2025-2026

ANNUAL REPORT



PEARCE CENTER

FOR PROFESSIONAL COMMUNICATION

CLEMSON

At a glance



Community impact

24

community and campus clients served

7,425

hours completed by undergraduate interns

95%

of undergraduates better understood the surrounding community's needs by completing client-based projects

Professional development

97%

of undergraduates are extremely confident applying their new skills to future careers

100%

of graduate students built communication-focused teaching practices

94%

of graduate students gained confidence in their own writing

Campus involvement

80

student experiential learning opportunities

32

participating departments

615

undergraduates impacted through graduate and faculty programs

6,690

students served since the Pearce Center opened in 2004

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Pearce Interns



The Pearce Intern program, initiated in the 2012-2013 academic year, places students in positions allowing them to develop the culture of writing at Clemson, serve as resources for their peers, improve their written communication skills and gain worthwhile professional experience. Affiliated with Clemson's Undergraduate Professional Internship and Co-op Program, Pearce Interns work on many projects during their semester-long internships, including writing, editing, marketing, event promotion, video production and graphic design. As a result, they gain valuable experience that translates to their future careers. Business and industry leaders place a premium on writing and communication skills, so whatever career the students choose, the knowledge they gain in their time with the Pearce Center will help them achieve their educational and professional goals. In 2025-2026, 34 interns from 11 majors worked on projects for 16 community and campus clients.

INTERN SKILL DEVELOPMENT

95%
gained leadership experience

90%
improved their graphic design

90%
developed journalistic interviewing skills

TOP PROJECT MANAGEMENT SKILLS

Creating project timelines based on client needs

Writing meeting agendas and summaries

Using client feedback to improve projects

Project highlight



FEED A HUNGRY CHILD

Interns redesigned a website, managed social media and filmed and edited videos for this nonprofit.



This semester has been a transformative experience. Throughout my time here, I have significantly improved my professional, media and graphic communication skills. Working with nonprofit organizations allowed me to apply what I've learned in a real-world setting, which helped me grow in unexpected ways. One of the most meaningful parts was collaborating with people who are deeply passionate about serving their communities. Their dedication inspired me and gave my work a stronger sense of purpose. It was motivating to know that the designs and communication strategies I contributed to could directly support organizations making a positive impact. Overall, this experience has helped me grow both professionally and personally!



Emily Weaver
Communication

Visual Information Design



The Visual Information Design program allows students to complete real-world multimodal communication projects with University and nonprofit clients and to peer tutor students seeking assistance with visual presentations. Interns assist clients with design-based projects including magazine design, social media management, website design, filming, video editing and marketing material creation. This experience prepares students to lead in their field, communicate and collaborate in a professional environment, work with industry-standard technology, improve their understanding and use of visual rhetoric and create client projects while maintaining their own personal style. It also allows them to support their community through projects that showcase the importance of artistry and expression and bring those values to their field and future careers. In 2025-2026, 10 interns from eight majors completed projects for five community and campus clients and provided peer tutoring for three students.

INTERN SKILL AQUISITION

100%
gained collaboration skills

100%
developed project management skills

93%
improved their software proficiencies

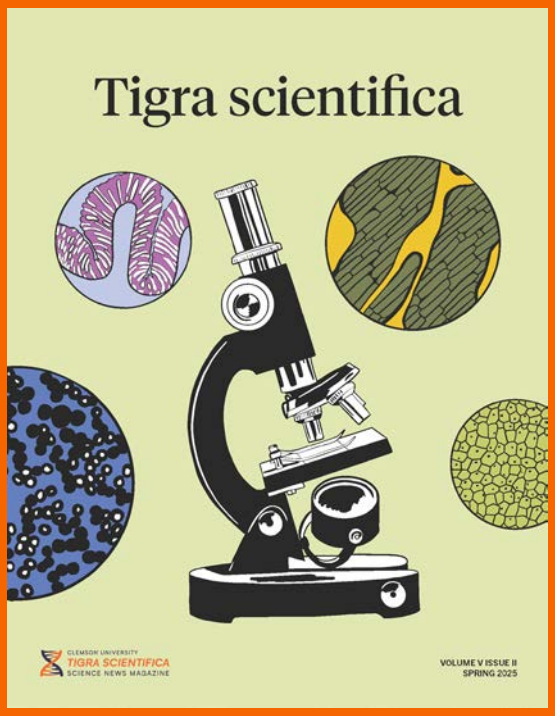
TOP WORKPLACE COMMUNICATION PROFICIENCIES

Communicating with clients directly

Presenting work to others

Leading and contributing to client meetings

Check it out!



Tigra scientifica magazine, designed and illustrated by VID interns and written by Lesly Temesvari's Creative Inquiry students, is available at pearce.caah.clemson.edu/publications.

"

As this is my fifth and final semester at VID, I can say that this internship has completely shaped my college experience. It offered me a sense of comfort and community at Clemson and made me more confident in my ability to succeed after graduation. Because of VID's wide variety of projects, I've had the chance to learn multiple design programs. I've learned how to design a website using Wix, create social media content including videos and graphics, conduct interviews and edit videos in Premiere Pro, illustrate digitally using Photoshop and Illustrator and build magazines using InDesign. In addition to this, I've made friendships that will last a lifetime!



Jessica Sandor
Art

Graduate WAC Fellows



The Graduate WAC Fellows program assists graduate teaching assistants from all disciplines increase the amount of and improve the quality of writing that occurs in their undergraduate classrooms. First-semester fellows practice writing across the curriculum strategies, which focus on teaching writing and writing practice. Second-semester fellows emphasize writing in the disciplines, focusing on writing for professional purposes and learning to write as a member of a disciplinary discourse community. The two semesters are interrelated, with assignments and workshops covering similar material from different perspectives. This training often has the advantage of improving the fellows' own writing skills as well. The program has grown substantially from its pilot 2017-2018 year with 10 students enrolled. In 2025-2026, 20 graduate students from 15 departments participated in the Grad WAC Fellows program and taught 507 undergraduate students.

GRADUATE COMMUNICATION SKILL DEVELOPMENT

92%
improved their ability to write for various audiences

87%
gained skills in editing and revising their own work

80%
developed confidence communicating research with general audiences

Did you know?

Grad WAC Fellows consistently maintains a waitlist of interested students. Many of them learn about the fellowship from colleagues who completed the program or advisors whose students benefited from their time with the Pearce Center.

TOP TEACHING SKILLS GAINED

- Using writing to prompt students' critical thinking
- Reflecting on their teaching and pedagogy
- Designing attitude surveys
- Creating workshop assignments

"Being a Grad WAC Fellow has been a valuable and rewarding experience. One of my biggest takeaways was learning how to support students from a wide range of disciplines, which strengthened my ability to explain complex scientific ideas. I also realized how important structured writing guidance is for students, particularly those in STEM fields who may not receive extensive writing training in their coursework. This experience not only enhanced my teaching and communication skills but also helped me reflect on my own writing habits and areas for growth, and overall, the fellowship deepened my appreciation for writing as a collaborative process.



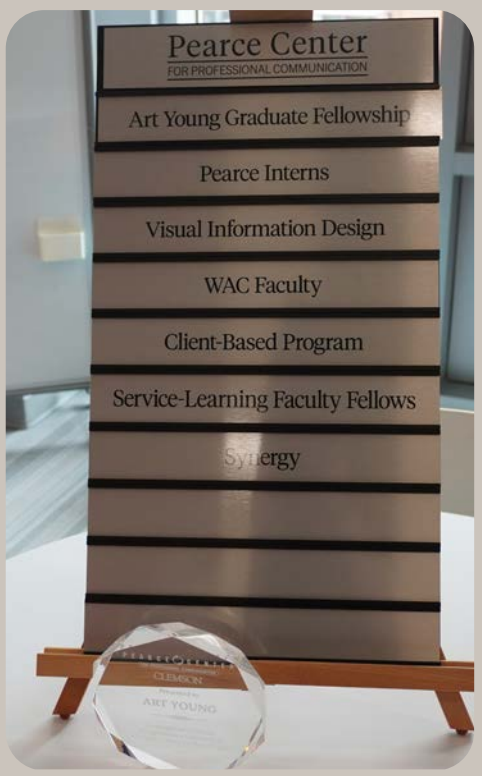
Sajib Kumar Mohonta
Physics

Art Young fellowship celebration

In May 2026, the Pearce Center's Grad WAC Fellows program was renamed the Art Young Graduate Fellowship. This longstanding and thriving graduate program helps graduate teaching assistants from disciplines University-wide incorporate writing within their classrooms and often improves the fellows' own writing as well. Every semester, the program trains about 24 graduate students and affects hundreds of undergraduate students. With Young's dedication to writing across the curriculum and writing in the disciplines at Clemson, it is only fitting that the program was renamed in his honor.



Young is the former Robert S. Campbell Chair and professor emeritus of English at Clemson University and a valuable member of the Pearce Center and the University as a whole. He was essential to the establishment of the Pearce Center, working with Roy and Marnie Pearce to secure the initial donation, and as endowed chair worked closely with the center director and staff. He founded and coordinated Clemson's award-winning communication across the curriculum program, and his work with that program secured Clemson's College of the Year award by Time magazine in 2001. He encouraged real-world applications of learning and writing and supported students and colleagues alike.



Young's vision, dedication and innovation guided the Pearce Center for many years, and the center continues in many of the principles he set in motion. For his commitment to the Pearce Center, for his contributions to communication and writing across the curriculum and for his ongoing mentorship and support, the Pearce Center is delighted to honor Young with a permanent place in our programming.







Clemson's College of the Year award was a huge celebration across campus. Pictured above are some memorabilia still on display at the Pearce Center.

WAC Faculty



Pearce Center's WAC Faculty continued its seventh year as a group dedicated to educating others in writing across the curriculum and writing in the disciplines practices to further the use and practice of writing in classrooms of all disciplines. To this end, WAC Faculty co-teach the Grad WAC Fellows program with Cameron Bushnell, focusing on ways graduate students can integrate writing practices into the undergraduate classes that they teach. The group educates graduate teaching assistants on how to implement low-stakes writing, rubric design and assessment strategies within existing syllabi and how to write professionally within the students' disciplines. In 2025-2026, three faculty members from one department taught 20 graduate fellows and hosted seven workshops on topics in WAC and WID for graduate students across campus.

"The cross-disciplinary conversations and comparisons were especially enjoyable for me, and I've learned that working with graduate students and a talented co-instructor never ceases to inspire me."

Katalin Beck, Interdisciplinary Studies

MOST VALUABLE WAC PRINCIPLES TO INSTRUCTORS

Writing is integral to learning

Writing develops critical thinking that enhances disciplinary knowledge

Writing prepares students to enter professional discourse

Did you know?



WAC Faculty member Phil Randall won the 2026 Professional Writing and Communication Award in recognition of exceptional leadership, multimodal communication skills and student engagement.

Write to learn could be our motto, and I have promoted that value for years as part of the WAC Faculty for many reasons. First, we get to know graduate students from around the world. They provide cultural insights I would never gain without them and have taught me so much. Also, we're making Clemson's undergraduate studies stronger. WAC builds every aspect of critical thinking: how to think, analyze and communicate more effectively. Being a WAC Faculty member today means benefiting another generation of Tigers. Learning is an exciting adventure; everyone at the Pearce Center is both a teacher and learner, which makes it an exciting place to be.



Phil Randall
Interdisciplinary Studies

Client-Based Program



Pearce Center's Client-Based Program, created by the late Summer Smith Taylor in 2003, matches Clemson classes with local clients who need communication deliverables. More than 6,478 students and 58 faculty have participated in the CBP since its inception, producing quality projects for approximately 365 clients. Students in CBP classes work in teams to create the deliverables needed, including instruction manuals, websites, poster presentations and radio advertisements. The program is designed to help students learn communication skills that will transfer to the workplace. Students are exposed to the complexities of real audiences with actual needs, and they learn to solve problems through writing and communication. During the 2025-2026 academic year, three Clemson instructors participated in the CBP, and 108 students were able to gain professional, real-world experience by working with five clients on Clemson's campus and in the surrounding Clemson area.

"

I believe this project was important because it gave me a real-world experience that a typical class assignment can't fully replicate. Working with an actual client made the work feel meaningful and pushed me to think beyond just getting a grade. I learned how to adapt when things changed, how to communicate more professionally and how to balance different expectations at once.



Brooke Voakes
Marketing



STUDENT SKILL ACQUISITION THROUGH CLIENT-BASED WORK

100%
improved their ability to work on a team toward a common goal

95%
became better communicators in a professional and classroom settings

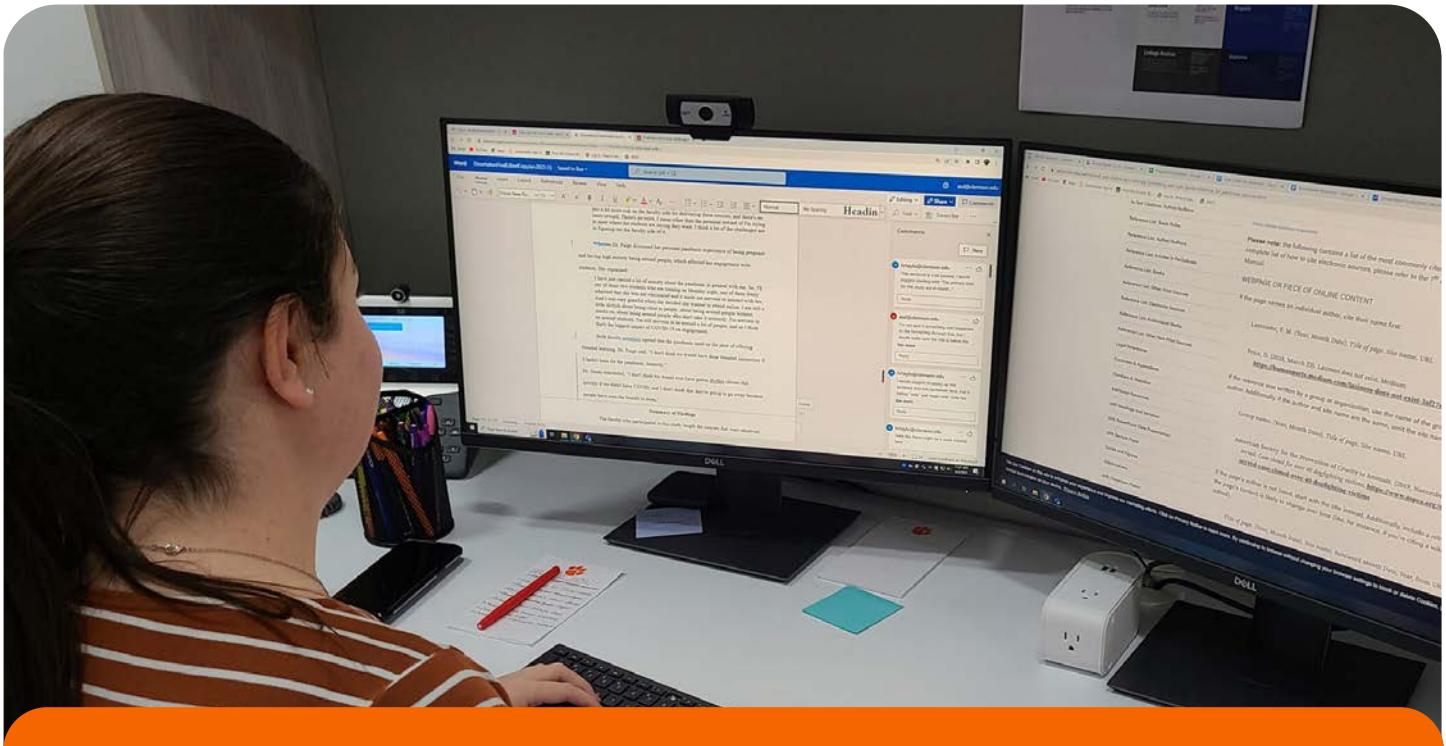
95%
improved their understanding of class concepts through real-world application

> I was happy to see my Generation Z students, known for telephobia, begin to gain more confidence and get over their reluctance to approach business owners unsolicited (on the phone and in person) and get them to talk. I also learned that if you provide the structure and format to hold students accountable for the work, many will rise to the occasion and begin to grow and learn as young adults and professionals.



Mike Pulley
English

Professional Editing at Pearce



Created to meet the needs of graduate students, junior faculty and community members who need editing and copyediting assistance, Professional Editing at Pearce is a low-cost option for academic documents that are nearing publication. PEP assists with a variety of editing needs, from proofreading to document reorganization. In order to get their documents ready for publication, clients are able to bring the same work to PEP up to three times for one price, which allows them to make edits based on PEP's feedback and then work with the editors again to perfect the writing. PEP also works with graduate students long term as they write dissertations. This partnership often improves the students' writing as they integrate the editors' feedback while continuing to write chapters. This year, PEP's editor completed three editing projects with both on-campus and community clients.

EDITING OUTCOMES

130,375
words edited

3
publication-ready documents

$3,551
saved by clients

Project summaries

Faculty manuscript

PEP worked with a former Clemson faculty member now employed at Louisiana State University to prepare his manuscript for publication with Routledge. The 70,000-word manuscript focuses on how city planning can help mitigate the risks of another global pandemic like COVID-19. The editor polished the manuscript for publication, helped create chapter summaries, edited references and much more in preparation of the final submission.

Doctoral dissertation

PEP worked with a Clemson faculty member receiving her doctorate in educational philosophy. The editor read and reviewed three chapters of her dissertation on student engagement with career services for clarity, concision and adherence to recommended style guidelines.

Doctoral dissertation

The PEP editor helped a doctoral candidate in teaching and learning with her dissertation on supporting culturally- and linguistically-diverse classrooms. The editor read and reviewed the five-chapter project for clarity, repetition and grammatical errors in addition to formatting and adherence to recommended style standards.

Did you know?

PEP editing prices start as low as 1 cent per word for Clemson graduate students, making it extremely affordable for master's and doctoral students to work with an editor on their thesis or dissertation prior to their defense.

Workshops and events



The Pearce Center is committed to enhancing the cultural and intellectual climate of Clemson University. To this end, the Pearce Center regularly organizes events that encourage hands-on learning and application and introduces students and faculty to nationally and internationally recognized figures in fields such as communication, education, government, journalism, marketing, public relations and publishing. This year, in partnership with the Department of Communication, Faculty Career Advancement, GRAD 360° and the Richard A. McMahan School of Architecture, the Pearce Center put on 13 workshops for faculty and graduate students focused on writing, communication, experiential learning and grant writing.

From to-do to done workshop

In partnership with Faculty Career Advancement, the Pearce Center hosted a half-day workshop to help faculty prioritize writing during the semester. The workshop included structured, distraction-free writing time and a session of tips and tricks to support goal setting and consistent writing during busy seasons.



GRAD 360° workshop series

The WAC Faculty, along with director Cameron Bushnell and assistant director Ashley Fisk, put on a series of eight workshops for graduate students through GRAD 360°. Topics included active learning, writing across the curriculum, writing in the disciples, experiential learning in the classroom and ethical considerations of artificial intelligence use.



Grant writing workshop

The Richard A. McMahan School of Architecture hosted a dedicated day for research and grant development alongside the Office of Research Development, Clemson Libraries and the Pearce Center. Cameron Bushnell gave a presentation on the importance of storytelling in grant writing and tips for revision.



2026 faculty writing retreat

With dedicated writing time, a launch presentation on building sustainable writing practices, and a lunch-and-learn on goal setting, this retreat focused on supporting faculty scholarly writing. Keynote speaker Lindsey Harding, director of the Writing Intensive Program at the University of Georgia, framed writing as a central intellectual practice and provided tools to maintain momentum.



Pearce Center staff



Cameron Bushnell
Director



Ashley Fisk
Assistant Director



Sarah Costley
Program Coordinator



Allison Daniel
Professional Communications Specialist

Name	Major	Program
Aakriti Joshi	Biological Sciences	Graduate WAC Fellows
Aga Skrodzka	Interdisciplinary Studies	Faculty Advisory Council
Alexis Ash	English	Pearce Interns
Alyssa Dolina	English	Pearce Interns
Amadea Friedl	Pre-Business	Pearce Interns
Amanda Cooper Fine	Marketing	Faculty Advisory Council
Amara Onoh	Biochemistry and Molecular Biology	Graduate WAC Fellows
Anna Katelynn Hayes	Management	Pearce Interns
Anna Muma	Psychology	Pearce Interns
Annie McDonough	Communication	Pearce Interns
Arya Desai	Management	Pearce Interns
Brianna Bullard	Marketing	Pearce Interns
Bridget Pritchard	Marketing	Pearce Interns
Carly Sanders	English	Pearce Interns
Caroline Fullem	Communication	Pearce Interns
Casey O'Brien	Sports Communication	Pearce Interns
Cecilia Fulmer	Communication	Pearce Interns
Chase Preston	English	Pearce Interns
Chelsea Murdock	English	Faculty Advisory Council
Dave Blakesley	Interdisciplinary Studies	Faculty Advisory Council
Ebere Loretto Anozie	Forest Resources	Graduate WAC Fellows
Ella Fales	Horticulture	Visual Information Design
Ellie Tucker	Visual Arts	Visual Information Design
Elsie Lukens	Marketing	Pearce Interns
Emily Pautler	Architecture	Visual Information Design
Emily Weaver	Communication	Pearce Interns
Grace Gstell	Communication	Pearce Interns
Gugu Selela	Interdisciplinary Studies	WAC Faculty
Hailey Herzog	Marketing	Visual Information Design
Hannah Hardy	Communication	Pearce Interns

Hazim Alzorgan	Computer Science	Graduate WAC Fellows
Heather Williams	English	Client-Based Program
Homa Khakan	Industrial Engineering	Graduate WAC Fellows
Innocent Kahigana	Parks, Recreation and Tourism Management	Graduate WAC Fellows
Jessica Sandor	Art	Visual Information Design
Jordan Frith	English	Faculty Advisory Council
Julia Galbally	English	Pearce Interns
Juliette Fleck	Anthropology	Visual Information Design
Kafayat Adesina	Teaching and Learning	Graduate WAC Fellows
Katalin Beck	Interdisciplinary Studies	WAC Faculty
Kate Shealy	Communication	Pearce Interns
Kathrine Brazgel	English	Pearce Interns
Kylie Deweese	Sports Communication	Pearce Interns
Lesly Temesvari	Biological Sciences	Faculty Advisory Council
Madeline Roberts	English	Pearce Interns
Madison Jones	Criminal Justice	Pearce Interns
Maggie Stack	Criminal Justice	Visual Information Design
Mary Jean Barsch	Psychology	Visual Information Design
Mary O'Dwyer	English	Pearce Interns
Mary Provost	Elementary Education	Pearce Interns
Matin Tabarhoseini	Mechanical Engineering	Graduate WAC Fellows
Matthew Davis	Marketing	Pearce Interns
Megan Ingerslew	Art	Visual Information Design
Mike Pulley	English	Client-Based Program
Milad Jafari	Construction Science and Management	Graduate WAC Fellows
Mobin Habibpour	Computer Engineering	Graduate WAC Fellows
Morohunkeji Orija	Teaching and Learning	Graduate WAC Fellows
Narayan Kandel	Computer Science	Graduate WAC Fellows
Negin Nazari	Industrial Engineering	Graduate WAC Fellows
Nikki Dolfis	Economics	Pearce Interns
Olalekan Tunde-Ajayi	Parks, Recreation and Tourism Management	Graduate WAC Fellows
Oluwatobi Olaniyi	Wildlife and Fisheries Biology	Graduate WAC Fellows
Phil Randall	Interdisciplinary Studies	WAC Faculty
Reagan Brawley	Marketing	Pearce Interns
Rhondda Thomas	English	Faculty Advisory Council
Sachet Khatiwada	Civil Engineering	Graduate WAC Fellows
Sajib Kumar Mohonta	Physics	Graduate WAC Fellows
Sally Cease	Art	Visual Information Design
Sammy Sirover	Political Science	Pearce Interns
Savannah Cherry	Marketing	Pearce Interns
Serena Johnson	English	Pearce Interns
Shreeya Sharma	Animal and Veterinary Sciences	Graduate WAC Fellows
Simmons Weaver	Marketing	Pearce Interns
Suman Dhamala	Civil Engineering	Graduate WAC Fellows
Vida Nazar	Bioengineering	Graduate WAC Fellows
Whitney Wilson	Communication	Pearce Interns

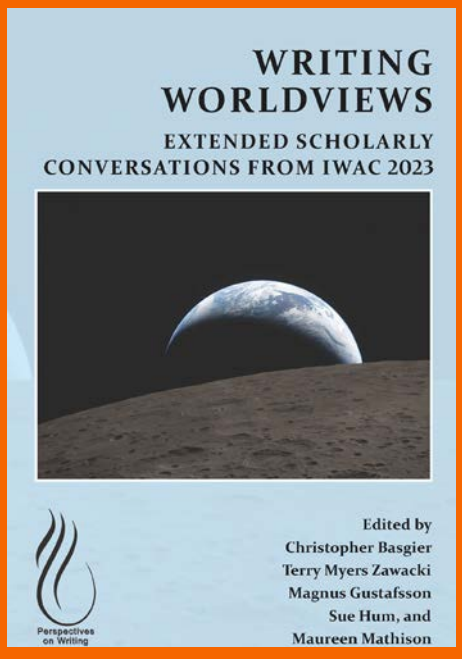
Clients and community partners

Client	Program
BRIEF	Pearce Interns
Clemson Career Innovation Lab	Client-Based Program
Clemson Libraries' Special Collections and Archives	Pearce Interns
College of Arts and Humanities	Pearce Interns
Collins Family Ministries	Pearce Interns
Community Foundation of Greater Clemson	Pearce Interns
CU Navigate	Visual Information Design
Cultivate San Antonio	Visual Information Design
Department of Interdisciplinary Studies	Visual Information Design
Division of Student Affairs	Client-Based Program
Feed a Hungry Child Pickens County	Pearce Interns
Healing Bridges Counseling Center	Pearce Interns
Office of Teaching Effectiveness and Innovation	Client-Based Program
Osher Lifelong Learning Institute	Pearce Interns
Pearce Center for Professional Communication	Visual Information Design
Pearce Center for Professional Communication	Pearce Interns
Pickens County Courier	Client-Based Program
Pickens County Habitat for Humanity	Pearce Interns
Predestined Outreach	Pearce Interns
Ripple of One	Pearce Interns
Tiger Tales	Pearce Interns
Tigra scientifica	Visual Information Design
University Professional Internship and Co-op Program	Pearce Interns
Upstate Education & Opportunity Foundation	Client-Based Program
Upstate Education & Opportunity Foundation	Pearce Interns
Young Voices of the Foothills	Pearce Interns



Want to hear more from Cameron?

Check out her chapter, "WAC: The research university's mezzaterra," in the WAC Clearinghouse's "Writing Worldviews: Extended Scholarly Conversations from IWAC 2023" book!



Available at wacclearinghouse.org/books/perspectives/worldviews/.

Letter from the director

Dear friends and colleagues,

At the end of a decade of service as director of Pearce Center, I will be stepping down as of June 30, 2026. In this last letter, I would like to take the time to recognize and thank those who have helped me in a successful tenure here.

It has been my pleasure and honor to get to know the family of our primary donors, Roy and Marnie Pearce, particularly the Pearces' granddaughter, Ms. Walker Buxton. This past year, Walker and I have had several chances to meet and converse, for which I am grateful. And of course, we are indebted to her and her family's legacy for the very existence of the Pearce Center. Thank you, Walker!

It was a tremendous honor to be able to rename our graduate program the "Art Young Graduate Fellowship" in recognition of my colleague. Art Young, Ph.D., contributed to Clemson's nationally recognized writing in the disciplines programs; he was not only responsible for bringing writing across the curriculum to Clemson University in the late 1980s, but he also arranged the original grant from the Pearce family. A career highlight, among many, included the recognition of his communication across the curriculum program in 2000, resulting in Clemson University earning Time magazine's College of the Year award.

I've had the great good fortune to work with outstanding WAC Faculty, including Katalin Beck, Phil Randall and Gugu Selela, who have helped me develop and shape the graduate fellows program from its humble beginnings to a two-semester training that engenders student confidence in the classroom and in their own writing.

Without doubt, the greatest privilege has been to work with Pearce Center staff — Sarah Costley and Allison Daniel — over the entire decade of my service. I want to recognize their diligent work, their creativity and innovation, their ability to figure out how best to accomplish the work we set for ourselves and their energetic implementation of those ideas with meticulous attention to detail and abundant good cheer.

My last heartfelt thanks goes to the Pearce Center's assistant director, Ashley Fisk, into whose capable hands I am leaving Pearce Center. I understand from hearing her ideas in this period of transition that she is going to undertake exciting programming that continues our good work and greatly expands our community outreach and efforts in service learning.

With sincere thanks to all above and to you, dear readers,

Cameron Bushnell

THANK YOU

