

2016

UPIC Magazine, Issue 5

Center for Career and Professional Development

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CONTENTS

ISSUE 5

- 2 **A LOOK AT OUR PAST**
- 4 **HISTORY TIMELINE**
- 6 **MEET THE UPIC STAFF**
- 8 **OUR 5-YEAR JOURNEY**
- 10 **HOW FAR HAVE WE COME?**
- 12 **CORE COMPETENCIES**
- 14 **THE POWER OF MENTORSHIP**
- 16 **UPIC MENTORS**
 - Dhruv Jain (16)
 - Julie Vidotto (18)
 - Brian Callahan (20)
 - Lisa Robinson (22)
 - Ashley Hall (24)
- 26 **Q+A: MATTHEW KIRK AND SAVANNAH HENDERSON**
- 28 **THE POWER OF INTERNSHIP**
- 30 **UPIC INTERNS**
 - Joey Wilson (30)
 - Sarah Dorsey (32)
 - Curtis Beck (34)
 - Erin Hughes (36)
 - Nicole Dunne (38)
 - Brianna Berry (40)
 - Mason Hill (42)
 - Jonah Robison (44)
 - Edward Stello and Brett Kelly (46)
 - Scott Groel (48)
 - Allyson Walters (50)
 - Trevlonta Peoples (52)
 - Emily Blackshire (54)
- 56 **UPIC ALUMNI**
 - Summers Binnicker (56)
 - Paul Mosher (58)
 - Réven Smalls (60)
- 62 **Q+A: BETHANY GROGAN AND MEAGAN HUFF**

UPIC MAGAZINE INTERNS

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Ashley Hill, *Copy Editor*
Amanda Walker, *Photographer*
Danielle Gill, *Photographer*



CLEMSON
INTERNSHIP PROGRAMS

Part of the Center for Career and Professional Development

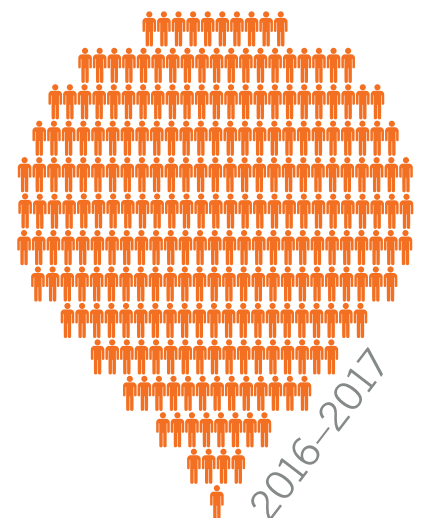
A LOOK AT OUR

In 2011, former Clemson University President James Barker and then-Provost Dr. Dori Helms had a vision for an on-campus internship program that would accomplish a handful of objectives:

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

We started with 20 interns in spring 2012 with a goal of reaching 500 annually by the year of 2020. We have surpassed our goal and more than 915 internships were offered for 2016–2017.

 = 4 Interns



PAST

The University had ambitious goals for this initiative. With no existing framework, personnel or budget, then-Provost Helms wanted the program to offer 500 internships by the year 2020. After running a pilot group of 20 existing interns through the program in spring 2012, the full version of the program began in earnest that summer, and was christened the University Professional Internship/Co-op (UPIC) program shortly thereafter. The program was wildly successful. Within a year of its inception, the Chronicle of Higher Education boasted about UPIC's success, and dozens of other schools inquired about how to start similar initiatives on their campuses.

This national attention didn't go unnoticed back in South Carolina. In October 2013, the state Legislature said it valued UPIC so much it would provide Clemson with \$1 million in 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 even more students, and more than 915 assignments will take place by the end of the 2016–2017 academic year.

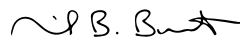
This program's success isn't confined to just participation numbers; however, data shows UPIC students are much more likely to find jobs upon graduation, and many have accepted full-time positions with the University and now serve as UPIC mentors. UPIC students have worked on projects for start-up companies through NEXT, the

Regional Economic Development Center (REDC), and other such entrepreneurial enterprises, which is surely pleasing to those interested in Clemson's economic engagement in the state.

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 the program.

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 five short years ago, the best is yet to come.



Neil Burton
CCPD Executive Director

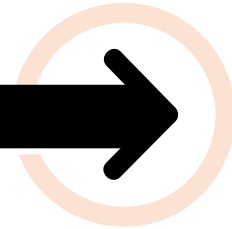


HISTORY TIMELINE

2011

President Barker, Provost Helms and others seek to enhance student engagement.

The on-campus internship program added to Clemson's 2020 Road Map.



2012

Program officially named University Professional Internship/Co-op (UPIC) Program.

UPIC office set up in the Hendrix Student Center (Suite 314).

UPIC featured in The Chronicle of Higher Education.

2013

New marketing plan and advertising materials created to promote growth.

UPIC introduced Intern Orientation and Mentor Lunch and Learn Sessions.

First issue of the UPIC newsletter, "UPIC It Up," produced.

2014

Online UPIC mentor training module posted at clemson.edu/career.

Two full-time, temporary positions joined the UPIC staff.

An article about UPIC featured in the Clemson Newsstand.

2015

Partnership with the Office of Financial Aid leveraged Federal Work-Study funds, increasing participation.

Collaboration with the Support, Opportunity, Achievement and Retention (SOAR) Institute allowed Pell-eligible, first-generation student involvement.

UPIC offered a record-breaking 826 experiences.

2016

UPIC interns are found to be 20 percent more likely to have a job upon graduation.

UPIC broke another record by offering 915 annual experiences.

15-to-1 applicant-to-position ratio spoke to the popularity and competitiveness of the program.

Many departments fund 100 percent to accommodate high internship demands.

UPIC Assistant Director hired; UPIC increases to four full-time employees and a Graduate Assistant (GA).

Academic Internship course (INT) introduced as part of the UPIC program.

University received nonrecurring funding and set a new goal of 635 annual experiences in 2014.

UPIC on track to meet expansion goal of at least 600 annual experiences.

UPIC Magazine launched its inaugural issue.

More than 181,757 hours worked on campus by UPIC students.

UPIC played a major role in securing Clemson's Association of Public Land-grant Universities (APLU) Innovation & Economic Prosperity Award

Partnership with Athletics and Clemson Football established to offer more student-athlete opportunities.

948 site visits were conducted by UPIC staff members.

MEET THE **UPIIC** STAFF



Nicole Dunne

Marketing Intern

Interests: communications, marketing and public relations

Education: Clemson University

RESPONSIBILITIES:

Creates the monthly newsletter and marketing materials, communicates with UPIC mentors and interns, and answers questions about UPIC.



Audrey Groux

Graduate Assistant

Interests: soccer, zumba and musicals

Education: University of Maryland, Clemson University

RESPONSIBILITIES:

Assists with internship site visits and provides career development counseling.



Toni Hedden

Program Coordinator

Interests: good campfires and outdoor activities

Education: Western Carolina University

RESPONSIBILITIES:

Coordinates payroll, orchestrates emails and assists interns with hours.



Lisa Robinson

Assistant Director

Interests: international travel

Education: Cornell University, Boston College Law School

RESPONSIBILITIES:

Conducts site visits, assists with mentor and intern training and provides career development counseling.



Caren Kelley-Hall

Associate Director

Interests: Charleston Fashion Week and technology

Education: Lander University, Clemson University

RESPONSIBILITIES:

Instructor for UPIC internship courses, conducts site visits and provides advising and counseling.



Troy Nunamaker

Director of Graduate and Internship Programs

Interests: automobile history and national parks

Education: Wittenberg University, Clemson University

RESPONSIBILITIES:

Manages internship programs and budgets, assesses program effectiveness and provides career development counseling.



Jenna Tucker

Assistant Director

Interests: concerts, travel and reading

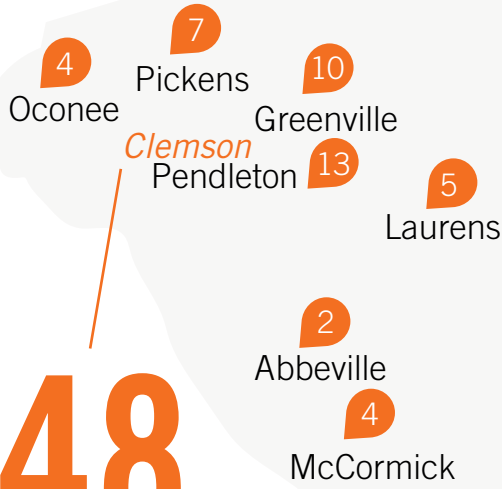
Education: Clemson University

RESPONSIBILITIES:

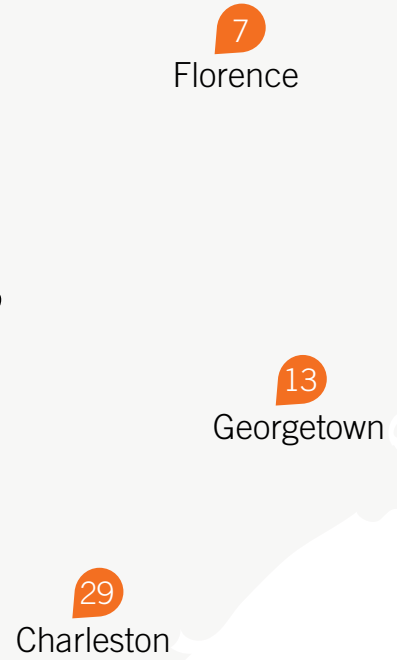
Assists with intern and mentor training, conducts UPIC site visits and provides career development counseling.

248

of 346 Fall 2016 Interns were located near or on Clemson's main campus.

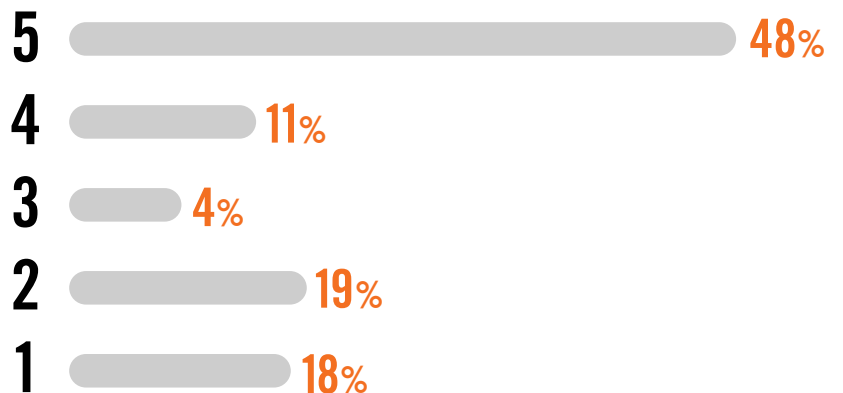


FALL 2016 WHERE ARE OUR INTERNS LOCATED?



MENTOR RETENTION FALL 2016

Duration (Semesters)

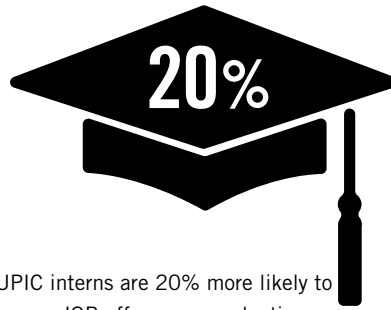


From Summer 2016 to Fall 2016 the number of new mentors increased by **16%**.

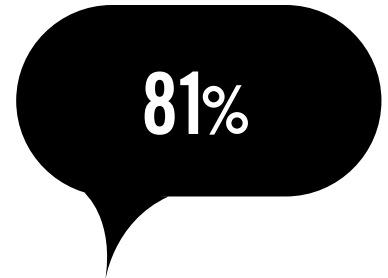
OUR 5-YEAR



100% of fall 2016 UPIC interns discuss in detail their PERSONAL and PROFESSIONAL DEVELOPMENT during their internship experience.



UPIC interns are 20% more likely to have a JOB offer upon graduation.

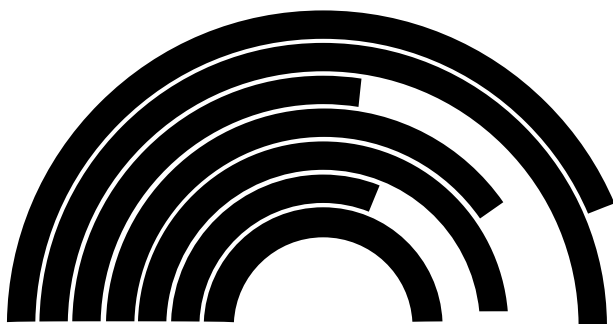


81% of UPIC interns rate their level of proficiency in COMMUNICATION as advanced or expert.

“Coming into this internship, I was unsure of my public speaking skills and rarely took initiative. Now, I am confident speaking in front of a room of people, and I rarely hesitate to take initiative.”
— Fall 2016 UPIC Intern



100% of fall 2016 UPIC interns describe MAJOR PROJECTS completed throughout the semester.

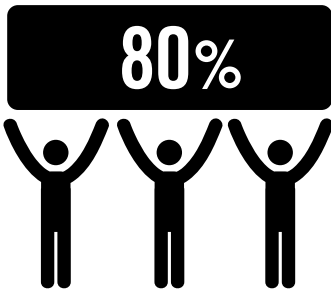


FALL 2014 — 303
SPRING 2015 — 349
SUMMER 2015 — 197
FALL 2015 — 290
SPRING 2016 — 342
SUMMER 2016 — 227
FALL 2016 — 346

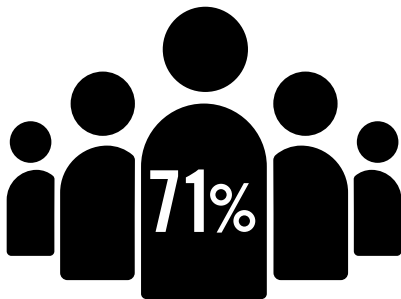
2,054 TOTAL UPIC EXPERIENCES and COUNTING

JOURNEY

TOTAL UPIC HOURS and COUNTING



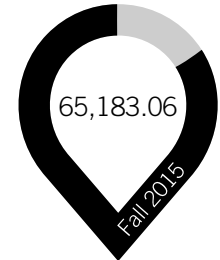
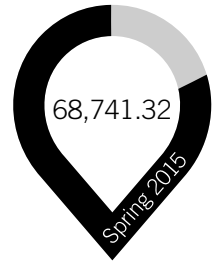
80% of UPIC interns rate their level of proficiency in COLLABORATION as advanced or expert.



71% of UPIC interns rate their level of proficiency in LEADERSHIP as advanced or expert.

TOTALING

432,974.89



HOW FAR HAVE WE COME?

Data reported from fall 2014 through summer 2016.

95% of UPIC mentors rated how their intern performed during the internship term in regards to degree of ENTHUSIASM, INTEREST and ENGAGEMENT in internship placement as “good” or “outstanding.”

95% of UPIC mentors rated how their intern performed during the internship term in regards to an ability to THINK CRITICALLY and ANALYTICALLY as “good” or “outstanding.”

76% of UPIC interns rate their level of proficiency in ANALYTICAL SKILLS as “advanced” or “expert.”

74% of UPIC interns rate their level of proficiency in **BRAND** as “advanced” or “expert.”

95% of UPIC mentors rated how their intern performed during the internship term in regards to ability to grasp **NEW KNOWLEDGE, CONCEPTS** and **SITUATIONS** as “good” or “outstanding.”

95% of UPIC mentors rated how their intern performed during the internship term in regards to understanding of **PROFESSIONAL** and **ETHICAL RESPONSIBILITY** as “good” or “outstanding.”

78% of UPIC interns rate their level of proficiency in **SELF-AWARENESS** as “advanced” or “expert.”

83% of UPIC interns rate their level of proficiency in **INTEGRITY & ETHICS** as “advanced” or “expert.”

70% of UPIC interns rate their level of proficiency in **TECHNOLOGY** as “advanced” or “expert.”

95% of UPIC mentors rated the student intern’s overall **PERFORMANCE** during this internship term as “good” or “outstanding.”

86% of UPIC interns rate their level of proficiency in **ADAPTABILITY** as “advanced” or “expert.”

CORE COMPETENCIES



CLEMSON SUPPORTS THE INNOVATION OF STUDENTS

Mindset – Clemson wants to empower students to achieve their educational and professional goals. To be successful in life after Clemson, students will need to polish skills they already have, develop skills they don't and apply them in a variety of settings. This tool will help students identify how to unleash their inner tiger.

Why – Employers and graduate/professional schools want students to demonstrate the knowledge, skills and attitude (a.k.a. competency) necessary for success in their respective environments.

Who – Students play the pivotal role, but Clemson will provide opportunities to develop skills essential to their success.

What – For these key competencies, Clemson has defined five proficiency levels: awareness, basic, intermediate, advanced and expert.

Where – While at Clemson, students will have opportunities to develop these competencies through classes, clubs, organizations, internships, co-ops, part-time jobs, assistantships, Creative Inquiry, research, study abroad, volunteering, special projects and more.

When – Students will take steps throughout the year to increase their proficiency in multiple competencies.

How – Students can go through the Learn, Act, Flex, Succeed Cycle to gain proficiency in these or any other competencies.

CORE COMPETENCIES

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.

COLLABORATION

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

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.

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.

ANALYTICAL SKILLS

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

TECHNOLOGY

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

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.

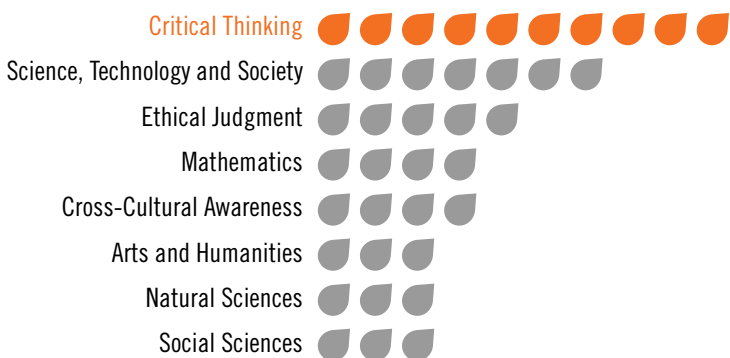
INTEGRITY & ETHICS

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.

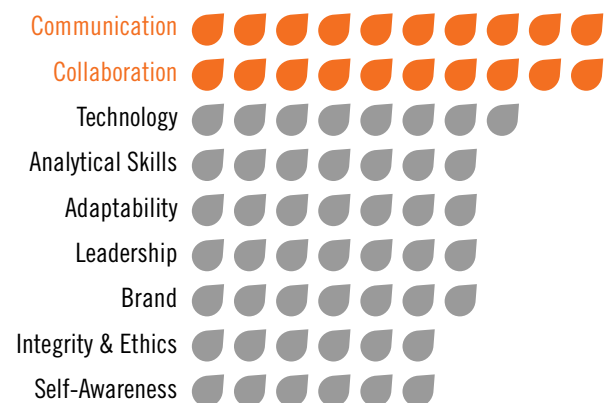
BRAND

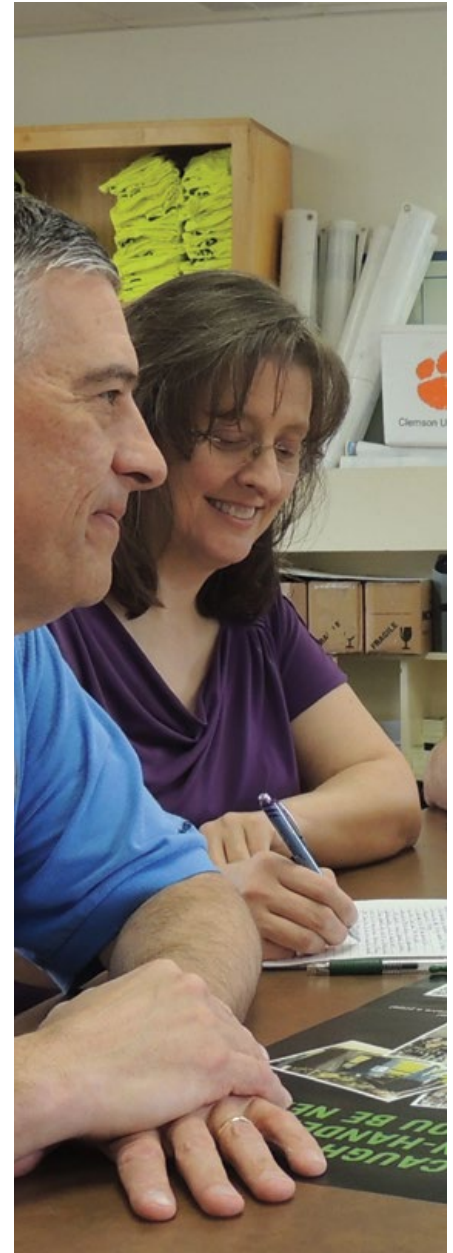
Demonstrating the continual development of a positive impression or image in every facet of life while seeking feedback from others to ensure congruence between one's intended and perceived reputation.

Interns cited CRITICAL THINKING more frequently than any other aptitude on the end of semester surveys during six consecutive semesters.



Mentors ranked COMMUNICATION and COLLABORATION from the nine competencies as the top-two strengths of fall 2016 UPIC interns.





THE POWER OF MENTORSHIP

Almost everyone can think back and credit a mentor who enriched their professional development and helped them achieve success in their career. A mentor is someone who guides and gives advice, someone who knows how intimidating it can be to learn something new and find a place in the professional world. Learning is a lifelong process and sharing that process with others can be rewarding and fulfilling. It can make a tremendous impact on the lives of both the mentor and the mentee. Through mentorship from Clemson University faculty and staff, the UPIC program provides engaging learning experiences for students, an important initiative of the University's ClemsonForward strategic plan.



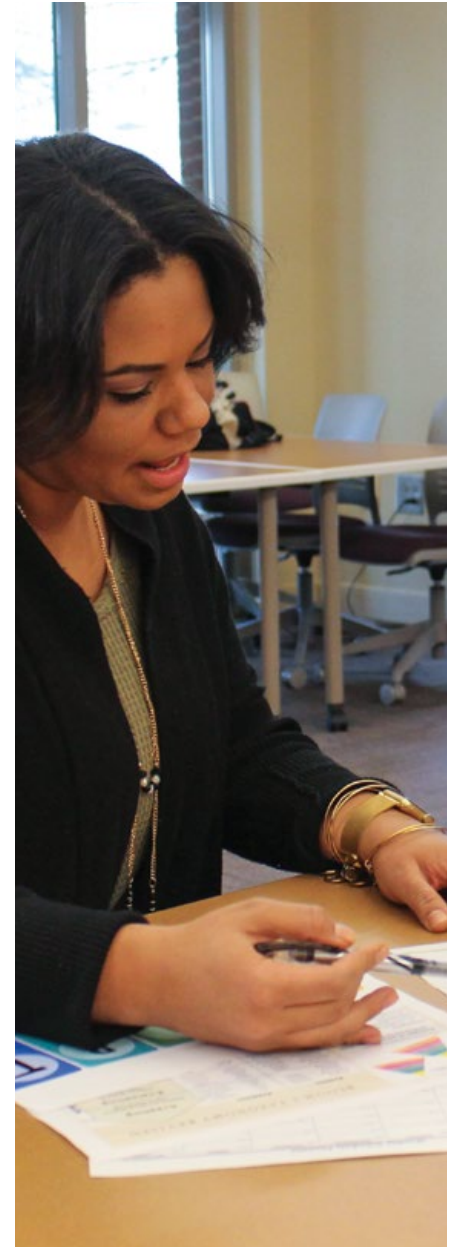
Engagement is an area of student development in the Center for Career and Professional Development's (CCPD) Core Competencies. Along with two additional areas, Innovation and Professionalism, the Core Competencies are designed to give students a variety of tools for success as a professional. Communication, adaptability and self-awareness are just some examples of the skills students learn through the Core Competencies (to view them all visit clemsoneu/career/core). UPIC mentors also have the Core Competencies in mind when assigning tasks and giving feedback to their interns.

It is a big responsibility to become a mentor, but a responsibility that is not without great merit. Mentoring not only helps students, but also those that chose to mentor. Through the power of mentorship, mentors can reflect on their own goals and work toward furthering their professional development. In five years of the UPIC program, mentors have shown they are eager to share their experiences and lend advice to students. Most UPIC mentors have shared moments where their own mentors inspired, motivated and encouraged their professional journey.



As you will read throughout the pages of this five-year, commemorative edition of the UPIC magazine, mentorship involves guidance and leadership as well as advocacy and relationship. From showing students how to apply knowledge and skills learned in the classroom to offering career advice and establishing next-step goals, UPIC mentors cultivate success and growth in Clemson students.

Mentorship is a one-on-one, real-time experience, allowing students to gain



valuable expertise and knowledge outside the walls of their classrooms. The success of Clemson University's UPIC program is seen through the component of mentorship — a component that gives mentors fulfillment and rejuvenation and gives students the ability to put learning into action.

“My intern consistently displays an eagerness to serve students and the Center [CCPD] and chooses to prioritize customer service. He is friendly and warm to students and has a high level of interpersonal skills as evidenced in his engaging demeanor, active listening and ability to remain present with people.”
— fall 2016 mentor

A photograph of a man with dark hair and a beard, wearing a dark blue plaid shirt, looking at a computer monitor. The monitor displays a map of India. The text 'TOPIC MENTOR' is overlaid on the left side of the image in large white letters. Below the title, the name 'Dhruv Jain' is written in a smaller white font. The background is a plain, light-colored wall.

TOPIC MENTOR

Dhruv Jain



“I learned so many things about working for a university, and I really like how I could play an important role in it all.”



Students in the UPIC program are trusted with challenging tasks that directly impact Clemson University. In many ways, the University relies on UPIC interns to help Clemson become a more innovative and outstanding place to learn and live.

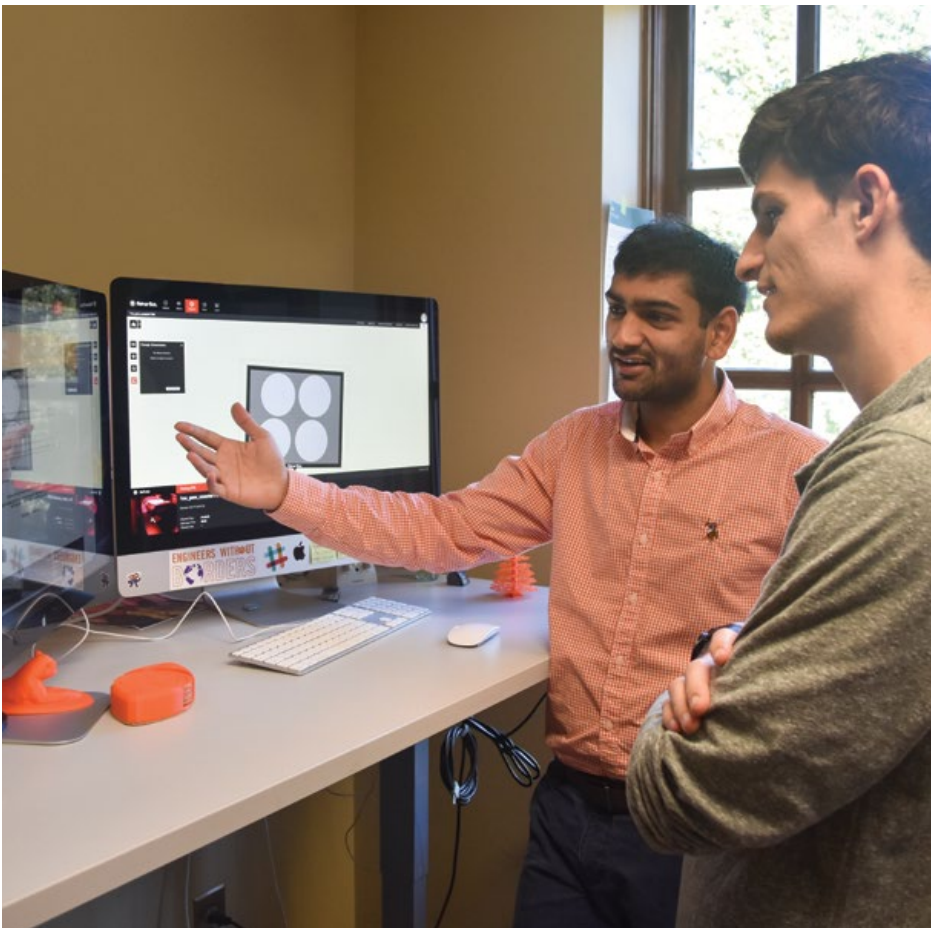
Dhruv Jain, a Clemson University and UPIC alumnus, was entrusted with a lot of responsibility as a web development intern within Student Affairs Publications. When entering this position, Jain was given the task of redesigning the website for Clemson University's Division of Student Affairs, one of the University's largest divisions.

Jain began his internship without any formal web experience and worked for two semesters as an intern. “I had no experience in web when I started, so I had to learn a bunch of things on my own,” Jain said. Working from scratch, Jain began designing and creating a new framework for the Student Affairs website that would be more interactive and engaging for students. He was the leader of the project and was also in charge of coordinating and planning with other team members. “My position required me to learn many technical skills, but it also taught me a lot about being

a leader because I was the only one leading the project,” he said. “I had to communicate with multiple departments and different team members. I was always getting feedback and going back to the drawing board to make the design better.” Having this opportunity helped Jain develop team management skills and effective communication skills.

Being able to work as a web development intern was also transformative for Jain's future career aspirations. Learning the ins and outs of website design peaked Jain's interest in the field. “I realized that I really liked the idea of website designing,” he explained. “That's how I came to the conclusion that I wanted to continue doing that as a career.” Jain's internship not only showed him that he wanted to pursue a career in the web development field, but it also showed him he was interested in working at a university. Getting exposure into cross-department planning gave Jain a clear view into university operations. He learned how departments work together to make everything function. “I learned so many things about working for a university, and I really like how I could play an important role in it all.”

As graduation approached, a full-time web development position with Student Affairs Publications opened up and he applied for the position. “Fortunately for me, everything worked out, and I started working as the full-time web developer. I couldn't be happier,” Jain said. Jain felt more prepared heading into the working world because he had already been given real-world scenarios and challenges during his UPIC experience. “If I had not had a UPIC internship, I would not have been able to get here today,” Jain said. “A big 'thank you' to the UPIC program for helping me become successful and get a job after graduation.”





UPIC MENTOR

Julie Vidotto

Many mentors in the UPIC program know first-hand how great internships can shape the trajectory of a career path, and use their own experiences to provide a solid foundation and direction for their students. Julie Vidotto, UPIC mentor and director of Clemson University's Osher Lifelong Learning Institute (OLLI), says she hopes to pass on the same kind of learning experience she had in her internships.

When Vidotto was named the director of the OLLI in 2014, her first priority was to set up an internship program within the 1,000-member continuing education program. She began in the museum and public garden career fields but said she had many internships over the course of her career path, which led her to educational leadership. Through her journey, she learned internships could have a positive impact not only on the student, but the organization as a whole. "I knew what kind of benefit a good internship program could be, so as soon as I got here, I started asking about internships," Vidotto said. "Interns that come in here [to the OLLI] get a true, real-world experience."

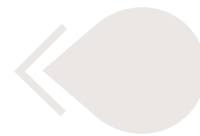
Vidotto believes that good internships begin with real accountability from the moment an intern walks through the door. "When people walk out of here the first day, they have done things of value," Vidotto explained. Working at the OLLI, interns have the same amount of responsibility as any other full-time staff member, and interns are expected to seek out their own personal projects and goals to contribute to the organization. Vidotto explains mentorship to her is about giving students space to take risks and try things on their own. "I think that a mentor is available but not a helicopter. They provide structure into which someone can explore what it is they want to do and provide resources for them, so they can make it happen." Vidotto encourages interns to think about how their work can contribute to the organization in a way that makes it better.

Over the years, UPIC interns have made significant contributions at the OLLI under Vidotto's leadership. With room to learn and grow, UPIC interns have produced impactful projects that contributed to the continued success of the OLLI. "The benefit UPIC interns bring to OLLI is everything. They bring true improvement, creating real products and programs that move us forward in a way that we would not have been able to without our interns," Vidotto said. Interns challenge the

OLLI to continue developing into a better organization and never cease to ask questions.

Working closely with interns has aided in Vidotto's growth as a professional as well. "The interns give me energy that kicks me into gear. Having them around excites me all over again about the work I am doing," Vidotto said. "They teach me so much about myself, and I am constantly impressed with the work they do, especially because most of what they do is outside of my expertise." Having a UPIC internship with the OLLI is not only a useful experience for students, but it has also become an essential aspect of growth in Vidotto's vision for the OLLI. "UPIC interns hit the ground running, and they have done amazing things for us. We are a better, tighter, more responsive, more professional organization because of them."

"They teach me so much about myself, and I am constantly impressed with the work they do especially because most of what they do is outside of my expertise."



UPIC MENTOR

Brian Callahan



UPIC mentors are challenged to find and foster potential in their student interns. For Clemson alumnus Brian Callahan, being a UPIC mentor means giving students the same kind of opportunities he had in college that helped make him successful in his career.

Callahan knows firsthand how important college internships can be. Callahan interned with Clemson Cooperative Extension when he was a student at Clemson. His internship with Cooperative Extension not only shaped what he wanted to do after graduation, but also led to his first post-graduation job. Since then, Callahan has continued to advance at Cooperative Extension and now serves as the associate director. "It all started with my college internship," said Callahan.

Having this perspective has influenced how Callahan approaches his role as a UPIC mentor. "It's a good opportunity for me to give wisdom and share from the experiences I have picked up. I feel I have a unique perspective and some advice to give because I was once a Clemson student and also an intern," Callahan said.

He also said he wastes no time in making internships as valuable as possible for his UPIC interns. At the start of each internship, he sits down with every intern to find what they are most passionate about. From there, Callahan sets up times for the students to shadow a professional who is working in their area of interest, and he creates special projects for the students to work on throughout their internship. "We try to find what our students are really good at and what they're most passionate about, and that's what we try to get them working on," Callahan said.

For Callahan, helping students figure out their passions is the most rewarding aspect of his role as a UPIC mentor. "I love seeing students succeed and learn outside the classroom. I love to watch them go on and be successful," he said. Callahan seeks to help students channel their interests and passions when thinking about future career opportunities — many of them, he hopes, will find those opportunities in positions working for Cooperative Extension. Clemson Cooperative Extension has hired several UPIC interns over the past few years for full-time positions, and they look forward to adding to that number each year. Callahan shared, "I want my students to learn about the Extension program, and I want them to learn about what

we do. For many of them, this internship is an audition. And they may work for us one day, and I want them to know what exactly we do and how they might fit in here."

Working with so many students over the years has showed Callahan that his students are not the only ones growing — he too has learned from being a mentor. He said he's learned how to be a better leader and a better worker throughout this process. "I have become a better listener," Callahan said. "All of my students have been so diverse, and I have learned that you can't communicate with them all the same way. There are multiple ways of communicating and some of those are better for different individuals. So, my interns are helping me too. They just may not know it."



"I love seeing students succeed and learn outside the classroom. I love to watch them go on and be successful."

CLEMSON
COOPERATIVE EXTENSION





TOPIC MENTOR

Lisa Robinson

Mentors have the unique opportunity to impact the professional development of Clemson students in a profound way. This opportunity is something a growing number of University staff members are able to experience every semester. UPIC mentors like Lisa Robinson enjoy the chance to challenge their students and help them find their passions.

Robinson, the assistant director of Clemson's University Professional Internship/Co-op (UPIC) program, deeply values her time as a mentor. Being a UPIC staff member and also a UPIC mentor has given Robinson an exclusive perspective into the program. For Robinson, being a UPIC mentor is about embodying the program's vision and purpose. No one knows the expectations of being a mentor better than Robinson, who plays an important role in the operations of UPIC and the interactions between mentors and students. "We hope that the mentor-student relationship will be a strong relationship that will really foster the growth of our students," Robinson explained. "As a mentor, you interact with students on a professional and personal level. Hopefully, those relationships will continue on into the student's professional careers."

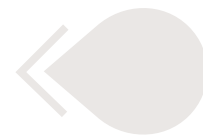
Supervising her own UPIC interns also keeps Robinson connected to the program. Being a mentor in the program is special for Robinson because she is able to get to know the students on an intentional level and help them succeed. "The most rewarding aspect of being a mentor is definitely seeing the growth of the students ... it is really nice to see them get comfortable in their professional abilities and to stretch themselves," Robinson said. To help her students grow into better employees, Robinson gives her interns tasks that challenge them to think critically and become better problem solvers. To Robinson, the UPIC program fosters a sense of responsibility in students by giving them tangible, University-related assignments. "One of the things that is really unique about the UPIC program is the fact that we give the students the responsibility to do as much as they can at a professional level," Robinson said.

The end goal for Robinson as a UPIC mentor is to leave her students feeling confident in themselves as they move on after graduation, whether that be continuing their education in graduate school or beginning their professional careers. "It is so nice to see, when they come in initially, they are not sure

what is going to be expected of them or if they will be able to do it. By the time you see them finish and graduate they are feeling confident in their capabilities. You can just see the change on their face," Robinson said. She enjoys nothing more than seeing her students grow and change over the course of their rotations with the UPIC program. Robinson is still in contact with many of her past interns today, keeping up with their continued success post-graduation. She says it's important to provide the necessary resources for a student's success. "That is ultimately what it is all about, preparing them for the real world. I strive to create a caring environment that allows each intern to reach their full potential," said Robinson.



“As a mentor, you interact with students on a professional and personal level. Hopefully those relationships will continue on into the student's professional careers.”



UPIC MENTOR

Ashley Hall



Sometimes a UPIC intern has the unique opportunity to work for the University they have come to know and love and become a UPIC mentor, sharing their own UPIC experience with students. For Ashley Hall, UPIC mentor and communications coordinator of Student Affairs Publications, the journey toward becoming a mentor gave her the chance to share in the UPIC experience from both a mentor and a student's perspective.

As an English major with an emphasis in Writing and Publication Studies, Hall began her internship career in fall 2013 with Student Affairs Publications. What started out as a class-credit position soon turned into a paid UPIC internship. Working as a UPIC intern for four successful semesters (the last of which, as the managing intern while her mentor was on maternity leave) would ultimately evolve into her first, full-time position as a writer for the University and as a mentor in the UPIC program. Hall said through her UPIC internship with Student Affairs Publications, she was able to see for the first time how her work expanded her knowledge outside of the classroom. "[My internship] very much prepared me for the future ... it was amazing to see how my classwork integrated with what I was learning in my job. I was also learning things in my internship I didn't learn in the classroom," Hall said.

After four semesters with Student Affairs Publications, Hall wanted to write for a different department at Clemson to gain more perspectives and skills in writing and publication. She took another UPIC internship with Inside Clemson in spring 2015. Hall said both of her UPIC internships prepared her for the future position she didn't know was just around the corner.

Before the spring semester finished, Hall learned her former mentor with Student Affairs Publications had accepted another position outside of the University. With just a few months left before graduation, Hall chose to apply for the vacant position. After a thorough application and interview process, she was offered the position as communications coordinator and transitioned from student intern to University staff and UPIC mentor in fall 2015. "It's definitely different being on the flip-side of things," Hall said. "I'm still doing all the same things I did as an intern except with added responsibility. It took me a few months to get acclimated, going from intern-mode to

supervisor-mode, but I'm so thankful for the opportunity to do something I love and to share my experience with others."

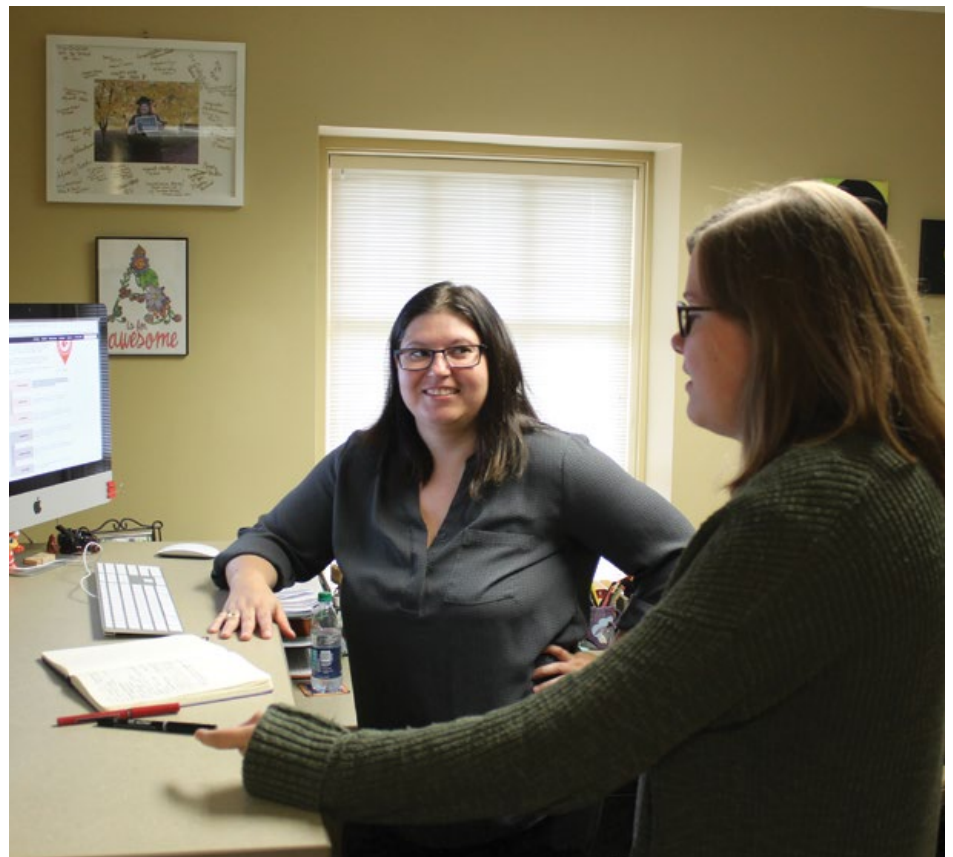
For Hall, being a UPIC mentor is about sharing not only in experience, but also the knowledge and resources she gained in her own internships. Hall is able to help her students because she has been in their position before. "Being a UPIC mentor is making sure you share with your students what you've learned and what they can use in their professional careers later on," Hall said.

To keep students focused, Hall is quick to share articles, career advice and learning outlets with her interns, making sure she is capitalizing on the teachable moments that come along with being in the UPIC program. "I have learned I'm here to teach more than I'm here to be a boss. I want to make sure that whatever I'm doing, my interns are learning. I try to continually encourage my students to do their best and to keep learning."

Hall serves as an example of how the UPIC program prepares, equips and helps students become successful after graduation. She is now able to use that success to guide students along their own paths.



"I'm so thankful for the opportunity to do something I love and to share my experience with others."



Matthew Kirk Mentor

(The contents of this interview have been edited and condensed for clarity and length.)

Intern Experience:

Matthew: What made you want to do this particular internship?

Savannah: I was looking for a job to stay in Clemson for the summer. Last summer, I had the opportunity to be an Orientation Ambassador. I was interested in holding a position where I could be on the other side of Orientation and get a better idea of what the adviser's role is in the process. I really enjoyed getting to meet and help new students and families.

Matthew: Is there something in this experience you've learned but didn't expect to learn?

Savannah: I've learned more about the adviser role, and working with the advisers; I see they actually care about their students and do more than class schedules. They are much more involved with all aspects of a student's life and experiences.

Matthew: What has this internship taught you about leadership?

Savannah: It's taught me that sometimes you're going to have to take the lead on things, even if you're not super comfortable or sure in the direction it's going. With some of my projects, I was given open instructions or a concept, and I made that into a concrete tangible project.

Matthew: What has it meant to you to have this experience while in college?

Savannah: It has meant a lot. I get to be a part of Clemson and a part of these students' experiences at Clemson. I get to network with a lot with advisers and professors throughout the Orientation process. I feel like I have left my mark on Clemson, and that's the best feeling going into my final year.

Matthew: What's next for you?

Savannah: I am going into my senior year and applying to nursing school. At the beginning of the summer I was wondering how this internship would connect to nursing. When you do undeclared advising, you are helping students in a very similar way as nursing, learning communication skills and how to help others.

Mentor Experience:

Savannah: Describe what it means to be a UPIC mentor.

Matthew: I think being a UPIC mentor is a lot different than being a regular supervisor simply because, with the UPIC internship, the student is specifically looking for job-ready

Q+A

Mentor and Intern

CLEMSON
UNIVERSITY
Matthew J. Kirk
COACHING SPECIALIST
BUSINESS CENTER

experiences, not just earning money. But I think, outside of that, we [mentors] look at what they [students] want to get out of this experience. Mentors have the responsibility of modeling the way and what it means to be a good professional and colleague. We are giving students the experiences that will make them successful in any profession they choose.

Savannah: Why do you think internships are important?

Matthew: When I graduated college and started my first, full-time job, I had never done an internship. I had never worked professionally in an office setting. I made so many mistakes. I do think it gives you [students] a taste for what it means to work professionally, and my goal was to never have you wonder — am I just a helping hand around the office? At an internship, you are held, or should be held, to a higher level of expectations and accountability to mirror what an actual job would be like.

Savannah: How do you make this internship as much like the real world as possible?

Matthew: To treat you like a colleague, to make sure that you know the team. We never ask you to do something we aren't willing to do ourselves. We invite you and encourage you to be involved. You bring a new perspective and we want you to know you have the opportunity to share your opinions and be respected, etc.

Savannah: What benefit do UPIC interns bring to your office?

Matthew: I literally do not know what we would have done without Savannah this summer. One project Savannah helped with was a binder of first-year curriculum to help guide undeclared students. It's been so helpful with Orientation this summer. It made it so much easier to help students come up with individualized plans. The observations and projects she's done have been beyond helpful, and it helped so much talking to parents and students in Orientation and comforting them in the process.

Savannah: What's next for you?

Matthew: Well, there's a lot of change coming to our office with cross-college advising. We are doing it in pieces; we have already started. Formalizing that process is our goal as an office. Personally, I already have a master's degree in student affairs, and I am working on my second master's degree in clinical mental health counseling. I think it will add another great lens to the work I do here with my students.



Savannah Henderson
Intern



THE POWER OF INTERNSHIP

Clemson University's UPIC internships have many benefits for all who are involved in the process: students, mentors, departments and the University. For the students, in particular, internships can open up new possibilities and opportunities for gaining a different kind of educational experience outside of a classroom setting before graduation. They can help a student learn valuable knowledge in their industry, accumulate résumé-worthy competencies and even help them decide if a career path is right for them. Having a résumé, and often an accompanying portfolio, loaded with skills and abilities before graduation will allow a student to stand out among the competition. In addition, internships in the UPIC program offer a wealth of opportunity and they help transition students to the workforce after graduation.

Not all internships are the same. Some are within driving distance for students and some are farther off campus, allowing for only



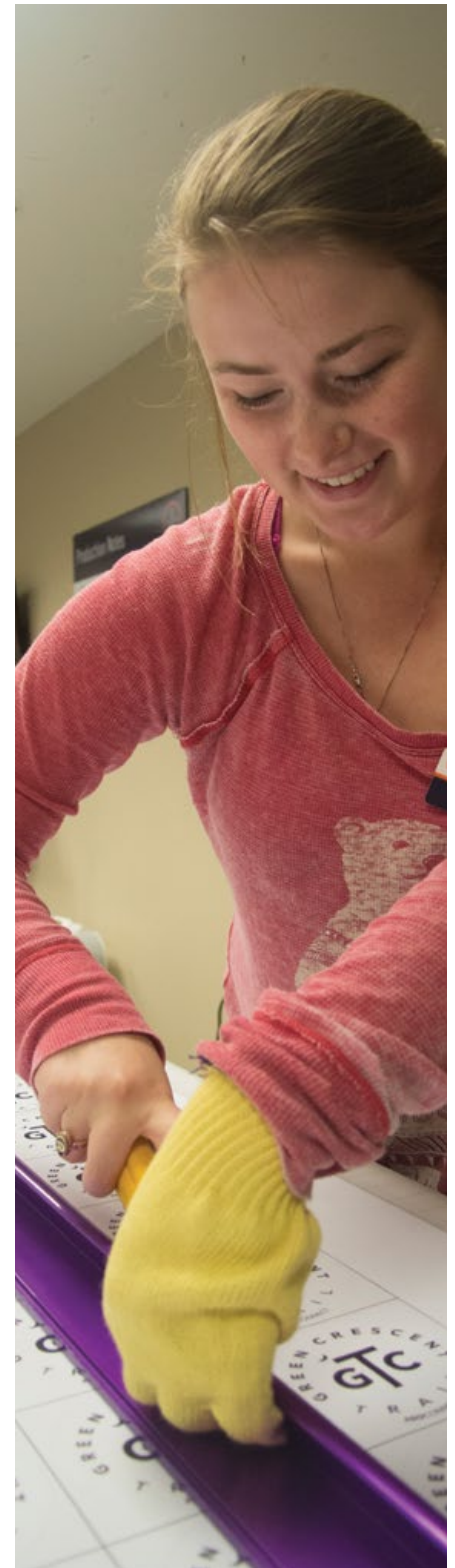
summer employment options. Some are paid and some are not. Providing paid, on-campus internships makes Clemson's UPIC program even more unique. According to associate director of the UPIC program, Dr. Caren Kelley-Hall, "UPIC has become a national model for on-campus internship programming." With positions offered all across campus and in varying departments, students are able to reduce travel time and increase actual time on the job, while earning an income. They are given the opportunity to gain experience in their chosen major or career field and obtain knowledge from coworkers and their supervisor, a UPIC mentor from their department.

Working with a mentor is another advantage for students in the UPIC program. Much like a student's academic adviser, a mentor gives advice and helps students navigate through varying processes. In a professional setting, however, mentors in the workplace also provide additional bits of wisdom and knowledge that only come with years of experience. Students get a different perspective on how their industry works and gain insight through hands-on training. Throughout the five years of the UPIC



program, student interns have shared how their relationship with their UPIC mentor was the most valuable aspect of their internship.

The UPIC program brings the power of internships to Clemson students, providing a chance to flex the skills they've learned in the classroom. At the same time, students are able to gain valuable experience and receive structured guidance from veterans in their chosen industry.



"I am thankful for the opportunity to have gained so much leadership experience in this job. I was allowed to have self-agency and be creative in making decisions. I really got a chance to prove myself and show what I am capable of producing."

— fall 2016 UPIC intern

UPIC INTERN

Joey Wilson



A UPIC internship can be more than just a job or another item on a résumé — it can be an opportunity for students to pursue their passions beyond their studies. For senior bioengineering major and current Clemson University Undergraduate Student Government (CUSG) Student Body President, Joey Wilson, the UPIC program allowed him to turn his volunteer time with the Office of Access and Equity into an internship.

Wilson's interest in raising awareness about sexual assault prevention originally led him to volunteer with the Office of Access and Equity. When his service on campus turned into a paid internship, Wilson said, "For me, it was never about making any money. I started out as just a volunteer because I was passionate about this aspect of student life. It's really about doing something that I love."

Working in the Office of Access and Equity allowed Wilson to learn the value of good communication. He was able to see how dedication and good communication have to go hand-in-hand before change can happen. Wilson spent much of his time collaborating with volunteers and other staff members. Having an engaging environment is essential when everyone is working to achieve a shared vision. "Collaboration and communication are key in any job. In our workplace, we are all equal; we work together, and we all try to support each other," Wilson said.

This communication and collaboration played a big part in a large program focused on sexual assault. Working together with other staff members, volunteers and with his mentor, Megan Fallon, Wilson was able to help bring former United States Vice President Joe Biden to campus to speak about "It's On Us," a campaign for the prevention of sexual assault on college campuses. In Clemson, Biden raised more awareness about "It's On Us" and the steps the University has taken to raise awareness about sexual assault prevention. "This was big — we are planning for a better future for our campus. It was definitely my favorite thing we've done so far," Wilson said.

Working closely with his mentor throughout the internship process gave Wilson opportunities he wouldn't have had as a volunteer. Fallon helped him go beyond the fundamentals and taught him a lot about himself throughout the course of his internship. Wilson said Fallon's teaching reaches beyond the workplace. "My mentor has taught me about believing in myself and my passions," Wilson said. "She's taught me what it means to truly be an advocate and knowing how to fight for people you don't necessarily know." Truly caring about his work has made Wilson's UPIC internship so much more rewarding, as he sees the difference he has made through his job and has helped ensure students at Clemson feel safer and can better enjoy their time in college.

Wilson has gained a unique perspective on what it is like to have a UPIC internship. As CUSG Student Body President and someone who is extremely involved on campus, Wilson considers his UPIC internship to be one of the best ways for him to stay engaged. Wilson said the UPIC program has helped enhance his time at Clemson and also prepared him for the future at the same time. "College is about learning in the classroom, but another really important aspect is making connections and learning to do real work. My internship allowed me to meet and get to know so many people, including faculty, I would have never met unless I had taken advantage of this opportunity," Wilson said.



"Collaboration and communication are key in any job. In our workplace we are all equal, we work together and we all try to support each other."





UPIC INTERN

Sarah Dorsey

Internship opportunities can sometimes come about in unexpected ways. This was especially true for rising sophomore biosystems engineering major Sarah Dorsey, whose UPIC internship was an unforeseen opportunity she was able to pursue.

Dorsey was looking to expand her classroom learning by making use of the Campus Lighting and Imaging Facility (CLIF), which serves as an invaluable resource for students pursuing science-related majors. When inquiring about using the facilities at the CLIF, Dorsey was approached about an unexpected job opening as an intern in the UPIC program. Dorsey, a second-semester, first-year student at the time, jumped at the opportunity, "I never really expected to do an internship, but when the opportunity was there, I took it," she said.

Dorsey's work at the CLIF has provided her with a more holistic idea of working, challenging her to try new things outside of her chosen curriculum. In her position, she not only works in the lab, taking pictures of samples and doing regular lab maintenance, but she has also learned how to make, design and create posters and brochures using Adobe® InDesign®, a software program not typically utilized by students with a science-focused major. Exploring this new avenue of learning helped Dorsey realize an artistic

side and creativity that was waiting to be discovered.

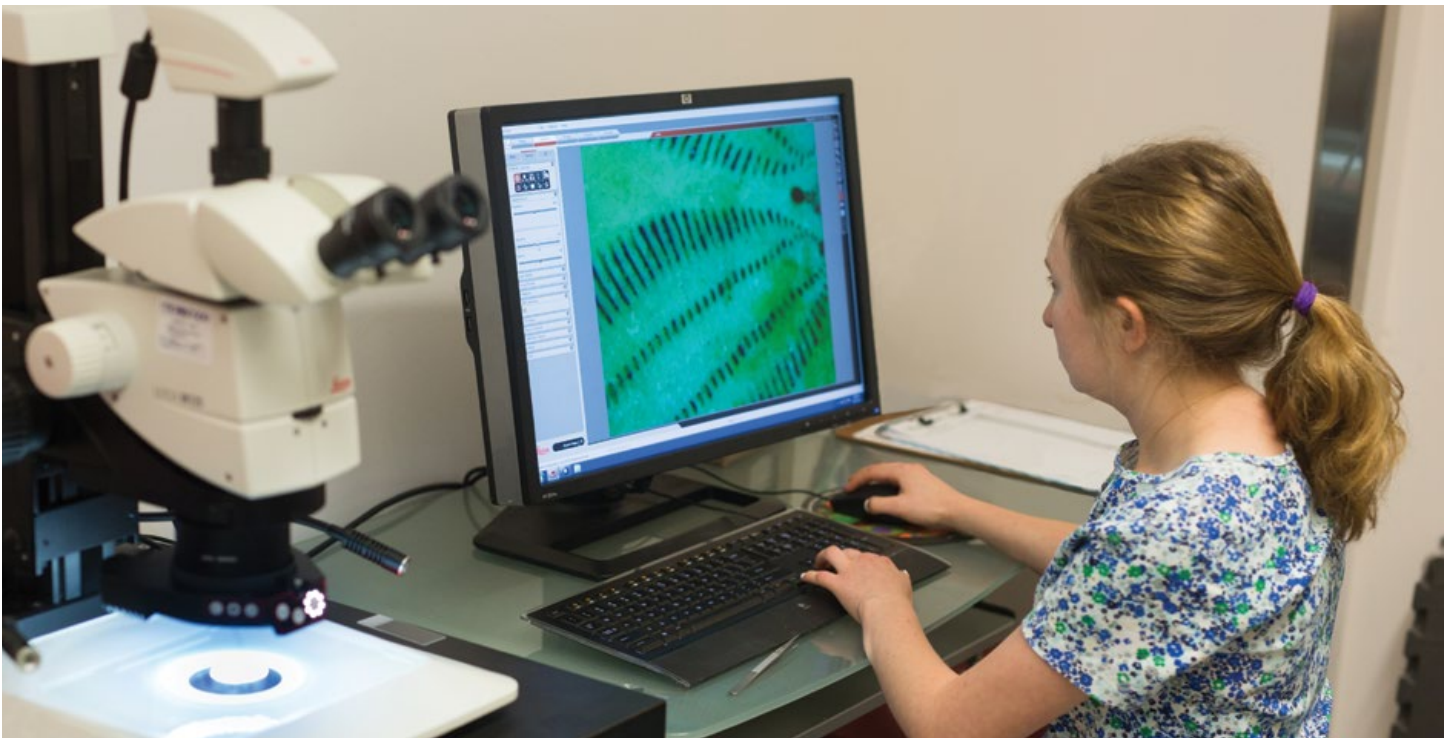
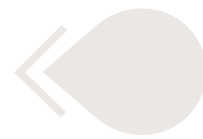
Adobe InDesign is just one component of the technology Dorsey has used in her UPIC internship with the CLIF. "I've been able to learn a lot of technology; we are always using it," Dorsey said. She explained twelve different models of microscopes they use in the labs function with the use of computer software. Learning to work the microscopes has been Dorsey's favorite aspect of her internship so far. "I just never thought I would have the opportunity to work with microscopes, but now I work with them daily. I love it, it's really fun," she said.

As an intern in the CLIF, Dorsey has frequently collaborated with other interns and her mentor to learn the microscope software,

tackle new projects and give tours of the facility. Working in a team environment on the same level with her mentor and other interns gave Dorsey new perspectives and confidence. This kind of environment expanded Dorsey's experience and learning in positive work interactions and set the tone for her to create a healthy work environment for future positions.

Dorsey gained valuable direction and affirmation about her future at an early stage in her college journey by being a part of UPIC. The opportunity to work in a functioning laboratory setting also affirmed her interest in biology and even helped her determine she wants to continue working in a lab after college. "It's nice because I am still a student, but I'm able to get the benefits of working in a professional setting, so I'm able to get a feeling of what that's like and just get a lot of real-world experience," Dorsey said.

"It's nice because I am still a student, but I'm able to get the benefits of working in a professional setting, so I'm able to get a feeling of what that's like and just get a lot of real-world experience while I'm in college."





UPIC INTERN

Curtis Beck



UPIC internships are designed to leave students feeling prepared, accomplished and confident heading toward graduation. For senior mechanical engineering major Curtis Beck, having two years of UPIC experience has equipped him with the knowledge, skills and confidence to be successful when he starts his career after graduation.

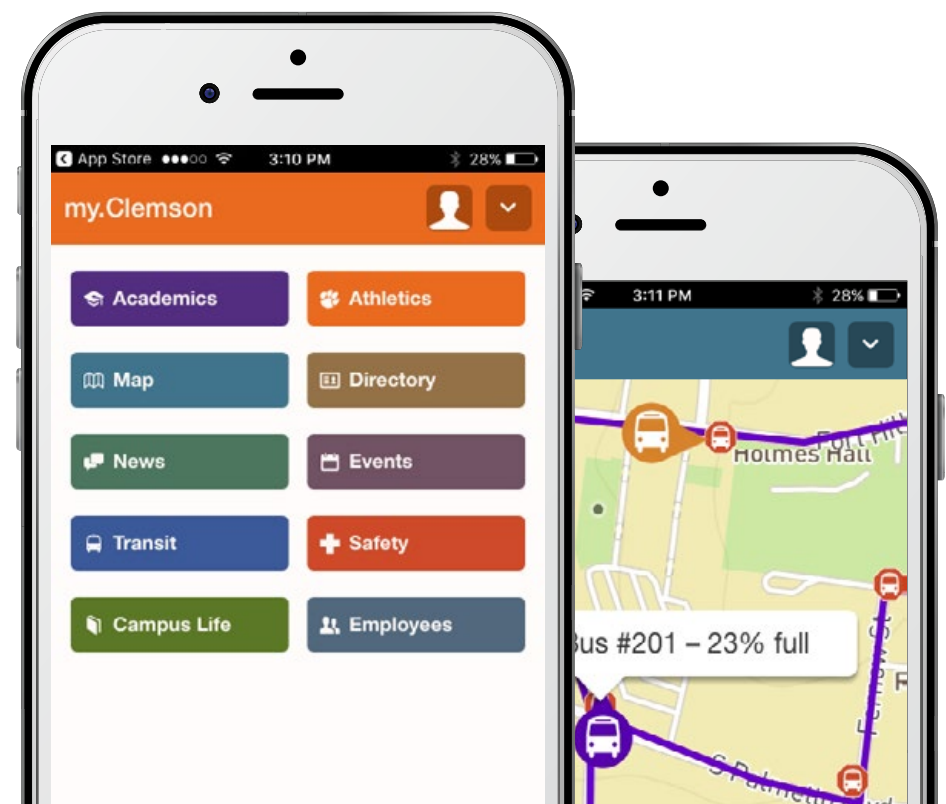
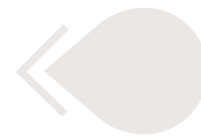
Beck worked as an intern on the mobile communication team under UPIC mentor Sam Hoover with Clemson University's Software and Development Integration (SDI). Beck's position required him to use and establish technical skills he didn't have before. "I'm not a developer, but I would say that I have learned quite a bit for an inexperienced person as far as learning coding languages and databases go," said Beck. "I have learned a bunch of different computer science topics that I did not have prior experience with." The opportunity to gain technical experience has broadened Beck's qualifications for a career in mechanical engineering. "This internship made me aware of the technical skills I have developed in mechanical engineering to fulfill any number of position requirements in the field. There's more in the field that I can do now," Beck said.

Being able to work on and learn new tasks in his internship has given Beck a sense of accomplishment. In his position, Beck is involved with diverse projects and works with a number of different team members, departments and companies. "I think the diversity in tasks I accomplish has been my favorite aspect of the internship," said Beck. "I have learned to balance independent work and working on a team, and it has been beneficial for me to have experience working on a team with multi-disciplinary engineers."

Getting this background in a working environment helped Beck grow his leadership skills. Beck's mentor, Sam Hoover, gave him a good leadership example. "My mentor has taught me that leadership is about finding a balance between giving independence and encouraging teamwork in the workplace," Beck said. Hoover plays a vital part in Beck's independent work ethic and confidence by not giving him explicit answers to problems. Hoover gives Beck direction, but also the freedom to figure out problems for himself, allowing him to become more self-motivated and sure of his abilities.

Beck said his UPIC internship experience has given him a sense of accomplishment as he approaches graduation. His position has provided him with a real-world education outside of the classroom and personal growth in professional development. "My internship has given me phenomenal professional experience that is contributing to my future," said Beck. "I am currently pursuing a career in mechanical engineering, hoping to one day become an engineering manager. I feel confident and very much ready to go into a professional career because of the UPIC program."

"My mentor has taught me that leadership is about finding a balance between giving independence and encouraging teamwork in the workplace."



A photograph of Erin Hughes, a woman with long dark hair and glasses, speaking into a microphone at a wooden podium. She is wearing a light-colored t-shirt and dark pants. A yellow sign on the podium reads "RESERVED FOR EARTH DIALOGUE 5:30 - 7:00 PM". The background shows a large window with green trees outside.

TOPIC INTERVIEW

Erin Hughes

A UPIC internship provides more than just valuable work experience for students, it also creates an opportunity for students to work closely with faculty and staff and develop a mentor-to-student relationship. This aspect of UPIC is something senior biosystems engineering major Erin Hughes has found to be invaluable in her internship.

Hughes, who worked as a sustainability intern with Healthy Campus, formed a strong relationship with her mentor, Jennifer Goree, director of Healthy Campus. “For me, it’s about having a mentorship,” Hughes said. Hughes first met Goree in a sustainability leadership class Goree was teaching.

Learning from and getting to know Goree has been a huge resource for Hughes. “I feel really lucky to have Goree as my mentor,” explained Hughes. “She is incredibly inspiring ... she’s really just a tremendous resource to me for learning about sustainability in the community, at Clemson University and abroad for a more global perspective.” As an engineering major, Hughes was strongly encouraged to find an internship before walking across the stage at graduation. Interning with Healthy Campus on sustainability may not have seemed like a typical engineering internship at first, but Hughes was able to see how it would shape her future plans. “I really enjoy doing sustainability work at Clemson. It helps me apply my skills and my interests together, so that I can do something really great,” Hughes said.

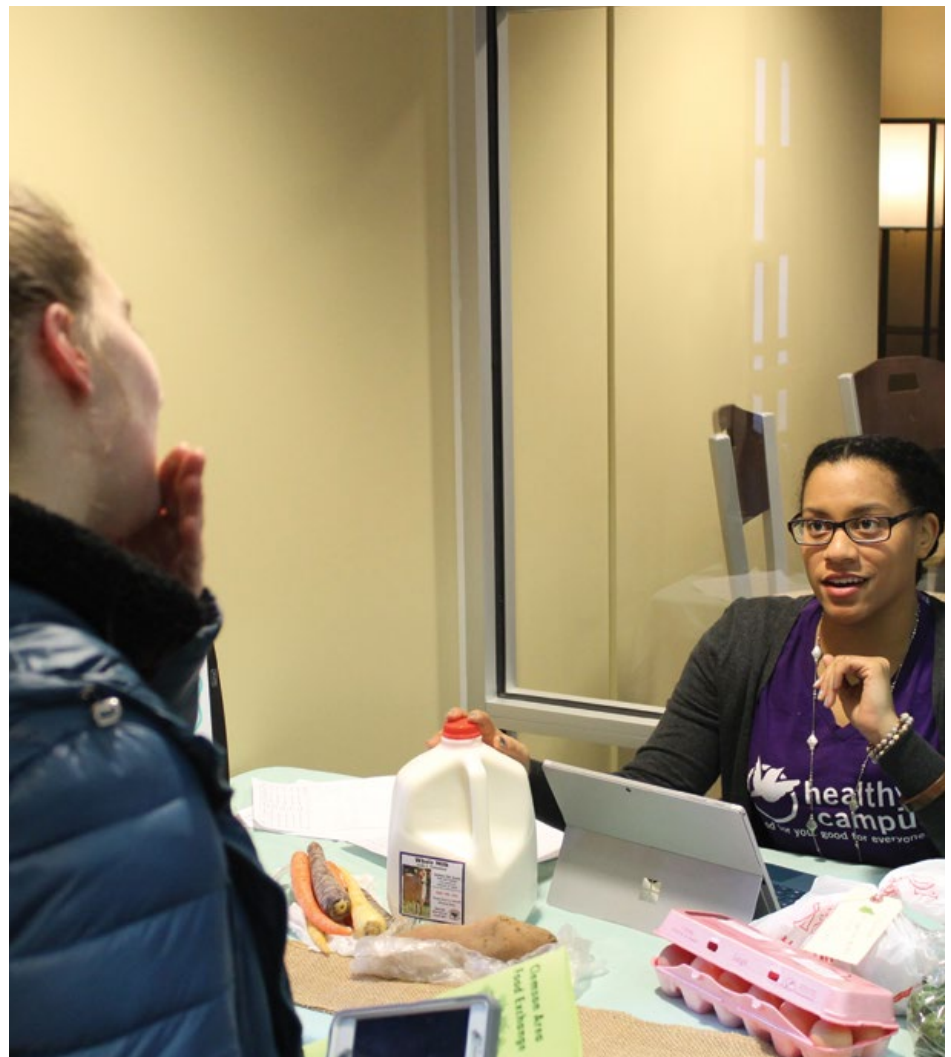
Watching her mentor lead by example also taught Hughes a lot about leadership. “I learned the best thing a leader can do is give their group room to think for themselves because that’s how my mentor leads me,” Hughes said. “Thinking for myself and problem solving is my job description; it is everything that I do. I have to figure out the problem and where to go from there,” Hughes said.

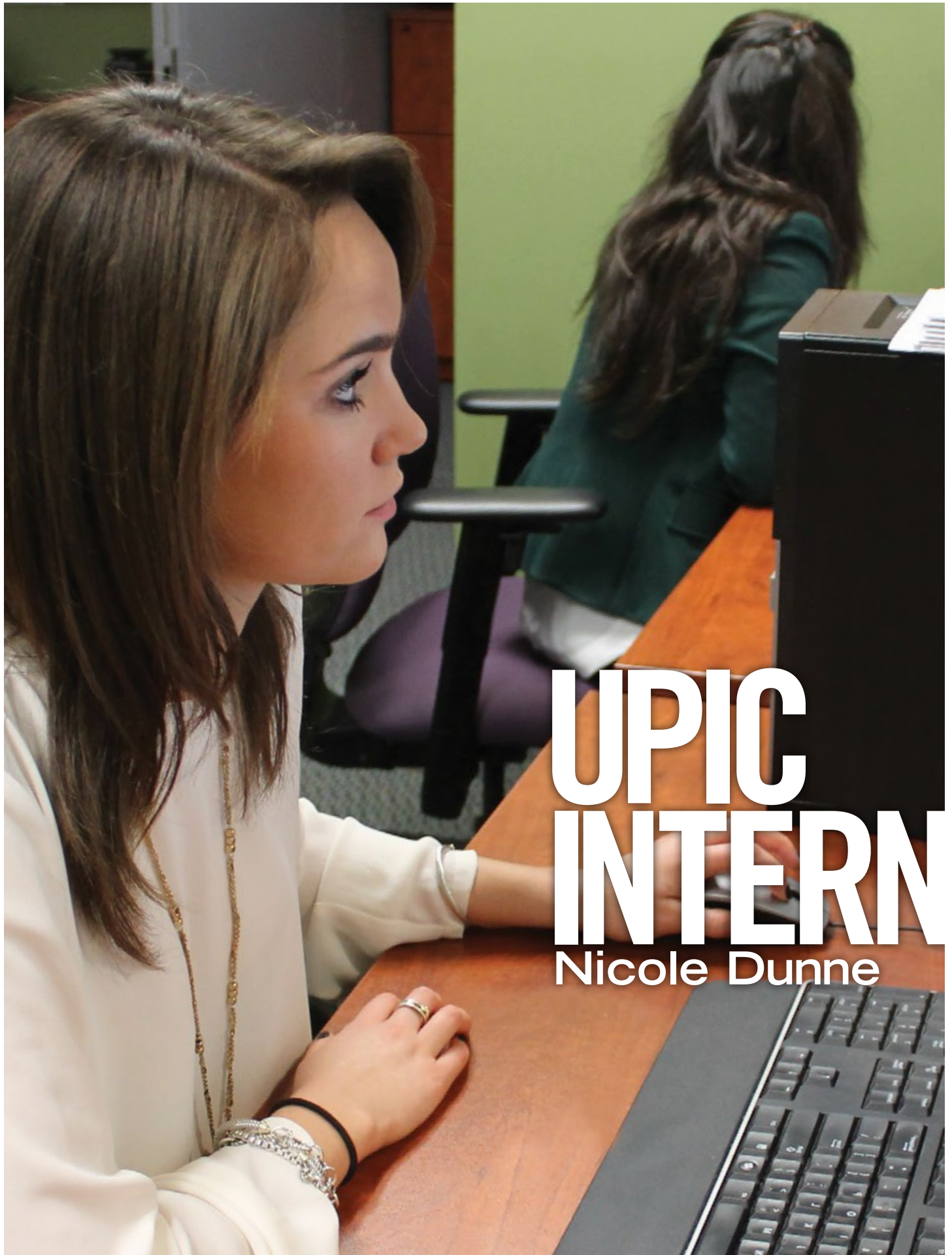
Having room to be independent in her work naturally forced Hughes to learn different skill sets outside of engineering. One of the projects Hughes worked on in her position was putting together a flipbook for Clemson’s sustainability minor. From creating the flipbook to figuring out distribution, Hughes was able to see the project through from beginning to end. Projects like this led Hughes to learn skills outside of her area of study such as working with the Adobe

Creative Cloud® and learning the basics of both graphic design and marketing skills. Stepping out of her comfort zone and acquiring these new skills not only broadened Hughes’ knowledge base, but also gave her a tangible representation of learning outside of the classroom that she will be able to carry into her future career. Hughes said her UPIC internship had an impact on her career goals and encouraged her to go to graduate school. “I’m thinking about possibly sustainability education or getting a doctorate degree in business engineering and sustainability to work for a large sustainability corporation one day,” Hughes said.



“Thinking for myself and problem solving is my job description; it is everything I do. I have to figure out the problem and where to go from there.”





UPIC INTERN

Nicole Dunne

UPIC internships prepare and develop students to become successful after college, but some students reap the benefits before they even walk across the stage. For senior marketing major Nicole Dunne, the chance to be a marketing intern for the UPIC office not only equipped her with the skills she will use in her career after graduation, but also made her a stand-out candidate for a high-profile summer internship.

Dunne's internship with the UPIC office gave her the opportunity to learn a variety of skills and abilities vital to the marketing industry, which helped her get hired as a summer intern for USA Today. The variation in her day-to-day responsibilities allowed her to develop skills in event planning, administration, promotion and marketing, and social media content creation. In addition, she gained valuable experience working with programs like Adobe InDesign and Adobe Photoshop®. "I have gotten a lot of experience working with programs in the Adobe Creative Suite. That exposure actually helped me land a summer internship with USA Today," Dunne said. She also believes it benefited her to build upon these skills in an out-of-classroom setting. "I strongly believe you learn by doing. While classroom knowledge is important, it's even more important to put knowledge into action and see how it comes into play in a work setting."

The interpersonal skills Dunne learned from working in her UPIC position gave her a chance to adapt and succeed quickly in a new work environment. "I never expected to learn professional development and accountability this early in college ... it was nice having background knowledge about how to work and present yourself in an office when I interned with USA Today," Dunne said.

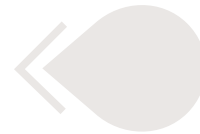
Dunne's relationship with her UPIC mentor, Lisa Robinson, has been an important resource throughout her UPIC journey. "I came into this position seeing her more as my boss, but now I really do see her as my mentor," Dunne said. "She's been there every step of the way, and I've learned a lot from her."

Robinson helped Dunne succeed professionally and academically and provided her with a lot of career advice. Dunne said Robinson went out of her way to help her with her written communication skills, and on many occasions, gave Dunne mock interviews to prepare for job opportunities. "She has

been amazing, from reviewing my work to providing constructive criticism. Because of that, I have grown so much professionally," Dunne said.

Dunne knows her experiences as an intern and the support of her mentor have already aided in her success. "I am a huge advocate for the UPIC program, and I know firsthand how it is really preparing students for their futures," she said. "It has made all the difference to have this professional experience in college."

"I strongly believe you learn by doing. While classroom knowledge is important, it's even more important to put that knowledge into action and see how it comes into play in a work setting."





TOPIC INTERN

Brianna Berry

Utilizing the UPIC program early can give students several years of professional work experience before heading into the workforce after graduation. Not only does this give students an advantage when looking for jobs, but it also gives them a sense of assurance in their ability to be ready and be successful when starting their careers after college.

A senior management major, Brianna Berry, began her UPIC journey as an intern with Clemson University's Student Affairs Business Operations (SABO) during her sophomore year. Berry now works as a Human Resources intern for the Students Teaching Academic Responsibility (STAR) program. "I think for me, being in the [UPIC] program for several years has shown me what I can really get out of the program," Berry said.

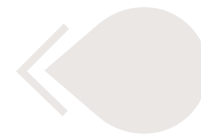
Berry says her internships with UPIC made a huge impact on her career decisions. Berry always knew she wanted to work in human resources, which is an area of emphasis in her major. The UPIC program expanded her interest in this field, and gave her further insight into a broad range of career opportunities. "There's just so much you can do in human resources. For me, in my first job outside of college, I know it will be something I truly could enjoy and be successful in simply because I have already been able to figure that out through several years of work experience," Berry said. Berry says her very first internship with the UPIC program helped her discover an interest in working specifically with college students. Having an internship in a professional, university setting only reaffirmed Berry's new-found aspirations. "Working alongside people at the university level, and seeing what it looks like to work for a university, has been really huge for me," Berry explained. "In fact, my internships have inspired and directed my motivation for going to graduate school and pursuing a master's degree in student affairs."

Throughout her time in the UPIC program, Berry can see how much she has changed and developed, gaining essential leadership and communication skills by completing assignments both independently and with coworkers. Berry has held full-time and part-time internships with UPIC, giving her a variety of challenges that come along with juggling work and school. She says time management is one of the biggest and most important lessons she learned while working in the UPIC program. "I learned that truly every minute of my day counts, and none of it

can be wasted," Berry said. "It took failing a few times to understand how to schedule and use my planner to help me create a balanced life. But I learned to use my most productive times to their full potential and that helped me manage it all."

Having multiple UPIC internships not only gave Berry the advantage of having professional work experience, but also gave her confidence and valuable insight into her career interests and aspirations.

"In fact, my internships have inspired and directed my motivation for going to graduate school and pursuing a master's degree in student affairs."



UPIC INTERN

Mason Hill



The UPIC program provides students with opportunities not only to gain experience, but also to discover issues they care about. It wasn't until Mason Hill, a senior special education major, began his UPIC internship as an admissions representative that he truly found he loved helping students prepare for college and life after college.

"I always knew my passion was helping others, but I needed this internship to help me see that the people I am most passionate about helping are college-aged," Hill said. A member of the Call Me MISTER® program, Hill began his experience first through a co-op position with the Admissions Office in Sikes Hall. From there, he was given the opportunity to continue as a UPIC intern. "I like helping students get ready for college or to prepare for the real world and life after college. These passions showed me I want to go into graduate school," Hill said.

In Hill's UPIC internship position, he traveled as a representative of Clemson University to high schools and other college events along the east coast to talk to students and their families about the admissions process and how to prepare for college. Hill traveled to places in South Carolina, North Carolina, Georgia and Florida. In fall 2016, he went as far as Maryland. "Traveling has, by far, been my favorite aspect of my internship. Not only do I get to see and explore new places, but I also get to do what I love," Hill said.

Traveling gave Hill a strong sense of independence and the ability to think critically about the tasks he was assigned. Hill was responsible for promoting Clemson to each student and family he met. "Traveling has taught me to be quick on my feet. I never know what students or parents are going to ask me, and I have to make sure whatever I say is going to be a good reflection of Clemson," Mason explained.

When Hill was not traveling for his position, he was working in Clemson's Admissions Office located in Sikes Hall with other staff members and student interns. Because the office was so team-oriented, Hill honed key leadership skills from leading projects to giving informational presentations to prospective students. Working in an office environment that fostered and encouraged teamwork helped Hill with essential networking skills by connecting with students and staff. "Working in Sikes has been so resourceful to me in networking with people.

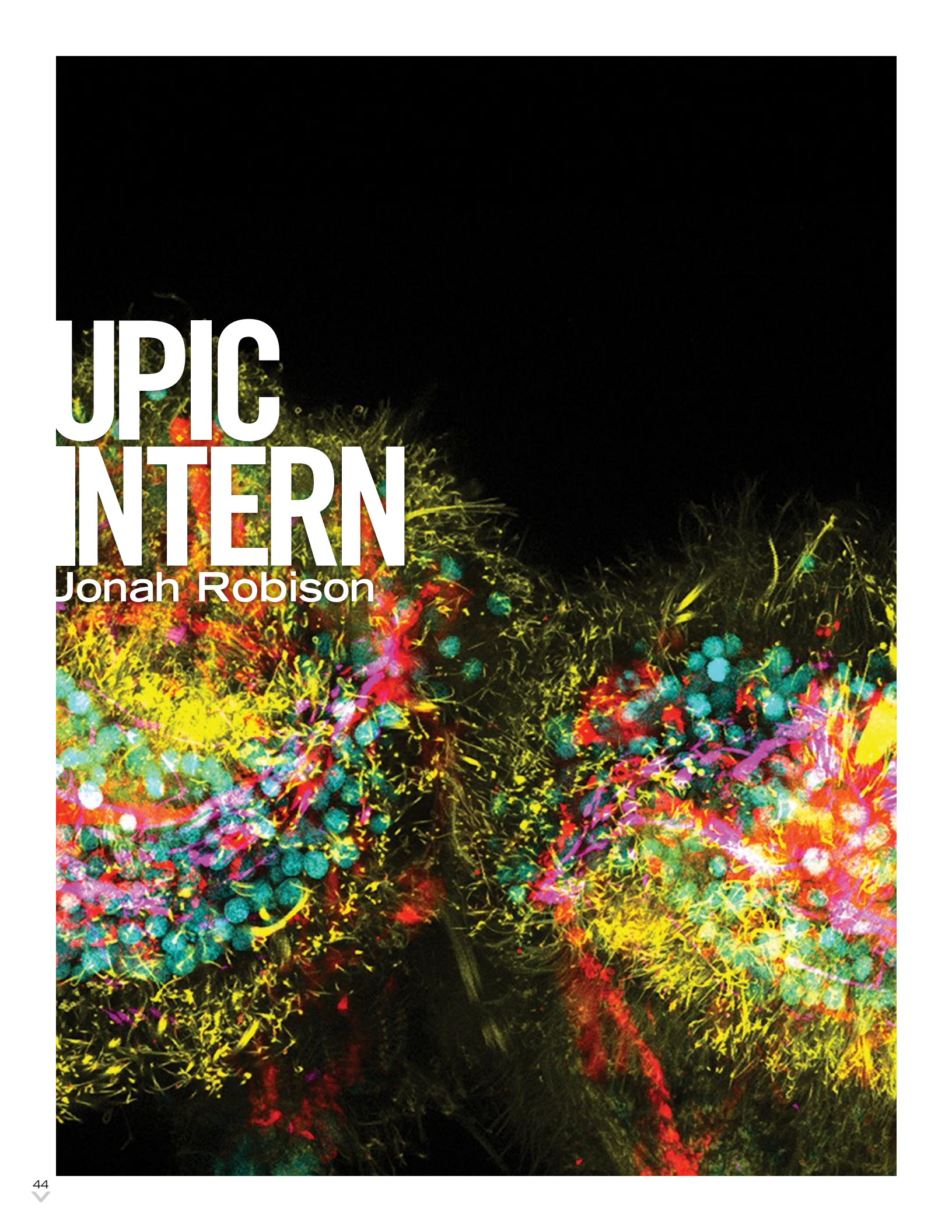
I'm seeing and getting to know people like Clemson's President, Jim Clements, Chief of Staff, Max Allen, and now, Chief Diversity Officer, Lee Gill, on a regular basis. Hill's mentor, Bonnie Duncan, a Clemson University admissions counselor, also played an important role in the networking process. "My mentor has opened so many avenues for me by introducing me to people and helping me network with them," Hill said.

Hill's UPIC experience gave him a wealth of resources and personal growth. However, more than anything, it helped guide his future career goals. "After this internship, I know I want to go to graduate school because it has inspired me to begin a career in higher education," Hill said.



"I always knew my passion was helping others, but I needed this internship to help me see that the people I am most passionate about helping are college-aged."





UPIC INTERN

Jonah Robison

UPIC internships help students navigate their career options, presenting them with a wide range of real-life professional opportunities. For students like Jonah Robison, an intern with the Clemson Lighting and Imaging Facility (CLIF), UPIC internships have even changed the trajectory of their career paths.

Robison has been an intern with the CLIF for several semesters, eventually moving into a position as the office's print and social media coordinator. As a bioengineering major with a minor in economics, Robison saw this internship as an opportunity to learn a different aspect of his field. Throughout his time in the CLIF, Robison has learned there is more to do with his major than working in a laboratory all day and said he is glad to experience the more business-oriented work related to his major. "This internship has helped me know I want to be involved with the business aspect of science. I really enjoy working with people instead of being in a lab all day," Robison said.

Working in the CLIF office gave Robison an opportunity to work in an office setting and gain professional experience, which included creating marketing materials using programs

in the Adobe Creative Suite. Robison also collaborated with a team of interns on larger projects such as planning contests and symposiums. His position evolved into more of a leadership role after working at the CLIF for multiple rotations. "As the oldest intern here, a lot of the responsibility falls on my lap; there is a lot of delegation [going] on between me and the other interns," Robison explained. "I am learning what it is like to hold myself and other team members accountable for getting jobs done well and on time."

"This internship has helped me know I want to be involved with the business aspect of science. I really enjoy working with people instead of being in a lab all day."

Within his position, Robison was responsible for creating marketing strategies on his own, helping him gain a sense of independence. Having honed both team and individual work skills, Robison has become a well-rounded professional. His UPIC experience has not only helped shape his career aspirations, it has also made him confident in making new goals. "I think if you do not have the chance to do an internship like I did, then you are going to be thrown into things. For me, I feel that I can be successful in any work environment because I have learned to adapt so well," Robison said.



A man with a beard, wearing a blue and white baseball cap, sunglasses, an orange t-shirt, and olive green waders, is wading through a shallow stream. He has a large orange backpack with a red light on top. He is holding a long-handled white net with a yellow shaft. The background is a lush green forest.

UPIC INTERNS

Edward Stello and Brett Kelly

UPIC internships can forge new relationships and open up unique opportunities for students. For UPIC interns Brett Kelly and Edward Stello, the opportunity came in the form of collaboration.

Both Kelly and Stello are fisheries tech interns for the Wildlife and Fisheries department at the Clemson office of the South Carolina Department of Natural Resources (DNR). This field-based position allows them to be hands-on with a lot of specified technologies. Beginning with early mornings in the lab and on to afternoons out in the streams, Kelly and Stello gave visual surveys of water, tagged fish, collected data and mastered electrofishing. The department's partnership with the DNR provides UPIC interns with professional-level experience directly in the field. Stello explained, "We partner with the DNR and help with their statewide river assessments. We use the same tools as DNR employees, so it's a great experience."

Collaborating with the DNR has given UPIC interns more than just real-life experience; it has given them a place to network and make connections. "I get to meet lots of people I could potentially work with in the future or use as references. The contacts I'm getting can only help me in the future," Stello said.

Stello and Kelly's mentor, Dr. Yoichiro Kanno, has been active in helping them make valuable connections throughout the process. "He has introduced me and other interns to so many people. He stressed the importance of getting to know as many people as possible because the fisheries department nationwide is very small, and it can be very beneficial to get to know people," Kelly said. Kanno has played a vital role in their training throughout the process. "He has been very informative and very helpful to me throughout this process," Kelly said. "He has definitely helped me grow into a better professional."

Working in a field-based position, Kelly and Stello did not expect to learn so much about communication and leadership skills. However, both of them see how each are incorporated in their everyday work life. "Communication is so important in my job," Kelly said. "We are constantly changing meeting times and reworking our schedules. We have to communicate or nothing would ever get done." Stello also explains how communication is important when working out in the field. "Communication is a must in all aspects of my job, but especially when

we are out in the streams. We have to know where everyone is at all times to stay as safe as possible," Stello said.

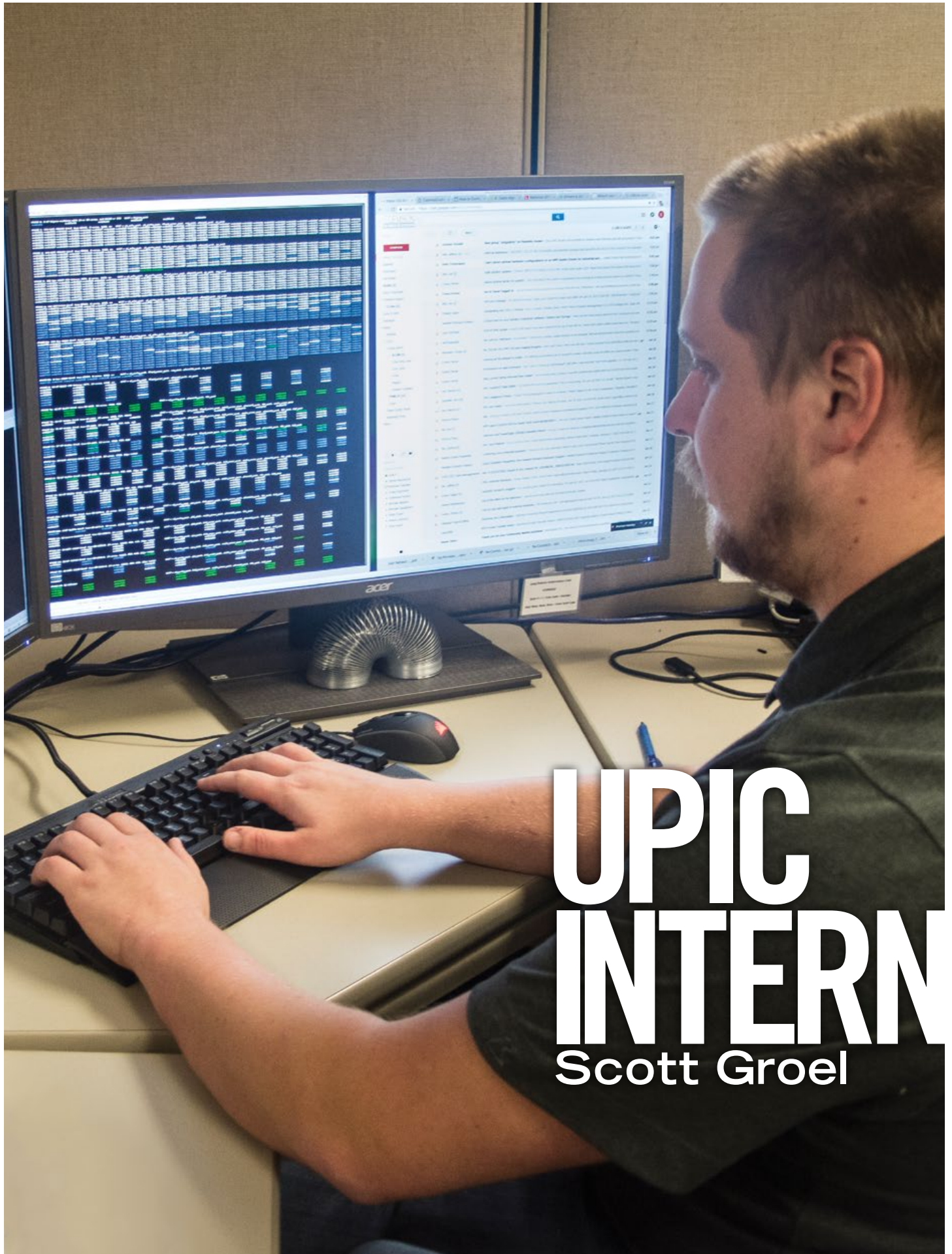
Working in a group and working with each other created a natural progression of leadership skills for Stello and Kelly. "This internship has taught me a lot about what it means to be a leader. It has taught me leadership is an important part of any job, even if you don't think it is," Kelly said. "I have learned you don't need a title to be a leader; there will always be times when you will need to step up to the plate."

Through his internship with UPIC, Kelly has been reassured about his future aspirations and career goals. "This program has been so beneficial to me; it has taught me true responsibility and skills that will help me be successful in my next phase of life, whether that is graduate school or starting a career. The work I have been a part of makes me want to continue down this path I have started. I hope to continue helping conserve and preserve our nation's freshwater fisheries in my future," Kelly said.



"I have learned you don't need a title to be a leader; there will always be times when you will need to step up to the plate."





UPIC INTERN

Scott Groel

One of the ways UPIC interns have an advantage over other college graduates is the experience they have gained from learning and working with career-focused, state-of-the-art technologies. For Scott Groel, a computer engineering major from Roxbury, N.J., working with new technologies has been invaluable to his college experience.

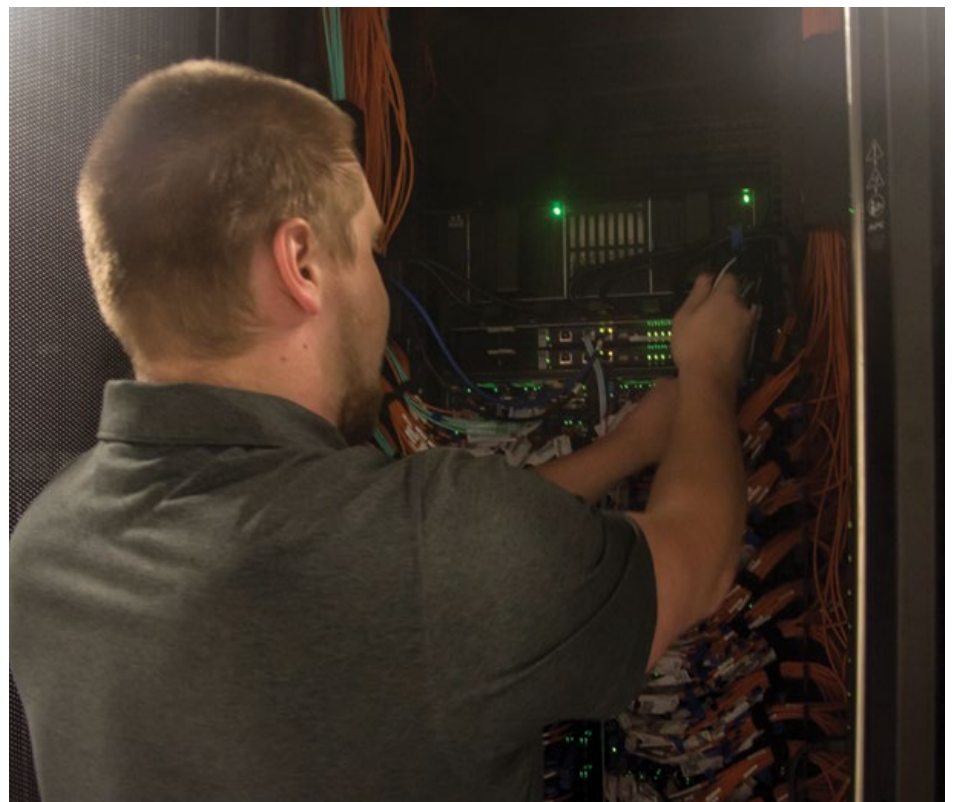
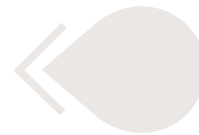
As an intern for Clemson's Advanced Computing Infrastructure (ACI) program under Dr. K.C. Wang, Groel said the benefits of being introduced to top-of-the-line technology in his field taught him a variety of skills such as performing diagnostics and repairs, tracking jobs, and setting up and configuring equipment. "Our entire internship program revolves around cutting-edge technology. Frequently, the ACI is the first, and often only, team within hundreds of miles to purchase, install and utilize cutting-edge equipment from manufacturers such as Dell®, HP®, Lenovo® and Juniper® networks," Groel said.

Being the first team in the area to work with these new technologies has been challenging at times. Unforeseen obstacles sometimes arise, causing the ACI team to identify the problem and search for effective solutions while also minimizing the cost. "To solve problems on the job, it's necessary to bring in our mentor, other employees and sometimes the manufacturer to come up with a solution to the problem," Groel said. Working closely with his mentor is important to Groel, and he appreciates the way his mentor simulates a real-world job experience. "My mentor is always there to provide support and guidance, but he gives us room to make mistakes and figure out how to fix them on our own. He fills in the gaps of my knowledge by asking strategic questions and giving me specific tasks to help broaden my experience, which has been extremely valuable to my learning process," Groel said.

Groel was able to cultivate essential career skills beyond the technical aspects of his job, allowing him to become a more well-rounded job candidate. Taking the lead on his own projects, assigning tasks to other interns and monitoring the progress and quality of the work being done helped Groel learn effective leadership in the workplace. "I really learned that being a leader isn't just someone who gives tasks for others to complete, but someone in the trenches, so to speak, with the other workers to make sure things get done quickly and with quality," Groel said.

Being able to manage others and serve as a leader opened up Groel's career interests. Before obtaining his UPIC position, Groel never considered seeking a leadership role in computer engineering. "Because of the UPIC program, I am actively seeking full-time employment in a management role within Information Technology (IT), where I can continue to have a hand in multiple areas and provide direction in future infrastructure installations and upgrades," he said. After the valuable work experience and career guidance he had during his UPIC position, Groel is even more equipped to head into the workforce following graduation.

"I really learned that being a leader isn't just someone who gives tasks for others to complete, but someone in the trenches, so to speak, with the other workers to make sure things get done quickly and with quality."





UPIC INTERN

Allyson Walters

Students in the UPIC program are granted many opportunities outside of the classroom to not only grow and develop themselves, but also to help Clemson grow and develop as a community and as a university. Students like Allyson Walters, a junior in the nursing program, gain hands-on experience and bring valuable change to Clemson.

Walters works in the Healthy Campus office as an intern with the Alcohol and Other Drugs program. She spends the majority of her time doing research and collecting data to put together projects and campaigns that support the safety measures and facts surrounding student usage of alcohol and drugs. She then uses the data she finds for presentations given to other departments on campus and in the surrounding community like Redfern Health Center and Clemson University Police Department (CUPD). "A lot of my day is analyzing data and creating presentations. It takes up a lot of time because we have to make sure it is completely accurate," Walters said.

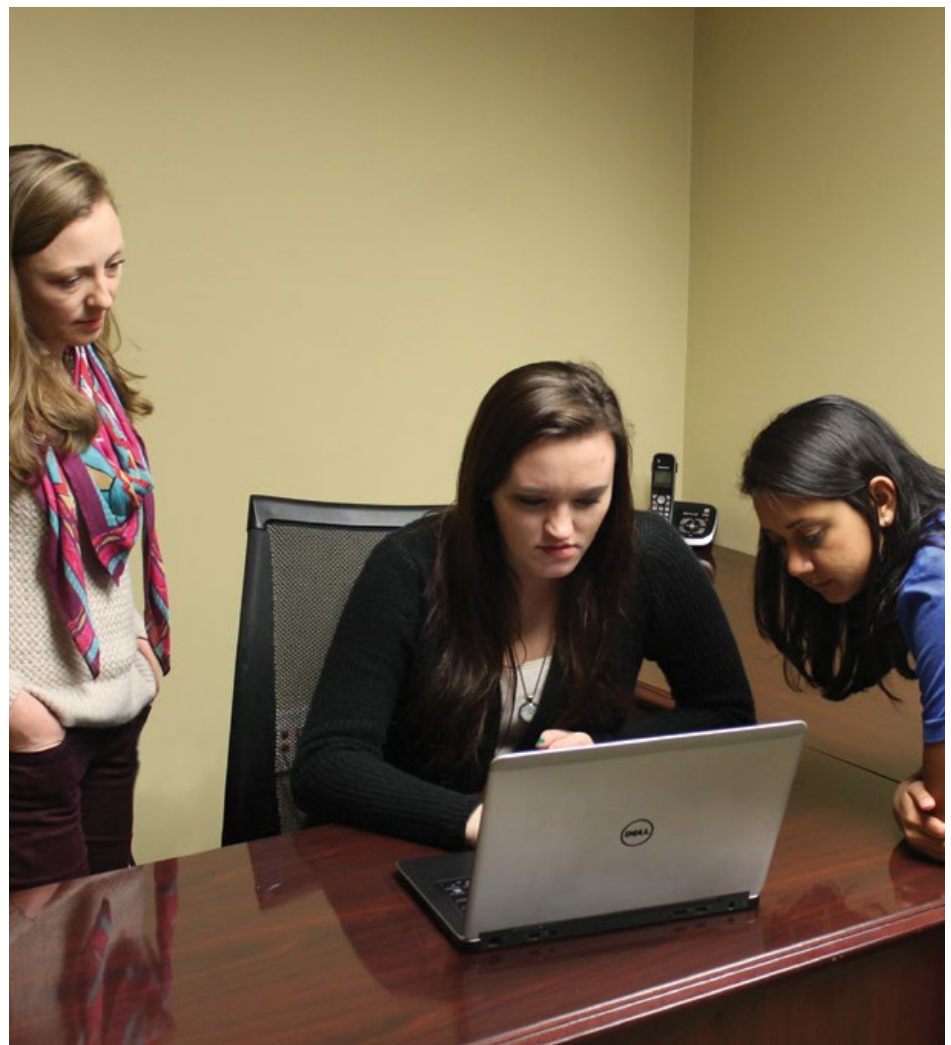
Learning to coordinate data findings into a successful presentation has helped Walters develop more leadership qualities than she expected before entering into her position. Healthy Campus has many subsets, which keeps Walters in constant communication with her coworkers. She shared how they are continuously building on one another to complete the end goal. "We all work together and collaborate with one another on different projects, communicating data to each other. Even though we are all doing different parts for our different positions, we definitely have to work together to become successful," Walters explained.

Walters learned the importance of accuracy through her experience in the UPIC program, but she has seen it goes beyond just getting the numbers right. Walters has witnessed how the presentations she created were valuable assets in bringing about positive change to Clemson. "Reaching students is the most difficult aspect of my position," Walters said. "But, when you see the statistics improve from project to project — that makes it all worth it because you know your work has made a difference in the individual lives of students at Clemson." Walters has found the more people see Healthy Campus campaigns with Clemson-specific facts, the more likely they are to use the tips and suggested safety measures.

Walters' personal and professional growth was also impacted by her experience to educate others on healthcare-related topics. Her UPIC internship with Healthy Campus made her studies as a nurse even more relevant, as she will conduct patient education in her career field. When she becomes a nursing professional, Walters will use the skills she's learned in communication to present the importance of certain topics with more accuracy and effectiveness. For Walters, having a UPIC internship in college allowed her to gain a wide range of core skills and gave her a chance to prepare in specific areas for her career before graduation.



"We all work together and collaborate with one another on different projects, communicating data to each other. Even though we are all doing different parts for our different positions, we definitely have to work together to become successful."





UPIC INTERN

Trevlonta Peeples

Student interns in the UPIC program take on professional responsibilities in their positions, but they also gain insight into their own self-awareness. Throughout his internship, Trevlonta Peeples, a senior civil engineering major, was able to learn an array of things outside of his major and general interests.

As a University Housing & Dining intern, Peeples was given the opportunity to explore sustainability. "There are a lot of things I didn't even know I was interested in before working here, but I found sustainability is actually something I am extremely interested in," Peeples said. His position gave him the opportunity to work on the social side of sustainability, which largely includes behind-the-scenes work to address sustainability issues around Clemson's campus. His responsibilities included attending multi-departmental meetings, planning and hosting sustainability events, and producing marketing materials for events.

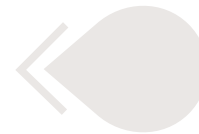
Peeples said having a credible internship like UPIC heightened his college experience. "With my UPIC internship, there's always something new to do, learn and experience. The work is always challenging," Peeples said. "In other jobs there wasn't much to it, but having a UPIC internship has actually developed me into a better employee and has helped prepare me for my future."

The experience Peeples gained from working on sustainability issues also informed his future career goals and aspirations. Before entering his UPIC internship, Peeples said he did not know how sustainability could fit into the civil engineering field. "When I graduate, I still want to do civil engineering, but I also want some aspect of my job to involve sustainability," he said. "This internship has definitely put sustainability on my mind for after graduation." Peeples now wants to look for companies who have strong sustainability mindsets within the civil engineering field, companies who use sustainable materials and construction methods and who are working to create a more sustainable community.

"I really enjoy coming into work everyday, and I love the work I get to do. With something as important as sustainability, I feel like my work matters."

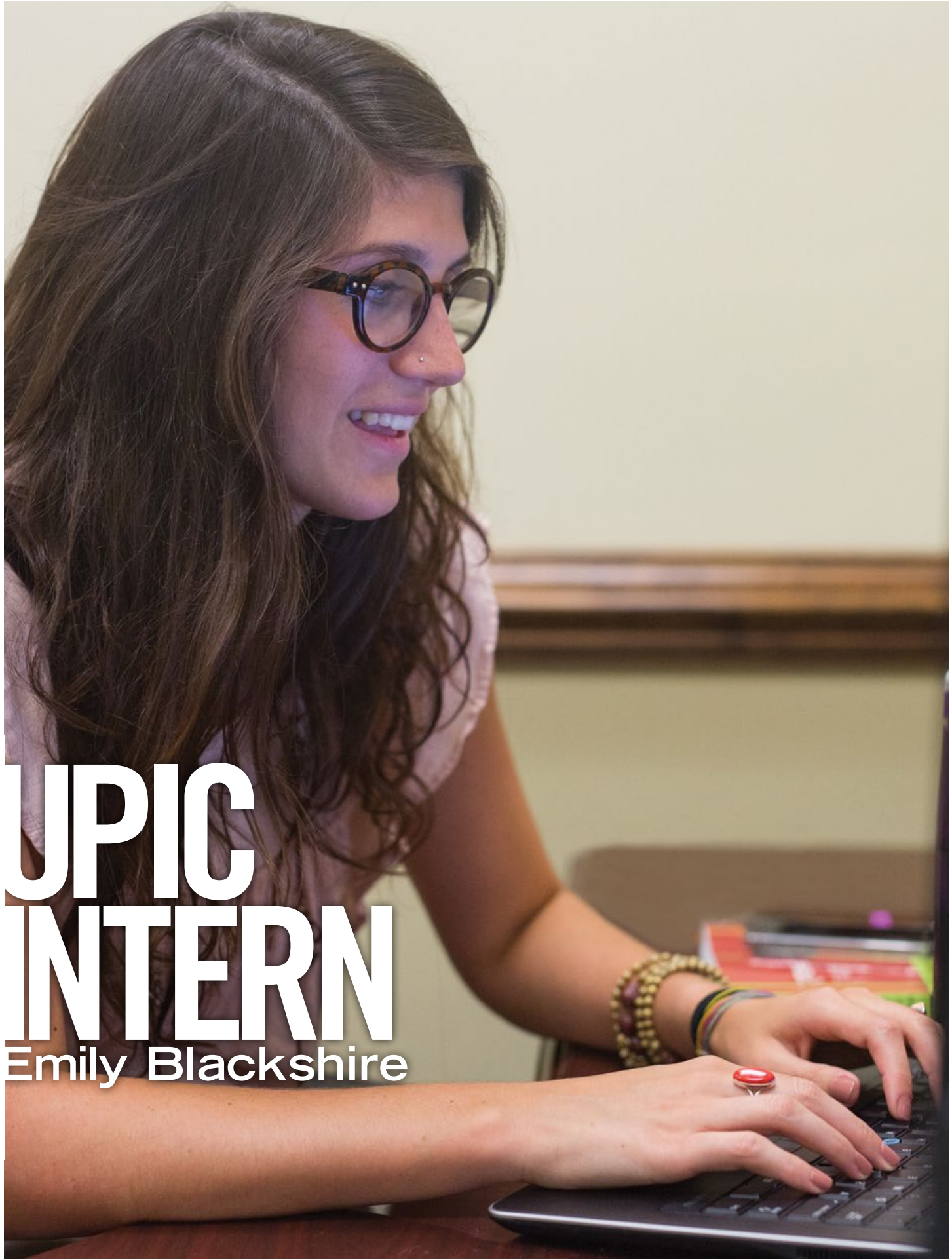
Peeples said his choices for the future have been impacted by the positive and rewarding experience working as a UPIC intern. "I really enjoy coming into work every day, and I love the work I get to do. With something as important as sustainability,

I really feel like my work matters," he said. Feeling a sense of fulfillment in his position motivates Peeples to do his best to become a better leader inside and outside of the office. He feels more confident and prepared for his future career as he enters the workplace upon graduation. "I know I will incorporate things I have learned in this internship in whatever I end up doing in life. Everything I have learned here is that important."



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UPIC INTERN

Emily Blackshire



UPIC internships give students the opportunity to work closely with Clemson University faculty, who help prepare and empower them to make a difference. Rising senior Emily Blackshire has been able to make a difference by giving back to the Clemson community through five UPIC internship rotations.

Blackshire, a language and international health major, began her UPIC experience two years ago working on sustainability-related projects with University Housing & Dining. Under mentor Gary Gaulin, associate director of Sustainability, she planned sustainability-related events and coordinated food recovery initiatives. In her next position, she worked closely with UPIC mentor and director of Residential Learning, Dr. Suzanne Price, on a research project. The project, which is focused on first-year students, assessed the students' knowledge of sustainability in their first few months at Clemson.

As a rising senior, Blackshire said she feels more prepared for graduation than she expected and shared how the freedom to think independently gave her the confidence to make decisions not only in her job, but also with how she thinks critically going forward. "At my first UPIC internship, we didn't necessarily have assignments. Our mentor would come in and we would all discuss things on an existential level," Blackshire said. "We would ask questions like, 'What issues do we see on campus? Are students caring about sustainability? What can we do about it?' From there, we took the reins to make it happen." Open-ended discussions and duties that involved developing and planning sustainability events allowed Blackshire to be creative and innovative with her thinking, and to also work within a team environment.

Engagement is a process Clemson cultivates not only in the classroom, but among faculty, staff and departments as well. Blackshire and her fellow interns were encouraged to work together and with other areas within the University to accomplish their goals and plan events. "We were constantly reaching out to other offices and organizations," Blackshire explained. "There's such a priority put on collaboration at Clemson. We were always reaching out and other offices were always willing to help. That's just how it is here." The collaborative component of Blackshire's internships allowed her to connect with parts of the Clemson student body, faculty and

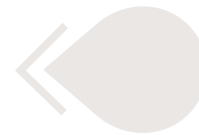
staff she wouldn't have otherwise known. It gave her the opportunity to form valuable relationships and connections. "It was really cool to be able to connect with other UPIC interns from other parts of campus throughout this process. When we reached out to their departments, we were learning to create our own professional connections with other interns in the UPIC community," Blackshire said.

Promoting sustainability issues was more impactful because she was able to bring others into the process. Forming these connections and relationships with other students across campus became Blackshire's favorite aspect of her work, and she said it changed her Clemson Experience for the better.

Over the course of Blackshire's time as an intern, UPIC served as a true source of professional growth and development for her. "This [UPIC internship] really motivated me to stay in this type of work," Blackshire said. "I want to go to law school, but also get a master's in social work. I want to get this dual degree so I can eventually become a public defender." Blackshire admits the plans are strongly influenced by her UPIC internships. She reflects, "The best part is looking back and knowing I'm not the same person I was when I accepted the offer. I am more well-rounded and prepared for my future."

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"The best part is looking back and knowing that I'm not the same person I was when I accepted the offer. I am more well-rounded and prepared for my future."



A portrait of Summers Binnicker, a young woman with long, wavy, light brown hair, smiling warmly. She is wearing a blue blazer over a black top. Her hands are clasped in front of her, and she is wearing rings on her fingers. The background is a plain, light-colored wall.

UPIC ALUMNI

Summers Binnicker

UPIC internships put students in great positions for success after graduation, especially those who step into full-time careers right away. Many UPIC alumni attribute their post-graduation success in the job market to their time as UPIC interns, such as class of 2014 alumna Summers Binnicker.

Binnicker, who majored in marketing and double minored in finance and accounting, worked as an intern with the then-Regional Economic Development Center (REDC) at a pivotal time in her college career. The position was predominantly a consulting position, working with innovative entrepreneurs across the state of South Carolina. Binnicker served as the marketing lead and helped individual entrepreneurs create marketing plans and define target customers. This was Binnicker's first opportunity to apply classroom concepts in a real-work setting. "I had the opportunity to work with real business owners and start-up entrepreneurs; it was my first taste of business venture in real time," Binnicker said.

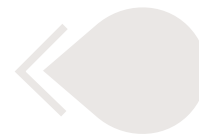
Throughout her time as a UPIC intern with the REDC, Binnicker gained valuable skills like time management, meeting deadlines, building client relations, multitasking and working as a team member. Something that proved to be even more beneficial for Binnicker after graduation was the opportunity for career exploration. Having a professional internship allowed Binnicker to gain direction for her future. "I truly did not know what I wanted to do after college; the internship helped me figure out things I liked to do and things I did not like to do," explained Binnicker. "It was a huge part of the exploration process." Binnicker discerned the best career direction for her was in business, which led her to explore more internships in that area before graduation.

Binnicker describes her internship experience as a trial run for the real world — a place where she could explore different fields of work and types of organizations, and then decide what she liked. "UPIC, specifically, is a niche opportunity to explore different types of work while still balancing classes. Working through UPIC, you can try a variety of things and switch it up every semester if you'd like," Binnicker said. Gaining direction from her UPIC internship, Binnicker was motivated to find other internships in the business field. "One of the best parts of my UPIC experience was working with my peers. They were an awesome sounding board when I was contemplating companies and internships

I wanted to apply for after finishing my UPIC rotations," Binnicker said.

After her internship with the UPIC program, Binnicker became an intern for Bank of America and was then offered a full-time position after graduation in their Charlotte, N.C. office. Taking her career a step further, Binnicker accepted a position with Wells Fargo, also in Charlotte, in the fall of 2016. Now that she is working as a full-time employee, Binnicker realizes how impactful her UPIC experience was to her career after graduation. "There are so many similarities ... I experience all of what I learned in my internship on a daily basis," Binnicker said. "Developing the skills I did in my internship absolutely made me more confident heading into a full-time position after college."

"I had the opportunity to work with real business owners and start-up entrepreneurs; it was my first taste of business venture in real time."



A man with a beard and glasses is shown from the chest up, leaning over a desk. He is wearing a green t-shirt and a gold watch on his left wrist. He is holding a blue pen and writing in a small notebook. In the foreground, there is a large sheet of paper with colorful markings. The background is a plain, light-colored wall.

UPIC ALUMNI

Paul Mosher

Alumni of the UPIC program experience its benefits long after graduation. Having a UPIC internship in college helped these alumni gain valuable skills and connections that made them more competitive candidates after college. For UPIC alumnus, Paul Mosher, having several rotations of work experience before graduation put him ahead of his peers.

Mosher was the first architectural intern for the Student Affairs Publications office, a position created for him after his first internship rotation that summer. During his time as a UPIC intern, Mosher was in charge of keeping the campus map updated as well as weighing in on design projects that directly affected students. Within this role, Mosher became proficient in design programs in the Adobe Creative Suite. "My internship required me to use a lot of computer programs, especially the Adobe Creative Suite. I was a lot further ahead in learning those than most of my peers," Mosher said. After graduation, Mosher continued his Clemson education by pursuing a Master of Architecture degree. Currently, Mosher is a full-time student at Clemson's Charleston, S.C. satellite campus, while also working as an intern in a local, residential architectural firm. "Because I had that experience, working so much with the Adobe Creative Suite, my graphics and designs looked a lot better. I was able to land an architecture internship earlier than a lot of people," Mosher explained.

Mosher's UPIC experience as an undergraduate motivated him to find an internship while pursuing his master's degree. Mosher now knows that the value of an internship is in the opportunity to learn in a hands-on environment that encourages risk taking and moments of growth. "With my internship, I saw I grew and learned a lot faster because I did not have to be afraid of making mistakes; because in an internship, every project is a teaching opportunity," Mosher said.

Through the UPIC program, he was able to see how important it is to gain real-world experience alongside classroom experience. Mosher also hopes gaining more experience will continue to keep him a step ahead of other students. "With an internship, and especially with UPIC, you are doing things that are going to go into effect, just like it would happen in the real world. It really helps diversify your learning so that you are not just learning in the classroom," Mosher explained.

The UPIC program served not only as a place for Mosher to learn, but it also became a place where he could collaborate, lead and teach. Toward the end of his UPIC experience, the Student Affairs Publications office hired another architectural intern, which opened up the space for Mosher to become a lead intern. Leading his peers required Mosher to further develop his communication, collaboration and leadership skills, all necessary components of effective engagement.

Mosher will leave Clemson with not only the knowledge and skills to be a qualified architect, but also with experiences that will set him apart as a leader in his field.



"With an internship, and especially with UPIC, you are doing things that are going to go into effect, just like it would happen in the real world. It really helps diversify your learning, so that you are not just learning in the classroom."



A woman with dark, wavy hair, wearing glasses, a pearl necklace, a blue patterned top, and a white cardigan, is sitting in a black leather office chair. She is holding a pink notebook with a floral pattern and a pen, appearing to be writing. The background shows a wooden desk and a lamp.

UPIC ALUMNI

Réven Smalls

Through their positions in the UPIC program, many students feel they make a difference on Clemson's campus. For Clemson University and UPIC alumna, Réven Smalls, the opportunity to have an internship during her college years not only provided her with the self-confidence and relationship-building skills to become successful after graduation, but allowed her to make an impact while she was at the University.

After graduating from Clemson University in 2014, Smalls became a graduate student, studying clinical psychology at Augusta University in Augusta, Ga. During her time at Clemson, Smalls worked as an optimization intern in the UPIC office. This internship was Smalls' first job, and it became increasingly important to her. Meeting and connecting with new people, collaborating with a team who was dedicated and working behind-the-scenes for a growing organization are some of the aspects she found most beneficial in her time in the UPIC program.

Smalls served as the first optimization intern for the UPIC office and was responsible for creating "UPIC It Up," a monthly newsletter that features both a mentor and an intern experience, as well as important upcoming information. Her responsibilities included obtaining and filing pictures and documents, facilitating interviews for recommended UPIC spotlights and even constructing an internship manual still in use today. Her internship allowed her to not only leave her mark on the UPIC program, but also gave her more self-awareness and professional experience. She said her internship allowed her to gain more confidence in herself and her abilities. "I felt more capable and comfortable. I felt that my voice was heard 100 percent on suggestions and ideas I presented, and a lot of my ideas were implemented, or at least considered, by my colleagues or superiors," Smalls said.

Working in the UPIC office, together with the UPIC staff, Smalls learned, "...how to develop close, professional relationships with a small group of people, inclusive of coworkers and superiors." This is a skill that has helped her transition into life after graduation. For Smalls, developing good in-office relationships motivated her to have better work ethic, and it showed her how important it is to always take the time to get to know co-workers. Smalls said she realized how important having close relationships with her colleagues, especially her mentor, Lisa Robinson, has become after college. "The mentor relationship was really

key. I looked to my mentor for guidance and direction in the professional world, and I looked to her for motivation toward success. Because I established a good connection with her, she will likely serve as a reference for future career and schooling opportunities. I still keep in touch and check in with her, and she does the same with me," Smalls said.

Smalls now reflects on her time as a UPIC intern and notes how her internship indirectly prepared her for the future, specifically for interview processes and utilizing resources. Smalls felt her professional interview skills became top-notch because she was often interviewing others or being interviewed during her time in the UPIC office. She learned "how to answer questions and what questions to ask the employer during the interview." Working so closely in the Center for Career and Professional Development also gave Smalls easy access to job-related materials, such as template résumés and cover letters, and allowed her to conduct more in-depth career research.

Smalls considers UPIC a vital part of her college career, an opportunity she would encourage students to take advantage of during their time at Clemson. Looking back, Smalls feels most proud to have left a lasting impact on Clemson through the work she did in her internship. "You never know if the things you do as an intern will make a difference in the short term or in the long term, especially if the projects and initiatives you have worked on matter a great deal to the success and progression of the department. I have left my mark on Clemson," Smalls said.



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Meagan Huff Intern

(The contents of this interview have been edited and condensed for clarity and length.)

Mentor Experience:

Meagan: Describe what it means to be a UPIC mentor.

Bethany: For me it's about shaping and molding the intern's experience. I was an intern in a lot of different circumstances as an undergrad, and each internship is very valuable. They gave me good relationships and experience I didn't get in the classroom. Also, it is (sort of) educating students about this career path because you cannot necessarily get a degree in what we do. I like to teach the interns about the impact of philanthropy on this campus and that's been really the most important thing for the students to see and understand. I hope they look at a building like the Hendrix Student Center and not just see a building with dining and career services, but the Hendrix family, who gave the money to make that building possible. I want students to see the personal sacrifice people make in their philanthropic journey and how that impacts this University.

Meagan: Why do you think internships are important?

Bethany: Internships are a great resource for our office. It's a great opportunity for students to learn but also to help us. To do the work that we do — we do not have unlimited resources; having students is a dual benefit for us because we have three to four interns, which is almost another full-time staff member. I think it also gives the interns real-life experience because you need tangible work experience in order to get a job. It's going to really distinguish them and give them a leg-up when they graduate from school or in their first job after graduation.

Meagan: How do you make this internship as much like the real world as possible?

Bethany: Meagan has been with us for a number of rotations, but in the beginning it's learning the database. The responsibilities grow as the interns get more comfortable and confident in working. Now, she's creating and working on projects that are new and have not been done before. Our interns have real-world experience because they do real work. I want interns to see they are valuable, contributing members in our office. In the real world, everyone is a contributing member, so that is how I strive to make the interns feel while they are working here.

Q+A

Mentor and Intern

Meagan: What have you learned from being a UPIC mentor?

Bethany: I have learned how to better hone my management skills. Being a young staff member, I have not had a ton of management experience. Students have different skills and attributes. Different students handle stress differently, so it has helped me to realize I may need to tailor my style a little more if an intern is having a hard week or has a lot of exams. I have also learned how to have some tough conversations. We are pretty close in age, so it's that balance and establishment between work and friendship. There's a time for us to talk about how your weekend was, but then it is time to get down to business. I have learned to spend more time getting to know the interns as people and not just as my interns.

Meagan: What benefit do UPIC interns bring to your office?

Bethany: UPIC interns bring a huge benefit to our office. For starters, we do what we do for the students. Seeing students physically in the office is a reminder what we are all here for and why we all work so hard at what we do. Also, having students just brings more talent to our office. Our UPIC interns are so talented, and the work that they do brings new life to things. They think about things differently and help us make things better.

CONTINUED >



Bethany Grogan
Mentor

Intern Experience:

Bethany: What made you want to do this internship?

Meagan: I knew I wanted job experience before I graduated. Someone I knew had done this UPIC internship, so talking to her about her experience really motivated me to move forward in applying. It appealed to me to work in an area that was different than the healthcare field because I knew that is what I wanted to do, but I also wanted to confirm that decision.

Bethany: Is there something you have learned through this experience you didn't expect to learn?

Meagan: All of the skills I have learned from running different reports, managing databases — now I can be much more efficient in my work. I did not expect to learn Razor's Edge [NXT™ by blackbaud®], which is our donor database with more than 220,000 constituents. Also, just learning how to balance time between work and school and social things. That took a little bit of an adjustment, but that is also beneficial for the real world.

Bethany: What has this internship taught you about leadership?

Meagan: This semester especially, we took on three new interns, so part of my job is to train all of the new interns. I have definitely learned how to be a much better leader as well as a much better teacher. I have learned how to communicate effectively and efficiently in a way they will understand. It's been a challenge, but it has also been really good. It's taught me how to be more relatable as a leader to the other interns.

Bethany: What has your mentor taught you through this experience?

Meagan: My mentor has pushed me out of my comfort zone, but that is how you learn best and how you grow as a professional. It really forced me to learn more because I had to learn things on my own and ask questions along the way.

Bethany: What is the most difficult aspect of your job and how have you learned to overcome it?

Meagan: The most difficult aspect of my job are the tiny details in the reports we run. If you mess one up, then the whole report is wrong. I thought I was detail-oriented before,

but because of jobs like that, I am even more detail-oriented. Just in general, having a UPIC internship, you have to devote a certain amount of time to work and also have a full course load — it can be a big challenge, but it has forced me to grow as a professional.

Bethany: What has it meant for you to have this experience while in college?

Meagan: Having this experience while in college has been extremely valuable. I also just think this is what will set me apart from a lot of other people and applicants out there. And even though this position is not in the healthcare field, there are still lots of skills I have learned here, especially navigating the large database.

Bethany: If you had to describe your UPIC experience with three words, what would they be?

Meagan: Three words — definitely 'challenging' would be one. It has pushed me to be a better person and student and future professional. I also think it is very interesting. I really enjoy the work I do here. I like working with the development office and learning about different donors that make this campus possible and think I have gained a really interesting outlook on the University in general. The projects we do are really fun. I got to be a part of the process of things like helping choose which donors will be invited to sit in the President's box at Clemson football games and getting the suite, invitations and other things ready to make it happen.

Bethany: What's next for you?

Meagan: I actually just got accepted into Emory University for their accelerated Bachelor and Master of Science in Nursing program, so I will be a pediatric nurse practitioner in December 2019.

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