching and research. The Pearce Center uses a foundation of Writing Across the Curriculum, Writing In the Disciplines and Communication Across the Curriculum theories and practices to guide graduate and faculty programs.

WAC, WID and CxC value writing and communication in all disciplines. WAC helps prepare students for writing in a wide variety of academic and



First-semester Grad WAC Fellows learn strategies in Writing Across the Curriculum with an emphasis on teaching writing to others.

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 research 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.

Currently, the Pearce Center offers seven programs to develop professional communication on campus: Pearce Interns, Visual Information Design, Client-Based Program, Grad WAC Fellows, Professional Practicum in WAC and WID, Faculty Fellows and Professional Editing at Pearce.



VID Coordinators Lauren Toler (left) and Charlotte Lucke (right) offer feedback on a design created by intern Jacquelyn Roberts (middle).

PROGRAMS

PEARCE INTERNS



2021-2022 PEARCE INTERNS

Acacia Bryant | English
Allison Sudlow | Architecture
Ashley Baresich | Communication
Browning Blair | English & Communication
Chandler Brown | Communication & French
Chase Meininger | Marketing
Delaney Niemeyer | Communication
Elizabeth O'Donnell | English
Gabrielle White | Communication
Jordan Sims | English
Katie Mann | Communication

Katy Trawick | Communication
Lawton Branham | Communication
Madison Boyd | English
Mallory Galloway | Marketing & Language and International Business
Maren Spence | Early Childhood Development
Olivia Hanline | English & Marketing
Roxie Ware | Marketing
Sydney Ford | Sociology



Pearce Intern Katie Mann (right) interviews Clemson materials science and engineering student Lauren Swift (left) for STEM Night.

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 and their educational experience.

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 2021-2022 academic year, 19 Pearce Interns worked with 12 clients to produce high-quality communication deliverables.

PROGRAMS

CLEMSON CHILD DEVELOPMENT CENTER

The Clemson Child Development Center underwent a website redesign for current and potential families to learn about their program and its offerings as a child development center

in a more visually appealing way. Pearce Interns conducted website mapping to effectively organize a new website layout. Using the Wix platform, the team designed a simple and

user-friendly template to insert website copy. The team looks forward to its full completion and for it to go live in the near future!

HABITAT FOR HUMANITY

In 2021-22, the Pearce Center continued a long-lasting partnership with Pickens County Habitat for Humanity. In the Fall semester, the PCHFH team continued working on an ongoing project focused on promoting the affiliate's 40th anniversary. In order to accomplish the goal of using communicative means to help PCHFH gain outside interest through increased donations and volunteer hours, the interns wrote story-driven articles highlighting the history and success of the affiliate through its years of operation. PCHFH ran a 40 in 40 campaign, publishing 40 articles to reflect on 40 memories, milestones and people who have been involved with PCHFH. Interns conducted interviews and extensive research to ensure that every article was indicative of the affiliate's true story. Throughout 2021, Pearce

Interns contributed 27 articles to the campaign. A highlight of the Fall semester was attending the annual Clemson University build in partnership with PCHFH throughout Homecoming week, both to volunteer and gather stories from students and citizens of the greater community who share a passion for the nonprofit's mission. Interns got to experience firsthand

what it means to build with love. The Spring semester focused on creating a strategic plan to reach potential homeowners. The team assisted in the identification of target audiences and ways to communicate the message of Habitat homeownership, with the hope of helping those who qualify for homeownership successfully acquire safe and affordable housing.

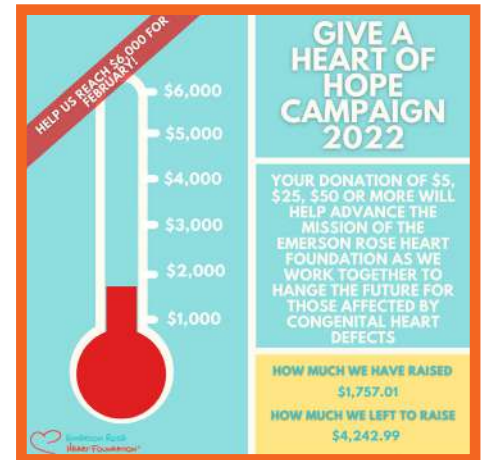


Interns Delaney Niemeyer (left) and Roxie Ware (right) volunteer during Clemson's Habitat for Humanity annual Homecoming build.

EMERSON ROSE

Throughout the year, the Emerson Rose team focused on social media work, writing the Emerson Rose foundation's quarterly newsletter and additional website and branding work. The interns kicked off 2022 with the celebration of Heart Month — dedicating the month of February to education, awareness and advocacy for those affected by congenital heart defects, the number one birth defect worldwide. The Pearce Interns worked hard to create and post content, encourage donations

and market t-shirt sales. The interns and Emerson Rose Heart Foundation Executive Director David Eill predicted that 2022 Heart Month would surpass last year's goals after just the first week! At the end of the month, the interns were pleased to learn they did, in fact, exceed last year's goals. Heart Month is the largest capital campaign of the year for the Emerson Rose Heart Foundation, and the Pearce Interns were grateful to be able to contribute to raising money for this cause.



This infographic made by the intern team aims to fundraise for Heart Month.

MAIN STREET WALHALLA

During the 2021-2022 academic year, Pearce Interns continued working alongside the Main Street Walhalla organization. Main Street Walhalla's goals this year included the economic revitalization and development of downtown Walhalla, South Carolina, while also finding a way to maintain the city's rich historic heritage. The interns assisted Main Street Walhalla with social media management and helped to further develop the Distrx walking tour app. Social media management for the Fall semester included curating

and sharing information about the town's businesses and events. This strategy continued into the Spring semester, with an increased focus on the storytelling potential of social media. Including personal interviews in posts about business owners is a way that the team worked to accomplish this goal. Website updates and researching how to create social media campaigns were other large parts of this project.



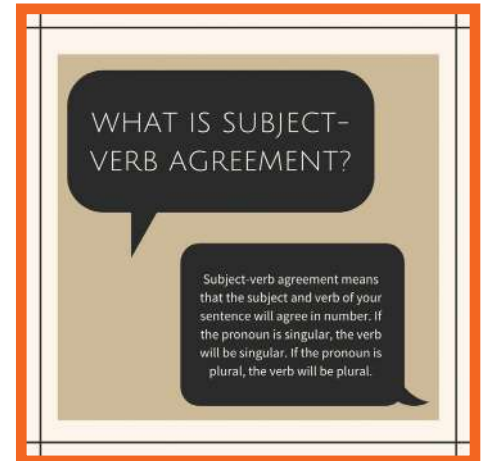
Pearce Interns created graphics to promote the "Weekend in Walhalla" series.

PROGRAMS

PEARCE CENTER DIGITAL MARKETING

The Pearce Center digital marketing team continued its efforts to promote Pearce-related projects and events this school year. To accomplish this goal, the team primarily used Instagram and Facebook and created a schedule of content to be posted each week. The weekly posts included intern spotlights, communication tips, project updates, blog post announcements and a new series of posts all about the Pearce Center, which began as a way to help followers understand more about the center's history and services. The team's goal in creating this posting plan was to increase engagement with

social media platforms and build a more connected network of followers, both within the Clemson community and the greater professional communications community. The team also created two video commercials for the Pearce Center, one to clarify what the center does and one to demonstrate how students and faculty can be involved in the center's initiatives. In addition to running Pearce social media accounts, the team assisted the staff with the Pearce Center website redesign and update in Wordpress. The team also helped in the production and publication of the annual report.



Pearce Interns use this design layout as a part of the Tip Tuesday social media series.

TIGER TALES

The 2021-2022 academic year saw the creation of a new positivity-based Pearce project called Tiger Tales. Tiger Tales was created with the hope of spreading heartwarming stories about the Clemson community on social media. Interns created social media channels for the project, which officially launched in September 2021. With the Tiger Tales accounts established, the Pearce Interns searched the Clemson community high and low to find stories to share. Some of these stories included local business

owners, current professors, local artists and recent Clemson graduates. Tiger Tales morphed into a bridge between students and Clemson locals, immersing students in the community that surrounds them. All Tiger Tales stories were conceptualized, written, edited and published by the Pearce Interns onto @cutigertales on Instagram and Facebook, as well as the blog section of the Pearce Center's website. Tiger Tales hopes to continue to grow and positively affect the community through storytelling.



The Tiger Tales team creates graphics like this one to promote stories on social media.

SCHOOL STEM NIGHT

In March 2022, Varennes Elementary School in Anderson, South Carolina, hosted a STEM night focused on sharing the engaging job opportunities, fun experiences and inspiring people involved in careers aligned with science, technology, engineering and math with younger students. In preparation for this night, the Pearce Intern team created videos for each STEM category that detailed what STEM is.

Alongside videos, the team created handouts for the elementary students and their parents with additional resources to learn more about STEM opportunities in the Upstate. The purpose of these deliverables was to show young children the cool things they can be involved in if they study these topics.



A group of Varennes Elementary students play with a plasma ball at STEM Night.

ENGLISH UNBOUND

This year, the Pearce Interns continued to develop content for the Department of English's monthly newsletter, English Unbound. The team worked closely with Will Stockton, the department chair, to create a plan and develop content ideas for the newsletter. The team's goal was to connect students, faculty, alumni and donors while keeping them informed about the department's various activities and initiatives. To accomplish this goal, the team conducted interviews, did research, wrote stories and designed graphics. Examples of content created this year

include spotlights on new faculty members, information about English-oriented organizations like the English Majors Club, announcements about new courses, thank you letters from graduating seniors in the department and graphics offering reading suggestions. Along with this, interns worked to share stories from current members of the department to highlight the accomplishments of the students and professors. The team hopes that the newsletter will educate its readers and inspire them to take new opportunities.



Pearce Interns create a variety of graphics every semester, including this one for Black History Month.

PROGRAMS

UPIC MAGAZINE

The UPIC Magazine project focuses on the experiences of mentors and interns involved in Clemson's UPIC program. This year, each team member had the opportunity to interview someone from the UPIC program and write a spotlight article about the person.

These tasks taught team members about proper writing techniques, interview etiquette and the timeliness involved in creating a cohesive project, while also learning about unique individuals in the Clemson community. Each team member got to broaden their writing,

editing, photography and interviewing skills.

This year's edition of the magazine was special because the UPIC program celebrated its 10th anniversary. To commemorate the anniversary, the edition included information on how the program has evolved over the years, how far it has come and a handful of interesting projects that students and mentors have worked on during those years. This year's magazine also focused on the diversity of the UPIC program, which has been a cornerstone to its success.



Various editions of the UPIC magazine are on display at UPIC's 10th anniversary celebration.

FIRST BAPTIST CHURCH

In Fall 2021, Pearce Interns worked with the staff of First Baptist Church of Clemson to create online content that would continue to uphold and further FBC's online and social presence, with a focus on improving access to church information on social platforms and accessibility on the website.

Practically, this goal took form as a redesign of the FBC website, the creation of social media posts highlighting important verses from the upcoming

Sunday sermon and the creation of four posts and four story highlights that showcased the FBC Clemson staff and their specific ministries.

The team's hope was to create content that would increase the church's sense of community by giving social media followers a chance to get to know the staff better. The team also created a Wordpress guide to share with the FBC staff so that they could easily make changes to their website.



Pearce Interns promoted a variety of events for the church, including this holiday celebration.

SERVICE-LEARNING

Initiated in Spring 2022, the service-learning project aims to conveniently facilitate service-learning and community service opportunities for Clemson faculty and students to educate and support civic engagement in the surrounding local community. The interns

researched and contacted potential nonprofits that may be interested in a partnership with the Pearce Center to assist them in achieving their goals. In the future, partners will be connected with either Clemson classes to create practical solutions or with students who

have a passion to assist their cause. The Pearce Center intends to continue this initiative in future semesters to ultimately create a user-friendly process for students and faculty to identify desired academic and community service experiences.

Pearce Intern Skill Review

Through their work on client-based projects, Pearce Interns gained a variety of skills.



Social Media Management

85% gained proficiency in managing social media accounts.



Writing & Editing

77% reported writing and editing to be their most improved upon skills during their time at the Pearce Center.



Group Work

73% noted major improvement in collaboration and leadership abilities.



Interviewing

60% acquired new skills in interviewing and storytelling for print and digital media.



PROGRAMS

INTERN REFLECTIONS

Throughout my college career, I have spent ample time in Daniel Hall where the Pearce Center for Professional Communication is located. During the Fall of my sophomore year, I was attending classes in Daniel Hall as usual, sitting in the lobby of the Pearce Center working on schoolwork without even knowing what the students within the office were doing. As time went on, I learned more about the center and the work they did. I learned about the open positions for the following semester and applied to be an intern there.

I was called back for an interview and soon after that was accepted for the internship: my first college job. I was ecstatic when I found out that I received the internship and could not wait to start working immediately. I quickly realized the importance of collaboration. The entirety of our projects are based on working together as a team to reach a common goal. Although I had done this in school with graded assignments, this experience felt different. We all knew the responsibilities we held and the tasks we needed to complete. Everyone was there for a reason and wanted to be, creating a healthy and positive work environment.

Over the last two years at the Pearce Center, I have worked on multiple projects, including Pickens County Habitat for Humanity, Clemson Votes, English Unbound, the Pearce Center digital marketing team, Emerson Rose Heart Foundation, Community Foundation of Greater Clemson, Main Street Walhalla, Tiger Tales, UPIC Magazine and school STEM night.

One of my favorite things about working at the Pearce Center is the structured collaboration among interns. Being able to work on multiple projects at one time seems daunting, but it allows each person to learn the skills they really need to become successful.

Another one of my favorite aspects of this internship is the connectivity between our employees and the University and community. Through this job, I have learned more than I could have ever imagined about other groups, jobs and people on our campus and in our community. From local organizations and businesses to other UPIC departments to individual and remarkable Clemson students, I have been connected to so many incredible people. These connections have been both professional and personal, making my time at the Pearce Center and Clemson University so fulfilling.

Katie
Mann

*PEARCE INTERN
FIVE SEMESTERS*



As I reflect on my time with the Pearce Center over the past two years, I am filled with a sense of accomplishment and pride. I truly cannot imagine my time at Clemson without this experience. An older peer and Pearce Center alumna, Carter Smith, recommended I apply my freshman year, and I am forever grateful that I took advantage of the opportunity. Look at me now! I am still here four semesters later.

Beginning my internship virtually during the height of COVID-19 was intimidating, but this experience forced me to get out of my comfort zone and learn how to communicate, collaborate and get work done effectively in new ways. Acknowledging that our world is evolving to new work environments and habits, I now feel confident in my ability to adapt to any job setting. Getting to work in the Class of 1941 Studio alongside everyone this year has been very fun and motivating. The Pearce Center cultivates an agency-style environment, which I have grown to love and desire in a career.

The Pearce Center has allowed me to flourish as a young professional and hone in on skills that only real-world work can teach you. I have been fortunate to work on a wide range of client projects, including nonprofits, local community organizations, Clemson University programs and Pearce-led initiatives. Some highlights include contributing to the Spring 2021 issue of the UPIC Magazine as co-lead, writer and editor-in-chief, assisting Rhondra Thomas on the Call My Name initiative through the creation of maps and signage for Black History Month walking tours, leading the Pickens County Habitat for Humanity team on internal and external strategic marketing campaigns and assisting with redesigning the Pearce Center website.

The skills that I have gained through this internship are invaluable. I recall being intimidated to communicate with clients, and now it is second-nature. Serving as team lead on several projects has enhanced my management skills and taught me the importance of approaching projects with different perspectives, strategies and tactics. What surprises me most, though, is the passion I have developed for conducting interviews. Uncovering stories of individuals and showcasing them through engaging writing is an exciting challenge that I continue to improve upon over time. Thanks to this experience, these skills have landed me other opportunities beyond the Pearce Center.

The Pearce Center would not be what it is without my supportive mentor, Ashley Fisk, all of the outstanding graduate assistants and my fellow interns that I am blessed to work with. I am thankful for everything the Pearce Center has given me and look forward to what lies ahead!

Delaney Niemeyer

*PEARCE INTERN
FOUR SEMESTERS*



PROGRAMS

VISUAL INFORMATION DESIGN



2021-2022 VID INTERNS

Allison Sudlow | Architecture

Jacquelyn Roberts | Art

Lily Bui | Graphic Communications

Liz Brooks | Marketing & Art

Morgan Schumacher | Architecture

Salvatore Costanzo | Architecture

Charlotte Lucke | Coordinator

Lauren Toler | Coordinator

Sarah Costley | Coordinator

The Visual Information Design interns work one-on-one with students 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 how to choose the most effective platform for projects. The interns also consider the use of color, layout, text and graphics

in visual presentations. In addition to working with students, VID interns work in teams to 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 Charlotte Lucke, Lauren Toler and Sarah Costley.

In addition to completing 11 consultations with a combination of undergraduate and graduate students, the VID interns have worked on a variety of projects throughout the year.

CULTIVATE SAN ANTONIO MAGAZINE

In the 2021-2022 school year, the VID interns partnered with Cultivate, a nonprofit urban agriculture magazine out of San Antonio, Texas, to redesign their online magazine. In collaboration with Cultivate leadership, the interns started by creating new brand guidelines, which included designing new logos and choosing typefaces and colors for the magazine. The interns assisted with the creation of the winter and spring issues with the ultimate goal of creating an overall magazine template that included a

table of contents, planting guides, articles and recipes for the Cultivate team to use in the future.

In the Fall semester, the interns were tasked with curating an infographic to reflect research into a well-designed article while following Cultivate’s new brand guidelines. In the Spring semester, the interns used their skills and training from the VID program to create an article on food insecurity and injustice in the San Antonio area through infographics. Furthermore, the

Cultivate intern team used the templates created in Fall 2021 to redesign articles for the spring issue, including the Crop Focus section and advice-based articles. The interns also redesigned the seasonal planting guide, which is featured in each issue.

Through the Cultivate project, interns developed skills in magazine layout design, template curation, infographic design, brand development, Adobe InDesign, Canva and more.



CULTIVATE TIPS AND TRICKS

Advice-based Articles

Worms: The Doctors of Soil

By Megan Lowder

For decades, conventional methods of tackling problems have taught us to treat the symptoms rather than look for their causes. That headache may be a symptom of dehydration, but the quick fix is to take an ibuprofen. The same tactics have been used in conventional gardening. Conventional gardening is all about bug control. How do I get rid of cucumber beetles? How do I get rid of caterpillars? For many decades, we've relied on the use of pesticides, which has evolved into "natural" pesticides in organic gardening. In an attempt to kill one type of bug, we kill them all—not only the bugs we can see, but the microorganisms as well. Rather than diagnosing the root cause of the problem, we spray pesticides on the leaves of a plant to kill the bugs.

The answer to healthy and nutritious plants is in the soil. Soil is the plant's immune system, its food source and protection. Without good soil, plants can't thrive and bugs attack the weakest link (usually the leaves?). The bugs are a product of what we've been sold to kill off the bugs, but in the garden world of poison treatments, only the strongest survive. It's not the ladybugs or the praying mantids that live despite the poison. It takes decades to turn soil into dirt. Luckily, it doesn't take as long to amend the soil, but it is a process that does take time. This is where worms come in! Worms are the doctors of soil health. Soil is alive and it needs tending, just like a pet. Soil must be fed food that it likes, it needs to be protected and kept in balance.

| Edition Year

PROGRAMS

MARKETING

This year, the VID marketing team worked to promote the services that VID offers and inform students and faculty about design. They used Facebook and Instagram to engage audiences through weekly posts and stories that highlighted the VID consultants and activities. The team also shared information on upcoming events and offered tips that focused on design concepts and included information on using programs such as Canva, Google Slides, Adobe InDesign, Adobe Illustrator and more.

In addition to the social media posts, the team presented to classes to introduce students to VID. Classes were given handouts that outlined VID's purpose and services, the location of the Pearce Center and how to make an appointment via QR code. The interns also reached out to organizations and event planners across campus to offer peer tutoring on visual projects such as research posters, PowerPoint presentations, flyers and more. The opportunity to increase engagement through social media and outreach

across campus allowed the team to grow the Pearce Center's social media presence and share valuable information to help improve students' design skills for the future.



Intern Liz Brooks works on VID marketing materials.

PEARCE CENTER

The VID interns on the Pearce Center team worked on creating a variety of branded materials. In the Fall semester, interns created a series of VID handout and flyer templates to create a uniform style for future materials. These templates include replaceable text and photo boxes, as well as scannable QR codes to further inform the audience about the program and direct viewers to the website. In the Spring semester, interns redesigned some of the outdated graphics around Daniel Hall, including the posters in the Class of 1941 exhibit. The original posters showcased Roy Pearce and the Class of 1941 but lost color and readability over the

years. The interns redesigned the posters to emphasize Roy Pearce's life and the Class of 1941's many contributions to the University.

The interns also worked on creating a new logo for Professional Editing at Pearce and redesigning the Pearce Center's letterhead. Both projects required extensive brainstorming and collaboration to create designs that represented the programs and center effectively. Through these projects, interns gained an understanding of designing for a client, using brand guidelines and creating templates for the years ahead.



Interns created posters highlighting the history of the Class of 1941.

ANNUAL REPORT

During the Fall and Spring semesters, VID's annual report team used design to create and enhance this annual report, which summarizes the Pearce Center's many programs, events and support systems. In the Fall semester, the team worked in Adobe InDesign to renovate the organization, color scheme and basic design principles of the report following Clemson's brand

guidelines. These tasks advanced the designers' skills and gave them experience in designing within an established brand, using fonts, colors and design principles that fit both the University's style and the goal of the report. The team began designing preliminary templates in Fall 2021, which was continued and completed in Spring 2022. Communication and collaboration during the Spring semester with

the Pearce Interns allowed the VID team to adjust the templates to meet the needs of each section or page. With a template of the report completed, the VID team created infographics to supplement the existing pictures, information and reflections. Finally, the interns completed the report with the text provided by the Pearce Interns and submitted the report for critiques, revisions and printing.

VID Intern Skill Review

Through design projects and peer consultations, VID interns gained a variety of skills.



Brand Development

100% reported brand development as their top learned skill.



Software

75% voted Adobe InDesign as the software in which they gained the most technical skills and experience.



Templates & Layouts

75% reported the creation of templates as their most improved skill.



Attention to Detail

50% noted that they became more detail-oriented when creating and editing their designs.



PROGRAMS

INTERN REFLECTIONS

I became an intern on the VID team in Spring 2022. As a double major in marketing and art, I have a passion for graphic design that has grown since being a student at Clemson. When I saw the opportunity of the VID internship, I was so excited about the possibility of continuing my passion. I remember how difficult it was to find my own resources on learning design software programs as a freshman and sophomore, so I wanted to be a part of a program where I would be able to share with other students what I know. One of my favorite parts about consultations is the opportunity for both me and the student to collaborate and teach each other new things. VID's services are offered to students of all majors, so it is a great way to network while being able to share my knowledge of design. The consultations are about getting to know each other as we go through the design process, and it was a great way to make connections.

The VID program has taught me how to communicate professionally and effectively with multiple people and programs, including students, faculty, the Watt Family Innovation Center, student government, my fellow interns and the Pearce Center itself. Through leading the marketing team, I have learned and practiced skills that will help me in my future career. It has been so great to have Sarah, Charlotte, Lauren and the other interns to help me with the design process and improve my designs.

The VID team has helped me to further realize my interest in social media marketing and developing effective writing skills that I can use in my future projects personally and professionally. I was able to explore design through a variety of projects, including marketing materials such as infographics and flyers, social media posts about design tips and tricks, announcements, consultant introductions and photography for digital marketing of the Pearce Center and VID program.

Being able to work in person has been such a fun experience, collaborating with everyone who works here and offering consultations and meetings face-to-face. I am so thankful for the people I got to be around weekly, the support they showed me and the opportunities that were available to me.

Liz
Brooks

VID INTERN
ONE SEMESTER



Working at the Pearce Center for Professional Communication for the past two semesters has been a lot more impactful than I originally anticipated. Being an architecture major, a lot of my time is spent working on projects, designing buildings and creating presentations for those buildings. As I began my role as an intern, I learned just how transferable those “architecture” skills were, and I have since had a newfound interest in both graphic design as well as visual information design because of the VID program.

My time here has consisted of a lot of training, leading mock consultations and working in the Adobe Suite, as well as learning collaboration and organization skills that will carry over seamlessly into my career after I graduate this coming May. About halfway through the Fall semester, the entire VID team collaborated on redesigning a magazine named Cultivate out of San Antonio, Texas. We started rebranding the magazine with a new logo, typography and colors, as well as a working template for their future publications. We were able to complete about half of the redesign before the winter issue was published last semester, and this semester, I was fortunate enough to be named team lead for the Cultivate design team. I, along with another intern, completed the entire spring issue redesign by the end of this semester while still completing the ongoing VID training.

This experience has allowed me to increase my confidence as a designer and my knowledge of the software I use daily as an architecture student, as well as my graphic design skills for magazines, something I have particularly enjoyed during my time here. Moving forward after graduation, I hope to use both the hard and soft skills learned during my time as an intern in the professional architecture world and become a more coveted future employee because of my gained insight and experience working as a VID intern.

Sarah, Charlotte, Lauren and the VID interns have been a truly amazing group of people to work alongside. I am forever grateful to have been able to serve as a VID intern for the year that I did and cannot fully express how beneficial this experience has been for me because of this team.

Morgan Schumacher

*VID INTERN
TWO SEMESTERS*



PROGRAMS

CLIENT-BASED PROGRAM



Ashley Fisk's business writing class works in the Class of 1941 Studio on their client-based project for the Spring 2022 semester.

2021-2022 INSTRUCTORS

Ashley Fisk | English, Senior Lecturer

Mike Pulley | English, Senior Lecturer

Cody Hunter | RCID, Graduate Teacher of Record



Students collaborate on a marketing project for a campus client.

More than 5,400 students have participated in the Client-Based Program since its inception, producing quality documents for approximately 330 clients. CBP classes have provided their clients with deliverables such as instruction manuals, websites, poster presentations and radio advertisements.

In 2003, Summer Smith Taylor created Clemson's CBP, 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 2021-2022 academic year, three Clemson faculty members worked with the Pearce Center's CBP. Through this program, 200 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.

NATIONAL SURVEY OF STUDENT ENGAGEMENT ANALYSIS

In the Fall semester, Ashley Fisk's business writing class worked with Rene Schmauder, the director of undergraduate assessment. Schmauder had identified a disparity in communication and engagement between University leadership and students related to curriculum development and wanted to enlist the class's help solving this problem.

Schmauder tasked the class with examining Clemson's National Survey of Student Engagement results from 2016 and 2021 and

then providing feedback in the form of a recommendation report. The feedback provided will allow the Office of Assessment of Undergraduate Studies to better utilize the survey results in the future. The class was divided into five groups with the 40 survey questions assigned among them.

As a whole, the class identified patterns that they found interesting in each section of questions, such as demographic patterns and the continuity

between questions in 2016 versus 2021. The purpose of this information, according to Schmauder, was to increase student involvement with the University's decision-making processes. The feedback that the class provided will make the results more statistically significant and impactful.

MARKETING ACADEMIC INITIATIVES TO GENERATION Z

In Spring 2022, Bridget Trogden, the associate dean for engagement and general education, division of undergraduate studies, partnered with Ashley Fisk's business writing class on two projects. The first was to improve the Clemson students' awareness of academic initiatives.

Because students are generally unaware of initiatives put in place by the University, individual colleges and departments, the class was tasked to create a

marketing plan that would market these initiatives to undergraduate students. In order to target this market effectively, they utilized research concerning Generation Z (people born between 1997 and 2012) to determine the most efficient methods to gain their attention and engagement.

The class conducted primary and secondary research. Primary research was gathered through a questionnaire created on Qualtrics; this platform was also utilized to analyze the

data collected and generate a report for Trogden. The students presented their final analysis of how to create more interest in Clemson academic initiatives through a recommendation report and oral presentation in front of peers. This information will assist Trogden's team in exploring, evaluating and implementing new methods to attract students' attention to these academic initiatives.

PROGRAMS

CU1000 GENERAL EDUCATION MODULES

Clemson University has recognized the need to update its CU1000 module to include more detailed information about the new general education curriculum being implemented called Crossings. As it currently stands, the student body is largely unaware of both the new Crossings curriculum and the benefits of general education. Ashley Fisk's business writing class's second project with Bridget Trogden in Spring 2022 was to better understand what should be included in the Crossings module.

With a focus on gauging student opinion on Clemson's general education courses, the class conducted research through a survey given to the current CU1000 students. These questions focused on students' opinions towards the existing module and their thoughts on the necessity of general education.

Once the class received and analyzed the responses, they used that information to decide the best content to include in the module and how to effectively convey the information to engage

students. The analytical report and oral presentation focused on current student engagement and understanding of general education, which will assist in creating a functional module.

The benefits of this data and module aim to assist Trogden in enhancing student interest and understanding of the importance of Crossings classes to their undergraduate education at Clemson.

JOURNALISM EXPERIENCE WITH THE TIGER

In the Fall and Spring semesters, David Ferrara, editor-in-chief of The Tiger student newspaper, visited Mike Pulley's introduction to journalism classes to discuss ways the students could support and help improve the news coverage primarily serving student readers. They discussed the types of stories that would appeal to and inform that audience and the foundation of good news reporting and writing.

The class analyzed Generation Z students at Clemson as an audience type, what constitutes news in the eyes of today's

young readers, how to find news tips and generate good story ideas and how to conduct the kind of labor-intensive primary research that good journalism requires. The students also had to coordinate their efforts with the publication's deadlines and the coverage plans of the paper's own staff.

At least seven of the stories completed by Pulley's Fall class have been published in the newspaper's print and online editions, and the Spring class developed and wrote 17 strong stories to be published in the

future. A story on Clemson law enforcement's crackdown on underage drinking became one of The Tiger's top trending stories during the last week of February 2022. Another story by Justin Robertson on the rejuvenation of the ClemsonLIFE program was published in a fall print issue and won a South Carolina Press Association award and one of the Pearce Center's Professional Writing and Communication awards.

PROFESSIONAL WRITING AND COMMUNICATION AWARDS

The Pearce Center awarded the second annual Professional Writing and Communication Awards for students and faculty who participated in the CBP. The first award was given to four students for the most well-written project for the client; it was judged on the written word as well as the visual, organizational and

usability aspects of the product. Student winners received gift card prizes for their work. This year's winners were Jennifer Roberts, Justin Robertson, Sophia Wilkins and Tehya James for the articles they each wrote for The Tiger in Mike Pulley's CBP class. The second award was given to an instructor for the best CBP design based on

the assignment and execution of the project, including client interaction with students. The faculty winner received a cash prize. This year's winner was Mike Pulley for his classes' project with The Tiger, as well as his many contributions to the CBP over the years.



Justin Robertson, sports communication, was recognized for his work in Mike Pulley's CBP class.



Mike Pulley, senior lecturer in English, has contributed to the CBP since 2008.

PROGRAMS

GRAD WAC FELLOWS



2021-2022 FELLOWS

Abhishek Khanal
Ahmad Momeni
Andrew Waters
Aniruddha Pan
Ashish Kumar
Chikezie Isiguzo
Devi Soman
Eden Wallace
Gugu Selela
Heather Watkins
Ibrahim Adisa

Jamal Nahofti Kohneh
Kumar Tripathy
LaToya McDonald
Leslie Heffington
Mahesh Koirala
Mahsa Shabani Samghabady
Maira Patino
Martha Lucia Sabogal De La Pava
Mina Bahadori
Mina Shokrollahi Ardekani
Mojtaba Qanbarzadeh

Morteza Soltani
Nafiseh Ebrahimi
Narges Shamabadi
Oluwadara Abimbade
Pan Adhikari
Patricia Ng'ethe
Samaneh Zamanifard
Srinivasan Nagarajan
Stone Washington
Swati Goel

The Pearce Center's Graduate WAC Fellows program served 32 graduate teaching assistants during its fifth year. To be selected, the graduate students must be responsible for teaching undergraduate courses. As Grad WAC Fellows, 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.

This year's Grad WAC Fellows are from 14 different programs: bioengineering; civil engineering; communication, technology and society; environmental engineering and earth sciences; human-centered computing; human factors psychology; industrial engineering; learning sciences; mathematical sciences; mechanical engineering; 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 an emphasis 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

Andrew Waters



PARKS, RECREATION & TOURISM MANAGEMENT

I try to take the practice of writing seriously, so one of the most important parts of the WAC program for me is being part of a fellowship of writers on campus. The weekly practice of talking and thinking about writing is like therapy for me, an important part of my emotional life even outside of academia. Writing is an interior process, but it helps to talk about writing with others. As a part of the WAC program, the Pearce Center staff is an important part of that fellowship.

Even though I've written for most of my adult life, I've never had to think about teaching writing to others before. The WAC program is helping me articulate the craft of writing to my students and giving me useful tools to teach that craft in my classroom. One of the most enjoyable parts of the program is the diversity of academic and cultural backgrounds among the fellows. Listening to the writing challenges and successes of people from other academic disciplines, many of whom are teaching and writing in a language that isn't their native tongue, gives me a helpful perspective on my own teaching and writing efforts in the field of PRTM.

PROGRAMS

Swati Goel



PLANNING, DESIGN & THE BUILT ENVIRONMENT

I started the Grad WAC Fellows program because, as an international student, I struggled with my writing skills. In addition, I felt intimidated by the teaching practices at Clemson as they seemed starkly different from my home country, India. As a fellow, I was able to overcome both of these challenges and much more. I acquired new skills in writing, including articulating my thoughts, reflecting and summarizing using writing and not just words. I also learned a lot about various tools available to instructors on Canvas and how to use them for teaching.

Because architecture revolves around drawings and studio culture, I think one of the ways the Pearce Center can assist architecture students is by guiding them to put their design ideas into words and refine them as they present their work. One moment that stood out to me was when I informed my instructor that I would be teaching the first-year studio in Spring 2022, and she helped me break down a design class into a mix of design, writing and fun. We discussed how we could use writing to explain the thoughts that go into the design within a design studio. During every exercise, I ask my students to own their work and tell or show me why they are doing what they are doing.

Ashish Kumar



CIVIL ENGINEERING

I joined the WAC program with the intention of honing my writing skills for the students I teach, as well as for myself. This program has given me insight into writing as a vital tool to promote critical thinking and active learning. The biggest takeaway for me is the impact of very small, yet so powerful, techniques like free writing and exploratory writing. I share these techniques not just with students but with everyone around me. The most memorable experience for me has been regular lecture discussions, especially when we talk about people of different cultures and nationalities, because this increases our mutual respect for each other. This class has been the most diverse class for me so far in terms

of people from different majors, different countries and different experiences, which I feel is true bliss. We all have learned so much just by sharing our experiences of teaching and working with students.

While I'm not sure how many people in my field are aware of the Pearce Center's programs, I definitely share my experience with others so that they can take advantage of the WAC Fellows program and from the center itself. This knowledge sharing is especially important in the engineering field where we do not have dedicated courses for writing. The need for guided writing has shaped my thinking to impart whatever I have learned through this program to my students. As a teacher, we sometimes forget how important these writing steps are for students who are in the first year of their college career, and this program focuses on forming these building blocks through the fellows. I am thankful to the Pearce Center and to our teachers for providing us with this opportunity.

LaToya McDonald



BIOENGINEERING

I discovered the Grad WAC Fellows program through a GRAD 360° event. I was interested in becoming a WAC Fellow because I love to write in my personal time, and I was intrigued to learn more about writing applications in the classroom. I began teaching as a graduate teacher of record for a Creative Inquiry course in the Fall of 2021, the same semester I enrolled into the WAC Fellows program. My CI course consisted of transfer students who were not familiar with research principles and skills. I was able to create writing assignments with the skills I developed from the WAC Fellows program that helped my students to not just gain surface knowledge of research principles but also to better understand the applications of them in a classroom setting. My role as a WAC Fellow has helped me redefine my instructional goals as a second-semester graduate teacher of record. My biggest takeaway from the WAC Fellows program is that every instructor should take part in the program if they can. Through being a part of the program, I am able to think outside of the box in application to my CI class and as a Ph.D. student.

As a bioengineering major, I see the Pearce Center as a beneficial resource for both undergraduate and graduate students. Not only did it help me as an instructor, but it also helped my personal and professional writing. I find myself approaching my writing with a different mindset. For example, instead of simply focusing on getting my point across, I now focus on writing based on my audience, my goal, my knowledge, my knowledge gaps, the audience's knowledge, the audience's knowledge gaps and the genre in which I am applying my writing. I came into the WAC program somewhat insecure about my professional writing skills; however with the tools I received as a fellow, I feel better equipped. I believe other students, whether confident or not in their writing, will benefit as well. Overall, I believe it will mature students as professional engineers in industry or academia. Next year, I will be teaching at a community college through the ACE Fellows program, and I am excited to apply what I've learned as a WAC Fellow in my CI course at Clemson and in introductory engineering courses beyond Clemson.

PROGRAMS

PROFESSIONAL PRACTICUM IN WAC AND WID



Students in the Professional Practicum present WAC and WID strategies to a variety of audiences on Clemson's campus.

2021-2022 FELLOWS

Arup Bhattacharya

Planning, Design and
the Built Environment

Olivia McAnirlin

Parks, Recreation and
Tourism Management

Oluwadara Abimbade

Learning Sciences

Reza Ghaiumy Anaraky

Human-Centered Computing

Sepideh Alasvand

Food, Nutrition and
Packaging Sciences

Stone Washington

Policy Studies

Launched in Fall 2021, the Professional Practicum in WAC and WID allows graduate students to put WAC and WID strategies into practice through a variety of writing-focused activities.

Grad WAC Fellows who have completed two semesters may apply to continue for a third semester in order to expand on the skills learned in the program. Each fellow is mentored individually by one of the WAC Faculty members in WAC and WID scholarship and application. Fellows represent the Pearce Center by developing and presenting WAC and WID strategies for writing, revising and communicating in the disciplines. They present in a variety of different venues,

including workshops, forums, speaker visits, pre-recorded video lectures and more.

This year, six graduate students from six departments completed the practicum. Their projects included training undergraduate Writing Lab Fellows in disciplinary discourse, creating video lectures on WID strategies for the Pearce Center's resource repository, organizing WAC and WID workshops for graduate students through GRAD 360° and creating other resources for undergraduate and graduate students informed by their studies and mentorships.

REFLECTIONS

Olivia McAnirlin

PARKS, RECREATION & TOURISM MANAGEMENT



I gained awesome opportunities from the practicum experience that I can add to my curriculum vitae, such as presenting with GRAD 360°. These professional experiences have allowed me to network within the Clemson community as well as develop possible future opportunities. One of the biggest things I have realized is the importance of having good mentors in your corner. I am grateful for the time and energy Jennifer Hagen Forsberg gave to help me improve my presentation skills and visual aids. Forsberg's feedback helped me think more critically and introspectively about the audience and purpose, which I will carry with me as an early career teacher and researcher. In the field of PRTM, we focus on teaching our students how to be strong communicators. This practicum gave me hands-on experience in critiquing how my and my future students' writing skills are communicated. I am truly thankful for the practicum experience.

Arup Bhattacharya

PLANNING, DESIGN & THE BUILT ENVIRONMENT



As I look back on my time as a WAC Fellow, the first feeling that comes to my mind is gratitude: the gratitude of knowing amazing mentors, delivering challenging yet meaningful lessons and learning so much in the process. As a professional practicum participant, it was a new experience assuming an instructor's role. When I took classes as a student, I often did not think about the background efforts to put a lesson together to optimize learning. But designing workshops, where my mentor was ready with the best resources, was an exercise that led me to think about why someone needs to know something in my discipline. In retrospect, this practicum taught me to put myself in the audiences' shoes and prepare any lesson.

Professional writing, especially in academia, is something very rigorous and, in my opinion, often overlooked in higher education. Teaching students the specific requirements and things to look out for when writing in their disciplines is almost as important as coming up with the technical information. It was a pleasure to be involved in training next-generation writing coaches and leaders in discipline-specific writing.

PROGRAMS

FACULTY FELLOWS

The Pearce Faculty Fellows program is a faculty WAC initiative launched in the 2021-2022 academic year. The program seeks to meet the needs of faculty in departments from across campus who are interested in learning strategies for teaching writing in undergraduate and graduate disciplinary classrooms.

Faculty Fellows are selected for their interest in transforming writing instruction and professional communication on Clemson's campus. Specifically, Pearce Faculty Fellows seek to enhance efforts to develop more interdisciplinary curricula and to enhance vital areas of graduate and undergraduate education through WAC, WID and CxC.

The Pearce Faculty Fellows program aims to enhance the

academic profile of faculty and student research by developing strategies for effective professional communication, with an emphasis on scientific writing and digital and visual communication. The objectives of the program are to increase the visibility, quality and scope of writing on Clemson's campus, to collaborate with faculty in the teaching of writing and professional communication and to support faculty in the use of technologies for digital and visual communication. To accomplish these objectives, the Fellows complete a year-long writing- or communication-centered research project.

This year's cohort of Faculty Fellows consisted of five faculty members from five different departments: Biological

Sciences, Education and Human Development, Engineering and Science Education, Graphic Communications and Mathematical and Statistical Sciences.



Faculty Fellow Lesly Temesvari (third from left) attends her "Picture a Scholar" symposium in March 2022.

FELLOWS' PROJECTS

Shanna Hirsch



Project ECHO (Extension for Community Healthcare Outcomes) is an innovative tele-mentoring and tele-networking model that was developed by the University of New Mexico Health Science Center. In 2021, Clemson became an ECHO replication partner with Hirsch as the principal investigator and conducted a pilot study with local educators. Results indicated participants learned new content but also developed a sense of community. Hirsch's goal was to create an ECHO for Clemson faculty and staff in higher education. The focus of the ECHO was designed to support professional communication to enhance graduate education.

EDUCATION AND HUMAN DEVELOPMENT

Karen High



High's project focused on helping STEM faculty incorporate writing and communication into their curriculum. She focused on helping faculty design communication curriculum that addresses accreditation and general education requirements. Additionally, she worked to develop a course for STEM graduate students to enhance communication and critical thinking skills. Part of this course will evolve through the development of a campus-wide cohort or faculty learning community on developing graduate-level curriculum in STEM communication.

ENGINEERING AND SCIENCE EDUCATION

Carl Blue



Blue's project was entitled "TWIG: Technical Writing Initiative in Graphic Communications." He developed a concise, supplemental technical writing resource in Canvas for graphic communications majors and instructors (and beyond) based on assembled competencies derived through a Delphi Study of responses from academics and industry professionals. This resource is meant to enlighten and encourage student success in WID.

GRAPHIC COMMUNICATIONS

Lesly Temesvari



Temesvari collaborated with Tigers ADVANCE to organize a "Picture a Scholar" symposium, which was held at Clemson in March 2022. The symposium highlighted women scholars on campus through short talks, and there was a keynote address by an outside speaker and networking opportunities. Temesvari also helped the symposium speakers create short videos about their scholarship to distribute to middle and high schools.

BIOLOGICAL SCIENCES

Lea Jenkins



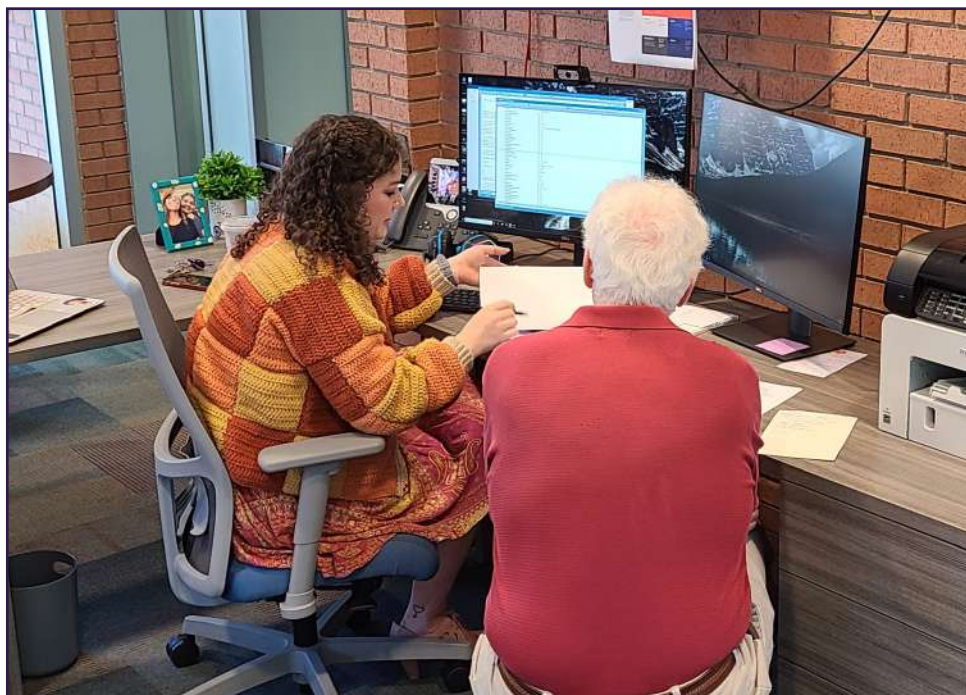
Jenkins' project was to develop effective strategies for teaching WID with a focus on executive summaries. She gathered insight on writing pedagogy and evaluation metrics and used this information in real time to create writing assignments, continuously assessing the outcomes to refine the process for her students. At the end of the project, she provided insight on ways to incorporate writing as an integral part of mathematics courses in the engineering curriculum.

MATHEMATICAL AND STATISTICAL SCIENCES

PROGRAMS

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 copy editing 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.



Editor Hannah Taylor meets with a Clemson University anthropology professor about his book indexing project.

INDEXING PROJECT

PEP received its first request to index a book from a Clemson anthropology professor in Spring 2022. Editors read the manuscript and compiled key terms readers might want to

be able to look up quickly in the book's index. The editors then used an indexing software to help create the index according to the press's specifications and checked that

index against their list for errors. The book, "Something in These Hills," will be published by the University of North Carolina Press in the fall of 2022.

PEARCE CENTER

In addition to client-based editing, PEP works with the Pearce Center on various projects. In Fall 2021, PEP developed a newsletter that discussed the programs and projects of the Pearce Center and presented this information to both faculty and the student body. The newsletter contained information

about services offered by PEP and VID, as well as a writing tip and a student spotlight. The goal of the newsletter was to raise awareness among faculty and students about the center.

Additionally, PEP worked with the Pearce Interns on a number

of projects throughout the year, including copy editing the annual report and English Unbound to follow Clemson and AP style guidelines. PEP provided valuable feedback on and assistance with the work the center's undergraduate students, graduate students and faculty produced.

EDUCATIONAL NEWSPAPER ARTICLE

In Fall 2021, PEP editors presented at Graduate Student Government, which led to new client projects. One of these projects was focused on adapting traditional lesson planning to the challenges and opportunities presented by virtual learning.

The client, a graduate student in the educational leadership program, sought help with an

opinion piece that they submitted to Education Week, an educational news organization featuring articles from both education researchers and teachers. The article offered teachers advice for virtual learning and lesson planning, drawing both from the author's experiences teaching online before the pandemic and research that discusses the merit of online learning. The client

asked specifically for assistance with formalizing the tone of the article and adhering to the style guidelines of Education Week. Editors offered feedback about language and tone, as well as content expansion and organization. The client has since submitted the article for publication and has stated that the help that PEP offered was invaluable.

"As a graduate student with hopes of publishing and writing professionally, I have been extremely appreciative of the services offered by the Pearce Center. With a background in science, writing is something I definitely struggle with, and I was fortunate to learn of the opportunity to collaborate with someone who would help me turn my passion and ideas into well-written text. Hannah took the time to understand the style, tone and themes behind my words and provided detailed feedback to help me create a product I was excited to submit. I look forward to working with the Pearce Center in the years to come!"

Susan Purser

MASTER'S THESIS AND ARTICLES

A master's student in the Department of Food Science and Technology discovered PEP through the Pearce Center website and sought help with two article-length projects and their thesis. The first article examined two surface cleaning evaluation methods that are used in foodservice establishments

and investigated whether there is a correlation between both methods. The second article examined artifacts from both YouTube and Google that were designed to teach people how to grow microgreens. This article served as the jumping off point for the client's thesis. PEP editors worked on each chapter of

the thesis and met regularly with the client to offer suggestions and feedback. The editing on this project involved not only copy editing and sentence-level suggestions but also recommendations for expansion, suggestions for clarification and assistance with structure.

"I had a great experience with Professional Editing at Pearce at Clemson University. Hannah was a great instructor who understood my goals and guided me to improve my writing skills. I highly recommend PEP to all graduate students working on their journal articles, theses or dissertations."

Supun Hewage

PROGRAMS

BOOK MANUSCRIPT

As this was the longest and largest project that PEP has taken on, all hands were on deck. Editors worked with the vice provost and dean for the graduate school at Louisiana State University on his book manuscript during winter 2021. The manuscript, titled “Planning for Water Security in Southeast Asia: Infrastructure During the Urban Transition,” was under contract at Anthem Press.

PEP editors divided the content and responded to reviewer feedback.

The manuscript was written across several years, and editors worked to fill in gaps and unify style. PEP had previously worked on the book, but this was the longest and most comprehensive version of the manuscript. This work involved identifying and defining key terms,

making content suggestions and reading for clarity. One of the larger tasks for editors was assessing the bibliography and citations across the manuscript, as well as identifying information that was not cited in the text. This book-length project demonstrated the team’s ability to collaboratively work with a tight deadline.

DISSERTATION PROJECT

PEP worked with a graduate student on several chapters of her dissertation in the summer of 2021. The client was a doctoral candidate in the Department of Parks, Recreation and Tourism Management at Clemson. The project analyzed modern poaching trends in Uganda and how current sociopolitical action is changing

the game-hunting landscape. PEP received the project at a later stage but still communicated areas for improvement and revision in content, structure and language. Editors also copy edited the introduction and first two chapters of the dissertation to check citations along with departmental guidelines. PEP divided the project among multiple

editors who carefully read, edited and commented on the writing with efficiency. This project demonstrated PEP’s ability to collaborate and work quickly to meet clients’ needs. The client is planning to finish her dissertation in 2022 and has expressed plans to work with PEP for the remainder of her writing work.

GRADUATE WRITING CHALLENGE

The 14-day writing challenge was a program hosted by GRAD 360°, a branch of the Graduate School at Clemson that provides training and support to make academic growth possible. The goal of this project was to help graduate and postdoctoral students establish consistent writing patterns and maintain productive work habits. The challenge took place over two weeks in October 2021 and

included 18 participants and two weeks in February 2022 with 20 participants. The participants came from graduate programs across the University and with different writing experiences. Some were first-year master’s students, and others were finishing up their dissertations. Each day, the students were reminded to write for 30 minutes and discuss their process of writing on discussion threads with their

peers. PEP editors helped guide discussion, build community among the participants and offer tips for developing writing skills. Many of the participants communicated that the challenge offered them the opportunity to develop a regular writing schedule and that the tips offered during the two weeks created productive habits.

PROGRAMS AT A GLANCE



OUTREACH

PUBLICATIONS

The Pearce Center for Professional Communication, in close collaboration with the Campbell Chair in Technical Communication, continues to support various publications. Interns and Pearce Center staff write articles, conduct interviews, create layout designs, provide copy editing services and help manage and fund four publications each year. In addition to these publications, Pearce and VID interns collaborate to create and publish this annual report.

ENGLISH UNBOUND

The Pearce Interns publish English Unbound to keep the 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.

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 by Pearce Center staff. Allison Daniel, the Pearce Center's professional communications specialist, served as the journal's managing editor, overseeing production of the journal from start to finish.

NOVEMBER READS

We asked undergraduate students in the English department what they are reading this month. Check out some titles they are loving!

SCIENCE FICTION & MYTHOLOGY

Fledgling
by Octavia Butler



MYSTERY/THRILLER

The Hunting Party
by Lucy Foley



ROMANCE

The Ex Hex
by Erin Sterling



ADVENTURE/ ACTION

Game of Thrones: A Clash of Kings
by George R.R. Martin



PEARCE CENTER INTERNS' FAVORITE SUMMER READS!



"THE GIRL ON THE TRAIN"
By: Paula Hawkins
"This book was a page-turner for me because I enjoyed the mystery of the plot and so badly wanted to find out how the story would unfold."



"LILY AND THE OCTOPUS"
By: Steven Rowley
"Lily and the Octopus was unlike any book that I've read before. The amount of detail that Rowley writes with made me so invested in the story."



"BIG LITTLE LIES"
By: Liane Moriarty
"I loved this book & the switching of the points of views between the chapters amplified the character development and really drew me into the story."



"NORMAL PEOPLE"
By: Sally Rooney
"Normal People is a book that I couldn't put down. Rooney's voice really brought the characters to life and made me feel like I was a part of their story."

Pearce Interns publish three to four issues of English Unbound every semester. The issues include several articles and graphics like those pictured above.

UPIC MAGAZINE

The Pearce Interns publish the UPIC magazine, which highlights the on-campus internship program at Clemson University. Each year, interns on the UPIC team have

the opportunity to interview several mentors and mentees in the program, highlighting their achievements and research. This year, the team created a unique

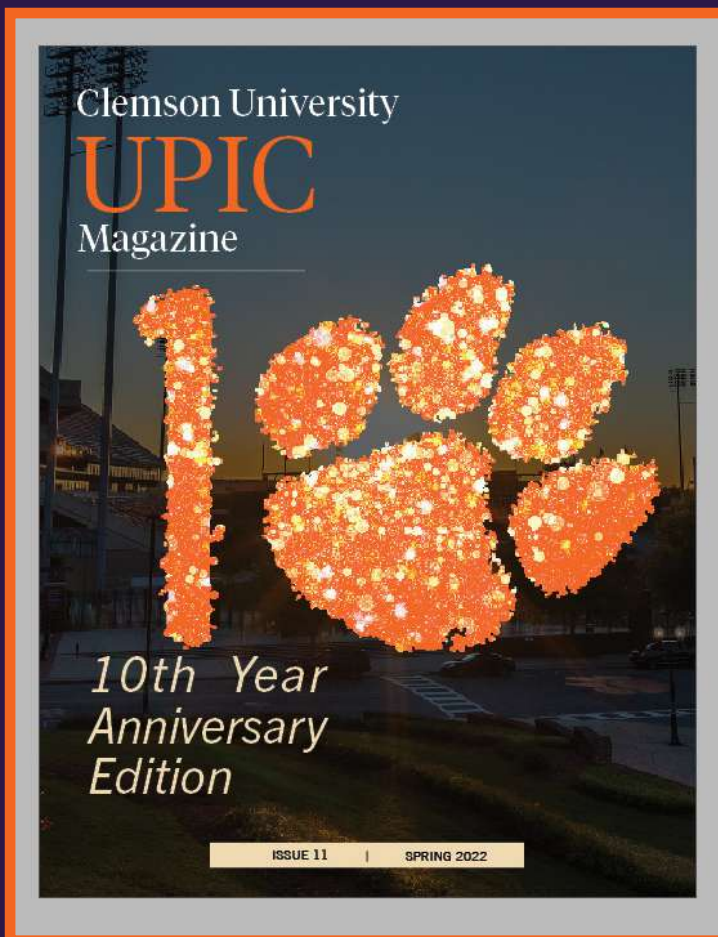
layout and wrote specialized content for the magazine to celebrate the UPIC program's 10th anniversary.

TIGRA SCIENTIFICA

In the Fall and Spring semesters, the Pearce Interns worked with Lesly 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. With the new layout designs in place, interns then worked with a

local printer to print the Fall 2020 and Spring 2021 editions of the magazine for distribution.



This year's UPIC Magazine celebrated the program's 10th anniversary and its impact on Clemson students and faculty.



Pearce Interns work with Lesly Temesvari to create layouts for Tigra Scientifica, a student research publication.

OUTREACH

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 events and visiting speakers in various fields and professions, introducing Clemson students and faculty to nationally and internationally recognized professionals. This year's speakers and events represented multiple fields, including publishing, leadership, creativity and communication.

The Pearce Center partnered with a number of departments across campus to host events throughout the year, including the Clemson University School of Health Research, the Graduate School and the Department of English, among others. During the summer of 2021, the Pearce Center organized an interdisciplinary faculty writing challenge and a summer writing workshop for graduate students. In the Fall and Spring semesters, the Pearce Center offered a virtual Alan Alda workshop on scientific communication for faculty and various graduate writing events, including a series on peer review.

CUSHR FACULTY WRITING CHALLENGE

The Pearce Center hosted a summer writing challenge for the CUSHR Faculty Scholars. Participants attended daily for 2.5 hours to write together as a group. Each session started with the presentation of a short writing tip and ended with a report of the progress each of the

writers made during the session. Projects included manuscripts, journal articles, grant applications and more. Eight faculty members completed the challenge, and two winners were selected via drawing for gift card prizes! Participants reported that the most helpful

elements of the challenge included having an accountability group of peers, working with a positive and focused support system and learning daily writing tips, and many expressed interest in repeating the challenge and forming writing groups in the future.

FACULTY WRITING GROUPS

Over the summer and throughout the Fall and Spring semesters, the Pearce Center facilitated writing groups for CAAH faculty members.

The groups met virtually every Thursday and Friday in order to form a committed community of writers with dedicated time to work on their

projects. The group meetings served as accountability check-ins in which faculty declared goals and shared progress during their writing sessions.

CONFERENCE ON COLLEGE COMPOSITION AND COMMUNICATION

The CCCC is an annual convention that is recognized around the world for being the largest professional organization for teaching and researching composition. In 2022,

the theme of the virtual conference was "The Promises and Perils of Higher Education: Our Discipline's Commitment to Diversity, Equity, and Linguistic Justice." Cameron

Bushnell chaired a panel, attended presentations and led a presentation of her own at the conference.

GRADUATE PEER REVIEW WORKSHOP SERIES

In response to a request from graduate students in the Department of Environmental Engineering and Earth Sciences, Cameron Bushnell and FAC member Jordan Frith arranged a three-part series of workshops on peer review.

The sessions were a part of the EEES professional seminar and focused on writing theory and practice. Each session also provided time for students to utilize the skills and reflect on their helpfulness.



Director Cameron Bushnell led sessions on peer review for graduate students.

THREE-MINUTE THESIS

In Fall 2021, Cameron Bushnell assisted graduate students as they prepared for the annual 3MT competition organized by the Graduate Student Government. Participants prepared scripts and a single slide to present their theses, aiming to compete on local, regional

and even national levels. Bushnell reviewed the participants' scripts and met individually with students to discuss strategies for writing clear and concise scripts to present their research.



Graduate student Paritra Mandal presents at the 3MT competition.

SUMMER DOCTORAL WRITING WORKSHOP

In partnership with the Grad 360° program, the Pearce Center put on a virtual three-day summer writing workshop for doctoral students. Eight Clemson faculty members, including Cameron Bushnell and

FAC member Lesly Temesvari, presented on topics related to dissertations and professional communication. Topics included consideration of audience and purpose, dissertation composition,

a how-to guide for writing journal articles, an overview of publishing, recommendations for conference presentations and research posters and tips for effective visual presentations.



Clemson faculty members Amy Scaroni (left), Christopher Eck (middle) and Lisa Benson (right) presented at the summer writing workshop.

OUTREACH

SEVEN-MINUTE LECTURE TRAINING

In March 2022, Cameron Bushnell presented a training session in preparation for the Graduate Student Government's hybrid Graduate Research and Discovery Symposium. Specifically aimed

towards students participating in the Seven-Minute Lecture competition, the workshop focused on communication tips regarding lecture structure, speech and speed. Students learned to maximize the

use of their time within the limit, identify the proper design, structure and pacing of their talk and identify the narrative they wanted to communicate to their audience.

ALAN ALDA FACULTY WORKSHOP

In January 2022, 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 faculty participants. At least one faculty member from every college on campus attended the

workshop, as well as two participants from CUSHR.

After the event, the Pearce Center provided a lunch for the participants to discuss their experience in the workshop, talk about their interests in science communication and explore potential collaborations with the Pearce Center.

BRITISH COMMONWEALTH AND POSTCOLONIAL STUDIES CONFERENCE

In February 2022, Cameron Bushnell was a part of a panel discussion at the 31st annual BCPS conference

hosted virtually by Georgia Southern University. Centered around oriental phenomenology, the

panel addressed complex topics about human perception and oriental depictions.

14-DAY WRITING CHALLENGE

In collaboration with the Graduate School, the Pearce Center hosted a 14-day writing challenge in the Fall and Spring semesters that provided an opportunity for students 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. The Pearce Center's Cameron Bushnell and Hannah Taylor served as moderators of the event and facilitated communication by providing writing tips and resources.



Hannah Taylor moderates the online 14-day writing challenge.

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. This year, the Pearce Center supported events across campus by proudly collaborating with the Department of English, the Department of Languages, the Provost's office, Humanities Hub, the Call My Name Foundation and many others to bring engaging speakers and programs to campus. The Pearce Center is proud to support these endeavors to further the educational experience and creativity of Clemson students, faculty and staff.

WRITERS' HARVEST

The annual Writers' Harvest was held virtually in November as a literary benefit reading for Paw Pantry, Clemson's on-campus food shelter. Through the event, Clemson students and faculty had the opportunity to read their work to an audience while encouraging a spirit of giving back to the community. The event featured faculty authors Steve Katz, Rhondda Thomas and Will Stockton. Two Writers' Harvest Student Reader Award winners, Tate Gee and Sethunya Mokoko,



Clemson students Sethunya Mokoko (left) and Tate Gee (right) won the Writers' Harvest Student Reader Awards.



were also featured. For the second year in a row, the Pearce Center was able to provide American Sign

Language interpreters and live captioning for the event.

CRAIG WILLSE

This year, Clemson was visited by writer and editor Craig Willse. With a passion for helping people bring their work into the world, Willse was the perfect guest for a writing workshop that provided graduate students with useful tips and strategies to improve their writing skills.

Willse writes about topics including neoliberalism, urbanism and racial

formation, and he is the author of "The Value of Homelessness," a book about the homeless services industry after his experience working as a tenant organizer.



Craig Willse spoke at a writing workshop for graduate students.

OUTREACH

ENGLISH LANGUAGE SPEECH ASSISTANT APP

In the Spring semester, the Pearce Center partnered with the English Language Programs to purchase 30 subscriptions to the English Language Speech Assistant app. ELSA helps students with their English pronunciation; students listen to a native English speaker and then record their voice saying the

same sentences, and the app tells them how closely their pronunciation is to that of a native speaker.

The app includes lessons and extensive feedback, and instructors can see student activity in the app, which allows them to assist students more effectively. The app

subscriptions were made available to students seeking assistance through the ELP, including students who were enrolled in the ELP class or who participated in English Connections, an informal gathering on campus for students to practice speaking and build friendships.

ENGLISH LANGUAGE PROGRAMS INTERNSHIP

In Fall 2021, the Pearce Center sponsored a UPIC intern to serve as a communications and marketing assistant in the Office of Global Engagement. Working closely with the English Language Programs, the intern enhanced the overall

marketing of the programs while contributing strategy to a future communication plan for the program. This included creating media to illustrate and promote ELP activities, advising on opportunities to enhance the program's online presence to

reach target audiences, designing digital and print advertisements and brochures, creating videos, taking photographs and updating website content. The internship was able to continue for a second semester in Spring 2022 through the ELP.

LITERARY FESTIVAL

The 15th annual Literary Festival ran from March 30 to April 1, 2022. The three-day event consisted of various activities, such as a book fair on R.M. Cooper Library bridge, literary trivia, faculty, student and visitor readings and an open mic night to wrap up the end of the festival. Among the visiting readers were several distinguished authors, including Lauren Groff, Sally Wen Mao, Kemi Alabi, Steve Almond and more. Bringing together a community of literature lovers and fostering a shared connection over reading and writing, the Literary Festival is always a celebrated event.



Clemson students, faculty and community members attend an open-mic night as part of the 15th annual Literary Festival.

GREG KHEZRNEJAT VISIT

Greg Khezernejat graduated Clemson in 2007 with a dual degree in English literature and computer science and a minor in Japanese. He was recently awarded the Kyoto Literature Award for his novel, “Kamo River Runner,” which he wrote in Japanese. The novel was awarded the prize in

both the overseas category and in the general category, an especially impressive feat considering Japanese is his second language.

Khezernejat’s Clemson visit was held virtually on April 6, 2022, during which he discussed his experience

writing a fiction novel in a second language. Students enrolled in JAPN 3980, a Japanese literature course, read the novel prior to the visit, but the event was accessible to all students, faculty and surrounding community members.

COMMON READ: JESMYN WARD “MEN WE REAPED”

In partnership with the Arts and Humanities Literature Committee in the Department of English, the Pearce Center welcomed award-winning author Jesmyn Ward in a virtual common read, a community event where participants discuss

the themes of a particular literary piece. Ward held a reading and a Q&A session. Some of Ward’s most esteemed works, including her memoir titled “Men We Reaped” and her Vanity Fair essay “On Witness and Repair,” were discussed,

especially with regard to issues of anti-black racism, police brutality and a legacy of white supremacy. The event was open to students, faculty, staff and residents of the surrounding Clemson area.



Author Jesmyn Ward spoke to students at a virtual event to celebrate the completion of the common read.



Alumnus Greg Khezernejat attended a virtual event for students and faculty about his award-winning book.

A NOTE FROM THE DIRECTOR

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

I offer particular thanks to the dean of the College of Architecture, Arts and Humanities, Nicholas Vazsonyi, and to the chair of the Department of English, Will Stockton, both of whom have been strong supporters of the Pearce Center in ways large and small.

In 2022-23, we will continue our programs for the Pearce Interns, Grad WAC Fellows, CBP and VID interns. We will expand PEP and our Faculty Fellows program and will spend considerably more effort building faculty writing workshops.

Looking forward to 2023, Pearce Center has been selected to host the International Writing Across the Curriculum conference. 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,

**Dr. Cameron
Bushnell**

*Pearce Center
Director*



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:

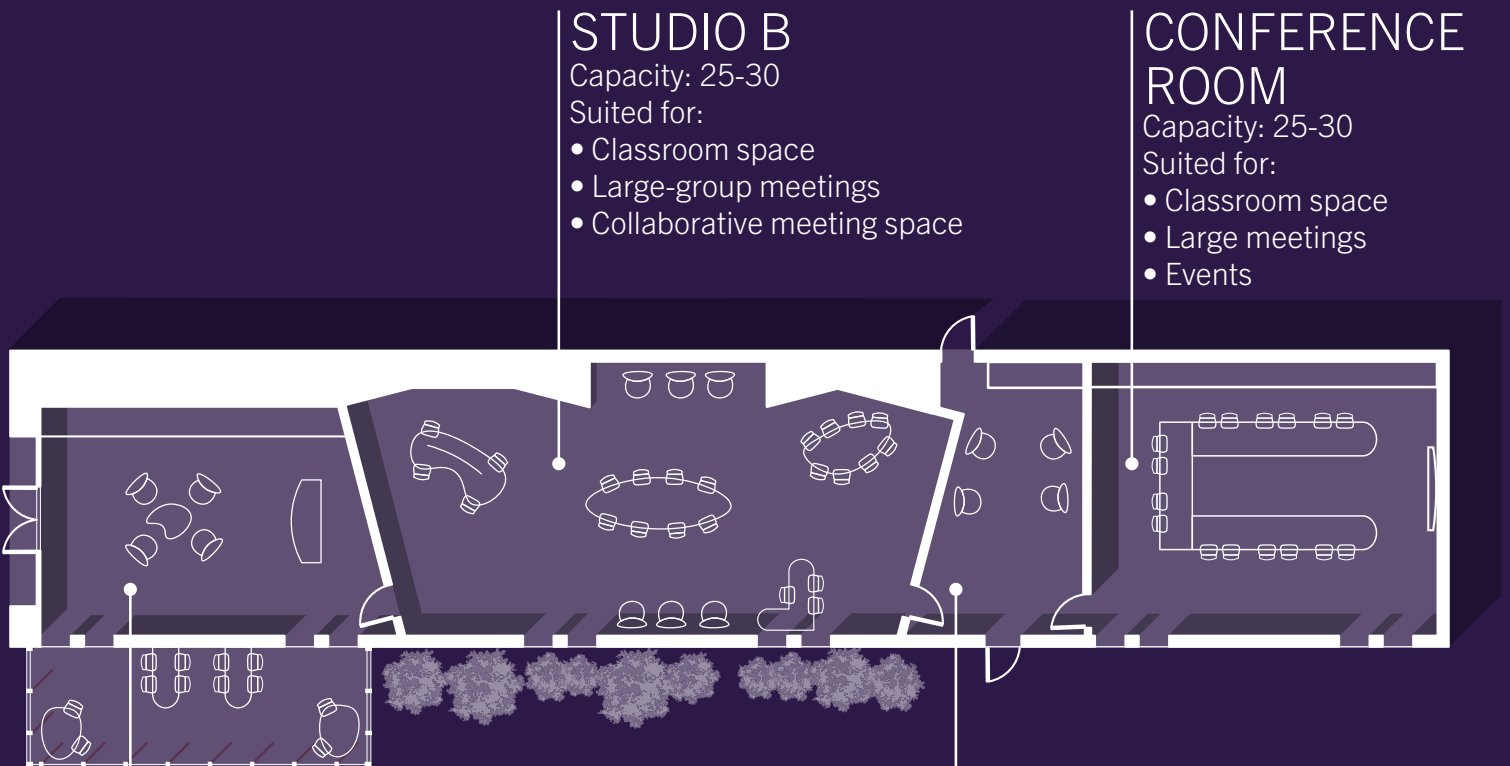
- Reception area
- Individual workspace
- Informal meetings and consultations
- Drop-in meetings and events

LOUNGE

Capacity: 4-5

Suited for:

- Private collaborative space
- Individual workspace





GENERAL

1. **General**
2. **Materials**
3. **Construction**
4. **Finishes**
5. **Accessories**
6. **Lighting**
7. **Signage**
8. **Security**
9. **Maintenance**
10. **Other**

