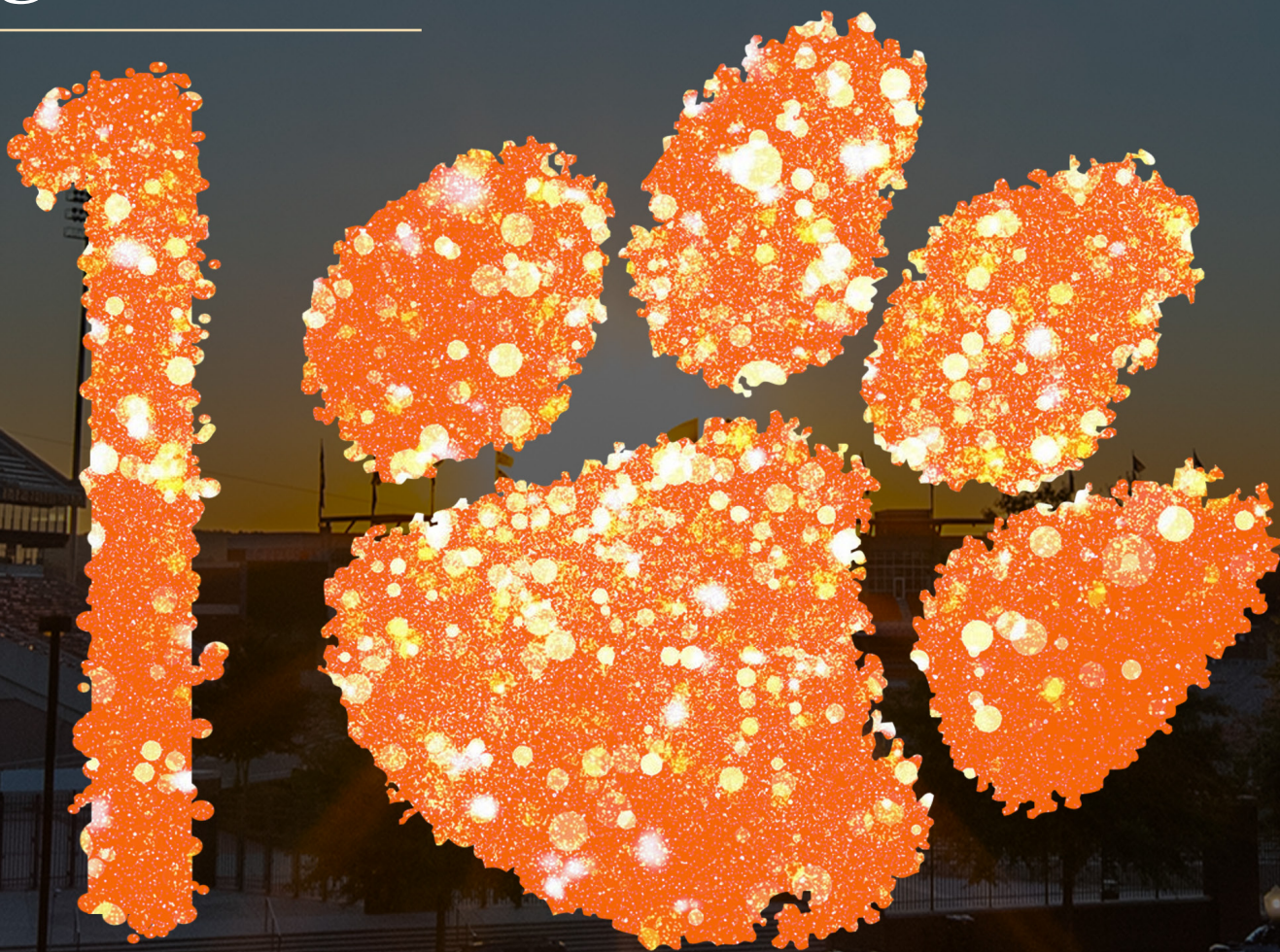


Clemson University

UPIC

Magazine



Anniversary Edition

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|

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diversity statement

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We strive to educate ourselves and others about the issues of a pluralistic society.

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

a letter from UPIC

During the aftermath of the Great Recession, when schools were reducing budgets and dispensing with new programming altogether, Clemson's leadership proposed an initiative that would offer professional-level work experiences for students in departments and offices all across campus. The potential benefits of the new initiative were tremendous, but the financial and structural challenges were daunting: with no existing framework, personnel or budget, University leadership wanted the program to be offering 500 assignments by the year 2020.

A small group of 20 interns matriculated through the program's hastily assembled processes in Spring 2012 as a proof of concept, and that summer the program began in earnest with a handful of mentors and students patiently enduring the fits and starts of a newly minted initiative. Christened the University Professional Internship/Co-op program by a University marketing team not long after that inauspicious beginning, the program took campus by storm. Within a year of its inception, the Chronicle of Higher Education was boasting about UPIC's successes, and dozens of schools were calling to inquire about how to start similar programs on their campuses.

This national attention didn't go unnoticed back in South Carolina. In October 2013, state legislators said UPIC was so important they would provide Clemson with \$1 million of additional support. There was a catch, however; the Legislature wanted Clemson to offer 500 experiences that same year — a full seven years ahead of schedule! Interest in the program grew steadily, and soon even the state's generous support wasn't enough to meet the demand of students and mentors who wanted to participate. Fortunately, the Office of Student Financial Aid stepped in to supplement the program for participants who were eligible for Federal Work-Study. This new source of assistance enabled the program to extend opportunities to more students.

In recent years, 900+ assignments are annually offered to students, and the breadth of these assignments is truly astounding; as one UPIC advisor is fond of saying, the program now offers assignments "from farm to finance and everything in between." The true beauty of this diverse array of opportunities is that it offers students the chance to contribute to the University's advancement in a multitude of ways. Research, budgeting, technology, maintenance and entrepreneurship. Students are involved in all levels of activity at the University and are contributing meaningfully to its operation and advancement.

This program's success isn't confined to just participation numbers; however, data shows UPIC students are much more likely to find jobs upon graduation, and many have accepted full-time positions with the University and now serve as UPIC mentors. UPIC students have worked on projects for start-up companies through NEXT, the Regional Economic Development Center and other such entrepreneurial enterprises, which is surely pleasing to those interested in Clemson's economic engagement in the state. Perhaps most importantly, UPIC offers opportunities to students who might not be able to participate in experiential education programs that require transportation, rent, professional connections and other resources not available to all students.

Enduring student-faculty mentoring relationships have developed across campus, substantial learning objectives have been established and met and many students have also remained enrolled at Clemson as a result of this program. While there have been many contributing factors, the key ingredient to UPIC's continued growth has been the dedication and commitment of campus mentors who ensure students receive challenging assignments, exceptional guidance and professional instruction that prepares them for post-Clemson success. And after a decade of operation, the program now has former participants serving as mentors, paying their experience forward to the next generation of UPIC students.

UPIC's success is inextricably tied to the time and effort staff members spend ensuring assignments deliver experiences that are both educationally and professionally relevant. Without these dedicated educators and counselors, the program would be nothing more than a campus job generator. They are owed a tremendous amount of thanks for their efforts on behalf of the UPIC program.

While UPIC has come a long way since the first 20 students went through the program 10 years ago, the best is still yet to come.

Dr. Neil Burton

Executive Director of the Center for Career and Professional Development

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

what is UPIC?

program satisfaction

97% of UPIC interns rated the overall quality of their internship experiences as “good or excellent”

97% of UPIC interns rated the practical skills gained through their internships as “good or excellent”

98% of UPIC interns rated their relationship with their internship site mentor as “good or excellent”

94% of UPIC mentors rated the interns’ overall performance as “good or outstanding”

EXPER!ENCE

210 Summer 2021 Experiences

375 Fall 2021 Experiences

395 Spring 2022 Experiences

7,849 Experiences Since Program Inception in 2012

get involved
with UPIC

1

EXPLORE THE MICHELIN CAREER CENTER
AND UPIC OFFICE

The Michelin Career Center, part of the Center for Career and Professional Development, serves both students and employers through a variety of services. The center offers career counseling, assesments, résumé and cover letter reviews, career workshops, job search advice and more. Visit drop-in hours or schedule an appointment to learn more.

Office Location: 314 Hendrix Student Center

professional development

100%

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

100%

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

91%

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

100%

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

2

APPLY ON CLEMSONJOBLINK

Visit ClemsonJobLink for UPIC internship postings. CJL connects students with on-campus job opportunities and helps them find employment based on academic or professional interest, experience in a field and more. Once students apply, a department mentor may reach out for an interview and facilitate the recruitment and selection process. Once a selection has been made, the host mentor will offer the position to their selected candidate(s) and then notify the UPIC program.

3

COMPENSATION AND WORK HOURS

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



Core Competencies

PROFESSIONALISM

self-awareness

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

- Multi-tasking
- Time management
- Setting and attaining goals

integrity & ethics

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

- Understanding
- Acting
- Enforcing

brand

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

- Punctuality
- Meeting deadlines
- Accepting responsibilities

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

ENGAGEMENT

communication

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

- Public speaking
- Writing
- Listening

collaboration

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

- Cooperating
- Navigating conflict
- Open-mindedness

leadership

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

- Motivating
- Participating
- Facilitating meetings

INNOVATION

adaptability

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

- Generating ideas
- Taking initiative
- Implementing solutions

analytical skills

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

- Identifying problems
- Analyzing information
- Making recommendations

technology

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

- Conducting research
- Learning new software
- Troubleshooting challenges

10 Years of Campus Engagement and Success

UPIC in
one(ish)
word

CAREN KELLEY-HALL

Not only has the UPIC program grown exponentially in its first 10 years, it has also become a pillar of professional development in academics and a model for other colleges and universities. Associate Director Caren Kelley-Hall, a founding member and trailblazer of the program back in 2012, spoke to the overwhelming popularity and success during her time as a UPIC staff member.

“Other universities and colleges are reaching out to us because they want to start [a program] on their campus,” she said. “It’s catching on, everyone else wants to do it as well.”

Kelley-Hall received both her master’s and doctoral degree from Clemson and returned to the University in 2008 to accept a position at the Gantt Multicultural Center. She then began over 10 years of work with the Clemson Career Center where she produced the background research needed to launch the pilot of on-campus internships and discover her passion for career services.

The program idea originated with Provost Doris R. Helms, who wanted to create on-campus internships for students — something that had never been done. Helms wanted every college student to have some type of campus engagement experience. The challenge was differentiating the program from a student-worker job to create an enriching internship experience focused on students gaining professional skills before graduating.

“It was a great deal for a mentor to gain an intern and to start a relationship where the intern will learn a valuable skill set. So, it wasn’t a student-worker job,” said Kelley-Hall. “These weren’t task-oriented positions. They are actually learning and developing a professional base with valuable experience to add to their resume.”

After much background research and pitching the idea to the University, the program received funding from the state and officially started in 2013. Now, in its 10th year of operation, UPIC has far surpassed the initial goal of over 500 experiences by 2020. Intern and mentor numbers are consistently rising with over 900 experiences each spring and fall and several hundred experiences each summer. One key success factor is the emphasis on intern and mentor feedback about the program through yearly evaluations.

“The program keeps getting better and better because we are constantly editing and tweaking to fit our needs, to fit our mentors’ needs and our interns’ needs,” said Kelley-Hall. “This is one of the reasons why our program continues to thrive, because we have our ear to the ground listening, evaluating and implementing invaluable feedback from our program’s participants.”

UPIC program leaders are dedicated to providing an enriching intern experience and have implemented “Lunch and Learn” sessions and mid-semester intern site evaluations to search for improvements and suggestions from students. These check-in processes played a huge role in transitioning to the virtual work setting of 2020. The pandemic was a true testament to the program’s stability and importance on campus. Students still wanted to work remotely, regardless of the online format. The program constantly implements innovative ideas and adaptive strategies so that students graduate more than prepared for the workforce with professional skill sets.

“We had no idea when we first started back in 2012 and 2013 that we would still have this momentum. We are still gaining momentum,” Kelley-Hall said. She is looking forward to another 10 years of UPIC and anticipates even more engagement and success in the future.

By: Roxie Ware

“Trending, Innovative, Engagement.”
— Caren Kelley-Hall

“Always remember to be prepared and dress for success,
because you never know who you might bump into and
where that connection might lead.”
– Caren Kelley-Hall

TAKE 10

Program Milestones

1. The pilot of the UPIC program in 2012.
2. The reception of an additional \$1 million of support from the South Carolina State Legislature in 2013.
3. The early accomplishment of 500 internship experiences in 2013.
4. The inaugural issue of the UPIC Magazine in 2014.
5. Partnerships with the Office of Financial Aid and Clemson Athletics for more diverse internship opportunities in 2015 and 2016.
6. The program surpassed a total of 900 internships in 2016.
7. The program's 5th anniversary celebration in 2017.
8. The transition to online and remote work due to the COVID-19 pandemic in 2020.
9. The return to in-person work and on-campus experiences in 2021.
10. The program's 10th anniversary celebration in 2022.



Behind the Gate: The Baruch Institute of



JORDAN McCALL

Some students write short stories, some conduct experiments in a lab and some are lucky enough to spend their workdays outside with wood ducks, black rail birds and alligators.

Jordan McCall, a wildlife and fisheries biology major, interned at the Department of Forestry and Environmental Conservation during Summer 2021.

The hands-on outdoor setting of her internship placed McCall in Yemassee, South Carolina. While at the Nemours Wildlife Foundation, she and her team focused on the conservation and sustainability of wildlife populations and their environments by creating science-based management practices.

McCall's main focus this summer involved researching the Southeastern Wood Duck. From tagging the ducks and watching them in their natural habitat, to holding them and running tests, McCall says she received the most hands-on experience you can get through her UPIC internship.

McCall explained that the goal of her wood duck project was to learn more about nest boxes and how they contribute to their habitats. Her branch of the project was located in South Carolina, but other branches also exist in seven other states and nearby regions ranging from Florida to Louisiana and up to Maryland and Delaware.

Some mornings, the workday started before sunrise. For instance, McCall and her team would head out to the fields to play pre-recorded audio over the marsh and wait for a responding call from the Black Rail birds.

Her experience was transformative, so she plans to return to the foundation in January of 2022 to continue her work.

"It's kind of like getting to see what my career would look like," said McCall.

At one point, she designed a survey for the local alligator species. McCall's research honed which techniques align best with the alligators.

"I had never done something like that, where I made it from scratch," she said.



Coastal Ecology and Forestry Science



The Baruch Institute of Coastal Ecology and Forest Science held an event titled “Behind the Gate” where students presented their research. Professional scientists asked the UPIC interns questions about their findings. McCall described this presentation as nerve-wracking but fulfilling since she was able to connect with industry professionals and other students researching similar topics.

At times when McCall was asked about her internship, she explained to her friends that she learned more through her work than she had in classrooms over the last four years.

“This internship was a confirmation for me that this is what I want to do,” McCall said.

The UPIC program fosters environments for students to have creative freedom and responsibility in their projects. By working on real-world projects, interns can see their hard work come to life.

By: Katie Mann

UPIC in
one word

professional
advice

“Outstanding.” — Jordan McCall

“Ask as many networking questions as possible
to professionals.” — Jordan McCall

The Duality of Virtual Reality

THOMAS KEAN

Junior Thomas Kean didn't realize how exciting it would be to create his own virtual worlds until an internship experience with the UPIC program.

Last semester, Kean had a Zoom interview with Nate Newsome, director of the Virtual Reality Mondri Lab in the Watt Center, to learn about the internship position.

"It blew my mind away," Kean said. The first time he saw the VR project in action after seeing the work the team had done so far, he knew he wanted in.

Kean began his internship at the Watt Center during Summer 2021. Throughout the summer, he worked on a VR system called VR Mondri. This interactive experience allows students to travel to different places all over the world via VR. Kean and his team spent their time researching, creating and tweaking virtual reality "rooms" that allowed students to step into a new cultural environment.

"From being someone who knew nothing about VR, to making tutorials of my own explaining the virtual world to others wanting to learn about VR, that was a really cool experience," Kean said.

Two other interns, Carson Barrs, the 3D modeler, and John Perez, the lead coder, started by thoroughly researching the locations they planned to virtually replicate. After gaining a solid idea of what the infrastructure and environment looked like, they created it. Through this technique, the rooms were able to look exactly like the real world locations after which they were designed. This enabled a totally immersive experience.

The team partnered with Clemson's French Department and faculty members Anne Salces Nedeo and Kelly Peebles to create these interactive virtual rooms where students could learn and experience the Notre Dame de Paris, La Conciergerie, The Hôtel de Ville and the Sainte-Chapelle.



As someone who understands the urge to study abroad, Kean saw this project as an outlet for those unable to travel the globe in college and wanted to make it accessible to all students to learn about and experience other cultures.

One highlight of this project was that the students using these rooms genuinely felt like they walked through a door in a Clemson University classroom and came out the other side in the superbe city of Paris.

Kean's main goal for his project was to educate students on the endless possibilities of VR technology. VR can be used to educate, recreate and explore new worlds we would otherwise be unable to see.

Kean sees the benefits of VR because "in education, it fully immerses students in something that most people do not get to experience."

After collaborating with the French Department, the interns began working on a Mexico City project alongside the Spanish Department. Through their work with Alma García-Rodríguez and Nora Arostegui Logue, the team created virtual spaces replicating the capital of Mexico.

The relationship between Kean and his mentor, Newsome, fostered growth, confidence and incredible projects to be shared with Clemson faculty and students.

"Students will be able to look at these rooms and say, 'Wow, that is unbelievable.' We are changing the lives of the students," said Kean.

As for Kean's experience with the UPIC program, the learning environment, the flexibility of the program and the skills he developed during his internship are unmatched. He noted, "if you stay in your comfort zone, then you will not go nearly as far."

Different individuals learn in unique ways. By using VR to teach, those who are visual learners are able to wrap their heads around difficult concepts. He sees his work as "changing future education" for the better and believes that "with education, the possibilities are endless."

By: Katie Mann

“Outstanding.” — Thomas Kean

“Fantastic.” — Nate Newsome

“I believe that adaptability is one of the most important things that you can learn. I was once told by someone, ‘If you come out of college with nothing else, if you have adaptability, then you can do anything you put your mind to.’”

— Thomas Kean

UPIC mentor Nate Newsome utilizes the Watt Family Innovation Center as a space to foster students’ technological skills and growth while creating innovative solutions that incorporate elements of technology and virtual reality.

Newsome serves as a research associate for VR at the Watt Center, where his job includes “working with anyone on campus who wants to use VR in their classes or research.”

Newsome oversees the student-run innovation spaces in the Watt Center including the Makerspace, Digital Interactive Art Lab and the VR-focused Immersive space.

“Our UPIC [students] are how we are able to provide all the services we provide at the Watt Center,” he said.

One service that the immersive space provides to students is incorporating VR learning into majors and programs that may not typically use or have access to this technology. For instance, nursing students can enter the immersive space and have access to VR anatomy and physiology applications, where they can break down the human body to learn in an interactive environment.

The nursing program isn’t the only program that has found use of what Newsome and the Watt Center have to offer. DIAL is a space where visual arts, architecture, performing arts and other students may further their education through interactive technologies to create innovative, high-tech art pieces.

Some of the most exciting work that Newsome has done in the Watt Center began with a creative inquiry during the pandemic. Newsome and his team identified that many students’ education was impacted after being sent home from their study abroad programs, and many fall study abroad programs were canceled as well. The team began to work on ways they could bring the study abroad experience to the classroom. The answer to this problem was VR.

The CI team began building virtual reality environments where they could wear headsets

and transport themselves to a city square in a foreign country. Integrating this technology into classes has been vital for departments with a heavy cultural emphasis, such as classes within the Department of Languages. Of the projects built, Paris remained a focal point.

Newsome enjoyed watching students immerse themselves in virtual reality. A highlight of his work has included hosting a French class taking their final exam while completely immersed in the virtual city of Paris.

“Not everybody that comes in has experience using VR or the tech we have,” Newsome said. “So it’s really neat to watch them learn how to use the tech first, and take that and teach other students how to use it [...] It’s really neat watching the students start out knowing almost nothing and then really taking ownership of the space.”

By: Ashley Baresich

VR Mondri Website

NATE NEWSOME



A Family of Continuous Improvers

CECAS



SOPHIA HENNESSY, ZACH JUNKINS AND KATIE HARRIS

For a group of UPIC interns and mentors who have never been in the same room simultaneously, the Clemson College of Engineering, Computing and Applied Sciences Assessment and Continuous Improvement team has established a wildly successful working dynamic and familial relationship. The two UPIC mentors, Ashley Childers and Regina Taylor, interviewed and hired three interns in the Spring of 2020.

“I knew of the UPIC program from my faculty days, so it was one of my first thoughts when I realized our team needed more support,” said Childers. “I’ve told anyone who will listen that it’s the best professional decision I’ve made in my time at Clemson.”

Childers, Taylor and their interns started working remotely and have continued in this capacity ever since. Luckily, the team never needed to meet in person because they all worked so effectively from home. With weekly check-in meetings via Zoom, digital software and online programs, interns Zach Junkins, Katie Harris and Sophia Hennessy were easily able to stay in touch with their mentors and keep up with projects.

As continuous improvement interns for CECAS, the three students have worked on a variety of projects to build more automated and efficient tools and processes

that aid the University with course planning, event engagement and participation, partnership programs, recruitment data and much more.

A senior industrial engineering major from Florence, South Carolina, Junkins worked primarily with Microsoft’s computer programming language, Visual Basic for Applications, to create a course planning guide for Clemson students and advisors. He piloted the program in Fall 2020 for 300 bioengineering majors, and it was extended to 500 material engineering and civil engineering students by Fall 2021. Through Microsoft Excel, students enter their past, present and future course information to forecast and plan upcoming class schedules. This tool helps advisers because they receive information about what courses students are planning to take and when so that their programs can offer the right amount of sections and seats. The data also helps advisers know what resources to offer students based on their interests, such as internship opportunities, creative inquiries and graduate school information.

“In speaking with the advisers and some students, the students actually really like this tool,” said Childers. “It’s been very well received in the anecdotal data that we’ve gotten from the advisers that are using it.”

The program even considers prerequisite and

corequisite courses, ensuring that all requirements are met for graduation. This system is a huge improvement on the existing course planning tools because students and advisers can see these plans for several years out rather than just past, current and subsequent semester courses.

The goal is for the program to eventually be adopted by all CECAS students to aid in course planning within and beyond the college. This information sharing could help students who are required to take a class in another major or college (such as general education requirements) by helping forecast course demand for appropriate space allocation, room planning and seat allotment, which are otherwise hard to predict.

“I think it has potential impacts beyond our college,” said Childers. “There are so many other uses for it and it’s been very well received.”

Harris, a senior business analytics management major from Nashville, Tennessee, worked on various surveys and data visualization and interpretation projects. As a student, she gained basic analytical skills in her classes that she applied to her internship. For example, she knew how to build online forms and surveys but was able to work with real-life data from the University to put these skills into practice. One project helped with better understanding students’ interests in out-of-classroom activities, where she collected information about student attendance at events on campus to be used for future event planning, especially post-COVID.

Her second project to support CECAS’s dual education program involved collecting data from potential transfer students. Since schools like Furman and Anderson University do not offer engineering programs, Harris helped rethink the information systems to support students transferring to Clemson from liberal arts colleges to receive a second degree in engineering. This provided more information to the transfer program administrators and aided the conversation with student transfers during their acclimation to Clemson.

Harris’s primary project was with a data visualization software called Tableau to analyze and organize data from surveys sent to engineering students who were accepted to Clemson but chose another school. Working with CECAS’s director of undergraduate recruitment, Harris utilized Tableau to summarize this data based on different categories. The interactive dashboards allow you to group students based on home state, gender, test scores, class rank, participation in campus tours and many other factors to see what effect those categories had on their choice of college program. Other functionalities include student perceptions, the

UPIC in one word

“Foundational.” — Katie Harris

“Invaluable.” — Zach Junkins

“Community.” — Sophia Hennessy

“Awe-Inspiring.” — Regina Taylor

“No way I could choose one word!” — Ashley Childers

professional advice

“Take advantage of the UPIC program early on. The experience and connections you receive are extremely valuable when it comes time to apply for internships, graduate school and full-time jobs.” — Katie Harris

“My best piece of professional advice is to take advantage of as many opportunities as you can to gain experience. Having done UPIC and a co-op, I feel much more prepared for my professional career than I would have without that experience.” — Zach Junkins

“Do not be afraid to ask a lot of questions!”
— Sophia Hennessy

“Take the opportunity to learn and absorb all that you can in your position, it makes you a better employee.”
— Regina Taylor

“Don’t be afraid to ask how you could learn more, and realize that everyone who works at Clemson wants to help you and see you be successful. Ask for clarity or how to find more information when you need it.”
— Ashley Childers

importance of tuition, proximity to home, intended majors and more.

Before utilizing Tableau, the director of undergraduate recruitment would create an annual report with a series of static charts to summarize this data. However, with so many questions on the survey and so much information received, the new system allows them to explore the data further.

CECAS

The screenshot shows a Microsoft Excel spreadsheet titled "StudentTesttestforSpring2022". The spreadsheet is divided into several sections:

- Instructions:** A section on the left providing guidance on how to use the program, including instructions on entering courses, grades, and GPA.
- Buttons:** A row of buttons at the top right: "CHECK & SAVE PLAN", "EDIT INTERESTS OR TRANSFER CREDIT", "PRINT PLAN", and "CLEAR PLAN".
- Student Information:** A section on the right containing fields for Student Name, Username, Email, and Intended Grad. Below this is a table for "Current Semester Courses" and "Other Semester Courses".
- Course Plan:** A large table in the center showing course details for various semesters (Fall 2019, Spring 2020, Fall 2020, Spring 2021, Summer 2021, Fall 2021, Spring 2022, Summer 2022). The table includes columns for Course, Comments, Hours, ENGR, Grade, and GPA.
- Notes for Advisor:** A section on the right providing information for advisors, including a note about course transfer and a list of currently involved/interested students.

Jenkins' Course Planning Program viewed in Microsoft Excel

"This allowed for much more interactive exploration of that data," said Childers. "There are so many more dynamic views and options of things to look at than what we were previously doing."

Hennessy, a senior bioengineering major from Fort Mill, South Carolina, worked with the same software and developed advanced data visualization skills through Tableau by designing an interactive calendar. Ultimately, all three interns developed hard skills to be used in their respective paths after college but have also greatly benefited from their team environment and the UPIC program by learning the soft skills needed to succeed in a professional setting.

"Although we all worked remotely, I felt like we built strong relationships that last beyond the internship setting," Hennessy said. "Throughout the course of my internship, my mentors were helping me prepare for my future by allowing me to shape my internship journey and gain experience that directly correlated to my goals."

Each intern returned year after year to complete multiple rotations, which is indicative of their success as interns and the value of the internship experience.

"I think the projects are a great experience, but honestly, I feel like with these kinds of things, it's all about the people. That's what keeps you excited to be on the meetings and coming back semester after semester. It's all about the little family we made," said Harris.

Ultimately, the three interns have gained so much from their internship because of the positive work environment and emphasis on personal growth and development from their mentors. Each intern was able to

customize their experience and learn software that will benefit the rest of their careers while working alongside their mentors in a collaborative and friendly manner.

"The interns are part of our team, and we have open and direct conversations with them to share ideas they may want to consider to continue taking their skills, work and mindset to the next level," said Childers.

The two UPIC mentors have been continuously impressed with the work their interns have produced. Each intern came into their roles with some previous experience, whether through coursework or other internships, but put forth their own effort to research and learn more about the softwares they needed to use. On top of that, each intern has genuinely enjoyed the work they have put in over the past few years.

"I enjoy doing this and look forward to this work all the time," said Jenkins. "And that's definitely not been the case with a lot of my other work experience. It's definitely because of the people."

The CECAS UPIC experience has been nothing but positive, and Taylor and Childers will miss their interns when they graduate but are excited to stay in touch and continue following their successes.

"The interns have so far exceeded any expectations we ever had for what UPIC could do for us. It's been amazing," said Childers.

By: Roxie Ware

Dressing For Success

Tucked away in the Edgar Brown Student Union, Clemson's Career Closet is one of the campus' "hidden-gem" resources.

Started in 2018, the Center for Career and Professional Development's Career Closet offers free-of-charge professional wardrobe aid for students. Students can select two clothing items and an accessory each semester, whether for an upcoming job interview, class presentation or networking event. The Career Closet helps style students in casual and professional business attire and has various styles and inclusive sizes. Utilizing this resource, students can grow their business wardrobe and develop an improved sense of confidence, as UPIC intern and Career Closet manager Clara Flatau has come to learn.

A junior economics major from Charlotte, North Carolina, Flatau worked as one of three Career Closet managers for the past two semesters. Her primary role consists of helping students who visit the Career Closet find clothing items that fit their individual needs. Flatau also helps organize and catalog their inventory of blazers, slacks, skirts, button-downs, blouses, shoes and ties. More than helping students look their best, Flatau helps them feel their best too. This past summer, one of Flatau's projects focused on researching how dressing well can have an impact on students beyond physical appearance.

"Putting on formal wear can completely transform you," Flatau said. "It can help you gain a huge sense of confidence, whether at work or in a job interview [...] Not only that but [dressing well] can increase your productivity and the way you think."

Empowered by her research, Flatau encourages



CLARA FLATAU

UPIC in one word professional advice

"Thought-provoking."
— Clara Flatau

"Not having a defined future career path can be stressful. Don't let that hold you back from applying for internships. Any internship will teach useful professional skills, how to collaborate with others or just what types of projects and companies you'd enjoy working for in the future."
— Clara Flatau

Clemson students to take advantage of this resource. She takes pride in knowing that she can help students make good first impressions, feel more confident, motivated and productive, which ultimately enables students to do better in their professional pursuits. However, the biggest challenge the Career Closet faces is a lack of awareness.

Flatau never shies away from telling others about the Career Closet.

"Whenever I am in class or with my friends and hear someone talking about an upcoming job interview or class presentation they need business attire for, I will always mention what a great resource the Career Closet is," Flatau said.

She has found that posting flyers around academic buildings on campus to advertise the Career Closet is effective. Flatau even got to make use of her passion for producing short films by creating an educational video for students to learn more about the services offered by the Career Closet.

"This internship has helped me to grow professionally. It has taught me how to network, collaborate with others and to always use professional language even if it's just for a short Zoom meeting or quick email," Flatau explained.

Through the Career Center, Flatau has grown to feel more comfortable in a professional work environment and has been able to form meaningful relationships with her mentor, site coordinator and coworkers. Flatau highly encourages any student considering a UPIC internship to take the leap. "Even if you don't know 100 percent what you are doing, you can still apply [...] It's always worth doing. No matter what, you'll learn a set of new skills that can help you in the future."

By: Chase Meininger

TAKE 10

Pieces of Advice from UPIC Interns

1. Learn to write professionally, especially via email with other professors, mentors and industry professionals. Pay attention to your opening, closing, grammar and punctuation — these small components go a long way!
2. Begin networking and building relationships early and consistently. Utilize your LinkedIn profile as a tool for potential employers to learn more about you and grow your connections on a personal and professional level.
3. Take advantage of every job application and opportunity, even if it is outside of your comfort zone. Often, the best experiences come when you least expect them.
4. Show up early and prepared to enter professional settings. This often requires being proactive by doing prior work and research to give the right impression. (Bonus points for dressing for success — this is a huge factor in others' perception of you).
5. Note that change is nothing to be afraid of. Be open and view challenges as golden opportunities and keep continuous learning at the forefront. Education is a never-ending endeavor.
6. Accept criticism and find value within it. Embrace “failure” and find a way to grow and learn from it.
7. Do not be afraid to ask well-informed, clarifying questions to make sure you are on the same page with others. This is more effective than making assumptions.
8. Follow up with people by sending emails after meetings with a boss, clients or interviews for a new job. Remember to say thank you, recap the meeting and agree on next steps.
9. Respond to others quickly and efficiently, especially via email and in professional settings.
10. Have confidence in yourself and your work — remember you are always learning and growing to become a better professional and person!





Earning Degrees Behind the Scenes

The Impact of UPIC

Toni Becker has been involved with UPIC as the program coordinator for six years. She received her bachelor's degree in natural resource management and conservation from Western Carolina University in 2004 and her master's in parks, recreation and tourism management from Clemson University in 2021. Due to a shift in career paths, Becker was led to become the program coordinator for UPIC.

UPIC was established to guide students through engaging in experiential education opportunities. This culture of professional development and improvement is what made Becker pursue her master's this past year.

"Practice what you preach. We encourage students to think outside of the box and stretch, flex and bounce professionally. The UPIC Program and Career Center foster a culture of professional development," said Becker.

Becker believes that the most unique aspect of the UPIC program is the professional experience that it offers students. It better prepares them for the workforce and their desired career path.

"I hope UPIC continues to provide unique, valuable professional experiences on campus so that students will venture out into the workforce confidently," Becker said.

Becker thinks it's incredibly important to have a balance between both professional and personal life. While earning her degree, Becker learned skills that allowed her to balance her education, her family obligations and her career. These are skills that she encourages students to learn to balance all of their school and work obligations. Learning the skills of prioritizing in college helps students with assessing the many factors that go into living a successful, healthy life.

With the UPIC program celebrating its 10th anniversary this year, Becker believes that the dedication of the stakeholders has led to the program's success. These stakeholders, including mentors, student interns, the departments, the Career Center, the University and the UPIC staff, have all worked together to ensure the program thrives.

By: Katy Trawick

UPIC in one word
professional
advice

"Dedication." — Toni Becker

"Balance is key, both professionally and personally. Discovering and rediscovering a healthy balance between life, work, family and play." — Toni Becker

The Power of Education and Career Development

Kelly Coffin has been involved with the UPIC program for four and a half years. In 2016, Coffin moved from Virginia and started working for UPIC in April of 2017. She first was led to apply for the position of program coordinator because of the opportunity to engage and interact with students. Coffin received her bachelor's degree in accounting from Miami University. Her love and curiosity for learning are what led her to earn her master's degree in athletic leadership this past August from Clemson University. Before working for UPIC, Coffin worked for 15 years in finance for nonprofits.

Due to the Covid-19 pandemic, she received her master's degree virtually and felt Clemson professors adapted their curriculum well to the pandemic.

"Earning a degree during the pandemic was actually very helpful mentally. While we were not on campus as employees and many of us really did not leave our homes, the athletic leadership program was a source of purpose and an opportunity to interact with and learn from others virtually," says Coffin.

Earning multiple degrees has allowed Coffin to learn skills that she has taken with her in both her career and personal life. Earning a bachelor's degree in accounting taught her how to think critically and develop both analytical and organizational skills. Her master's in athletic leadership gave her the training she needed that allowed her to grow and work with diverse populations.

One of Coffin's favorite parts of the UPIC program is the sense of community and welcomeness.

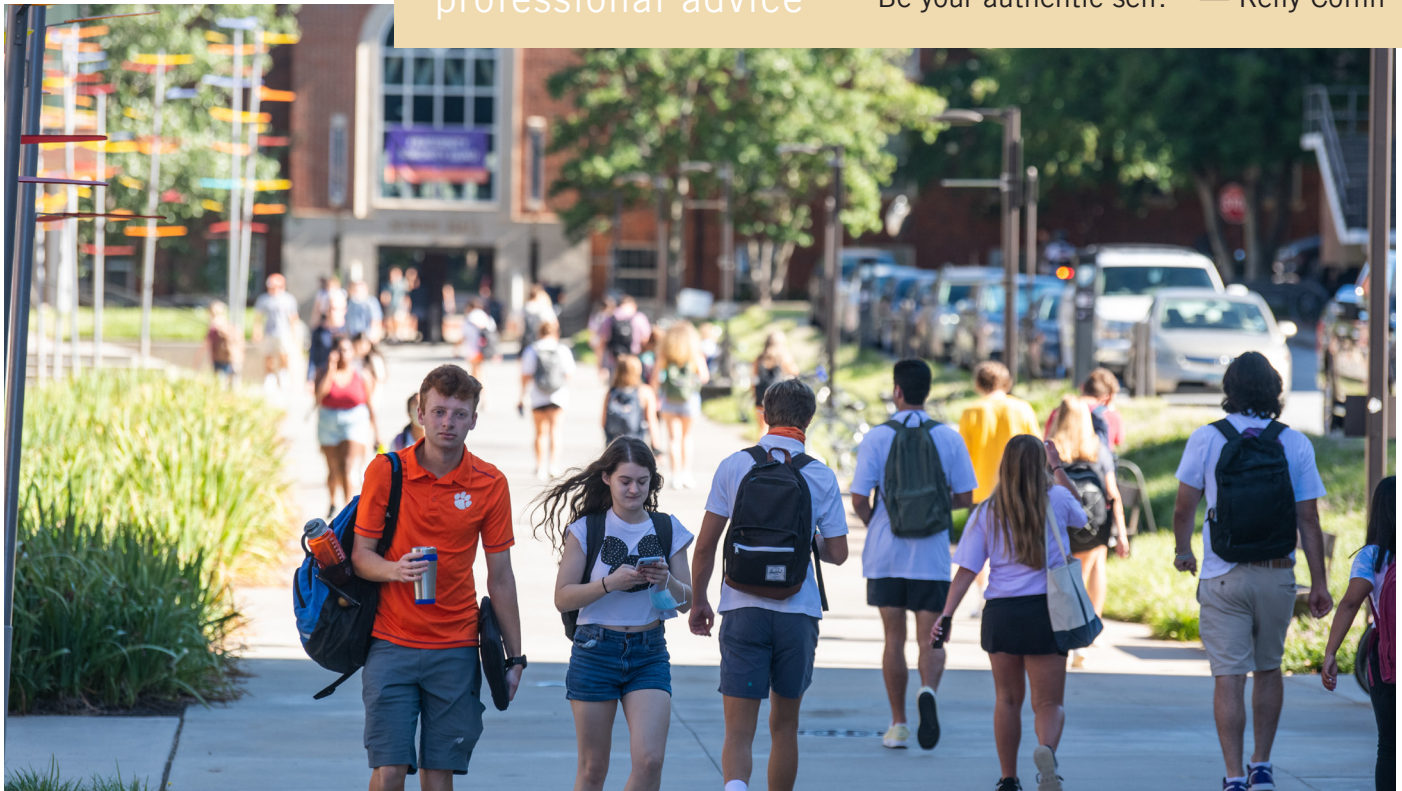
"I can officially say that I am a graduate of Clemson University, and that is something I don't know would have happened without all of the help and support from everyone in the UPIC office. Whether it was just stopping by to bother you guys for hours, turning in a timesheet or just coming to hang out between classes, you guys accepted me with open arms and I am truly thankful for each and every one of you."

By: Katy Trawick

UPIC in one
word
professional advice

"Multi-faceted." — Kelly Coffin

"Be your authentic self." — Kelly Coffin



Earning Your Stripes

After coming to Clemson with a passion for higher education, Chief Solutions Officer and Director of Internship Programs at Clemson University's Center for Career and Professional Development, Troy Nunamaker took an idea presented by former President James Barker and the Academic Affairs previous leadership, Doris Helms, and turned it into a reality. This opportunity led to the development of UPIC, an on-campus internship program that gives students a chance to engage in experiential education opportunities.

Before coming to Clemson, Nunamaker earned his undergraduate degree in psychology at Wittenberg University and, post-graduation, worked in housing at the University of Dayton. He then came to Clemson for a summer internship with the orientation program. He quickly became infatuated with the culture on campus and decided to stay for his master's degree in student affairs and another graduate degree in human resources. This degree led Nunamaker to connect with career services and ultimately develop the UPIC program.

In 2019, Nunamaker earned another degree at Clemson, his doctorate in higher education.

"The motivation was to take the opportunity to acquire more knowledge about my field and to gain new ways of looking at the world and new approaches to problem solving," Nunamaker explained. This determination helped him while navigating the complicated ins and outs of working during the COVID-19 pandemic.

His doctorate taught Nunamaker three things that helped him navigate the pandemic and manage his work: perseverance, flexibility and self-awareness. He took these three concepts and advised and guided students through their pandemic work experience. Nunamaker pointed out to students how employers will not be focused on what they were incapable of doing during the pandemic but on how they persevered through the challenge.

"The question is going to be, what did you do to improve yourself during that time frame?" Nunamaker explained. "How you can answer that question really speaks to how you approach your education."

Nunamaker reflected on when the COVID-19 pandemic shut down the campus in the Spring of 2020. He explained how the UPIC program quickly adjusted to moving students online, ensuring they were given as much opportunity to keep working as possible.

"Ten years ago, UPIC was a very unique concept. We went from blueprint to brick and mortar in less than eight months. An on-campus internship program wasn't occurring anywhere else in the U.S. at the scale of Clemson's. It was in our DNA to be able to adjust and shift [so quickly]," he said.

In the future, Nunamaker hopes to expand the UPIC program, reach out to more areas of campus and grow the number of interns involved with the program.

"We have done a good job reaching various populations across campus. We have good representation across colleges and across some niche populations, but I'd love to go from good to great," he said.

Nunamaker's primary role and objective is to improve and advance Clemson's experiential education and career development programs. Using the knowledge he learned through furthering his education, he plans to continue working with students to explore their career readiness and help them prepare for their future after Clemson.

By: Gabrielle White

UPIC in
one word

"Career readiness." — Troy Nunamaker

professional
advice

"Engage in an internship or experiential education program. You will be 20 percent more likely to have a job offer upon graduation."
— Troy Nunamaker

DIVERSITY

in cybersecurity



MELISSA HAUETER



JOHN HOYT

The field of cybersecurity can be a daunting industry to enter. John Hoyt, UPIC mentor and interim chief information security officer for CCIT and Cybersecurity, agrees. That's why Hoyt facilitates a healthy on-campus environment that encourages growth and exploration in cybersecurity education for his interns.

Clemson Cybersecurity and Operations Center intern Melissa Haueter, a computer science major and cybersecurity minor, has been in the UPIC program since the Spring of 2020. She originally came to Clemson to major in mechanical engineering but stumbled upon computer science, which led her to various opportunities and a newfound passion.

Her day-to-day tasks include performing hourly check-ins to ensure that Clemson University's information systems are running smoothly. Her favorite project is the elastic dashboard.

"It's just a different way to visualize some of the data we are getting. We are trying to make it more appealing and easier to help us dissect them at a quick glance," said Haueter.

This helps the team break down the large alerts they receive. From network scannings, to strange activity, to internal and external threats, this dashboard visualizes the ebb and flow of threats to Clemson's cybersecurity.

Another vital project to Clemson's cyber safety is the report card system. This project checks on campus buildings' cybersecurity. The team works towards receiving important information for each building that will help the cybersecurity team keep updated data on risks and strengths at the university-level.

The interns made a website to send to different CCIT teams across campus that will check off what is working and not working in regards to their safety and security.

Although she started her internship completely online, Haueter was able to build great relationships with her coworkers. Through this virtual experience, the interns had the unique opportunity to share their screens when solving problems. Rather than each student working on their computers all day, the sharing of information in real time helped them combat threats more efficiently.

Compared to virtual work, the mentor and interns agree that being in person has been a great benefit to the program.

"You can only see so much data in front of you," said Hoyt. But in person, "you can carve it up and share it."

Starting at Clemson University in 2007, Hoyt worked his way up from monitoring cybersecurity on campus to leading the student-run cybersecurity

operation center started in 2016. Within the Office of Information Security and Privacy, the group began from simple campus outreach to clubs and organizations, seeing if any students were interested in monitoring cybersecurity threats on campus, to learning about computer security.

John Hoyt mentors eight students, including Haueter, on the fourth floor of the Watt Center in the CSOC. With new tasks each day, the center “keeps the lights on” by investigating and monitoring cyber channels on campus. As the day goes by, if anything alarming shows up, Hoyt’s set-up directs students to mitigate the risk. Aside from daily tasks and ensuring there are no cyber threats, the interns work on individual projects that improve their efficiency and broaden their knowledge on cybersecurity. Throughout the semester, the students work on these projects and study the topic of cybersecurity in depth to present their findings to their colleagues at the end of the semester.

Typically, the interns create weekly reports based on news articles and individual research that enables them to work on their communication and public speaking skills. Often while working on their cybersecurity projects, the interns produce incredible work but have a difficult time relaying the information to others. Through these presentations and research assignments, the students learn how to better communicate with coworkers and mentors on the topics they have learned.

Looking to increase diversity in computer science and cybersecurity, Hoyt discussed the change he has seen within his program at Clemson. When the program started, there was one woman on the team, and now women make up over half of the team.

“Even computer science has changed a lot,” said Hoyt, noting the increase in women in the field. “It’s just trying to get the message to talk to anybody and say, ‘Listen you have a chance, you can do this.’”

Oftentimes, in a STEM program, students are intimidated by the unknown. Hoyt strives to remind students that “what we look for is just a passion and a drive to do it.” According to Hoyt, most of his interns come into the program with little to no hands-on experience, but what he looks for is a desire to learn and try.

By: Katie Mann

UPIC in one word

“Unique.” — Melissa Haueter

“Enabling.” — John Hoyt

professional advice

“Just put yourself out there and realize the skills that you do have, even if you apply to a position and even if you don’t feel like you’re qualified, the skills you do have will help you market yourself to others.” — Melissa Haueter

“Work not just on the technical part of what we do and how we do it [...] we can hit a ceiling if we don’t work on communication, people skills, public speaking and selling yourself on your brand. Communication is so important, especially for students in computer science.” — John Hoyt

TAKE 10

Reasons to Apply for UPIC

1. The UPIC program is nationally recognized and applauded.
2. There are myriad departments and roles you can be a part of.
3. You meet new people and learn about the local community.
4. You develop a meaningful relationship with your mentor.
5. You personalize and decide what makes up your experience.
6. You share real work you created with other people.
7. You gain skills for future roles and positions.
8. You stand out on job applications.
9. Doors are opened for you within the professional landscape.
10. You become confident in yourself and your work.

DIVERSITY

in the UPIC program

Many people associate the word “diversity” with racial differences, ethnic backgrounds, sexual orientations and other more discernible traits. Diversity exists in many other facets of identity, including skills, education and interests. It spans far beyond visible differences. Clemson University’s UPIC program aims to cultivate an environment for developmental work experience while prioritizing diversity through elevating the voices and perspectives of students.

The UPIC program at Clemson University offers a unique opportunity for students to pursue their career goals while still being able to experience on-campus life. Students from every major can apply for internships that provide real-world experience through Clemson itself. Due to the abundance of UPIC internships, undergraduate students can earn professional experience to determine what careers they are interested in pursuing post-graduation.

UPIC highlights the breadth of students at Clemson and what they each contribute to the University. Diversity within UPIC can be shown through the different majors, departments, backgrounds and skills that interns bring to their roles. Intern experiences are conducive to creating an environment that encourages increased diversity and opportunities for success. Collaboration and innovation are key factors in maintaining a successful UPIC program.

Opportunities within UPIC range from working with the Clemson University Police Department to interning for Clemson Engineers for Developing Countries, as well as working within the UPIC office to help prepare students for their careers. These positions allow interns to work with different departments and teams while making new connections across campus.

When asked what diversity at Clemson means to them, several UPIC interns offered their perspective of how diversity has impacted their UPIC experience.

Vikramjit Singh, an intern with Clemson Engineers for Developing Countries, said, “In the workplace, diversity means having people from all different

TAKE 10

Reasons to Celebrate UPIC

1. The UPIC program is offered to a diverse range of students with different backgrounds and interests.
2. The program consistently prepares students for the professional work-force after college.
3. Students leave Clemson with real-world experience that places them above other job candidates.
4. Any intern has an immediate resume boost after completing a UPIC internship.
5. The program offers more than just internships with workshops, site visits, written assignments, lunch and learn sessions and more.
6. Students are able to participate in up to four internship experiences at Clemson.
7. UPIC internships bring together people over shared professional or academic interests to create strong teams of co-workers and mentors.
8. UPIC internships persisted through COVID.
9. Many internships have returned to in-person work since the pandemic.
10. UPIC interns love their mentors, and UPIC mentors love their interns!



“Diversity, to me, means a variety of people in every aspect ranging from gender, beliefs, ethnicity and capabilities coming together to create a cohesive and safe environment dedicated to all things innovative.”
— Sigourney Coker

backgrounds having a chance to voice their opinions and contribute in whatever way they would like to. My team is very diverse and that is something that I am very proud of because everyone from all different backgrounds can contribute.”

Sigourney Coker, a UPIC programming and marketing intern, said, “Diversity, to me, means a variety of people in every aspect ranging from gender, beliefs, ethnicity and capabilities coming together to create a cohesive and safe environment dedicated to all things innovative.”

Both Singh and Coker appreciate the inclusivity and opportunities for involvement within the UPIC program. Interns can equally contribute to their programs and gain meaningful professional experience. Part of the diversity statement says that UPIC “... services and programs seek to create a safe environment that affirms the dignity and worth of everyone.” Creating space for every intern and their work is essential to the success of the program at Clemson.

Although prioritization of diversity is one of the most important aspects of the UPIC program, there is so much more that contributes to its value. Students can grow within their professionalism, skills, work experience and more. Interns were asked to describe UPIC in one word, and their responses reflected what they gained from their positions.

Delaney Gilmore, who works with the Clemson Light Imaging Facility, said, “I think one of the best words to describe the UPIC program is advantageous. Not only do I feel more prepared to have a real job, I am gaining real experience that will help me attain a great job in the future.”

Kellie Smith, an intern at the Clemson University Police Department in the Physical Security Operations Center, simply described her experience as “priceless.”

As for me, I would describe my experience with UPIC through the Pearce Center for Professional Communication as worthwhile. I have learned so much during my two semesters at the Pearce Center by leading various teams and working with other interns, which has led me to becoming a better intern and student. UPIC gives interns the chance to become more well-rounded people in their work environments and everyday life.

UPIC is unlike any other program at Clemson or beyond. It’s purpose is to prepare students for their careers while promoting a diverse environment. Over 900 students are hired each semester, forging a space for inclusivity and the contribution of a multitude of skills and attributions. In their 10th year, UPIC aims to continue to embrace the differences of all Clemson students and create opportunities for students across campus.

A portrait of Shane Farmer, a man with short brown hair, a beard, and glasses, wearing a light purple button-down shirt. He is standing outdoors with a blurred background of green foliage and a path. The title 'Bringing Campus to Life' is overlaid in the top right corner.

Bringing Campus to Life

SHANE FARMER

Receiving his master's in education for college student affairs, or as Shane Farmer calls it, "fix it Jesus and please make it work," Farmer found his passion for event operations. Next time you are on campus, notice the multitude of happenings. University activities and occasions cannot go on without the hard work, dedication and passion of those working behind the scenes.

One of these tireless workers is Farmer, associate director of operations for campus reservations and events. Farmer and his team bring campus to life by operating in various spaces seven days a week. As the head of a team of students and staffers, Farmer ensures that events held on campus run as smoothly as possible.

Working events as an undergraduate student, graduate student and now a professional, Farmer started his work at Furman University setting up for events on Sunday mornings as an undergraduate student. He continued his work into graduate school and now his professional career.

Farmer was originally going to school to be a lawyer, but realized that was not the path for him and soon fell in love with the process of putting on events on college campuses. When discussing his choice to not pursue law school Farmer said "I

read an article titled 'Top 10 Reasons Not To Be a Lawyer,' and 12 of them were mine."

During his senior year of college, running into his "quarter-life crisis," Farmer spoke to his student center supervisor who recommended he look into higher education. Going back and forth between what he enjoyed and what he felt was the right path to take, he reflected on his time and passions growing up.

"I've always been heavily involved, even as a high school student and middle school student, with clubs and organizations," he said.

When Farmer arrived at Clemson, he entered the UPIC program immediately. The transition was easy for him as the interns and other staff members were already established within the department. Like his first year on campus, his team consists of staff, managers and lead managers who are the UPIC interns under his wing.

Events on campus range from speeches, movie screenings and traditional class lectures to special guest speakers invited onto campus. The operations director ensures his team is readily prepared and available to help at any and all events being held.

Walking around campus, you can recognize the locations that Farmer oversees. These include

Hendrix Student Center, Barnes Activity Center, Memorial Auditorium, previously the Student Union, outdoor spaces, Brackett Hall during the evenings and the new Samuel J. Cadden chapel.

“I always like to say the only certainty in my day is uncertainty,” Farmer said.

As a mentor, Farmer gives his interns facilitative freedom for things like scheduling staff, setting up rooms, evaluating the general staff, training workers and leading hiring processes. These responsibilities foster an environment of professionalism and management.

The associate director always tells his students how important experiences outside the classroom are to developing one’s foundation. Farmer says to his students, “do well in class but also make sure you are taking advantage of everything outside of the classroom.”

He compares college academics and extracurricular activities to building a house. The information learned in a classroom is the foundation for a house, while the experiences outside of courses are what make up the interior of a home. The decorations, furniture and layout of the house are things that people talk about.

“I tell students all the time, I don’t mind mistakes. I embrace them because from that we learn.”

Farmer went on to explain that although there are instances where he wants to tell his students they are doing something wrong, he also sees the benefits of them learning from mistakes so that growth can occur.

“Embrace the mess, it is important for there to be mistakes because from those we learn so much.”

By: Katie Mann



UPIC in
one word
professional
advice

“Impact.” — Shane Farmer

“I always tell students to compare their college experience to building a house. What they are learning in the classroom is the foundation and you need a strong, good foundation to build a house. Everything you do outside of that is your walls, your windows, your door, your decorations, your furniture and that is what you will talk a lot about. Do well in class but also make sure you are taking advantage of everything outside of the classroom.” — Shane Farmer



Pushing Past the Starting Line

TRINA PHAM

From teaching children about nuclear energy to working with astronauts and crash testing Tesla model cars, first-generation student Trina Pham has experienced many incredible internship opportunities that she “would have never fathomed in [her] wildest dreams.”

Pham, a senior bioengineering major from Mauldin, South Carolina, began her journey interning through UPIC with the PEER/WISE mentor program. As a WISE mentor, she met the needs of “her girls,” planning career development events that included resume building, cover letter writing and internship research. By working hands-on with incoming freshmen alongside Executive Director Serita Acker, her mentor, she says she became more aware of the importance of increasing diversity in the STEM industry. “The organization was just so impactful. It gave me a greater perspective on what changes need to be made for representation, not just at the table, but at all levels in a company,” said Pham. Pham later moved from PEER/WISE to the iMAGINE

program as an intern under Outreach Coordinator Maegan Hinson and Bradley Putnam. With iMAGINE, she focused on STEM outreach at the P-12 level for elementary school students. Her involvement included giving younger students access to the EXPLORE Mobile Lab that is decked out with activities meant to help them learn about a range of engineering disciplines. Children as young as elementary school students were exposed to subjects including mechanical, environmental, biomedical and even nuclear engineering.

“I loved it. I used to be a tennis coach working with little kids, and getting to see their energy and describe how nuclear energy works to them— it’s just so funny to see their reactions. It’s a different aura, and their energy is just so tangible that you feed off of them,” Pham said.

In her freshman year, Pham connected with the Clemson Career Center and met with UPIC Associate Director, Caren Kelley-Hall, to develop a resume that allowed her to acquire outside competitive internships. Pham took a gap year in 2020 and spent her time

interning all across the country, with companies such as the Potomac Institute of Policy Studies and even Elon Musk's Tesla Motors and SpaceX. As a Vehicle Engineering Intern for SpaceX, she says she was the only female on her team's site, where she led and conducted mechanical property testing for the Starship initiative. "One of the most fun things I got to do during that internship was to design and build my own testing lab," said Pham. "Getting that sense of independence and freedom to have this budget and decide what is necessary for testing was really validating as an upcoming engineer." In the fall of 2020, Pham moved to Palo Alto, California as a Technical Program Management Intern for Tesla Motors. Here, Pham was tasked with crash testing new car models to ensure that they met the company's safety ratings. Despite having been the scariest job her parents could imagine for her, Pham ensured that the experience holds a special place in her heart.

When asked how she believes being a first-generation student has impacted her experience with internships, Pham paused for a moment. "Coming in as a first-generation student— it made me realize that the starting line is different for everyone," she voiced. "Some people were blessed, and I couldn't hold that against them." She noted that, while other students and friends came into Clemson with parents who had connections or close access to networking, her and her family were initially very unfamiliar with the engineering industry.

Pham often felt like she had to work a bit harder to get to the same place as her peers. "I really had to capitalize on the free resources that Clemson offered ... I remember I would send cold emails to people and just see if they'd be willing to talk to me," she said. Pham

continued to open up about one of the first struggles she faced when entering the world of professionalism. "I remember going to the career fair, and I wore like, the most poor looking outfit, while everyone's in their suit and tie. I was like, 'I thrifted this,'" she recalled. "I just felt so out of place and out of my element." However, Pham did not let this encounter hold her back from pursuing her career ambitions. Instead, she sought out a new approach. "Some kind people let me borrow their clothes for the next day. I realized that this is what I have to do to fit into this world," Pham said of the experience.

When asked how the UPIC program has fit into her life as a first-generation intern, she expressed that she is extremely grateful for the program. "From the people I met and the mentors I had, it just connected me with such amazing people and mentors that have guided my career professionally and academically," Pham said brightly. She explained how her involvement as a UPIC intern aided her against some of the larger obstacles she faced while pioneering an education at Clemson. "The UPIC program provides opportunities to a lot of underrepresented populations who may not have the same opportunities as their counterparts," said Pham. While it can be difficult to enter college as a first-gen student without any prior knowledge or guidance from family to aid the transition, Pham assured that facing these setbacks has only helped her to work harder to achieve her academic goals. She makes it clear through her experience that, although it can seem daunting, overcoming these challenges is possible. "Clemson really does give you the resources to get to the same starting line as everyone else," she imparted. "It's about your initiative. It's about your drive. It's all about how badly you want to see your dreams come to fruition."

By: Madison Boyd

UPIC in one word professional advice

"Life-changing." — Trina Pham

"The worst thing that they can say is 'no'. As a person who cold-calls and emails a lot, I've gotten the word 'no' often, but it honestly just made my skin thicker and made me be more resilient. Eventually, that one 'yes' does come along and will be the best one— it will just teach you that every closed door is leading you in the right direction." — Trina Pham

Alumni Spotlight: Nick Storm, Digital Marketing Specialist for Aquionics



UPIC internships are a great asset to professional development, but one of the most priceless aspects of these internships is the network of alumni connections gained. UPIC alumni have gone down many career paths and serve as a great tool for professional advice, mentorship and even job opportunities. Without involved alumni, we would not be able to host events such as our annual UPIC Alumni Panel. Meet Nick Storm, Clemson graduate and UPIC alumni, and read about how his UPIC experience launched his career in digital marketing and how the mentorship provided by the UPIC experience fosters connections that extend far beyond graduation.

Ashley Baresich (AB): What is your job title and a brief description of what you do?

Nick Storm (NS):

I'm responsible for leading a transition in our company marketing strategy from traditional business-to-business marketing initiatives to have a digital focus. I oversee our global marketing budget and organize our global marketing plan. My typical job activities include paid search and paid social campaigns, creating our organic social media calendar, email marketing and creating content to boost website traffic.



AB: How has UPIC helped shape your career and prepare you for the workplace?

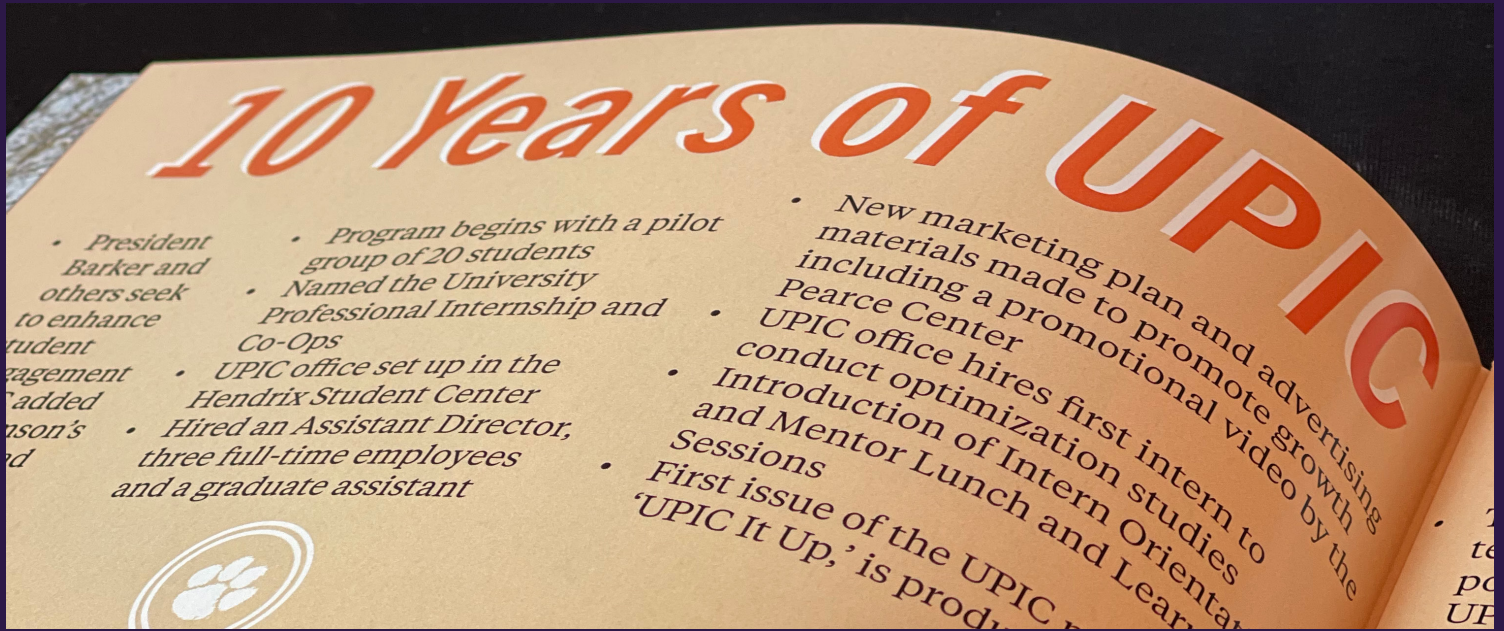
NS:

UPIC was one of the most important things I did at Clemson to help launch my career. Prior to Clemson, video editing and photography had always been interests of mine, but I never expected to be able to make a career using those skills. My UPIC position working on the @clemsonuniversity social media accounts opened my eyes to a career path in digital marketing where those content creation skills were highly valued. During my UPIC position, I had the opportunity to experience working at several high profile athletic events like the ACC Championship game, Fiesta Bowl and 2017 CFP National Championship that I think carried a lot of weight during the interview process for my internship with the Seattle Seahawks after graduation. The most important element of the UPIC program for my career was mentorship. My UPIC mentor was not only an incredible mentor that went above and beyond in helping me launch my career but has continued to be a great friend and career mentor in the years since I graduated from Clemson.

By: Ashley Baresich



10th Anniversary Event



On Wednesday, March 2, 2022 the University Professional Internship and Co-op Program (UPIC) celebrated 10 years at Clemson University. The UPIC program has successfully grown and continues to prepare students for their future careers. Starting with a pilot group of 20 students, the program has increased exponentially. The celebration event at the Barnes Center was a way to showcase the accomplishments of the UPIC program over the past 10 years at Clemson.

Caren Kelley-Hall, who is the associate director of UPIC, enjoyed her time at the event, describing the event as, “a great success.” Kelley-Hall continued by saying, “The celebration allowed all of us to reflect on the beginning of UPIC to where we are now.”

All of the work and achievements of the program would not have been possible without all of the time, support and effort of the many individuals who have been involved with UPIC since the beginning. There was a great turnout at the event and everyone had an amazing opportunity to catch up and reflect with each other. It was also a great way to network and to make new connections, with great appreciation to Provost Bob Jones for attending the event as well.

Assistant Director of UPIC Lisa Robinson said, “It was wonderful to see so many mentors and interns in attendance. Many of the mentors enjoyed the opportunity to connect again.” The event went smoothly and without a hitch. The anniversary event’s attendees were proud to be a part of the program and all of its success.

- President Barker and others seek to enhance student engagement
- Program begins with a pilot group of 20 students
- Named the University Professional Internship and Co-Ops
- UPIC office set up in the Hendrix Student Center
- Hired an Assistant Director, three full-time employees and a graduate assistant
- New marketing plan and advertising materials made to promote growth including a promotional video by the Pearce Center
- UPIC office hires first intern to conduct optimization studies
- Introduction of Intern Orientations and Mentor Lunch and Learning Sessions
- First issue of the UPIC Journal
- ‘UPIC It Up,’ is produced

Current marketing and programming intern Jessica Dionian said, “Although this is my first semester as a UPIC intern, I already feel very connected to the program and it made me feel proud to see how far we’ve come and to be a part of it.”

The program has not just grown within but has fostered individual growth in the people involved. Many former students can credit UPIC for experiences that have opened doors to employment opportunities they would not have had otherwise. They are proud to say that they are a part of this program and especially those who were involved in the start of UPIC. The impact that the UPIC program has made throughout the last 10 years is phenomenal and the effects will be forever remembered as it continues to grow.

Sigourney Coker, current intern who has held various positions since the summer of 2021, had a great time at the event. “All in all, I enjoyed the 10 year celebration, and I hope UPIC continues to impact students as it has done for me, for many years to come,” Coker said.

The UPIC program has successfully expanded in a short period of time, and will continue to support and engage students by preparing them for the future.

By: Maren Spence



TAKE 10

Quotes



“The event was a great success. The celebration allowed all of us to reflect on the beginning of UPIC to where we are now.”

— Caren Kelley-Hall Associate Director of UPIC

“It was wonderful to see so many mentors and interns in attendance. Many of the mentors enjoyed the opportunity to connect again.”

— Lisa Robinson Assistant Director of UPIC

“All in all, I enjoyed the 10 year celebration and I hope UPIC continues to impact students as it has done for me for many years to come.”

The impact that UPIC has made in the past 10 years is phenomenal and will continue to grow years to come.

— Sigourney Coker

“Although this is my first semester as a UPIC intern, I already feel very connected to the program and it made me feel proud to see how far we’ve come and to be a part of it.”

— Jessica Dionian



Perspectives from the Pearce Center



The Pearce Center for Professional Communication is a collaborative space on campus for mentors, graduate assistants and interns to work together and create communication deliverables for multiple clients. Each student works on numerous projects throughout the semester, meeting weekly to touch base with their team members and collaborate on their creative projects. The collaborative space keeps workers engaged and fosters a positive work environment. From social media marketing to graphic design to writing and editing, the Pearce Center employees work diligently to create incredible experiences for their clients.

"At the Pearce Center I am involved with Habitat for Humanity, Tiger Tales and service-learning. While I am still new to the Pearce Center, I have already gained skills in Photoshop, InDesign and communication strategies. I am grateful for my role here and I think it will allow me to grow and sharpen my skills as a leader and communicator."
-Sydney Ford

"Working at the Pearce Center has helped me remember the core reason why I decided to pursue an English degree in college: I love words and the way they can be used to help those around us. During my time here I've worked with the digital marketing team, Habitat for Humanity, First Baptist Church of Clemson and on a new start-up project focused on service learning. Each of these projects has allowed me to craft language in a unique way, providing resources for our clients in whatever way we can. These projects have also pushed me

outside of my comfort zone by allowing me the space to work on design. Working as a Pearce Intern has given me the opportunity to see how design and language intersect and given me a newfound confidence in my abilities as a student, a worker and a learner."

-Jordan Sims

"Interning at the Pearce Center has been a true highlight of my Clemson experience. Being that this is my fourth semester as an intern, I have had the opportunity to work on numerous client projects with different goals and objectives that challenge me to come up with creative solutions and strategic plans to execute them. I have grown immensely as a young professional strengthening my communication, collaboration and leadership skills."

-Delaney Niemeyer

"This is the first time I have ever worked at the Pearce Center as an intern, and I am loving it! I am working on the Main Street Walhalla project, English Unbound and participating with the digital marketing team. I feel like my ability to communicate with real world clients has gotten much better, and I feel very confident."

-Browning Blair

"This semester I landed an opportunity to work with the Pearce Center for Professional Communication. Despite this being my first semester at the Pearce Center, I have already gained invaluable

experiences. My work on the digital marketing team has allowed me to explore design applications, websites and understand the importance of having a target audience. Being part of the Emerson Rose project has opened my eyes to the joys of working with a nonprofit and aiding them in their mission to touch families impacted by Congenital Heart Disease. I have met countless interesting people during my work on the STEM Night project in which my team and I collaborated on video and physical presentations for a STEM Night at a local elementary school. Thus far, my work at the Pearce Center has challenged me to adopt new perspectives and embrace the creative freedom that I have been provided. Clemson continues to impress me with the endless opportunities that are around every corner."

-Mallory Galloway

"My time at the Pearce Center, both as an intern and mentor, has given me invaluable skills to carry into the workplace. From the moment I became an intern, Ashley and the staff pushed me to grow as a leader and communicator. Without that push, I might never have had the confidence to come back to the Pearce Center as a graduate assistant. The Pearce Center offers one of the most well-rounded internship experiences at Clemson, and all the mentors are enthusiastic about helping the interns reach their personal goals while emphasizing the importance of a collaborative work environment.

As an English major, I never gave much thought about working with graphic design or videography, but my time at Pearce taught me that there are dozens of ways to tell a story and it is important to be knowledgeable in as many as you can to best serve your client and audience. It also never fails to amaze me how we can see the impacts of our projects through concrete deliverables that can be shared with our friends, families and future employers."

-Allison Daniel

"Working as a graduate assistant has been a fruitful, collaborative effort. I love getting to see our Pearce Center interns develop confidence in their writing. Language is a tool. How we wield that tool is up to us."

-Gabrielle Wilkosz

"At the Pearce Center, I work as a graduate assistant, supporting the Pearce Interns who develop content and deliverables, manage social media accounts and create marketing strategies for community and Clemson-based clients. Working at the Pearce Center has been an invaluable opportunity to work collaboratively with and learn from current undergraduate students while developing my own interpersonal and professional skills. The Pearce Center offers an incredibly beneficial experience for interns, and I am honored to share my time with such hardworking students and colleagues."

-Emily Crum





Center for Career and Professional Development

Clemson Career Closet

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



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

Clemson Career Fair

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

Clemson ClemsonJobLink

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



Professional Development Workshops

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

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

“LIFE-CHANGING”

“AWE-INSPIRING”

“FOUNDATIONAL”

“TRENDING”

“IMPACT”

“INVALUABLE”

“INNOVATIVE”

“DEDICATION”

“ENGAGEMENT”

“OUTSTANDING”

“COMMUNITY”

“THOUGHT-PROVOKING”

“ENABLING”

“MULTIFACETED”

“UNIQUE”

“FANTASTIC”

“CAREER READINESS”

PEARCE  CENTER

FOR PROFESSIONAL COMMUNICATION

CLEMSON