



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

FOR PROFESSIONAL COMMUNICATION

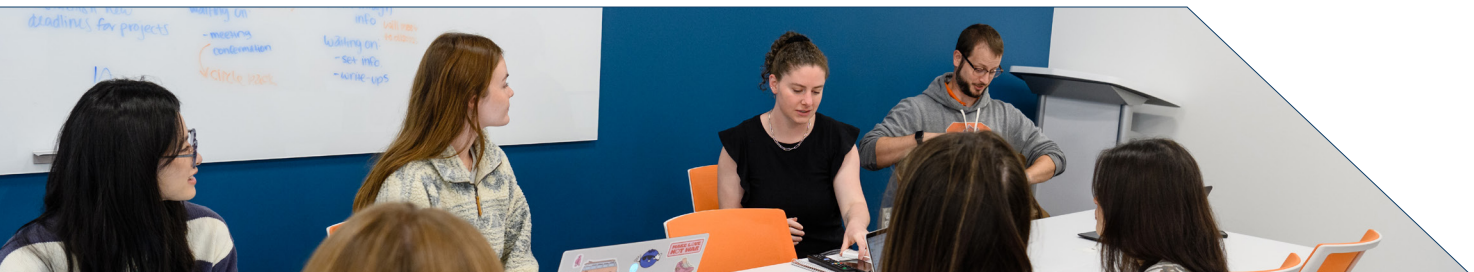
CLEMSON

2023-2024 Annual Report

Professional Communication



Experiential Learning



Professional Development



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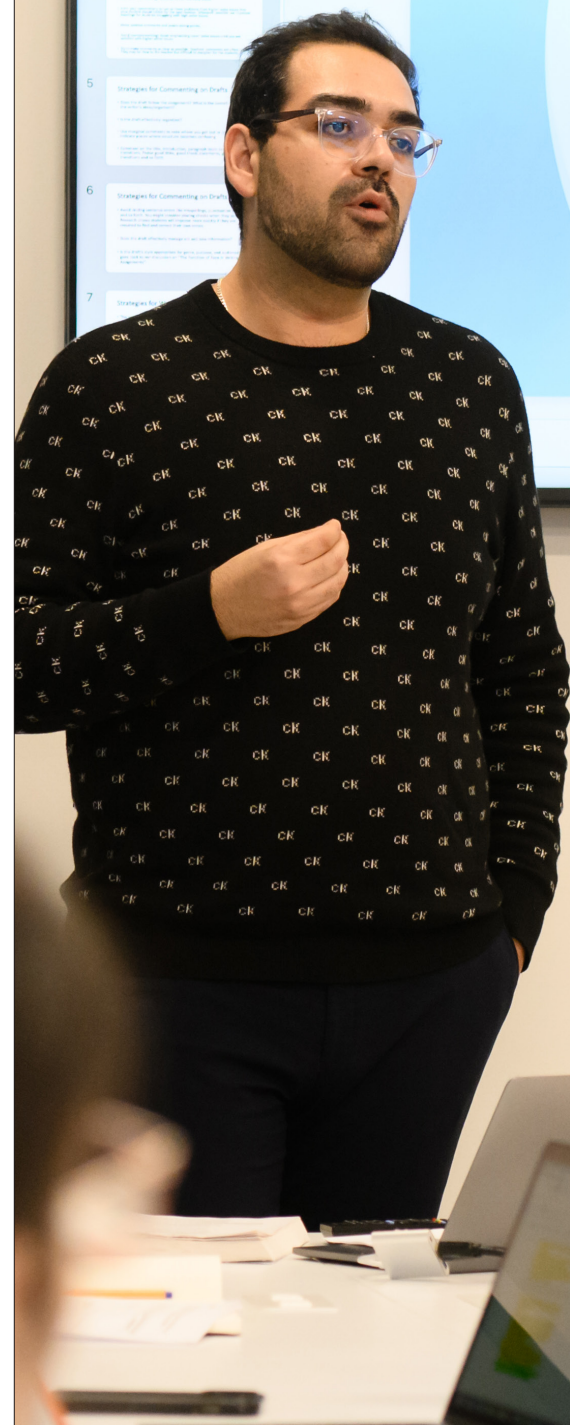
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Pearce Center at a Glance



8
Programs



4
Staff



34
Undergraduates



48
Graduates



20
Faculty



37
Departments

124

Unique opportunities



98%

Retention rate

49

Publications





Pearce Interns

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



Client-Based Program

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



Visual Information Design

Undergraduate internship that provides tutoring and client partnerships for visual projects



Professional Editing at Pearce

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



Graduate WAC Fellows

Graduate professional development program focused on developing strategies for teaching writing



WAC/WID Professional Practicum

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



Service-Learning Faculty Fellows

Learning community in which members research and implement community service projects to complement course material



Writing Across the Curriculum Faculty

Professional development program in which faculty members teach and mentor graduate students in selected WAC and WID topics

Roy Pearce, president of Clemson University's Class of 1941, credited his professional success to his communication skills. Pearce believed that all students should have the opportunity to strengthen their communication skills to meet the challenges they would face as professionals. With that vision, Pearce and his wife, Marnie, established the Pearce Center for Professional Communication at Clemson in 1989. In 2001, Pearce's graduating class endowed the construction of the Class of 1941 Studio for Student Communication, which opened in 2004.

Aligning with this mission, the Pearce Center promotes effective communication as an integral part of the learning process at all levels of education. The center pursues these goals through comprehensive programs with 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.



Pearce Praise

6,080+

students have been served since the Pearce Center opened its doors in 2004



Professional Communication

The Pearce Center supports professional communication through guest speakers, workshops and, most prominently, student and faculty programs. Professional communication has expanded over time to include not only written communication, but also oral and multimodal communication. While formal presentations and written reports are standard across fields, the center also focuses on more subtle forms of communication, including effective communication with clients and coworkers and messaging for marketing and promotion. Through their involvement in the Pearce Center's programs, students and faculty become more effective communicators across modes and audiences.

Written Communication

Writing is the most highly emphasized form of professional communication taught and practiced at the Pearce Center. Playing a part in every program offered, the Pearce Center helps students, faculty and staff develop clear, meaningful and effective writing. To do so, writing takes many forms, from “simple” emails to grant applications to publications.



Summer Wrenn
Communication

“Even though this was my second semester as a Pearce Intern, my soft skills have continued to grow since last semester, as well as my writing. I have become much more comfortable with interviewing people and being confident about translating their story into written work. I really enjoyed our workshop on interviewing and feel like I took a lot from this. Working in Tiger Tales, I enjoyed getting the experience of editing, even if I didn’t necessarily feel like I knew how to edit accurately 100 percent of the time.”

100%

Preparedness for future career or post-graduate studies

90%

Confidence in writing ability at end of internship

INTERN WRITING DEVELOPMENT

83%

improved their writing skills

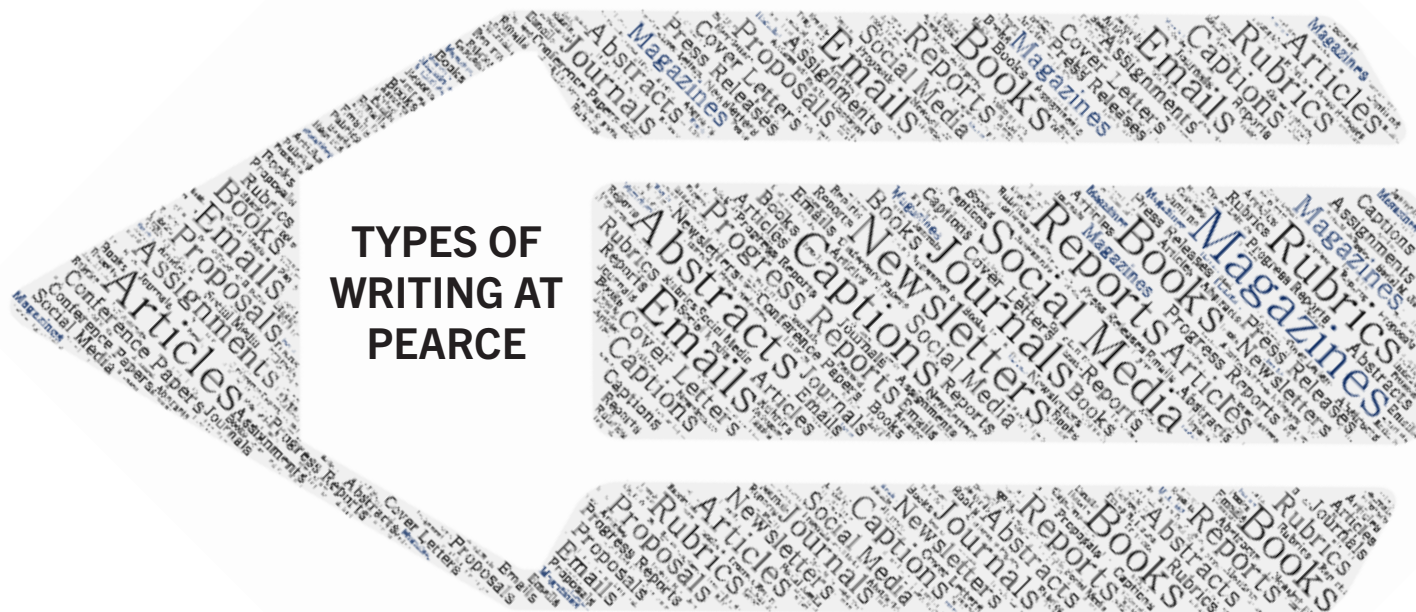
91%

gained confidence in their ability
to create meeting summaries
and notes

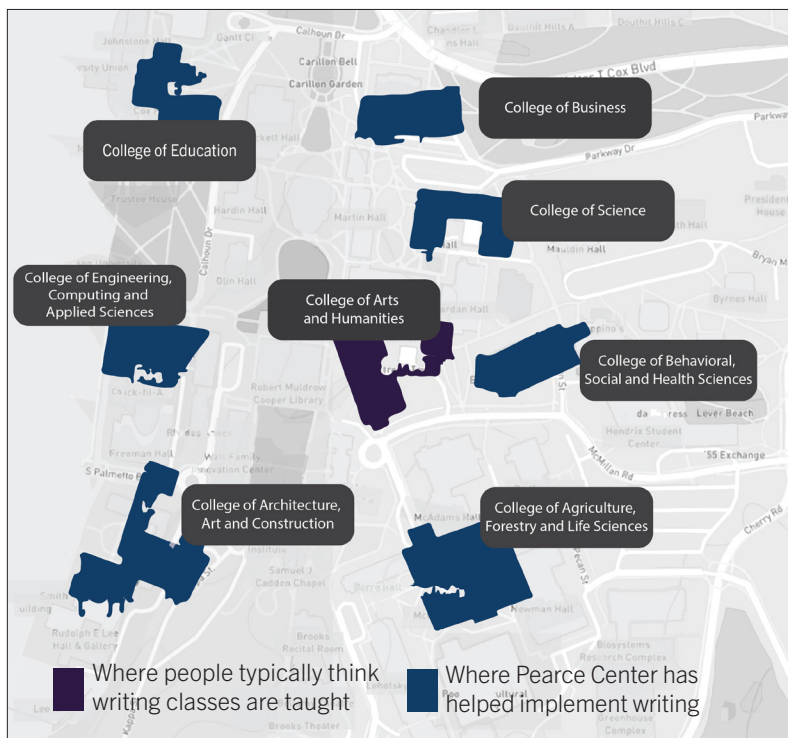
84%

used writing skills in
their internship

TYPES OF WRITING AT PEARCE

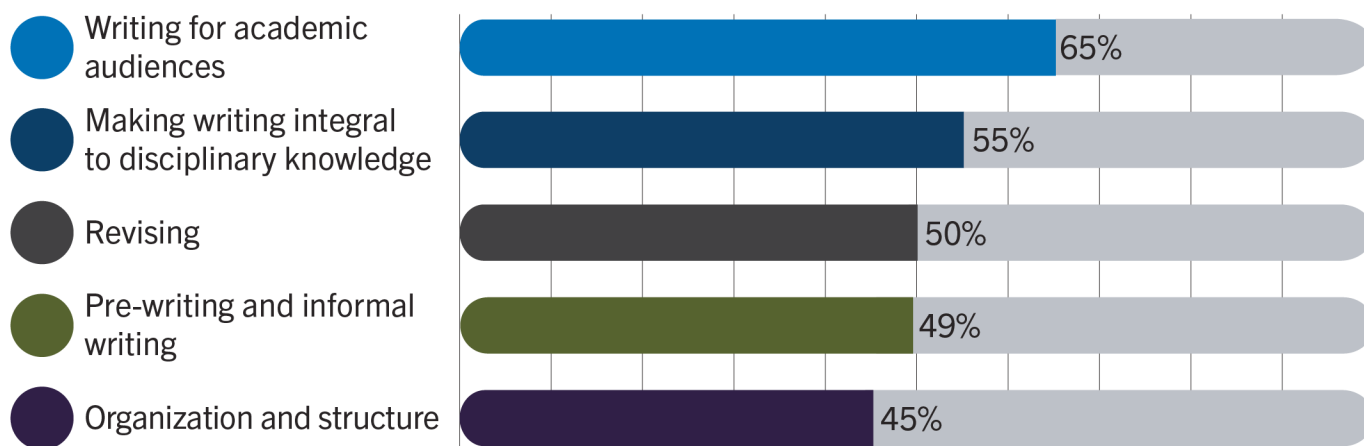


Writing doesn't just happen in writing classrooms! It is an interdisciplinary endeavor; learning with and from those in other colleges allows students and faculty to communicate effectively across audiences and disciplines. Pearce Center programs supported writing in classes across campus to enhance students' disciplinary knowledge.



The Pearce Center's graduate training program helped teaching assistants integrate writing into their own disciplinary classrooms to increase the use of writing across campus. Graduate students reported the added benefit of significant improvement in their own writing skills.

GRADUATE WRITING SKILL IMPROVEMENT



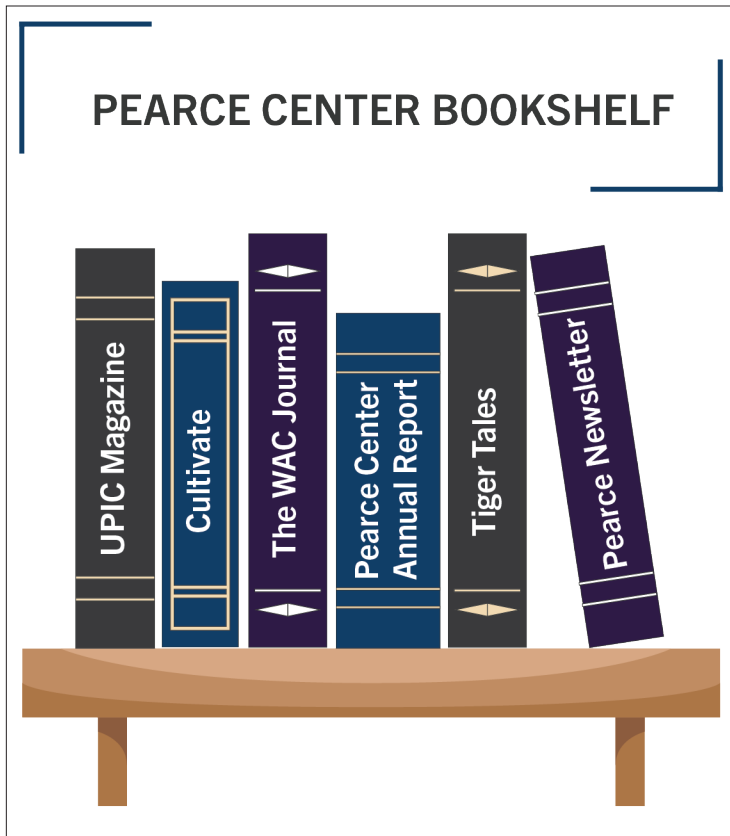
“I discovered that writing doesn't always have to be a solemn or daunting task where one strives for perfection from the outset. Engaging in simple writing exercises can gradually enhance clarity and confidence in sharing ideas.”

- Tolulope Famaye, Grad WAC Fellow

Pearce Praise

28 graduate students had papers accepted to either a conference or academic journal

The Pearce Center illustrated a commitment to writing through the publication and support of six on- and off-campus publications.



“The biggest takeaway has been the profound impact of interdisciplinary communication on enhancing teaching and writing skills.”

- Sayed Pedram Haeri, Grad WAC Fellow



In addition, the Pearce Center promoted writing across the curriculum through its PEP program, which helped students, faculty and community members by editing abstracts, journal articles, dissertations, books and other publication-ready works.



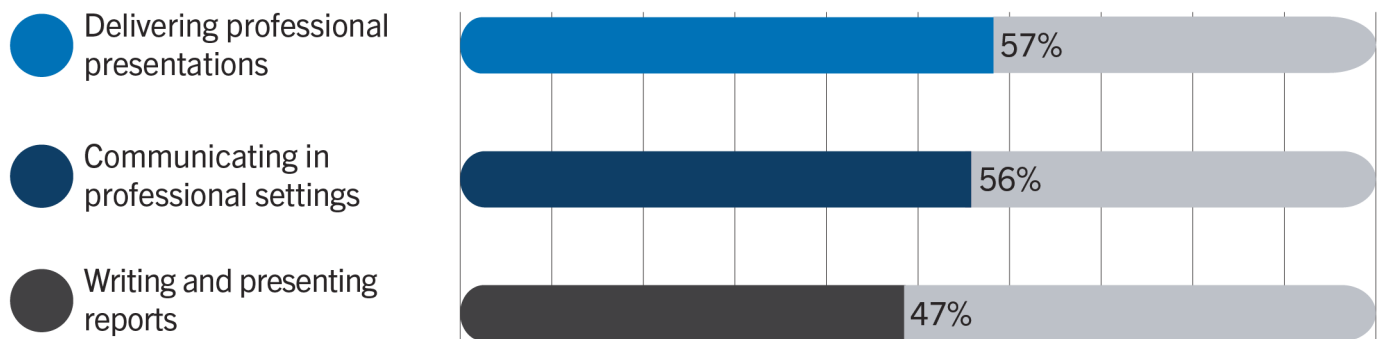
“PEP eases the editing stress; they have a keen eye for detail and help with meeting deadlines because they have to receive your material in a timely matter. I am thankful for PEP and their timeliness to finish edits so I can meet my deadlines.”

- Maira Patino, PEP Client

Oral Communication

The Pearce Center helps students improve their spoken communication along with their written and multimodal communication. In addition to traditional methods like class presentations, students and faculty hone their oral communication skills through outlets including interviewing others for articles and videos, leading trainings for peers, tutoring other students, speaking to small groups and presenting work to clients.

UNDERGRADUATE CONFIDENCE IN ORAL COMMUNICATION SKILLS



Students in client-based and service-learning classes reported feeling more confident in their oral communication skills as a result of their class projects and participation.

INTERN SKILL IMPROVEMENT

91%

improved their public speaking skills

100%

improved their ability to present work to clients

84%

gained confidence contributing to client meetings

"This semester, I have learned how to more effectively advocate for myself during client meetings. I have gained confidence in speaking up when a client gives unrealistic deadlines or asks me to complete tasks that are not in my job description. I am now more comfortable with offering up my own opinion or discussing solutions. At times, it was difficult to get feedback. I gained experience in rephrasing questions and leading the conversation into more specific details so that I could receive a more thorough response."

80%

Confidence applying skills gained during internship to future career

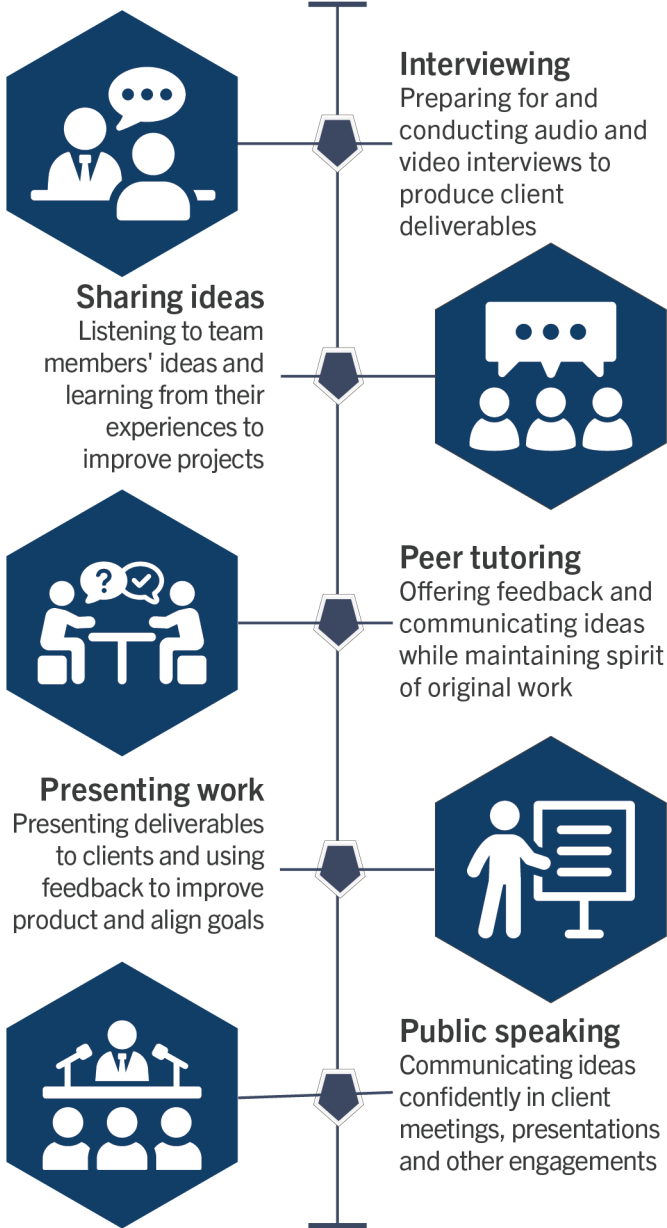
95%

Confidence in public speaking skills at end of semester



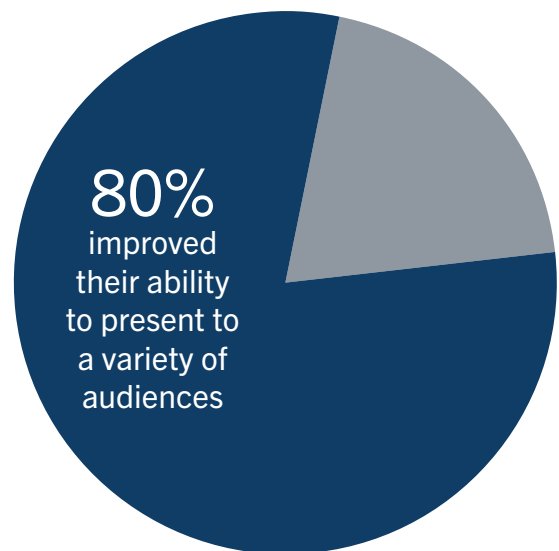
Emily Pautler
Architecture

TOP FIVE ORAL COMMUNICATION SKILLS



Faculty, graduate students and undergraduates involved in Pearce Center programs gained many oral communication skills through their experiences, which included presenting project updates to clients, speaking to large groups and interviewing students and faculty across campus.

GRADUATE PUBLIC SPEAKING SKILLS



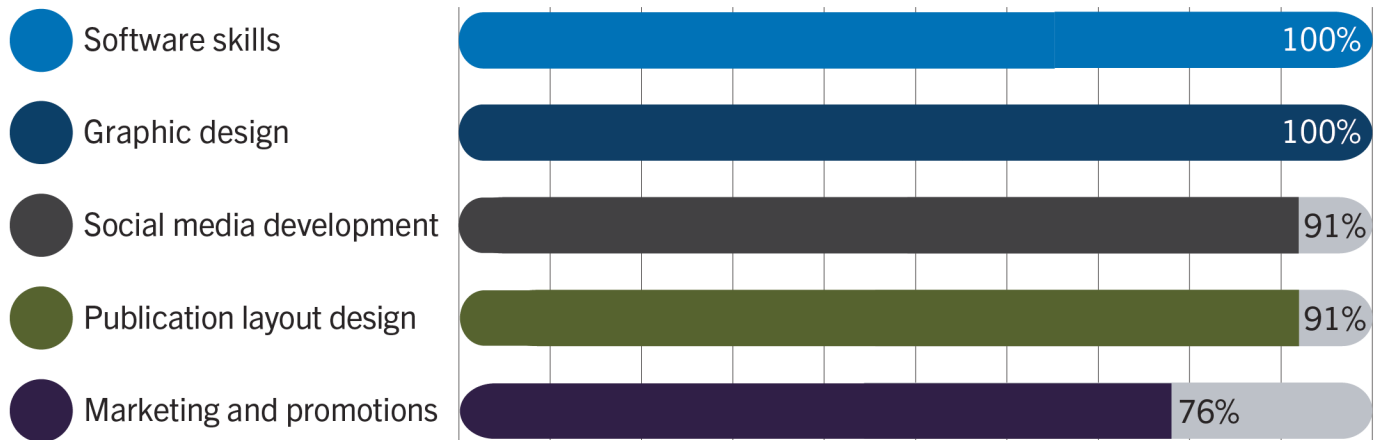
“ I learned how to lead a meeting for the first time ever, which I had no prior experience in doing. I have improved my organizational skills in order to make meetings and deadlines run smoothly. I also realize how important communication is, not only with our clients but also with my co-workers. ”

- McKenna Miller, Pearce Intern

Multimodal Communication

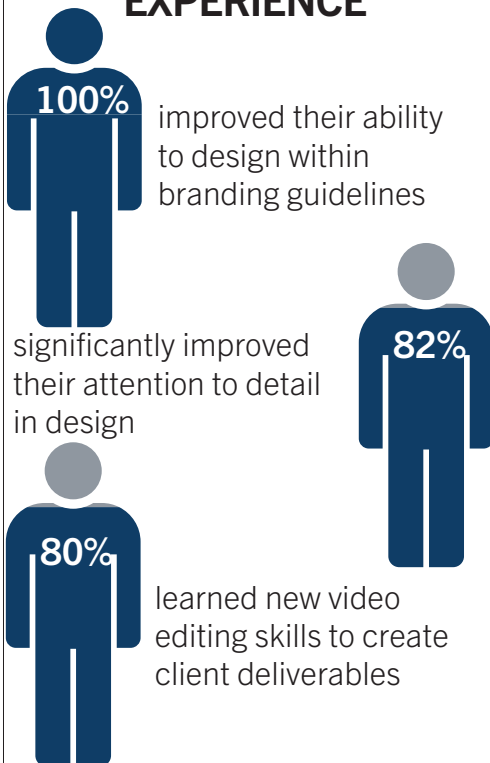
Multimodal communication projects use a combination of communication styles. A seemingly simple project like a newsletter includes written components, infographics, photographs and intentional design to effectively direct the reader through the page. Knowing the multitude of skills required to complete these projects, the Pearce Center uses multimodal communication to help students learn to communicate effectively with their audience and to enhance learning.

INTERN MULTIMODAL SKILL USAGE



Undergraduate interns used a wide variety of skills to enhance their ability to communicate effectively with multimodal projects.

INTERN MULTIMODAL EXPERIENCE



Juliette Fleck
Architecture

“This semester, I worked on a diverse range of tasks, including logo design, website design, company branding and video editing. Each project presented its own set of challenges and learning opportunities. While I anticipated that I would refine my design skills through this internship, I didn’t expect to learn as much across so many different creative areas as I did. Video editing, in particular, pushed me out of my comfort zone, requiring both creativity and technical proficiency.”

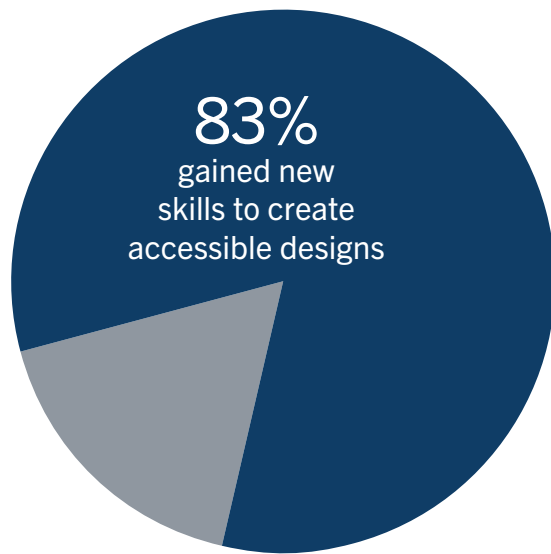
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Number of software programs proficient in at end of semester

100%

Confidence in designing for target audience

INTERN DESIGN ACCESSIBILITY SKILLS

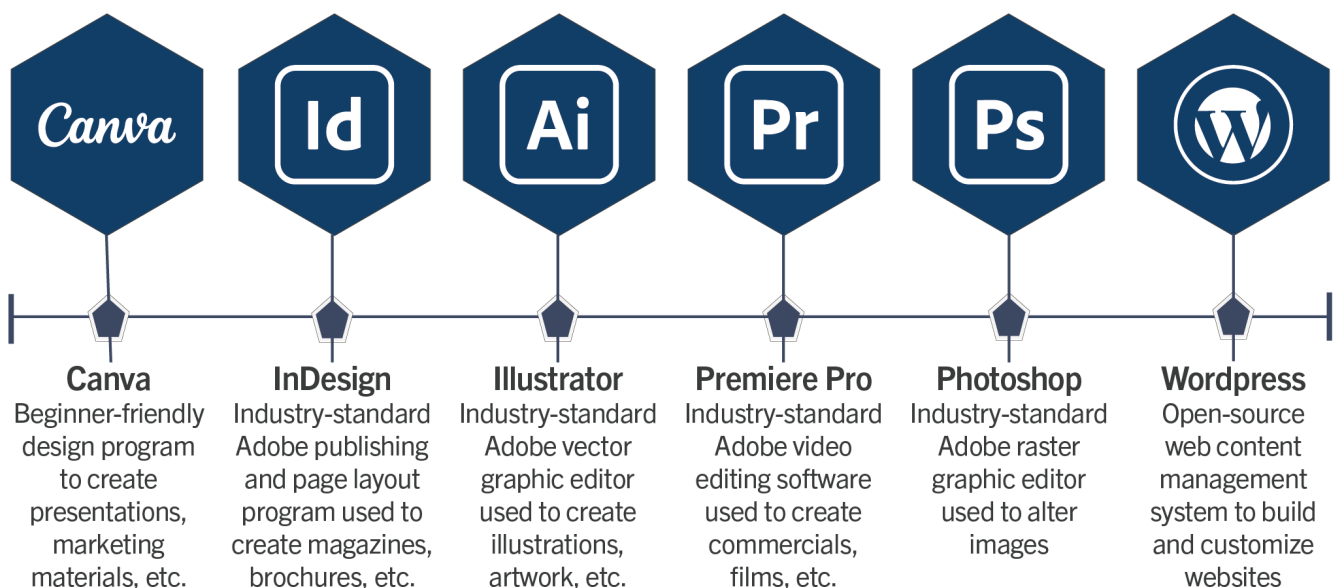


“This was one of the best experiences I’ve had at Clemson. I learned how to manage social media accounts, how to market and promote funding and how to navigate Adobe programs. I’ve wanted to improve my graphic design skills, and learning these new, more complicated programs was incredibly useful.”

- Sierra Wilson, Pearce Intern



INTERNS’ TOP SIX SOFTWARE PROGRAMS



Interns reported significant improvement in their ability to effectively use a variety of software programs after their internship. Video editing, website management and graphic design ranked high among skills the interns were the most proud to have gained during their internship.



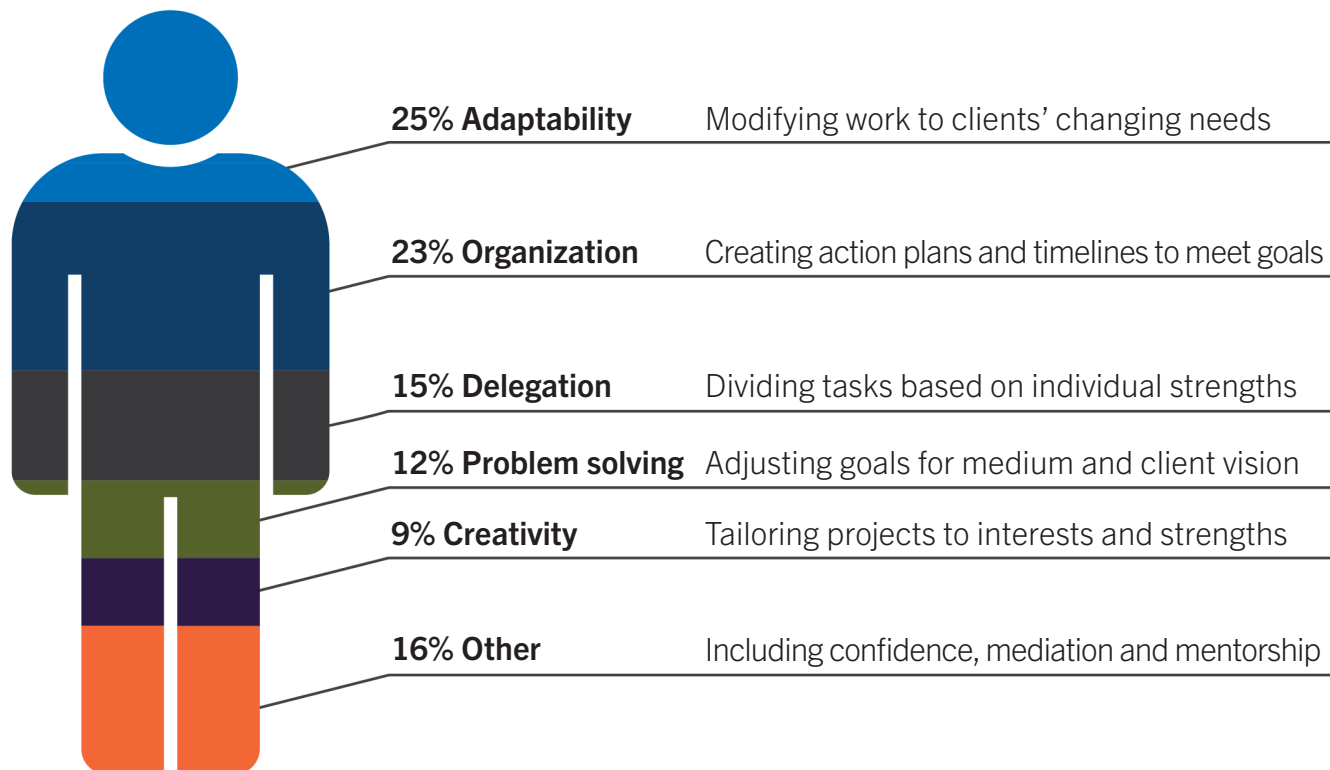
Experiential Learning

Experiential learning is at the heart of Pearce Center programming. The center's wide array of internships, fellowships and partnerships allows students to apply their knowledge to real-world situations, which aligns with Clemson Elevate and the University's Quality Enhancement Plan. The center supports faculty who integrate experiential learning into their classrooms through instructional programming and project funding. Students and faculty who work with the Pearce Center gain extensive experience in collaboration, leadership and outreach. The Pearce Center provides no-cost assistance to many University and nonprofit clients, strengthening the local community and helping students network with local business people.

Leadership

Students involved in Pearce Center programs get extensive hands-on experience working with clients and peers. Working in groups, students must manage themselves and their teams to reach their goals and produce high-quality deliverables for their clients, which gives them a unique opportunity to gain leadership skills and learning opportunities that prepare them for an array of paths after college.

THE COMPOSITION OF A LEADER



While all Pearce undergraduate students gained confidence in their leadership skills, they all had different ideas about the most important leadership quality.



Arya Desai
Management

"I have learned a lot this semester as a Pearce Intern. I remember being nervous on the first day because being a team lead seemed a little scary at first, but handing out tasks, holding myself and my teammates accountable and adapting to helping different clients turned out to be a good learning experience. I was able to develop new skills, such as interviewing people, and enhance my existing skills, including collaborating with others."

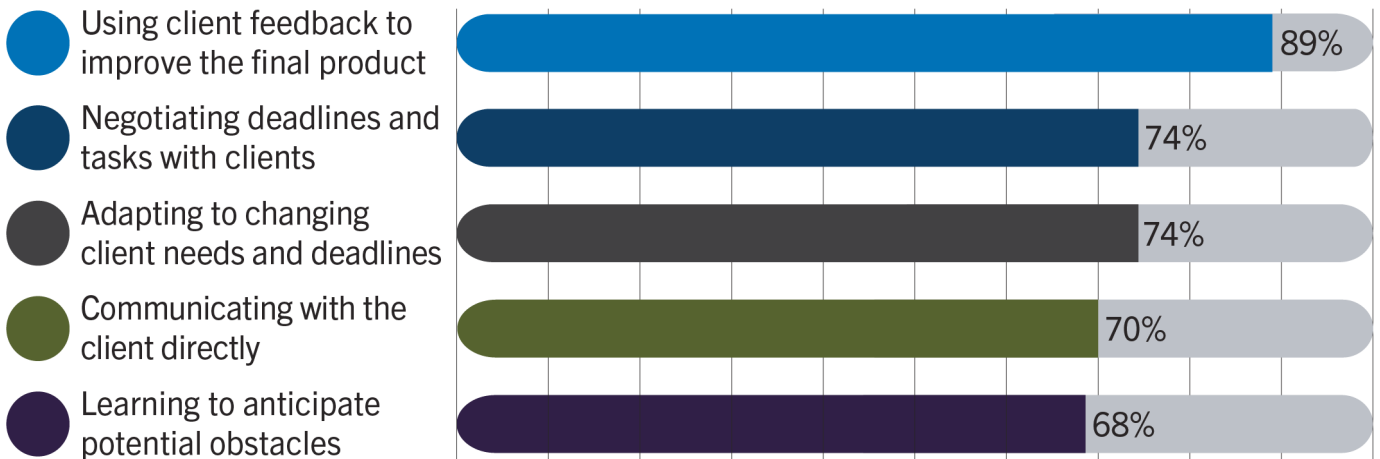
40%

Confidence in leadership at start of semester

90%

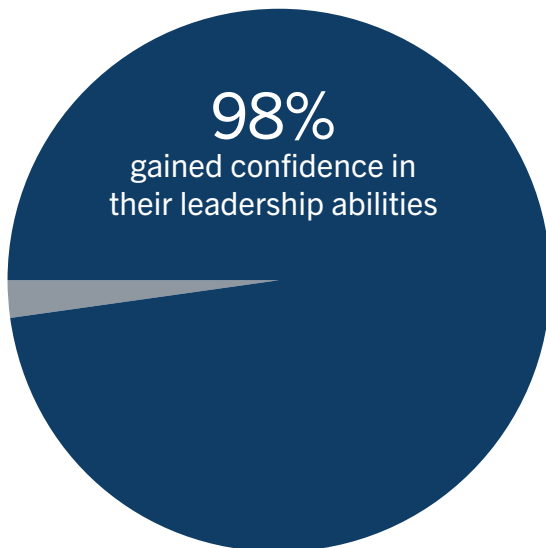
Confidence in leadership at end of semester

INTERN CONFIDENCE IN LEADERSHIP SKILLS

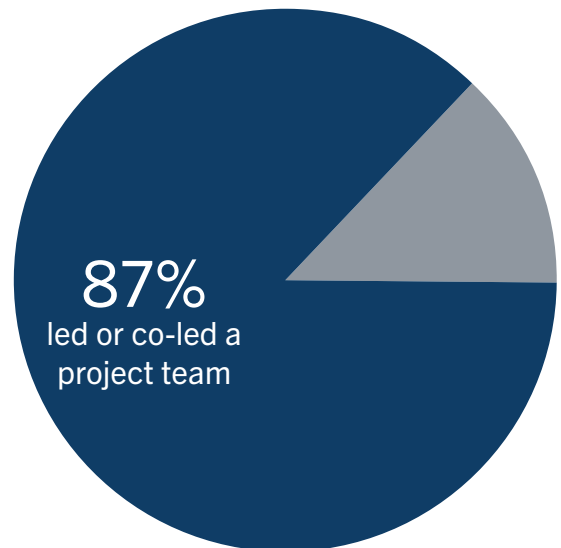


The Pearce Center's interns gained many leadership skills through their time navigating client and peer relationships. In fact, project management and leadership were the top two overall skills that the interns were the most proud to have gained during their internship.

INTERN LEADERSHIP CONFIDENCE



INTERN TEAM LEADERSHIP



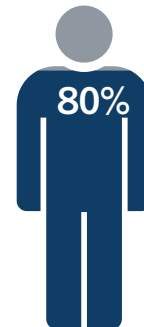
FACULTY MENTORSHIP



developed leadership skills through graduate mentorships



benefited from faculty-to-faculty mentorships



joined the Pearce Center to mentor undergraduate students

By leading teams of other students, interns got hands-on experience in project management. For many, this was their most involved experience of managing others and serving as the main point of contact for clients.

INTERN PROJECT MANAGEMENT SKILLS

100%

gained experience delegating tasks between team members

83%

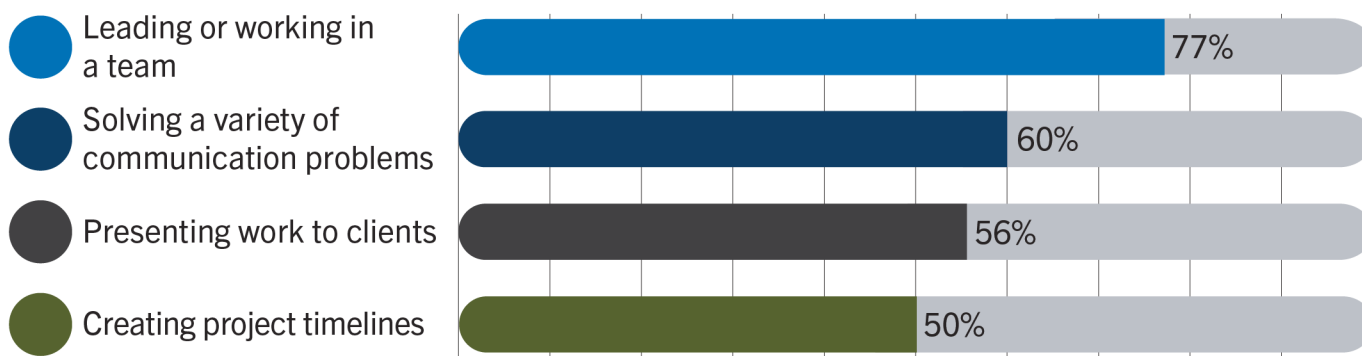
gained confidence participating in and contributing to client meetings

82%

created agendas to keep teams on task to meet deadlines



LEADERSHIP EXPERIENCE IN EXPERIENTIAL LEARNING CLASSES



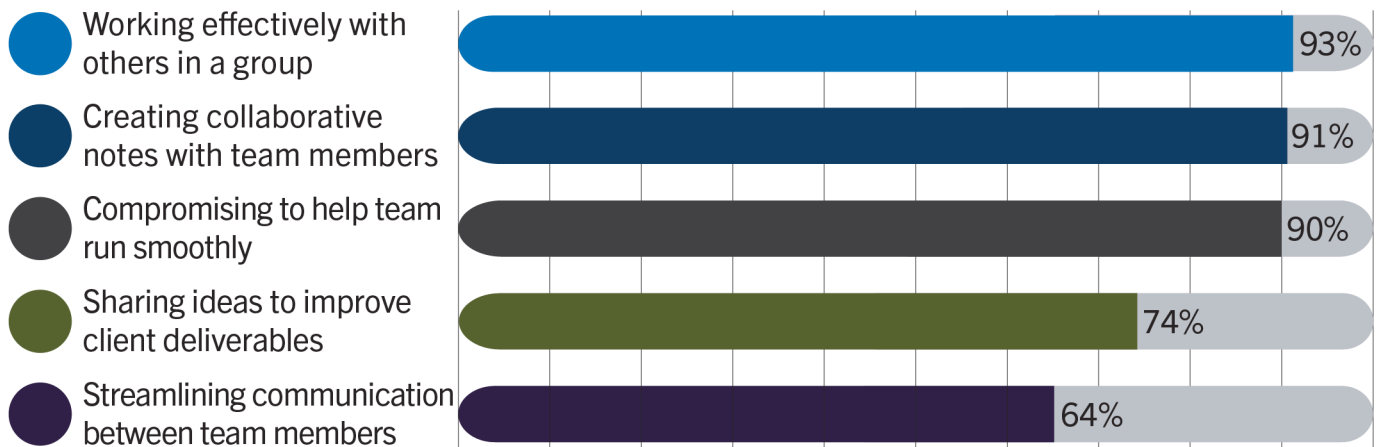
Students in client-based and service-learning classes reported gaining a variety of leadership skills through their experience working with clients. In teams, students worked together to create cohesive deliverables.

“This project forced every individual within the project teams to take on a leadership role. The project improved my communication and time management skills and helped me develop patience when working with others. I believe this project should be continued in order to allow other individuals to develop their leadership skills.” - Hailee Longmoore, CBP Student

Collaboration

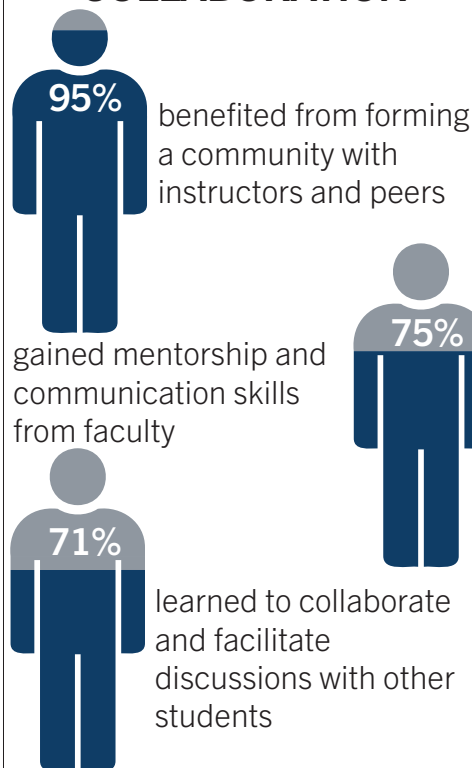
Collaboration is an active part of every facet of the Pearce Center. Being able to communicate with a team, divide work to enhance learning and work together to accomplish a larger goal are integral to the programming and management of the center.

INTERN CONFIDENCE IN COLLABORATION SKILLS



Pearce Center interns gained a variety of practical skills in teamwork through their client project teams. In addition to managing their own work, they also learned methods to delegate, communicate and manage timelines effectively with other interns and clients.

GRADUATE COLLABORATION



Mary Provost
Elementary Education

“Working with the different teams this semester pushed me outside of my comfort zone and allowed me to grow in so many different ways. Collaborating with my peers has taught me about working in a corporate environment and improved my communication skills. The relationships I have built through this program have been so instrumental in my growth personally and professionally. I can’t wait to come back next semester and continue the amazing path the Pearce Center has put me on.”



BENEFICIAL COLLABORATION SKILLS FOR UNDERGRADUATES

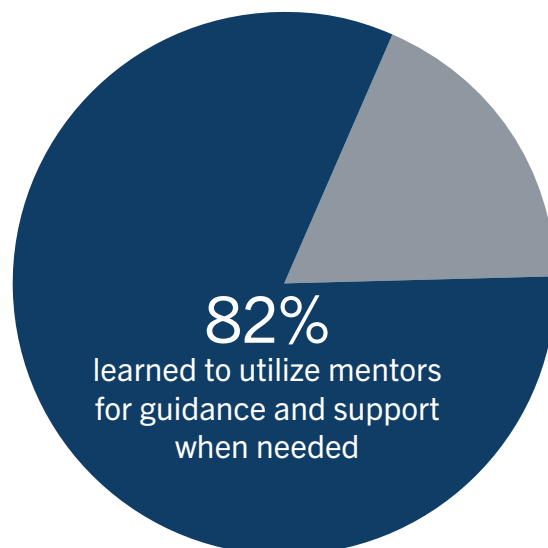


Undergraduate students in the Pearce Center's internships and experiential learning classes used many essential elements of collaboration.

INTERN COLLABORATION DEVELOPMENT



INTERN AND MENTOR COLLABORATION



“I learned a lot about teamwork and dividing and conquering. My teammate and I both have very different skill sets, and we were able to use it to our advantage. I had such a positive experience and am leaving this internship with a lot of takeaways I could bring into the real world.”

- Reagan Cadorette, VID Intern



Community Outreach

Central to the Pearce Center's experiential learning structure is the positive impact it has on campus and the community. The Pearce Center partners with a variety of University and nonprofit clients to provide no-cost assistance to strengthen local clients' communication and to enrich students' college experience by allowing them to serve their community.

PEARCE CENTER COMMUNITY IMPACT



34 interns across two programs completed a combined total of

7,030
hours worth of work for



10

and



9

local nonprofit clients

University clients

Work completed consisted of a variety of communication deliverables:



Website creation and design



Videography



Email newsletters



Social media campaigns



Print publications

"I would highly recommend organizations like ours to consider collaboration with the Pearce Center."

- Tamara Dourney,
Habitat for Humanity

In addition to internships, the client-based and service-learning programs included



12

instructors

20

classes



350
students

and assisted an additional

18

community partners



“I think this project reaffirms my desire to work within rural, underserved communities in a healthcare setting. As an aspiring physician, this project had an impact on me because the information that my group got to work on is a primary public health prevention outreach. Moving forward, I am excited to talk about this project within my work as a Master of Public Health graduate student at Vanderbilt and use it as a primary talking point in my personal statement, resume and medical school application.” - Sarah Thompson, SLFF Student

“As a Service-Learning Faculty Fellow, I was able to both learn how much Clemson faculty are already engaging with their students and the community and how much more work can be done in this area. I was thoroughly impressed with many of the projects others are doing, such as grant writing and translation for local organizations. I learned how community-engaged learning can be rewarding but also challenging, especially as it relates to connecting with organizations and creating assignments that are interesting and accessible to students.”

80%

Helpfulness of program to overall professional development

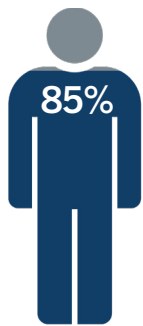
32

Number of students impacted



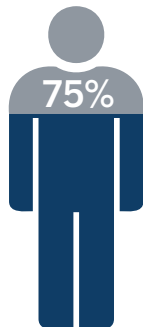
Emily Yates
Lecturer, English

OUTREACH IMPACT ON UNDERGRADUATES

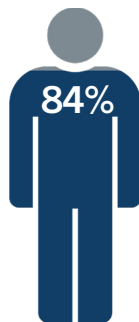


85% felt their project had a positive impact on their clients' department or organization

said working with clients increased their understanding of course material or professional development



75% better understood the needs of the Upstate and surrounding area after working with their client



LONGSTANDING INTERN-CLIENT PARTNERSHIPS



UPIC
University Professional
Internship and Co-op Program

11
semesters



**Habitat
for Humanity®**

10
semesters



**EMERSON ROSE
HEART FOUNDATION®**

8
semesters



**CULTIVATE
SAN ANTONIO**

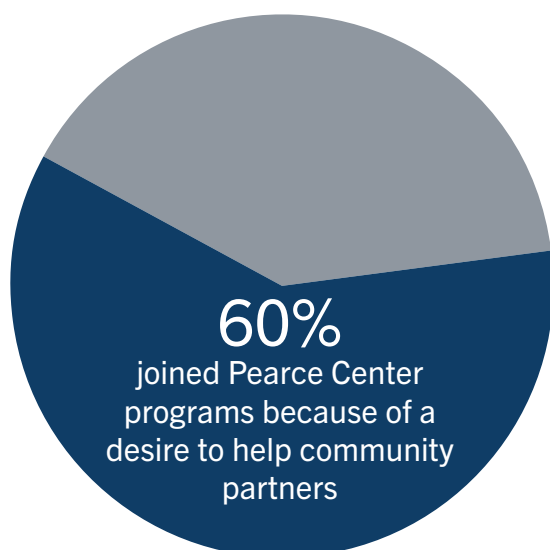
6
semesters

While the Pearce Center intern programs assisted new clients each semester, some partnerships were so successful they returned year after year!

Pearce Praise

4 sponsored events supported students and the community through food pantry donations, language-learning support and more

FACULTY MOTIVATION



A photograph of two young women in a classroom setting. The woman on the left, with long dark hair and glasses, is pointing at a laptop screen. The woman on the right, with blonde hair, is looking at the screen. They are both focused on their work. The background shows a classroom with orange walls, white chairs, and a whiteboard.

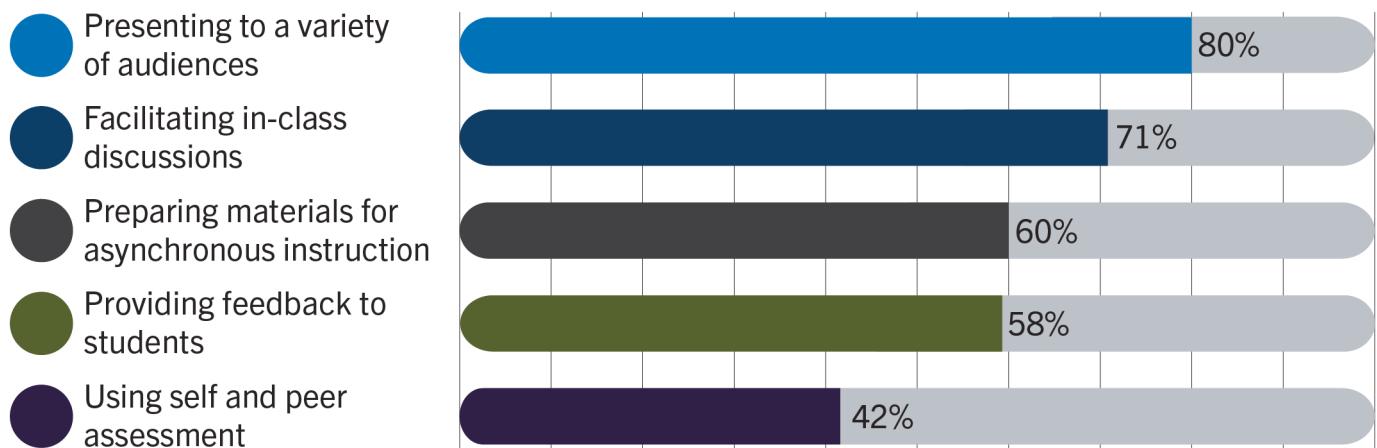
Professional Development

The Pearce Center enhances student and faculty development through teaching, research and writing across the curriculum initiatives. The center offers training and mentorship programs, workshops and competitive funding opportunities to instructors who seek to integrate writing, communication or experiential learning into their classrooms. Students and faculty further their professional development, conduct research on communication-related initiatives in their discipline and gain valuable skills for academic advancement and scholarship. Those who participate in the Pearce Center's professional development programs return to their departments and support professional communication in their fields.

Teaching

Instructors and graduate students who join the Pearce Center learn from experienced faculty, guest scholars and peers to enhance their teaching philosophy and professional development. Graduate students are instructed in teaching methods, and faculty receive training, community and financial support to integrate client-based projects into their classrooms.

GRADUATE TEACHING SKILL IMPROVEMENT



Through in-class workshops, discussions, readings, writing activities and comprehensive practice, graduate students expanded their teaching skills and became more effective educators.

“Practice is the only way to perfection. Throughout this practicum, my bi-weekly meetings and discussion of projects with my advisor have really helped me to understand how to effectively plan and create course content for a specific audience. Also, I really grew in confidence in terms of my public speaking skills.” - Bharath Kunduru, Practicum Fellow



Shamrat Kumar Paul
Medical Biophysics

“Through this experience, I’ve learned to be more patient and empathetic in my approach to teaching writing, recognizing that each student has their own unique challenges and learning styles. My experience as a Grad WAC Fellow this semester has been incredibly rewarding and eye-opening. One of the biggest takeaways for me has been learning how to approach writing instruction from a more holistic and student-centered perspective. I’ve discovered the importance of scaffolding assignments and providing targeted feedback to help students improve their writing skills over time.”

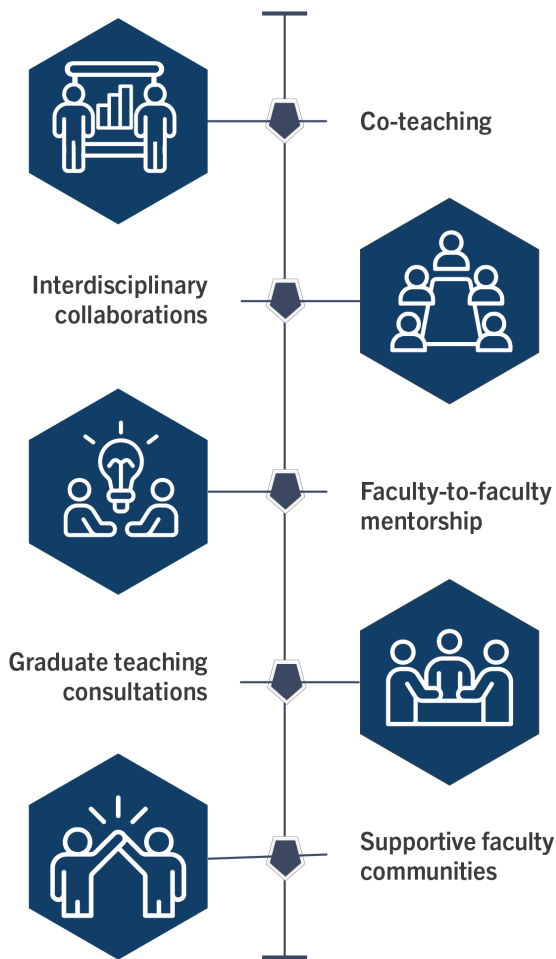
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Other rotations of experiential learning completed

100%

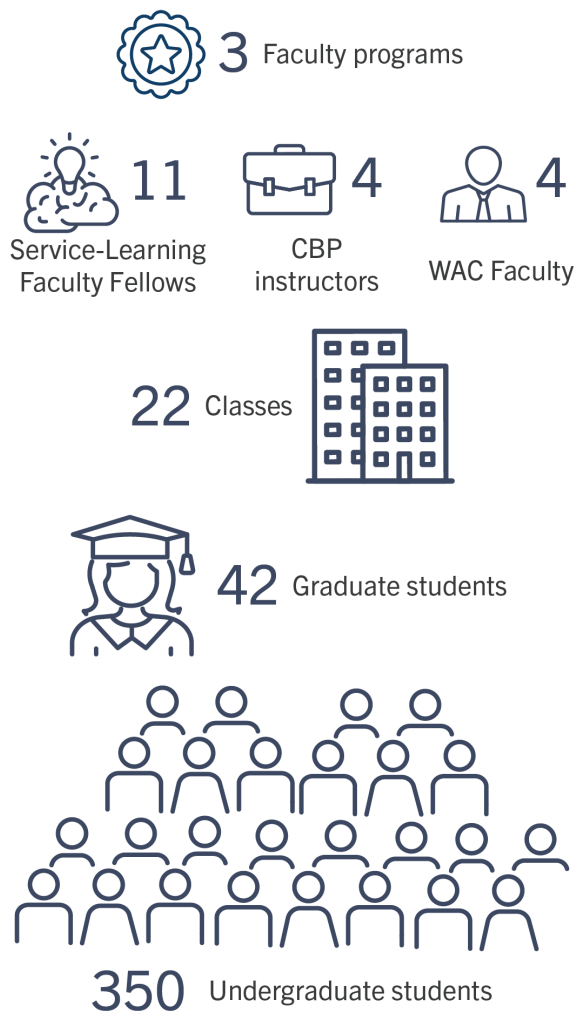
Likelihood of returning for second semester

BENEFICIAL TEACHING OPPORTUNITIES FOR FACULTY

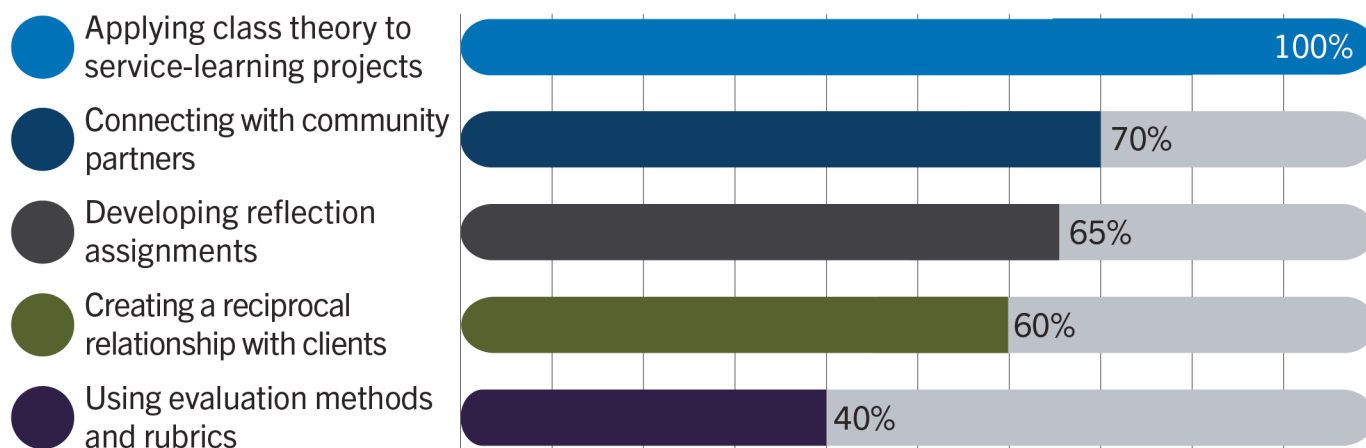


Faculty gained experience beyond the traditional classroom; working with graduate students and other instructors allowed them to pursue unique opportunities.

FACULTY PROGRAM TEACHING IMPACT



EXPERIENTIAL LEARNING INSTRUCTION IMPROVEMENT



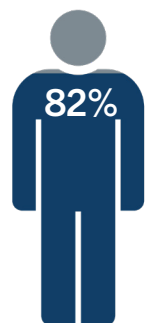
Faculty participating in the service-learning and client-based programs improved their teaching using service-learning pedagogy principles. These educators found that creating a community between experienced and new faculty to share knowledge was one of the most beneficial elements of the programs.

FACULTY PROGRAM PARTICIPATION



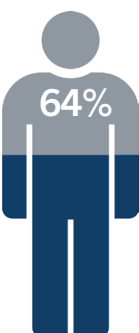
would participate in their program again

rated their participation extremely or mostly helpful for their professional development

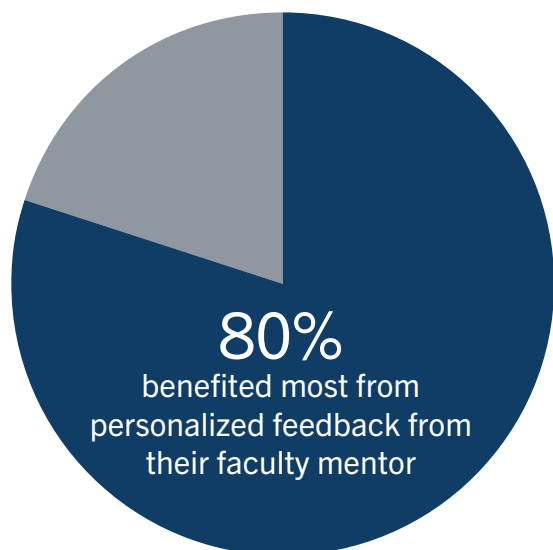


joined because it aligned with their teaching philosophy

joined for professional development opportunities



MOST VALUABLE ASPECT OF MENTORSHIP FOR GRADUATES



Graduate fellows completed a variety of activities to learn to become more effective teachers and pursue their academic goals, from freewriting to submitting conference proposals.

MOST HELPFUL GRADUATE TRAINING ASSIGNMENTS



Grant proposals

Crafting an effective narrative with data to write a successful proposal

Rubric design
Editing existing grading metrics to be more effective and inclusive



Written reflections

Practicing post-lesson writing to understand how to use it in the classroom

In-class workshops
Teaching peers through research and hands-on activities



Informal writing

Using tools like freewriting to solidify learning and to use them in the classroom

“For me, the most important thing — and it was also one of my main goals — was to meet other faculty who are interested in service-learning, become part of a cohort. I loved to hear about the different kinds of projects and their scope.”

- Magdaléna Matušková, SLFF Fellow

Research

The Pearce Center supports research by providing supportive communities, mentorships and competitive funding. The Pearce Center pairs graduate students with faculty mentors, provides editing services for advanced written projects and hosts weekly writing groups. Additionally, skill acquisition workshops with guest speakers help those at all levels gain valuable tools for academic advancement and scholarship.



GRADUATE AND FACULTY SCHOLARSHIP

31

Had papers accepted
at a conference
or journal

28

Attended
conferences

19

Submitted journal
articles or book
manuscripts

13

Submitted grant
or scholarship
proposals

5

Were awarded
grants or
scholarships

"The first interesting part for me is working with my mentor on deciding about [my WAC research] project and developing it. Also, I learned how to present my ideas and thoughts. Having my own project and working on it taught me about my abilities. Thinking about explaining your ideas to other people, especially people who are not in the same field, taught me a lot about developing my presentation skills. Finally, I understood that always there are a lot of things to learn that could help me develop my expertise, and I am grateful that I had a chance to participate in this program."

20

Hours spent working on research project

75%

Improvement in public speaking skills through practicum



Ehsan Bouteh
Environmental Engineering
and Earth Science

MOST BENEFICIAL WORKSHOP TOPICS

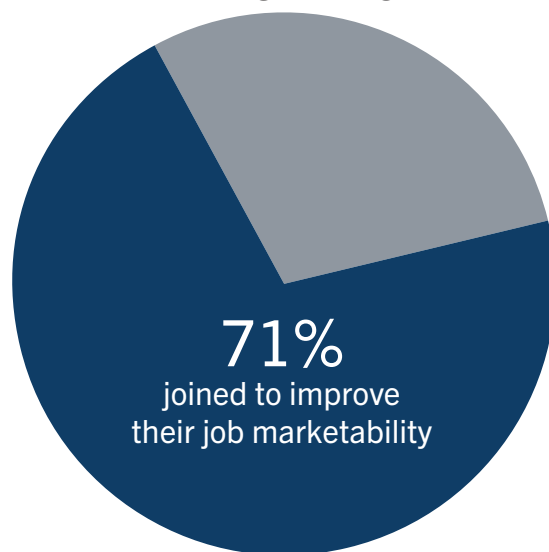


Students and faculty benefited from guest speakers and workshops on a variety of topics to improve their research and academic pursuits.

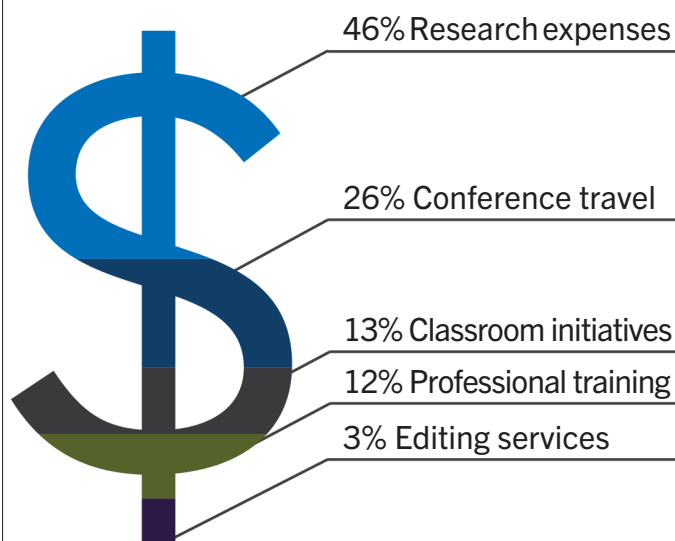
“Learning about grant writing has been the most valuable skill I’ve acquired for several reasons. Firstly, I’ve realized the critical importance of being able to secure funding for my dissertation and for travel grants to disseminate my work effectively. Also, the grant writing workshop provided me with practical tools and strategies that I can immediately apply to my academic pursuits.”

- Tolulope Famaye, Grad WAC Fellow

STUDENT PROGRAM PARTICIPATION



FACULTY FUNDING USE



Faculty participating in Pearce programs were compensated with competitive funding. Those who did not receive stipends used their funding to further their professional development.

Pearce Praise

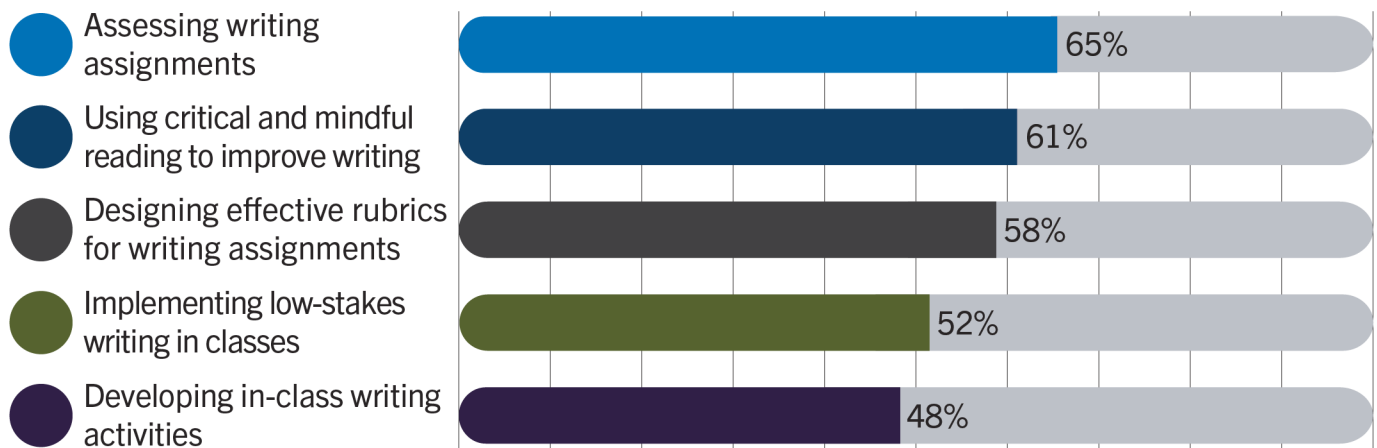
1,952

hours were spent conducting research by Pearce faculty and graduate students

WAC and WID

With the belief that writing improves learning, the Pearce Center supports initiatives in writing across the curriculum and writing in the disciplines. Graduate students across campus receive training to incorporate and assess writing in their classrooms. Faculty trained in WAC and WID teach the graduate programs and provide specialized workshops for faculty in other disciplines to facilitate writing in their fields.

GRADUATE WRITING INSTRUCTION IMPROVEMENT



In addition to becoming better instructors overall, graduate students learned to incorporate WAC principles into their classrooms and to make writing integral to their students' disciplinary knowledge.

WAC BENEFITS FOR FACULTY

100%

developed critical thinking that enhanced disciplinary knowledge

99%

improved information retention through writing

98%

improved formal and informal writing through practice



Katalin Beck
Senior Lecturer, English

"The work we do in the WAC program directly translates into the work that Grad WAC Fellows do with undergraduates in their departments. As a technical writing instructor, I am connected to the undergraduates that our graduate teaching assistants are responsible for, so I see the WAC program trickle-down effect firsthand. I enjoy how this cross-pollination cultivates the culture of prioritizing writing as a learning tool, as a knowledge-making tool and as a tool of professional advancement throughout the entire University."

5

Semesters served as WAC Faculty

100%

Helpfulness of program to overall professional development



“I value that working as a WAC Faculty opens up opportunities to collectively build knowledge, experiment with collaborative teaching, expand my understanding of disciplinary writing and — most importantly — see the impact of my teaching in a transparent and direct way.”

- Katalin Beck, WAC Faculty



WAC PROGRAMMING REACH

4
WAC Faculty



taught and mentored



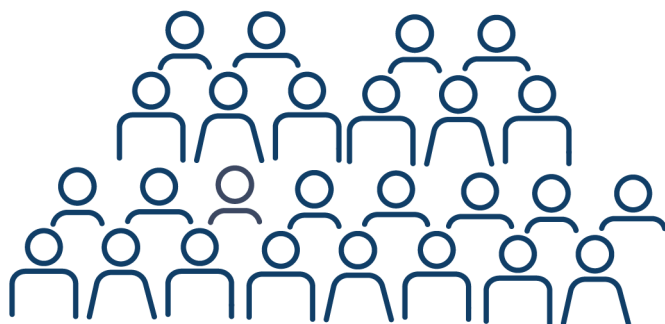
36
Grad WAC
Fellows

&



6
Practicum
Fellows

who in turn instructed



1,135 undergraduate students

Pearce Praise

2

WAC-focused conferences hosted by Pearce Center brought together global scholars

Pearce Center

FOR PROFESSIONAL COMMUNICATION



Pearce Center Directory

The Pearce Center is grateful to the many students, faculty and staff who make its programs possible. Their dedication, leadership and work ethic empower the center to continue honoring Roy and Marnie Pearce's vision of improving communication at all levels. The Pearce Center involves people from 37 departments across all eight of Clemson's colleges. These intercollegiate collaborations bring unique and valuable perspectives that encourage diverse learning opportunities.

Staff and Graduate Students



Ashley Fisk
Interim Director



Sarah Costley
Program Coordinator



Allison Daniel
Professional
Communications Specialist



Cameron Bushnell
Director



Emma Pinson
Graduate Assistant



Brea Hudson
Graduate Assistant



Tiffany Messer-Bass
Graduate VID Coordinator



David Williams
Graduate VID Coordinator



Nicole Weldy
Graduate VID Coordinator



Jess Reynolds-Clay
Graduate PEP Editor

Pearce Interns



Arya Desai
Management



Ashtyn Goff
English



Bailee Tayles
English



Chadley Gray Schmidt
Graphic Communications



Christina Arshansky
Marketing



Delaney Swaim
Communication



Emily Scott
Marketing



Joselyn Hernandez
Language & International
Business



Kate Garrison
Political Science



Kathryn Atkinson
Marketing



Kathryn Taylor
Marketing



Katie Denny
Marketing



Kylee Butler
English



Kylie Snyder
Marketing



Lauren Schorffhaar
Communication



Lindsay Kaine
English



Lizzie Farrell
English



Malaysia Barr
Communication



Mary Provost
Elementary Education



McKenna Miller
Marketing



Olivia Almeida
English



Pravi Bomrah
English



Serena Johnson
English



Sierra Wilson
English



Summer Wrenn
Communication



Taleah Holt
Management

Visual Information Design Interns



Brooke Ferris
Art



Ellie Tucker
Visual Arts



Emily Pautler
Architecture



Jessica Sandor
Art



Juliette Fleck
Architecture



June Zawalick
Art



Reagan Cadorette
Management



Sidney Tran
Architecture

WAC/WID Practicum Fellows



Amir Mehdi Shayan
Bioengineering



Bharath Kunduru
Genetics



Maira Patino
Parks, Recreation and
Tourism Management



Mina Shokrollahi Ardekani
Planning, Design and the
Built Environment

Fellows Not Pictured:

Ehsan Bouteh
Environmental Engineering
and Earth Sciences

Graduate WAC Fellows



Aishah Khan
Industrial and
Organizational Psychology



Amin Nabati
Civil Engineering



Ashish Bastola
Computer Science



Dixizi Liu
Industrial Engineering



Ezinne Sylvia Melikam
Applied Health Research
and Evaluation



Farzad Zeinali
Industrial Engineering



Fatemeh Lotfi
Electrical Engineering



Fatemeh Mahroo
Industrial Engineering



Gisoo Daviran
Civil Engineering



Kalvry Cooper
Human Factors
Psychology



Kavi Raj Awasthi
Forest Resources



Krishna Sharma
Economics



Masoum Soleimani
Mathematical Sciences



Mohammad Nahavandian
Mechanical Engineering



Navid Aftabi
Industrial Engineering



Sajad Goudarzi
Computer Science



Sanjeev Ghimire
Medical Biophysics



Sayed Pedram
Haeri Boroujeni
Computer Science



Seyed Ali Asli
Mechanical Engineering



Seyed Mahmoudreza
Yadollahi
Civil Engineering



Seyedeh Sara
Sadralashrafi
Civil Engineering



Shamrat Kumar Paul
Medical Biophysics



Shuai Yuan
Parks, Recreation and
Tourism Management



Sibongile Majola
Policy Studies



Siddhartha Regmi
Forest Resources



Soumya Ranjan Pathy
Industrial Engineering



Sunwoo Park
Parks, Recreation and
Tourism Management



Tolulope Famaye
Learning Sciences



Zahra Karimpourkalou
Chemistry

**Fellows
Not Pictured:**

Abass Babatunde
Applied Health Research and Evaluation

Mahmood Mazare Sheikhhossein
Electrical Engineering

Mina Bahadori
Industrial Engineering

Monireh Noori
Chemistry

Narges Sadat Shambadi
Bioengineering

Seyed Amin Seyed Haeri
Business Administration

Shokuh Puladi
Industrial Engineering

WAC Faculty



Cameron Bushnell
Associate Professor



Katalin Beck
Senior Lecturer



Phil Randall
Principal Lecturer



Will Cunningham
Senior Lecturer

Service-Learning Faculty Fellows



Angela Naimou
Associate Professor



Arelis Moore
Associate Professor



Clare Mullaney
Assistant Professor



David Williams
Graduate Teacher
of Record



Emily Yates
Lecturer



John Falter
Graduate Teacher
of Record



Katalin Beck
Senior Lecturer



Magdaléna Matušková
Assistant Professor



Melissa Dugan
Senior Lecturer



Seth McKelvey
Lecturer



Will Cunningham
Senior Lecturer

Client-Based Program Instructors



Ashley Fisk
Principal Lecturer



Katalin Beck
Senior Lecturer



Mike Pulley
Senior Lecturer



Will Cunningham
Senior Lecturer

Faculty Advisory Committee



Amanda Cooper Fine
Principal Lecturer



Anne Salces y Nedeo
Senior Lecturer



Chelsea Murdock
Director of the Writing Lab



David Blakesley
Campbell Chair in
Technical Communication



Jordan Frith
Pearce Professor of
Professional Communication

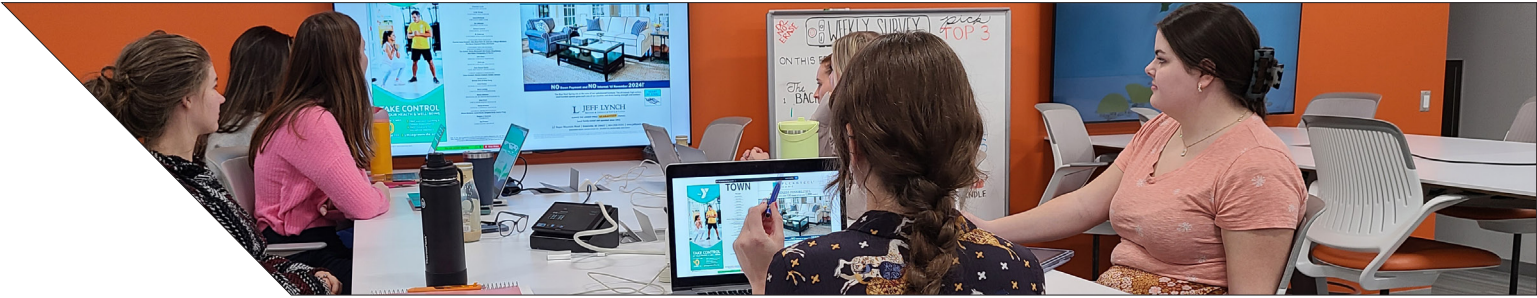


Lesly Temesvari
Chair of Department of
Biological Sciences



Rhondda Thomas
Calhoun Lemon Professor
of Literature

Clients and Community Partners



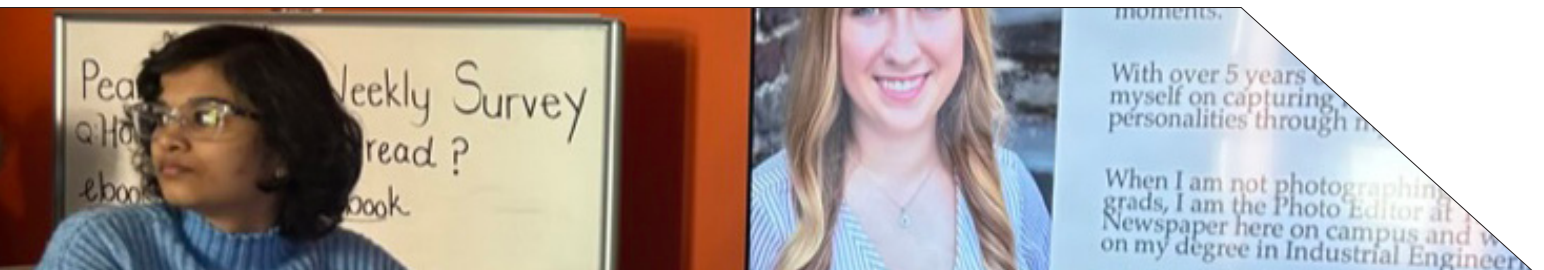
Pearce Interns

- BRIEF
- Clemson Free Clinic
- College of Arts and Humanities
- CUExL
- Emerson Rose Heart Foundation
- Pearce Center for Professional Communication
- Pickens County Habitat for Humanity
- Pickens County Humane Society
- Main Street Walhalla
- Office of Global Engagement
- Ripple of One
- Tiger Tales

- University Professional Internship and Co-op Program
- Writers' Harvest
- Young Voices of the Foothills

Visual Information Design Interns

- Brooks Center for the Performing Arts
- CU Navigate
- Cultivate San Antonio
- Office of Global Engagement
- Pearce Center for Professional Communication
- South Carolina Watermedia Society



Client-Based Program

- Clemson University Sustainability Commission
- CUExL
- Healthy Campus
- Jasmine Road
- Office of Teaching Effectiveness and Innovation
- Pickens County Courier
- The Tiger

- Clemson University Sustainability Commission
- Department of Plant Industry's Invasive Species Outreach Program for Asian Longhorn Beetle
- Echoes and Reflections
- Every Campus a Refuge
- Hispanic Alliance
- Hispanic American Women's Association
- Jasmine Road
- Museum of the Cherokee in South Carolina
- PASOs
- The City of Clemson Arts Center
- VeggieRx

Service-Learning Faculty Fellows

- Clemson Area African American Museum
- Clemson University Commission on Latino Affairs



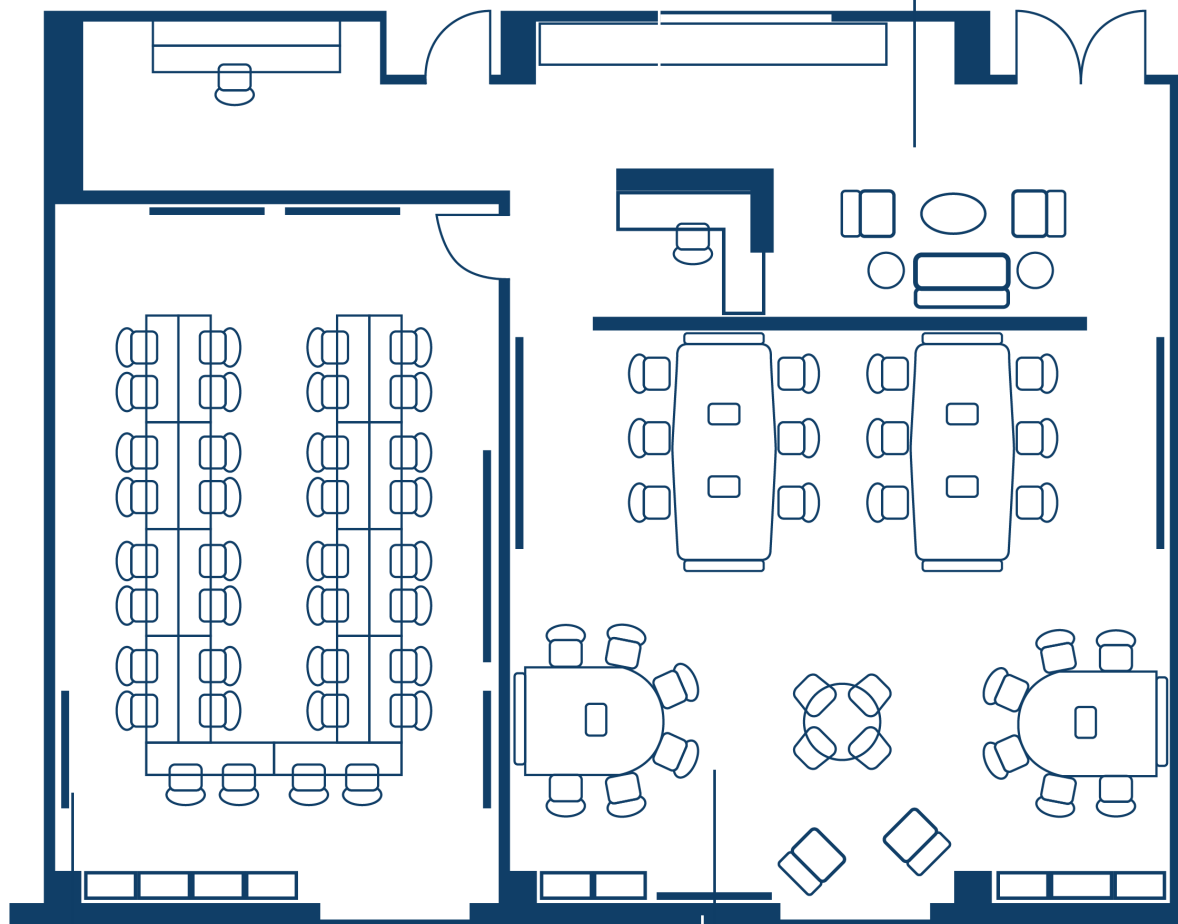
The Class of 1941 Studio for Student Communication

Lobby

Capacity: 2-5

Suited for:

- Receptions
- Drop-ins
- Informal meetings



Conference room

Capacity: 36

Suited for:

- Large meetings
- Events
- Classes

Studio

Capacity: 30

Suited for:

- Meetings and consultations
- Individual work
- Collaborative meetings



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

FOR PROFESSIONAL COMMUNICATION

CLEMSON

261 Humanities Hall
Class of 1941 Studio for Student Communication
Clemson, SC 29634
864-656-9351