

2012

UPIC Magazine, Issue 1

Center for Career and Professional Development

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CLEMSON STUDENTS

BENEFIT FROM DEVELOPING PROFESSIONAL SKILLS



FACULTY & STAFF

HARBOR PROFESSIONAL SKILLS WORTH SHARING



UPIC INTERNSHIPS

BRING THESE TWO GROUPS TOGETHER

JOIN THE UPIC PROGRAM

Every semester, undergraduate students from every major and staff from every part of Clemson University join together through UPIC internships. These paid internships grant students real, on the job experience in professional fields and offer staff a chance to mentor some of Clemson's most brilliant students.

To find out more about the UPIC Program, visit career.clemson.edu/internship_programs

UPIC is part of Clemson's Center for Career and Professional Development



upicmagazine

ISSUE 1

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UPIC Magazine Staff

Perri Shockley - Editor, Art Director

Mette Kolind - Copy Editor, Production Manager

Jonathan Lashley - Publication Advisor, UPIC Mentor

Our magazine offers a narrative snapshot of the University Professional Internship and Co-op (UPIC) Program at Clemson University. All interns and mentors featured here have authored their stories voluntarily.

Letter from the UPIC staff TROY NUNAMAKER

Director of Graduate and Internship Programs

I'm thrilled to introduce the inaugural issue of UPIC Magazine. This publication, put together by a group of talented UPIC interns, showcases the stories and life-changing experiences found by the students participating in Clemson's UPIC program. Guided and mentored by one of our own UPIC team members, the interns creating this magazine invite you to consume the stories that arise across campus as students pursue their career aspirations. As one of the UPIC Magazine interns, Perri Shockley, stated while working on the project, "This experience has been so valuable to my personal and professional development. Because it was initially just my mentor and I working on such a vast project, I learned how to think quickly and solve problems on my own." We hope you will take the time to contemplate what experiential education and engaged learning means to you and those around you as you read the inspiring stories and positive student outcomes that riddle the following pages.

In Spring Semester 2012, UPIC sent 20 students through a pilot program that was not only unique to Clemson University, but also unique to the higher education community. Our students engaged in paid, on-campus experiential education opportunities that allowed them to develop close working relationships in professional environments with university faculty and staff. After only two short years, the UPIC Office now serves students in over 600 UPIC positions annually. This dramatic expansion of the program speaks to the sense of importance that mentors and interns gather, as well as the institutional commitment Clemson University has made in supporting students' personal and professional growth through authentic career experiences.

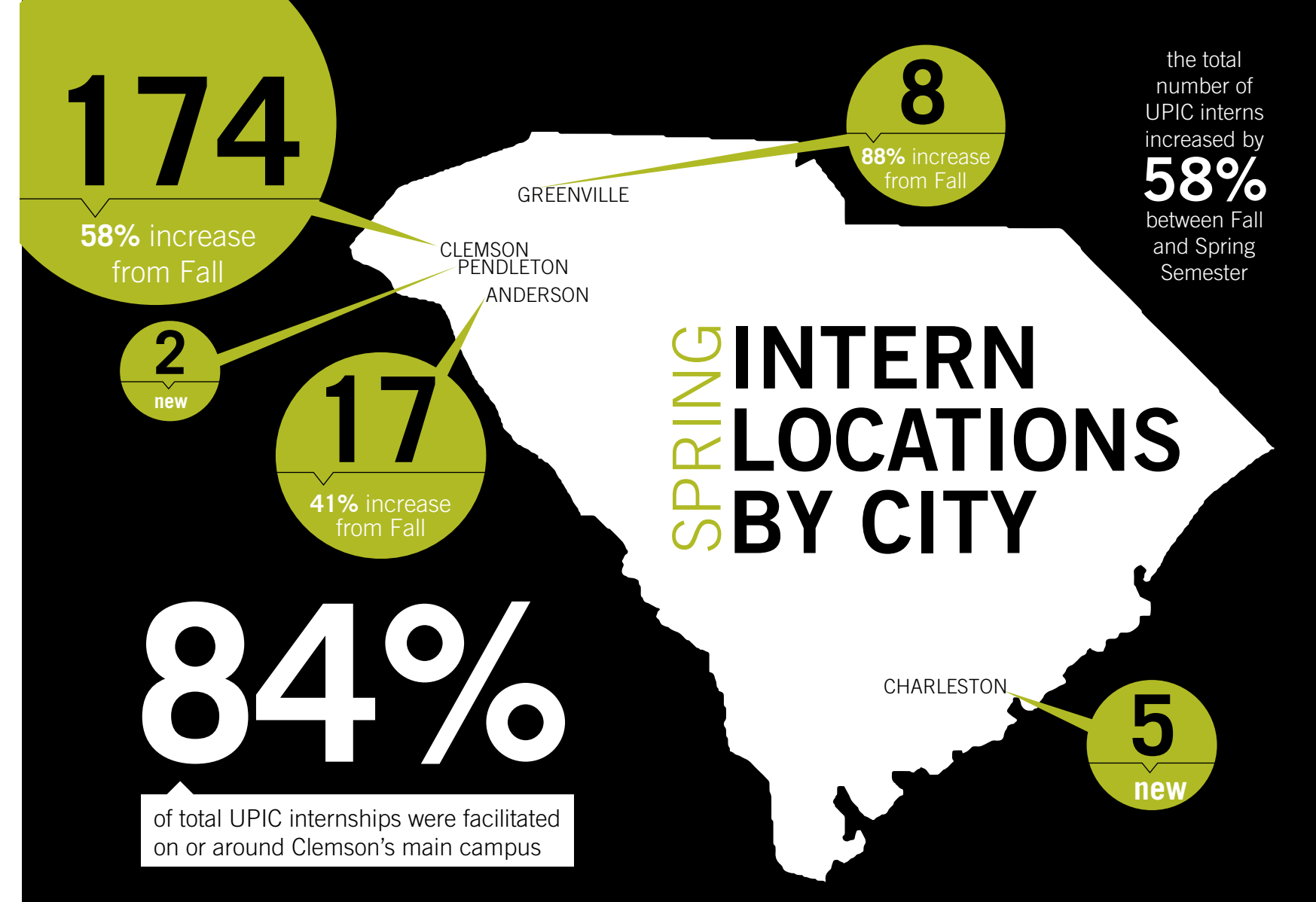
While reading UPIC Magazine, I hope that the valuable career, professional, and knowledge-based experiences on which students reflect will leave you enthusiastic about the potential of this program. Students regularly state that they believe the practical skills gained during their UPIC experiences are worthwhile, relevant, and directly impact their career goals. Similarly, mentors comment on the positive student growth they perceive in professional abilities like critical and analytical decision making, creative problem solving, and communicating in general.

Among each of Clemson's campuses, the level of expertise, guidance, and empowerment that our mentors and departments afford students through the UPIC program are unmatched. No other college campus has provided a student body with such uniquely educational workplace experiences—demonstrating why Clemson continues to be such a special place to work and learn.

Go Tigers!



Troy D. Nunamaker, MEd, MHRD



TOTAL UPIC EXPERIENCES SO FAR:

	2012	2013	2014
Spring	20	78	206
Summer	33	71	196
Fall	74	87	TBD
Total	127	236	402 So Far

GET TO KNOW



TROY NUNAMAHER

Director of Graduate and Internship Programs
Middletown, OH is his hometown

RESPONSIBILITIES

Manages internship programs and budgets
Assesses program effectiveness
Provides career development counseling



CAREN KELLEY-HALL

Associate Director of the UPIC Program
Anderson, SC is her hometown

RESPONSIBILITIES

Conducts site visits
Instructor for UPIC's internship courses
Provides advising and counseling

THE UPIC STAFF



LISA ROBINSON

Assistant Director of the UPIC Program
Ithaca, NY is her hometown

RESPONSIBILITIES

Conducts site visits
Assists with mentor and intern training
Provides career development counseling



JENNA TUCKER

Internship Counselor
Clemson, SC is her hometown

RESPONSIBILITIES

Assists with intern and mentor trainings
Conducts UPIC site visits
Provides career development counseling



COLLEEN LASHLEY

Program Coordinator
Oak Harbor, WA is her hometown

RESPONSIBILITIES

Coordinates payroll
Orchestrates emails
Assists interns with hours



STACEY HUDDLESTON

Program Coordinator
Fontana, CA is her hometown

RESPONSIBILITIES

Coordinates payroll
Orchestrates emails
Assists interns with hours



MORGAN CLARDY

Graduate Assistant
Pelzer, SC is her hometown

RESPONSIBILITIES

Provides career development counseling
Helps with UPIC site visits
Assists with events such as the Career Fair



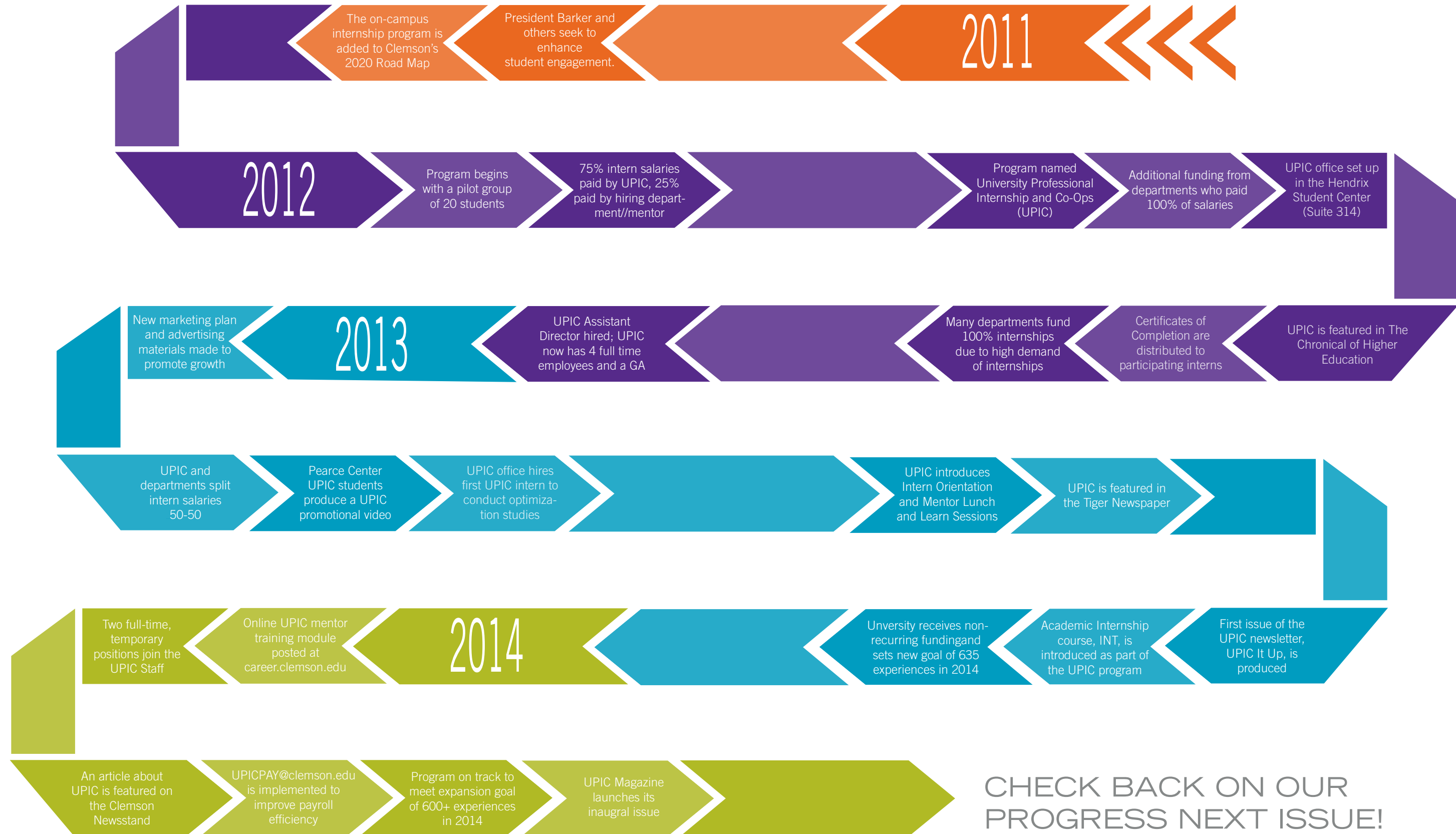
MACAULAY MORRISON

Optimization Intern (Summer)
Winston Salem, NC is her hometown

RESPONSIBILITIES

Creates the monthly newsletter
Communicates with UPIC interns
Fields questions about UPIC

PROGRAM HISTORY



CHECK BACK ON OUR
PROGRESS NEXT ISSUE!

PATRICK CAREY • KATIE HOLBA

Student Recruitment & Marketing Interns • Public Affairs • mentored by CHRISTINE GREEN



Carey (left) and Holba (right) presenting the Tigertown Bound poster

reflection by KATIE HOLBA

Working as the Student Recruitment and Marketing Intern this Spring, I found extraordinary opportunities to travel around various regions of South Carolina, to work with the Board of Visitors and Alumni Association, to interact with potential members of Clemson's Class of 2018, and while in Clemson, to learn from the public affairs and marketing team in the Trustee House. I have witnessed the enthusiasm of both the newly accepted students and the alumni, who were excited to welcome newly accepted students into the Clemson family!

I learned valuable skills for hosting events and, also, about the logistics that go into the planning of the Tigertown Bound receptions and Emagine program. Because it was the last semester of my Senior year, this internship served as a great transition from an academic setting into a professional one. It gave me the chance to share my experiences at Clemson with incoming freshman and to also build relationships with alumni.

Tigertown Bound receptions, which act as parties for newly accepted Clemson students, are held all over South Carolina. Our office also hosted the Emagine program, which provides

middle and high school students an opportunity to engage with Clemson's prestigious engineering faculty and learn about the different types of engineering programs available. I was specifically responsible for hosting the receptions in Beaufort, Charleston, Myrtle Beach, Greenwood, and Clemson. The other two interns, Shannon and Patrick Carey, were in charge of the receptions in Charlotte, Rock Hill, Greenville, Spartanburg, Columbia, Florence, Aiken/Augusta, Orangeburg, and Atlanta. All in all, there were 14 Tigertown Bound receptions hosted throughout March and April. We also traveled to Spartanburg (Jan. 18), Florence (Feb. 22), Charleston (Jan. 25), and Greenville (April 5) to host the Emagine engineering program.

The receptions gave us an opportunity to meet with newly accepted students, talk about our Clemson experiences, and to answer any

questions they had. We wanted to make them feel like they were already part of the Clemson family. This was the first Clemson experience for most of these high school seniors so it was great that they had a chance to speak with current Clemson students because of our recent and relevant insight. I enjoyed getting to travel around South Carolina and meet people from all walks of life.

At each location we were responsible for the supplies and decorations needed for the events. Typically, I arrived two hours before the event to help set up the sign-in table, set up necessary decorations and banners, organized the t-shirts and yard signs we gave each student, and helped the Board of Visitor host with any other setup needs.

Once the reception began, I typically helped greet and sign in students and parents. After they were all signed in, I usually floated around and spoke with the prospective students and their parents. When the program was over, I was responsible for handing out yard signs to each of the students and their families and would answer any last minute questions they had. The responsibilities were pretty similar for the Emagine program: to serve as a point of contact throughout the event, help set up the space,



Some Tigertown Bound's promotional materials



Carey, Holba, and Green reviewing marketing materials

One of my favorite memories is about an alumni member, who was probably in his late 70's or 80's, that helped with the reception in Charleston. He was so excited to help out and meet the newly accepted students that he arrived an hour early. He was one of the friendliest greeters at the event. It was so great for me to see this older alumnus, who was still strongly passionate and in love with Clemson as if he had just graduated this year! If Clemson produces alumni that feel excited about their school years after they graduate, then you know that Clemson is doing something right!

Hosting these events has taught me that you must always be flexible and ready for the unexpected. You can plan as much as possible, but sometimes your banner breaks, leaving you one decoration piece down. You also learn about the differences in group dynamics and how to adjust events to meet those dynamics. Some of the receptions took longer because of how engaged and excited the groups were, while others were a little shorter and to the point. Overall, the receptions are designed for the attendees (accepted students) and it is all about working to accommodate their needs to truly make it their event.

The greatest success I encountered was just seeing the accepted students and their parents happy to be there! I loved handing out the yard signs to the students afterwards and then watching them take pictures with both old and newly-made friends. To me that showed that we had done our job in providing our guests with an experience that they would remember. The same goes for the Emagine program. At the program in Greenville, this precious middle schooler came up to me after the program to get his shirt and his arms were filled with all the engineering projects he had made throughout the day. When I asked him what all the items were, he told me in great detail about each the things he

“The experiences and lessons I learned working with Clemson’s marketing services and public affairs team has shown me all of the different components and strategies needed to represent a large community of people”

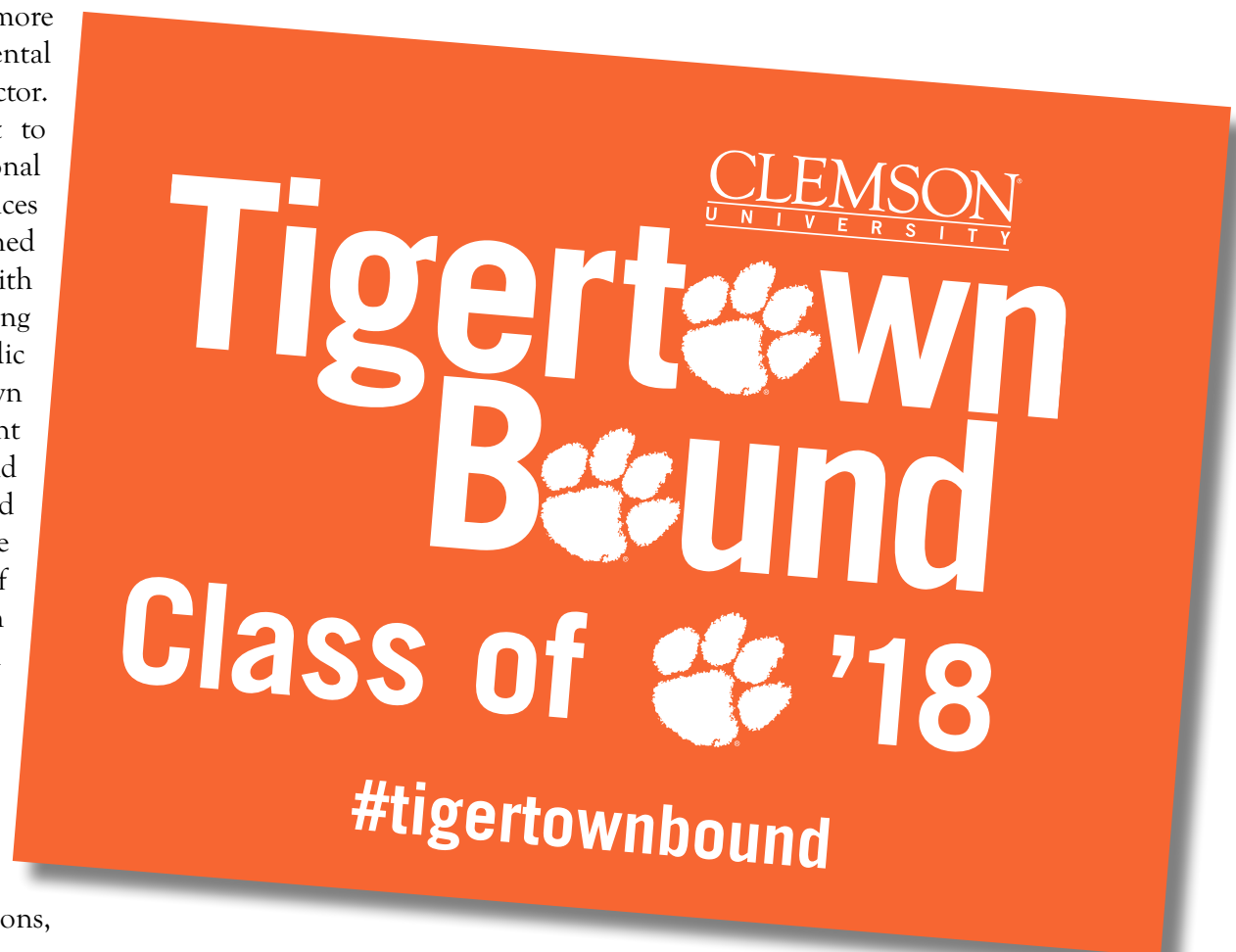
had built. The one he was most excited about was his “boat-like” item, which he told me he wanted to take home and make better because he wanted to build the best boat! That showed me again we had done our job in helping to further this middle schooler’s interest in engineering.

Throughout this internship, I learned how much work goes into creating the marketing strategy, the techniques, and the materials to make sure students are informed about the different opportunities at Clemson. I also learned from other people in the office about the different measures taken to keep the university (faculty, staff, students, administrators, parents, alumni, etc.) informed on what is happening at Clemson: changes, emergencies, etc. This office serves to communicate internally and externally about all of the great things members of Clemson are doing!

This work relates to my interest in pursuing public affairs more in the governmental and public sector. Ultimately, I want to work in international affairs. The experiences and lessons I learned working with Clemson’s marketing services and public affairs team has shown me all of the different components and strategies needed to represent a large community of people. Clemson University is filled with people from many different backgrounds, who hold different perspectives, and pursue different interests and passions,

and yet everyone has found some part of Clemson that fits them. It has been interesting to work with this team, the Board of Visitors, and the Alumni Association. It was also interesting to meet the new students because you hear many different stories and reasons for why they made the decision to come to Clemson. This opportunity has given me a better understanding of how to work with different people and represent their interests.

I have been able to meet with alumni, which has opened up doors to building relationships for possible job opportunities and just great connections to have throughout the different areas of South Carolina. I was able to learn from the alumni on how they made their transition from Clemson into the working world. It also showed me how the Clemson brand goes beyond just the university lines, it extends to the successes of the alumni and what they are able to do with the resources that Clemson provides us. 🙌



SARA SHUMPERT

Duke Innovation Intern • REDC • mentored by WILL CULLER



reflection by SARA SHUMPERT

Shumpert (right) brainstorming with a coworker Photo provided by Shumpert

Through the University Professional Internship/Co-op (UPIC) program and Clemson Technology Villages (CTV), I have had the opportunity to apply my academic studies in practical real-world business situations at the Regional Entrepreneurial Development Center (REDC). I discovered the REDC through a fellow marketing student at Clemson. He was expected to graduate a semester early in December of 2013 with his bachelor’s degree, and informed me of the internship position opening. When he told me about the REDC workplace, he described an innovative and inspiring culture that I knew I wanted to be a part of.

ClemsonJobLink allowed me easy access to the REDC manager’s contact information. I was able to have my resume reviewed by the Michelin Career Center to make a few quick improvements. Then, I emailed my polished resume and a well-crafted cover letter to the REDC manager in the hopes

of receiving an interview. I received an email inviting me to the Duke Energy Innovation Center for an interview with Will Culler, who is the REDC Director.

He informed me of the new era in job creation and how it applied to CTV. Across America twice the number of new jobs comes from start-up firms, yet we spend the majority of effort and funding on recruiting. New technology companies are the key to market expansion and new job growth. The CTV program is a hybrid internet-consultant service model designed to support new technology company formation and development in non-metropolitan areas. The hybrid Internet and store-front incubator program blends the attributes of real-time distant entrepreneurial learning with hands on consulting support. This program links communities to intellectual property, technology evaluation, product development services, seed financing, business

mentorship, corporate relationships, and recruiting. The program is structured as a pilot in five selected South Carolina communities, which are currently operating with incubator centers in Bluffton, Hartsville, and Rock Hill. This is a three-year pilot public service program that plans to continue operations after 2017.

The REDC acts as the central connection for all Technology Villages providing research and reporting services across many industries. Leveraging Clemson University resources such as business databases and faculty experts, the REDC is able to provide citable and actionable business advice to emerging entrepreneurs. The REDC is staffed completely by Clemson MBA and undergraduate students performing services in the realms of marketing, patent, financial, and operations research.

I came into this internship with academic knowledge of qualitative and quantitative data analysis, specifically gained from my statistics and marketing research classes. I was also able to practically apply skills and insights gained from professional sales, graphic design, consumer behavior, branding, services marketing, business writing, finance, and accounting courses I had taken at Clemson University. The ease of application of knowledge from the classroom to the business setting with my work at the REDC has been a tremendous source of success and reward for me.

My UPIC mentor, Will Culler, established himself as a qualified professional, and a friend who I could come to with any matter of confusion, concern, excitement, or opportunity.

The week that I joined the REDC, we acquired access to a Geographic Information System (GIS) software called Environmental Systems Research Institute (ESRI). ESRI Business Analyst software combines demographic and business

data, detailed maps, and advanced spatial analytics with our own data at the REDC. Culler gave me the lead to watch tutorials to familiarize myself with ESRI's GIS mapping software and then I assigned SC communities of interest to my new colleagues. This initial responsibility showed me that I was trusted at the REDC and made me feel like a valued member of the team.

After a semester at the REDC, I have become more acquainted with ESRI and can use it to analyze sales and consumer behavior by location to reveal insights to drive decisions about what messages to feature where, how to geographically target marketing spending, and where to increase promotions or sponsor events. The training I underwent at the REDC accustomed me to a number of top-notch marketing research databases. I learned the ins and outs of databases such as Mintel, Mergent, MarketLine, and LexisNexis.

Every workday at the REDC was exciting because I never knew if the center would receive a new request. I planned my own days by taking note of the tasks I needed to accomplish and setting a priority list. I worked alongside other student interns with whom I was able to brainstorm and problem solve. We participated in video conference calls with CTV

“The ease of application of knowledge from the classroom to the business setting with my work at the REDC has been a tremendous source of success and reward for me”



Shumpert meeting with Culler (left), her mentor Photo provided by Shumpert

innovators and their incubator manager to discuss research submitted and pinpoint new research needs.


My favorite part of this internship was the ability to work in a variety of industries. The start-ups we worked with at the REDC ranged from digital archives for local architectural history, to video production and analytics, electronic medical records systems, and biofuel development, to name a few.

I worked on the digital promotion for a Kickstarter campaign based on a facial recognition technology for missing pets. I created an expansive marketing research report for an innovator out of Rockhill that included a social media strategy, content calendar, and community management suggestions for his digital presence. I also constructed intellectual property research reports for entrepreneurs at both our Bluffton and Rockhill business incubator locations.

During this internship, I learned to apply the database access and research skills I developed in my academic studies. This was exemplified in one of my upper-level marketing classes, when the class was assigned a business-to-business group role-play sales presentation. My group was given Red Bull and we attempted to sell our energy drinks to Gold's Gym International, Inc. The competitor we were facing was Monster Energy. My team tackled the challenge through research on social media and Gale Business Insights to gain information about the companies. This gave us the competitive advantage in understanding how to best

distinguish our offer from our competitors. I most likely would never have thought to thoroughly research the players of the situation, and definitely would not have known how to efficiently do so, were it not for my internship with the REDC.

I have sharpened my written communication skills at the REDC through the research reports we provided to innovators. These reports must be comprehensive as a standalone document, as we seldom meet the entrepreneurs in person. This has taught me to write in a concise, to-the-point manner. The research I did at the REDC also allowed me to stay relevant in innovative technologies, which is the next frontier for marketers. I am now educated in the best practices for digital marketing that make use of technologies or platforms such as websites, email, apps, and social networks. I am prepared to excel in the digitally dominated future of communications marketing.

My internship at the REDC has breathed life into the marketing textbooks I so diligently study. It provides me the opportunity to stay relevant in not only the academic setting, but more so in the professional business world which I will soon be entering. My experience prepared me for a wide scope of careers and also revealed my unique areas of interest—marketing executions in social and mobile technologies. 



Shumpert presenting ideas during a meeting Photo provided by Shumpert

HEATHER MALONE

Graphic Design Intern • Global Engagement • mentored by UTTIYO RAYCHAUDHURI



Malone (left) and Raychaudhuri (right) reviewing Malone's designs

reflection by HEATHER MALONE

I greatly enjoyed my experience as the graphic design intern for the Clemson University study abroad office. It gave me a lot of great experience working in a business setting. I learned time-management, how to work towards deadlines, and how to work cooperatively to create designs with great impact. Following the Clemson University brand guidelines, I also learned how to be creative within what can seem like a confining set of rules. Overall, my experience has taught me a lot of things that will be valuable in real-life jobs.

My duties included: designing print and digital advertising for study abroad events and services, designing cover photos and promotions for social media networks, creating content and formatting weekly emails to be sent to the study abroad listserv. I also created all of the advertising materials for the International Service-Learning and Research Colloquium.

The first day that I worked for the Study Abroad office, I was told what was expected of me. My long-term project for the semester was to re-brand the department. I was given rough sketches of what was needed and I was also given the task of creating print and digital advertising materials for the study abroad fair, which was to be held two days after I started. I created a 36"x48" tri-fold poster for display at the fair, as well as edited the brochures for distribution at the fair. The tri-fold poster was a little difficult, as it was a large piece to produce and I had to create it in a short period of time.

Another large project I worked on was the print and digital advertising materials for the International Service-Learning and Research Colloquium. I created a logo for the event, a 16-page speaker program that included parking details,

Facebook and Twitter cover photos, email blasts, name tags, labels, and e-cards to promote the colloquium. It was a great opportunity to get to create an entire advertising campaign from the ground up, and gave me some phenomenal additions to my portfolio. It was also nice to be able to attend the colloquium and see all of my products in action, as well as be complimented on the work I did.

My long-lasting contribution to the study abroad office, however, will be the use of Mailchimp, an email-formatting service, to create graphic emails to be sent out to the student body to inform them of our services. I started using Mailchimp to create our weekly emails, which made them more graphic and user friendly. I re-branded the department and made sure that everything that was sent out promoted the study abroad office.

The emails included the "Clemson Study Abroad" header graphic that I created, along with basic information about the "Study Abroad 101, 201, 301, and 401" events, contact and social media information, and any information pertinent to study abroad at the time.


I've been pursuing a career in advertising and graphic communications since I was a sophomore in high school. Creating advertising campaigns has been a large part of my career as a student and a professional. It is also a large part of what I do as the Public Relations Director of Clemson University's Student Government (CUSG). As a graphic communications major, graphic design for print and digital advertising is a large portion of what I am learning in college. Some of the valuable skills I have learned from this internship are brand management, digital communications skills, and better communications skills with clients. These skills will be integral to any career I pursue within the graphic communications industry after I graduate.

"I learned time-management, how to work towards deadlines, and how to work cooperatively"

The biggest struggle for me with this internship was my work-life balance. I am a transfer student and I have taken 18+ credit hours every semester since I started at Clemson in Fall 2012. On top of my academic workload, I work 15 hours per week, and have clients that I do freelance social media management. I am also the Webmaster for Clemson's chapter of Mortar Board and the Public Relations Director for CUSG. Despite all of my other duties, I was able to keep up with my internship workload.

Overall, I completed all projects that were given to me in a timely and professional matter, learned a couple of new programs and passed my skills and knowledge on to others. My last day in the study abroad internship was spent transferring

all of my files via Google Drive, teaching one of the office workers how to use the Mailchimp software, and removing myself from all administrative privileges on the social media accounts.

My position was new to the UPIC program. As the first person to have this experience, I would recommend that this position is made permanent within the UPIC program, and I urge that graphic communications majors be made aware of its existence. Professionally, this internship allowed me to network within my field, while also providing me with some more marketable skills. Academically, it allowed me to apply the skills I learned in school to a professional setting. Personally, this experience gave me friendships that I will treasure even after I leave Clemson. It was a great opportunity, a great learning experience, and a great networking opportunity. 



CHRISTINE GALLIGAN

IAHC Intern • Public Health Sciences • mentored by DR. CHERYL DYE



Galligan (center left) spending time with patients Photo provided by Galligan

reflection by CHRISTINE GALLIGAN

Dr. Dye led a Creative Inquiry team as part of my UPIC internship. We studied the effects of thoughts and sensory experiences on Heart Rate Variability (HRV) of caregivers for those who have dementia in order to help them manage the stress of caregiving. HRV is a measure of the balance between the sympathetic and parasympathetic nervous systems and is a predictor of morbidity and mortality. The sympathetic nervous system is activated during the “fight or flight syndrome” when someone feels stressed and activation of the parasympathetic nervous system brings a person back into balance or “coherence”.

We learned from a literature review about HRV that thoughts and emotions can greatly affect HRV and that a person can learn to replace negative thoughts of frustration with thoughts of appreciation and gratitude. Guided by research findings, we used music, aromas, and images of nature scenes to activate the parasympathetic nervous system along with thoughts of appreciation and gratitude. We used a biofeedback device called the EmWave2 to record HRV and the participants in the project were able to see the immediate effects of HRV on their thoughts of frustration compared to thoughts of appreciation, gratitude, and exposure to aromas,

music, and nature images.

The work this spring was a continuation of work we conducted in the summer and fall of 2013. Through Creative Inquiry in the summer of 2013, another student and I worked with Dr. Dye and members of the Osher Lifelong Learning Institute (OLLI). We developed and tested protocols for HRV data collection, collected data from 17 OLLI members, and presented our findings to the Seneca Rotary Club. In the fall of 2013, I was joined by other Creative Inquiry team members to again collect data from members of OLLI as well as members of the Seneca Senior Center and other adults who have engaged in activities offered by the CU Institute for Engaged Aging. In the spring of 2014, a Creative Inquiry team and I brought our program to the Center for Success in Aging at Greenville Health System (GHS) where we worked with dementia patients as well as their caregivers.

In the GHS project, we added activities to an established MemoryHealth program. Our activities focused on improving resiliency in caregivers, who lead extremely stressful lives, by helping them improve their HRV and manage their stress. We used a sorting protocol to determine their preferred

aromas, music, and nature images, and collected data using the EmWave2.

We implemented activities with the patients that focused on improving engagement and measured what we observed with a checklist of behaviors. Participants were also asked to choose their preferred nature images, aromas, and music, but their responses were measured by observing their engaged behavior.

This Spring, I was able to secure a research grant from the Calhoun Honors College to purchase materials for our project at GHS; this included MP3 players for the dementia patients. If you think back to when you received your first MP3 player, you can probably imagine their excitement. We preloaded the MP3 players with the patients’ favorite songs along with copies of their preferred nature images. Additionally, we encouraged participants to find ways to incorporate their favorite aromas when feeling stressed.

“I was able to secure a research grant from the Calhoun Honors College to purchase materials for our project at GHS”

Music therapy has been researched for years, but now the technology to personalize music is inexpensive and easily accessible. We shared with the caregivers how their care recipient’s music choices can be used to increase engagement or reduce disordered behaviors. It was humbling to see the patient reactions to receiving this tiny device.

Dementia causes memory loss, but many patients were still able to identify genres and songs from their youth. Some could even remember the lyrics to songs from the 1920’s. Remembering even just the first couple of words or melody of a song was comforting to them and their faces lit up with joy when they recognized a favorite song from their younger years. These MP3 players seem so insignificant to

our generation; I know I have a drawer full of old iPods that I don’t even use anymore. Technology can affect the elderly population in a positive way, however, if it is simple enough for them to use.

The caregivers were confident in knowing that their loved ones were in a good mental state and seemed to enjoy using their MP3s. One gentleman enjoyed wearing his ear buds with the MP3 clipped to his collar so much that he wanted to wear it even when the music was not playing. His wife told us she believed he liked how he looked like their grandson. The use of such an “outdated” device can be a wonderful strategy for caregivers who want to positively engage their loved one while they handle their own daily chores and tasks. Music is not a new thing, but it can certainly be part of the answer in reducing the burden of caregiving.

I encourage young people to sit with their parents or grandparents and help them find some songs that they enjoy. Even if you don’t have a bunch of old iPod’s lying around like I do, you could burn them a CD. This has seemingly

been the most effective intervention I have ever experienced in aiding caregivers of dementia patients as it allowed both the patients *and* the caregivers to relax.

Our most statistically significant findings from our data collection with older adults and caregivers, is that viewing a nature image along with thoughts of appreciation and gratitude can best improve levels of coherence. For patients with dementia, music seems to be the most powerful way to stimulate cognitive engagement. Perhaps students can also benefit from our study findings by spending time in nature to relieve stress and improve their mental and physical well-being during stressful periods of time. 12



Galligan (far left) and Dr. Dye (far right) demonstrating how to use a MP3 player to a patient Photo provided by Galligan

reflection by DR. CHERYL DYE

I chose to be a mentor because I enjoy providing research opportunities for our undergraduates, many of whom desire to go to graduate school for advanced degrees in health administration, health promotion, medicine, physical therapy, occupational therapy, dentistry and other health professions. Our undergraduates understand the value of having research experience as it helps them gain acceptance into graduate programs and excel during their educational experiences. Research provides the opportunity to hone the skills of critical thinking and problem solving needed to address challenges in our proximal and distant world.

The research process itself instills discipline in developing and adhering to a precise methodology of data collection and analysis, and requires follow-through to disseminate results through poster or podium presentations. I believe our students need the skills inherent in research to be top performing professionals who excel in their work and advance knowledge in their field. I also enjoy working one-on-one with students outside of the classroom because I can better understand their individual interests and needs and develop experiences that help them mature as a student and a future professional.

My intern, Christine Galligan, and I met at least once a week to prepare for the activities we conducted at the clinic with the patients and caregivers. Initially, we explored the literature for best practices in improving engagement of those with dementia and for reducing stress of caregivers. We then met with the clinicians involved in the Memory Health program at GHS to discuss plans. We practiced implementing the activities with the clinicians in preparation for working with the study participants in seven 2-hour, weekly sessions. My intern also worked independently to obtain and prepare materials for a poster and written reports.

Throughout this internship, my intern learned the importance of obtaining informed consent from participants and then maintaining confidentiality of the data we collected. In the CITI Human Subjects training I required my intern to complete, she learned about these

issues, but actually putting them into practice will help ensure that she remembers these requirements as she works with patients and clients in her future career.

She also learned how to communicate effectively with a variety of people: clinicians, patients with dementia, and caregivers. I made sure my intern often interacted with clinicians, patients and patient family members and others serving as caregivers. The patients we worked with had been diagnosed with cognitive decline ranging from Mild Cognitive Impairment (MCI) to Alzheimer's Disease and through this interaction, my intern learned about the various symptoms of cognitive decline and how one can continue to engage individuals suffering from this impairment to still experience some quality of life. We used cognitively, sensory, and socially stimulating activities to enhance engagement. We also worked with the caregivers of those with MCI and dementia in order to teach them stress

management techniques such as enhancing heart rate variability through nature images, aromas, and music and practicing Tai Chi.

I think there are things that both the interns and the mentors learn from

these internships. There is a personal commitment to helping an undergraduate student develop their potential as well as a philosophy of balancing high expectations with appropriate support. Mentors need to spend the necessary time to make sure that their intern understands the goals of the project and exactly what must be done to reach those goals. This requires at least a weekly meeting, with feedback from the intern demonstrating their complete understanding of the projects. Some weeks the time commitment will be greater than others and the student must be able to accommodate these variations through efficient time management.

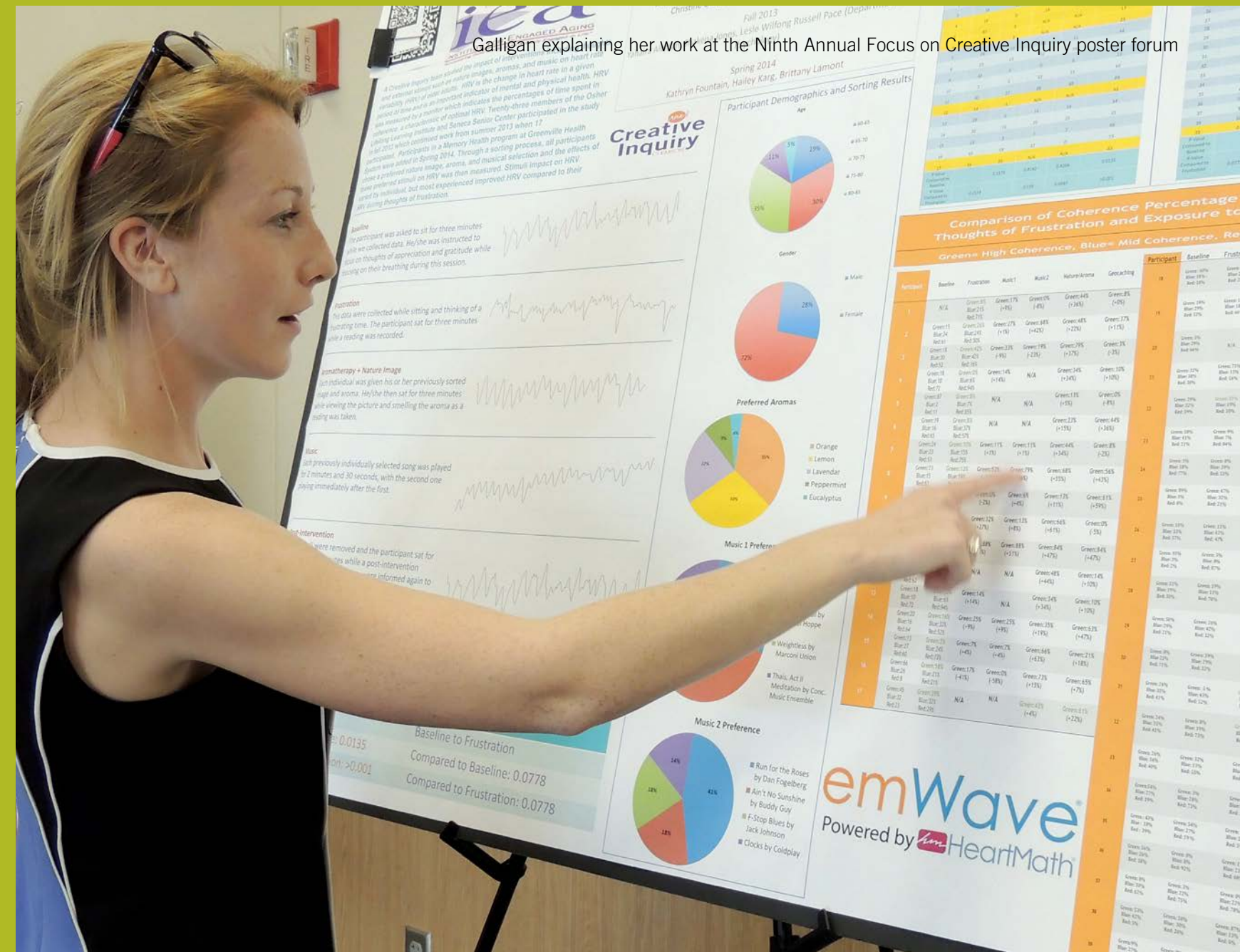
Additionally, success will likely be measured by outcomes and deliverables rather than correct answers to test questions; therefore, students may need to adjust to a certain level of ambiguity. The intern will need to understand that careful planning is important, but that it

“One of the best aspects of my mentorship has been the opportunity to advance research and undergraduate education in tandem”

is also important to be flexible when the situation dictates that adjustments are necessary. They should also be able to be self-directed at times and work autonomously without direct supervision.

Interns must also be dependable and reliable with complete and timely follow-through on commitments. Frequently, the success of the project will depend upon this and the ongoing work of the mentor and his/her collaborators can suffer if the intern does not fulfill their responsibilities.

One of the best aspects of my mentorship has been the opportunity to advance research and undergraduate education in tandem. My UPIC intern has had the unique opportunity to work in a healthcare setting with clinicians and patients, which has provided first-hand knowledge of the workplace environment she wishes to enter. My clinician research partners at Greenville Health System also enjoy the opportunity to mentor students as they shift to a medical school model where research and education will have increased emphasis. 11



Galligan explaining her work at the Ninth Annual Focus on Creative Inquiry poster forum

CHRISTIAN WEEKS

Data Visualization Intern • Visualization • mentored by VETRIA BYRD



Weeks at the BPViz workshop Photo by Hugh Kinsey III

reflection by CHRISTIAN WEEKS

UPIC was a perfect fit right from the start. Last fall I was determined to take a newly created data visualization course in the computer science department but, to my dismay, it was moved to the following fall. Shortly thereafter, an alternative presented itself in an email that UPIC sent out about a data visualization internship. On top of officially applying, I immediately emailed Dr. Vetricia Byrd, who became my manager, to learn more about the internship and to convey my interest in the position.

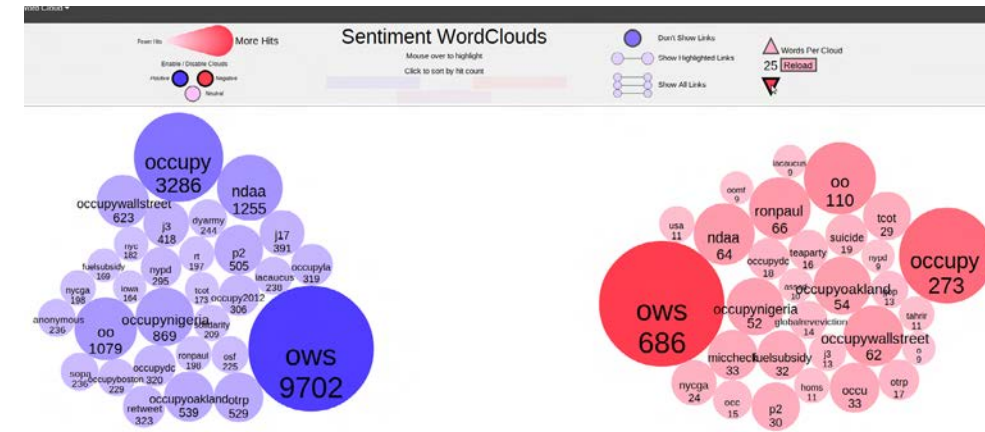
In the past, I've held several jobs and internships that lacked organized oversight or distinct objectives, which resulted

in me not always having something to do. This wasn't the case with my UPIC internship. On top of an overarching, semester-long project, I was given smaller projects or side-tasks to do whenever there were lulls in the main project's development.

My main focus for the semester was on SocialTap, a web based application under development. It is designed to more easily create and implement visualizations using large scale social data sets.

I worked directly with full time software engineers, Nicholas Watts and Chris Guirl, at the Duke Energy Center for Innovation. We worked with social media data collected during the Occupy Wall Street movement, which occurred from September 2011

“The workshop exposed me to several excellent lecturers and gave me the opportunity to make connections with experts in the field from academia and industry”



An example of a SocialTap visualization

to September 2012. The goal of the project was to create visualizations driven by social media data and incorporate the visualizations into a visualization tool: SocialTap.

The far reaching impact of such a tool will not only help discover trends and learn more about the Occupy Wall Street movement, but also allow for the discovery of trends in future movements played out on social media.


Data visualization is important because it helps put complicated problems into perspective for general audiences and helps them understand it. By making visualizations visually pleasing and interactive, people are more engaged and more interested in learning from the visualization. The goal was to make people more knowledgeable about complicated issues through fairly quick and easy means.

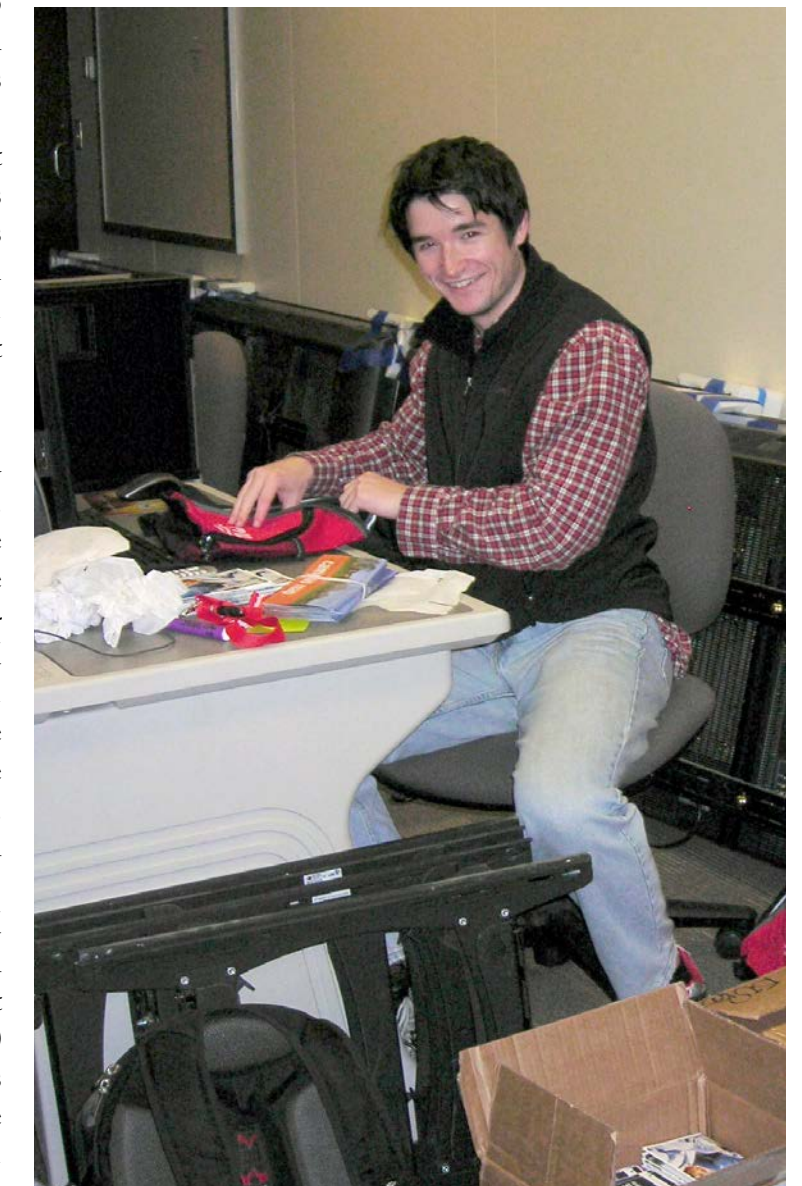
My responsibilities on SocialTap ranged from writing a program to sifting through raw, unformatted twitter data, to documentation, to creating visualizations based on the data. At times, I was unable to work on SocialTap because of technical issues or a lag in correspondence with my co-collaborators. When this first happened, Dr. Byrd and I discussed several self-guided visualizations I could make. I had ideas for educational tools such as an interactive historical map or a scaling model of the solar system. While there wasn't enough time to see these projects to fruition, I now have the skills needed to complete them on my own time.

In addition to working on the SocialTap project, I spent several weeks helping Dr. Byrd prepare for Clemson Computing and Information Technology (CCIT)'s first “Broadening Participation in Visualization” (BPViz) workshop. The workshop invited visualization scientists from universities and companies around the country to share their projects and get students more involved in visualization. It included a diverse panel of visualization experts who discussed their research and their individual paths that led to

their interests in visualization. A “Meet the Panelists” session followed, which allowed participants and panelists to converse more freely. The workshop exposed me to several excellent lecturers and gave me the opportunity to make corrections to my work with experts in the field.

All of these experiences gave me an appreciation and greater understanding of the visualization process. The best thing to come from this internship is the ability to continue working on SocialTap

throughout the summer. I'm looking forward to working more intensely on my project and learning more about visualization. 



Weeks preparing for the BPViz workshop Photo provided by Byrd

WALKER MARION

Fitness and Wellness
& Events Intern
for Campus Recreation

mentored by

MOLLY LYNCH & KELLY ATOR



#Happiest5K





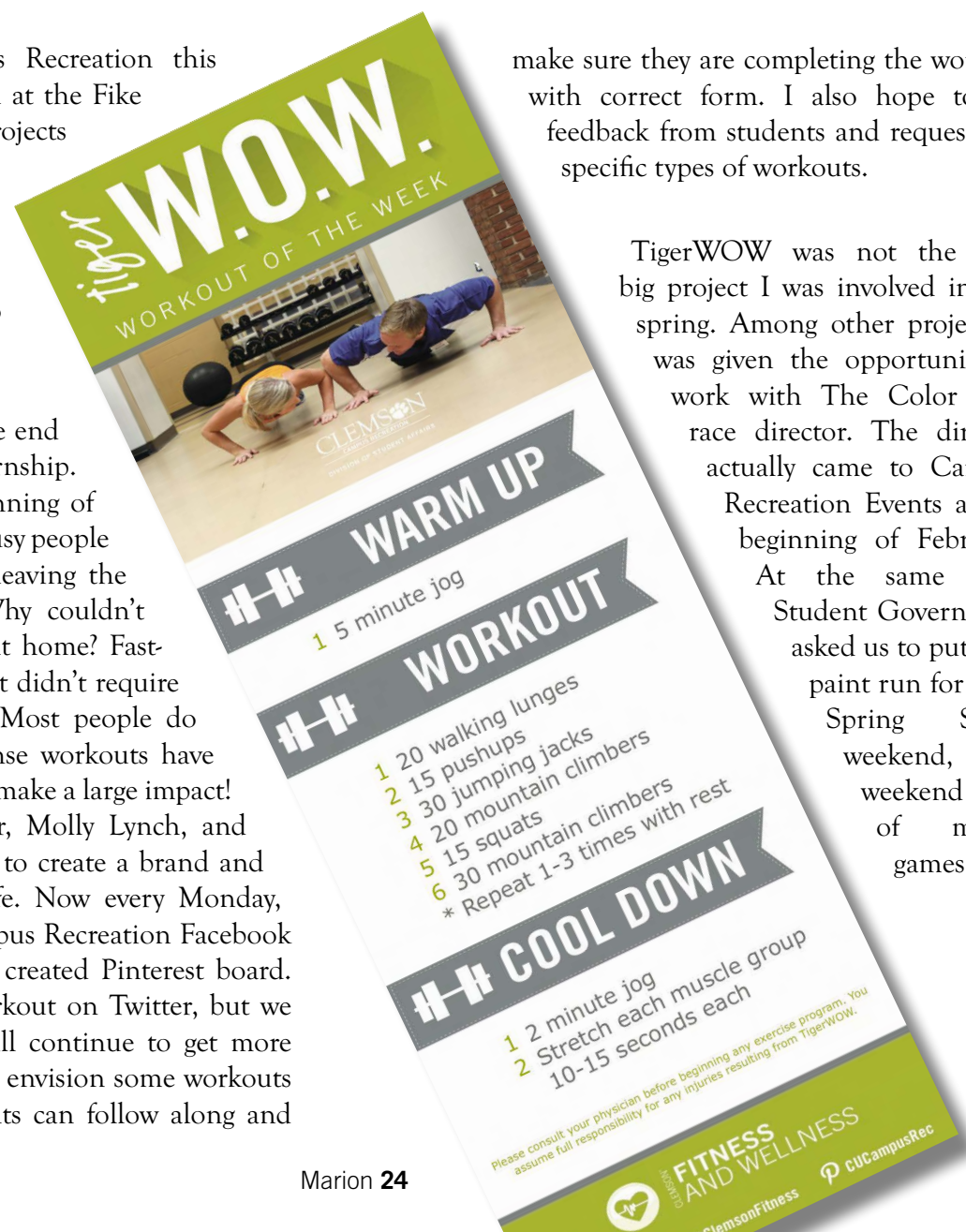
Lynch (left) and Marion (right) discuss TigerWOW materials

reflection by WALKER MARION

I was an intern for Campus Recreation this spring. Most of the time I worked at the Fike Recreation Center, coordinating projects and attending various meetings. My UPIC internship has given me the flexibility to work on many projects and I cannot wait to see each program continue to grow!

TigerWOW was launched at the end of March 2014 as a part of my internship. The idea came to me at the beginning of the semester when I noticed how busy people were with schoolwork, therefore leaving the gym low on the priority list. Why couldn't students get a quick workout in at home? Fast-paced, high-intensity workouts that didn't require much equipment would be key. Most people do not realize that these short, intense workouts have numerous health benefits and can make a large impact!

After meeting with my mentor, Molly Lynch, and the marketing team, we were able to create a brand and template to bring this idea to life. Now every Monday, TigerWOW is posted on the Campus Recreation Facebook page, Twitter account, and newly created Pinterest board. Most people probably see the workout on Twitter, but we hope that our Pinterest board will continue to get more followers. As the program grows, I envision some workouts being released by video so students can follow along and



make sure they are completing the workout with correct form. I also hope to get feedback from students and requests for specific types of workouts.

TigerWOW was not the only big project I was involved in this spring. Among other projects, I was given the opportunity to work with The Color Run race director. The director actually came to Campus Recreation Events at the beginning of February. At the same time Student Government asked us to put on a paint run for their Spring Scene weekend, a weekend full of music, games and



A colorful crowd of racers celebrate after finishing The Color Run Photo by Addy Hale

attractions, and a 5k run. By joining forces between Campus Recreation Events and The Color Run we were able to create an optimal and exciting new race experience.

The Color Run, which began in 2012, is known as the "happiest 5k on the planet". Participants begin the run completely clean and complete it covered in colored corn starch, as they run through different color stations throughout the race. At the finish line there is a huge festival of music, dancing and color throws. The Color Run team provides all of the resources for hosting an unforgettable race: the staging, the tents, the start and finish shoots, sound systems, the color powders, etc. Kelly Ator, my Campus Recreation Events mentor, and I worked for months with the race director to prepare for race day. I have learned so much about event planning through this experience because it required more work than I ever imagined. It involved everything from getting approvals from all areas of the community to selecting routes to ordering supplies to creating and implementing a marketing plan.

As part of the management team, I was given experience with route and festival area selection, packet pick-up locations, vendor relations, and community involvement. I was excited that I was able to coordinate a mixed team of local staff and Clemson students who helped promote race weekend to the rest of the Clemson student body. I

even helped get the Clemson ski team involved by having them perform on the lake during the race. I hoped that the ski team performance would add excitement to the race and show how much our students enjoy the outdoors and love being on the lake. These were just some of the tasks involved in planning such a large event.

All of my planning and hard work came together on April 12 and it was so rewarding to see it in action. The morning of the race, the staff met at 4:15 a.m. to conduct final race preparations. We got tents up and ready, flags set in place, and the color stations set up along the course. Volunteers and participants began arriving at 6:30 a.m. and they were able to purchase The Color Run clothing, dance to Zumba, and take pictures with Clemson's tiger mascot prior to the race. The race took off in small waves of runners and each

participant ran through four color zones along the course. The racers were covered in color!

The ending of the race was very memorable as the runners entered under five huge blow-up towers and were sprayed with confetti. After finishing, participants got water and a Kind bar on their way to the stage to dance and throw packets of color. The fun of The Color Run race is the lack of



The Clemson Ski team joining the fun Photo by Addy Hale

“My UPIC internship has given me the flexibility to work on many projects and I cannot wait to see each program continue to grow”

competiveness and the laughter and excitement that it produces.

In addition to creating TigerWOW and coordinating The Color Run, I also worked on the program, XtraFit. I originally helped launch this program in fall 2013 when I volunteered with Campus Recreation.

During my UPIC internship, my first task was to get the spring schedule created and finalized. Our purpose for this program

is to offer more diverse programming to students. To accomplish that, I wanted to incorporate as many student passions and interests into fitness as possible. XtraFit required lots of time to brainstorm different fitness class ideas, to contact possible instructors, and to work out dates and scheduling. This program definitely has room to grow but it is off to a great start.

From Latin dance classes to marine training to yoga on Campus Beach, we had a variety of people attend each class and suggest new ones for the next semester. People have given us positive feedback for the new classes and we were asked to host yoga on Campus Beach every Saturday.

There is a new schedule coming out this fall so students should get excited for new classes. And, if interested students have any suggestions, they can always email Campus Recreation! cufitness@g.clemson.edu



The flyer is titled "change up your fitness routine with new Xtra Fit classes!". It lists seven classes with their dates, times, and locations. The classes are: Feb. 1: Latin Dance with Kattia (10 a.m. in the Lower Fitness Studio); Feb. 8: INSANITY® with Jeremiah (10 a.m. in the Club Gym); Feb. 15: Jazz with Marissa (10 a.m. in the Lower Fitness Studio); Feb. 22: Party Ride with Ali (11:15 a.m. in the Upper Fitness Studio); Feb. 28: 1000s Workout with Nick and Nick (5 p.m. in the Club Gym); March 30: Marine Training with Michaela (2 p.m. in the Pool); April 4: Jump Rope Workout with Casey (5 p.m. in the Club Gym); April 5: Yoga on Campus Beach with Kaylee (10 a.m. at Campus Beach). The flyer also includes the Clemson University logo, the text "FITNESS AND WELLNESS", the website "clemson.edu/campusrec", and the email "cufitness@g.clemson.edu".

Date	Instructor	Time	Location
Feb. 1	Latin Dance with Kattia	10 a.m.	in the Lower Fitness Studio
Feb. 8	INSANITY® with Jeremiah	10 a.m.	in the Club Gym
Feb. 15	Jazz with Marissa	10 a.m.	in the Lower Fitness Studio
Feb. 22	Party Ride with Ali	11:15 a.m.	in the Upper Fitness Studio
Feb. 28	1000s Workout with Nick and Nick	5 p.m.	in the Club Gym
March 30	Marine Training with Michaela	2 p.m.	in the Pool
April 4	Jump Rope Workout with Casey	5 p.m.	in the Club Gym
April 5	Yoga on Campus Beach with Kaylee	10 a.m.	at Campus Beach

Be on the lookout for Fall Semester's Xtra Fit class schedule



Thousands of runners participated in the “happiest 5k on the planet” Photo by Addy Hale

NICK OUTEN

IT Intern • Center for Workforce Development • mentored by KAPIL MADATHIL



Outen reviewing some renderings Photo provided by Outen

Reflection by NICK OUTEN

My time with the Clemson University Center for Workforce Development (CUCWD) was a fantastic internship experience. It allowed me to learn new skills and apply them to real world situations. Some of the skills I learned include, how to accept and effectively give criticism and feedback, and HTML coding and CSS styling. I also learned how to effectively utilize the Jira Task Analysis system and capture sessions in order to organize team bugs or comments and to assign tasks to developers. This entire semester has been nothing but a learning experience. I'm able to more effectively accept feedback and, through HTML coding, I helped coordinate and design a platform for digital learning.

I enjoyed learning what the real job force consists of while working with very intelligent and well qualified individuals such as my CWD mentor Kapil Chalil Madathil, my advisor Zachary Trabookis, directors Kris Frady, and Rebecca Hartley as well as the entire CUCWD team. The team consisted of

great motivators and my mentor and advisor were more than willing to assist me on assigned tasks.

The CUCWD is a Commission on Higher Education approved, statewide P-20 initiative to improve workforce educational opportunities in STEM fields across South Carolina. CUCWD embodies a new national model that engages universities, technical colleges, P-12 institutions, statewide industries, and federal agencies to deliver workforce development tools that have the power to transform the economy of South Carolina.

I'll never forget the anxiety I felt on my first day at CUCWD. When I walked in, I was given a brief introduction about the organization, the centers that comprise it, and was introduced to the entire team. After introductions were made, I was put to work. They were working on creating EducateWorkforce.com, a new and innovative online learning portal that helps to meet the needs of both industrial and educational

institutions. It was the first massive, open online digital learning platform for technician education.

I was told that I would be the Quality Assurance engineer in charge of checking for inconsistencies and errors in the new EducateWorkforce learning platform. My mentor wanted me to figure out the best way to develop the Quality Assurance (QA) protocol. He was always there if I had any questions, but he wanted me to develop skills in task analysis and hone in more on my problem solving skills.

I became the last "set of eyes" to look at anything, and once I approved of the content and subject matter, it would be implemented into the course. Not only would it be implemented but it would be highly visible to all of the partnering technical colleges, high school institutions, the Department of Labor, industry leaders, and the National Science Foundation. After I developed the QA protocol, I had to bug test the entire online learning portal including, it's usability, content and subject matter, CSS styling, and HTML-markup,

After the first bug testing, I was invited to a team meeting with the directors and instructional designers to discuss my findings and give my advice on moving forward with the rest of the course. My critique and advice was well received and it became top priority for the developers and designers to implement my fixes and recommendations before the roll-out to production. I was commended on a job well done and assigned with three additional assignments on top of my workload.

The meetings allowed me to participate in a team environment, to better communicate my ideas, and to learn how to lead discussions. The opportunity to attend these meetings showed that the team members viewed me as a valuable asset and resource.



Outen sharing his experience at a UPIC mentor training

Over the next couple of months, I was tasked with designing and implementing assessments, through coding, into the EducateWorkforce platform. Furthermore, I was invited to represent the CUCWD alongside Director Frady as a Digital Learning Coordinator, at the STEM Forum in the Pee-Dee region of South Carolina. We led an open panel and small group discussions, which allowed us to share ideas on current STEM education and how it can be improved. We found that in order to better prepare students for the workforce we needed to move away from standardized learning and instead focus on teaching employability and technical skills. The implementation of digital learning would enhance this initiative, which is the goal of the research surrounding my work. It was a valuable and rewarding experience in that I met with many educators across the state (K-12 and technical), industry leaders, as well as government representatives. It allowed me to meet educators who recognized my potential and my passion for the work that I am doing.

This internship allowed me to relate my professional interests to the real world working environment. Ever since I was in middle school, reforming higher education has been an interest of mine. I believe everyone deserves an equal opportunity to succeed. This organization aligned with my personal goals as well as provided me with the opportunity to network, and to learn many critical professional development skills. It allowed me to become exposed to more technical skills, to learn better coding, and to explore the background of the systems and how they operate. I want to become a software engineer one day as well as own my own business and run non-profit organizations. This company has allowed me to witness a portion of how large scale organizations operate.

My internship was more than an experience; it was like real world involvement. I saw the business side to research, the educational value and time that goes into it, as well as the means by which the developers make everything happen. I learned how to manage my time more efficiently and how to be more accountable for my actions. It also taught me how to be more responsible and how to stay on task with high productivity, despite minimal oversight from supervisors. I will never forget the time I spent with CUCWD and I am excited that they have invited me back to participate in their efforts for the summer as well as the upcoming 2014 fall semester. I am gracious for the opportunity that I received and I recommend that every student participates in a UPIC internship in order to further their learning, and obtain lifetime skills that will make them more marketable as employees. 🙌

KAITLYN STEWART

Sustainability Intern • PCS • mentored by THOMAS JONES



Stewart (right) developing ideas with Jones (center) and other staff

reflection by KAITLYN STEWART

My internship position was new this year, which meant we were uncertain about what I would be doing throughout the semester. Because of this, we made the position into what worked best for me and the President's Commission on Sustainability (PCS). President Barker created the PCS in 2009. It is a group of people including faculty and staff members, students, and community members, who created a sustainability plan for Clemson to achieve Net Zero emissions by 2020.

I have always had an interest in sustainability, especially the concept of reduce, reuse, recycle. By helping the PCS, I was able to understand how these concepts were used on a much larger scale at the university. I also learned more about what I could do through my work with the recycling department. This was a great opportunity for my personal development as well as the development of a position that will impact the PCS and the Clemson community as a whole.

The most important aspect of my internship has been to support the PCS and recycling offices in anything they needed. This gave me the opportunity to be involved with many different projects among Clemson. I worked with

other interns on Solid Green Day, a campus cleanup, and Recyclemania, a nationwide recycling competition between college campuses. I was able to work with professors, staff members, and community members through meetings with the PCS each month. We also worked on projects such as the Green Office Certification program, which we hope to get underway this fall semester.

The Green Office Certification Program is modeled after the programs at Harvard and Penn State that are currently under development. Different departments around campus can participate if they wish to become Green Certified. There are 4 levels of certification and each level has different requirements such as, turning out the lights when an office is unoccupied, or changing

the settings on a printer so that energy and paper usage are reduced. When all of the requirements of a level are met, the office is granted that certification. Because I had to understand what was going on in the recycling office and relay information between student and PCS meetings, my communication skills improved during this internship.

“Having a UPIC internship in general is one of the best things that students can do for their academic and real world career”

Personally, I was able to increase my time management skills because I had to manage more tasks at the same time including homework, classes, work, and personal time. I helped facilitate discussions between student meetings and PCS meetings to make sure that both groups were on the same page. I also fulfilled duties that would normally take up other people's time. For example, I found a company to purchase our used cooking oil. It was an important and time consuming task, but it really helped other PCS members. By helping with sustainability efforts around campus, especially on football game days, the entire community can become a better place.

I worked on several projects during my internship. One project was to find a company to purchase our used cooking oil because our biodiesel program had shut down. The used oil needed to be collected elsewhere as we wanted to continue to recycle the used cooking oil instead of just throwing it away. I found various companies online, made phone calls, set up meetings with company representatives and showed them our facilities. I also compiled a list of their offers for my mentor to choose from.

Another project that I completed was the editing of the different training manuals. I edited the supervisor training manual, the training leaders manual, and the powerpoint slides that went alongside them.

We did not have any fundraising activities in the spring, but I attended tabling events at basketball games with the recycling department. This helped spread the word about the Solid Green initiative on campus. We had a few issues making sure we had the recycling costumes for people to

wear during breaks in the basketball game, which was when we would hand out shirts. We also had to make sure that people were listening to us talk about what recycling was and that they weren't just taking free stuff.

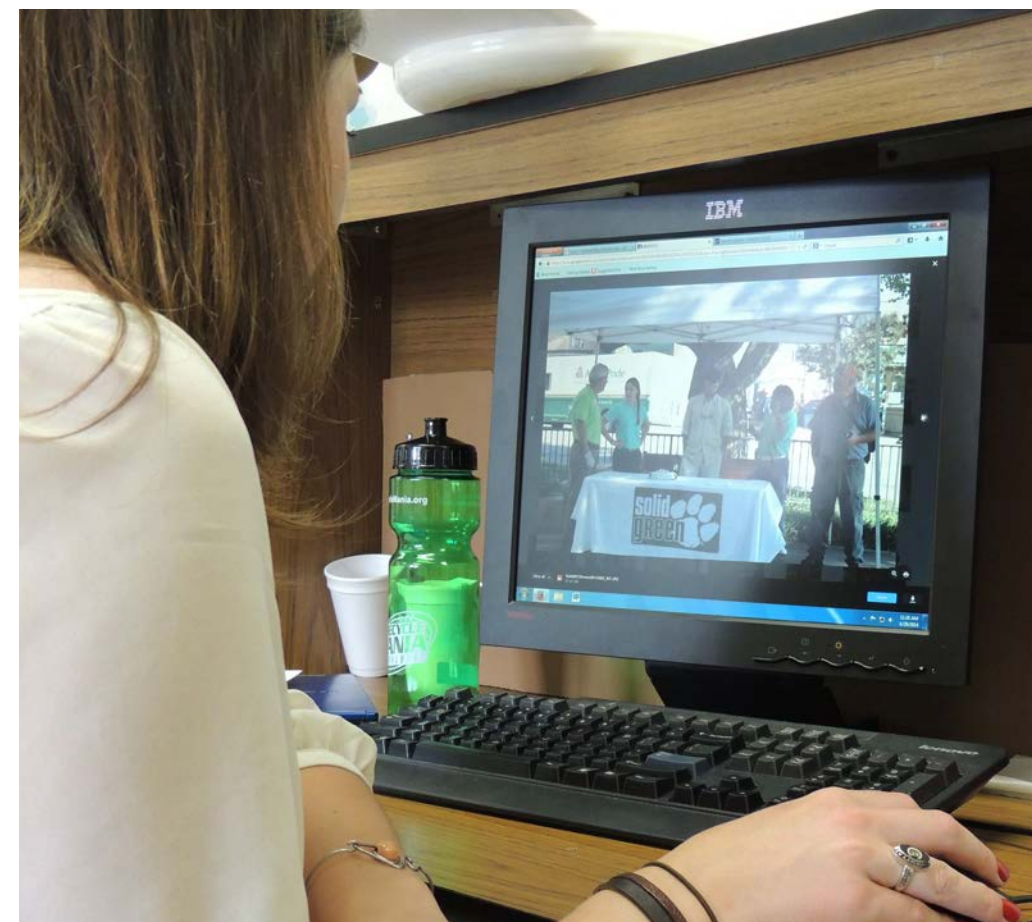
The things I have treasured most from this experience are the people I have met and the knowledge I have gained. I met people from all over the Clemson community. I met professors in the Landscape Architecture department, the Engineering department, and the Recycling department. My mentor, Tom Jones, has been a great example of how to lead and get things done efficiently. He made sure that I had things to do and that I was busy. He also checked in with me to make sure that I knew what I was doing.

On an average day, I would check in with Tom and we would discuss the agenda for the day. Then I would go to the recycling building, which was where my work station was, to get set up.

First, I would check for grants on the internet. I recorded grants that I believed would work well for the sustainability program and then sent the compiled lists out to the President's Commission for review.

My coworkers, Sam Perea and Ashleigh Hough,

taught me how to have fun at my job and inspired me to spread the importance of sustainability throughout the Clemson community. I gained so much knowledge about things as intricate as biodiesel and green roofs to the more simple things such as energy usage reduction and recycling. I learned that cooking oil can be recycled into biodiesel fuel for vehicles to use. Also, green roofs are able to provide temperature control for buildings and help to create more



Stewart reviewing event photography

vegetation, which in turn provides cleaner air. I learned different ways to reduce energy waste by unplugging electronic devices that were not in use and changing settings on various appliances. I learned about new types of recycling, especially composting and how such a simple action can have such a large impact. Because of this, I feel compelled to bring more green considerations to any career I pursue in the future.

Having a UPIC internship in general is one of the best things students can do for their academic and professional careers. I learned how to interact in a workplace setting and a professional manner. It was a great resume builder because employers love seeing real world work experience.

I improved in time management in order to succeed in classes as well as my internship. The most important aspect

of time management for me was putting everything in my planner and making to-do lists so that I knew what was going on at all times. I had to prioritize the things I had to do and wanted to do in order to make sure that I did not procrastinate. It taught me the value of teamwork and collaboration with the PCS, other student sustainability leaders, and the staff members that I worked with. Without this experience, I would not feel as comfortable with proceeding to graduate school, where I will work and take classes simultaneously.

I believe that this was a rare experience that I will hold in high regard. Students should open themselves up to new opportunities and new experiences such as UPIC internships because there is so much to gain. I thank Clemson for providing us with another great opportunity for growth. 🌱



Growing awareness about Solid Green Photo by Monica Gale



Photo by Monica Gale

HAILEY YAGLE

Student Success Intern • Bridge to Clemson Program • mentored by GRETCHEN WAUGAMAN

reflection by HAILEY YAGLE

This was my fourth and sadly last semester as a UPIC intern for the Bridge to Clemson Program. I originally worked for the Bridge Program as an RA. I really enjoyed this experience and wanted to get more involved, which is why I joined the Bridge to Clemson Program as a UPIC intern. I really enjoyed my time working as an intern with the program.

Each semester I was able to gain and improve on valuable skills such as communication, public speaking, and professional development that I will be able to utilize in the future. I graduated from Clemson University in May 2013 with a Bachelor of Arts in Biological Sciences and I returned last fall to earn a second degree in nursing. I will graduate with this degree in December 2014.

During the spring semester I worked with one other intern to plan and facilitate two series of workshops. The first workshop series was called B-Ready. The workshops were held every couple of weeks at the Highpointe Academic Success

Center and focused on getting Bridge students prepared for their upcoming transition to Clemson University. The workshops covered topics on campus housing, the LIFE scholarship, managing college finances, Clemson's career center and internships, and preparation for finals.

The second workshop series was called B-Successful and was held every Wednesday afternoon at the Highpointe Student


Success Center. These workshops were specifically catered towards students who were in the Bridge academic recovery program, however, any Bridge student was welcome to attend. The workshops were academically focused on improving study skills and strategies, time management, and organization. Through facilitating these workshops,

I was able to gain more experience with public speaking and communication skills.

This semester I also met with Bridge students individually for academic coaching. These coaching sessions were catered to each student's specific needs and wants. A few of the common topics that we discussed were study skills, time management, and their overall adjustment to college.

“My experiences with academic coaching will be very beneficial in my future career”

My experiences with academic coaching will be very beneficial in my future career as a nurse. Sometimes during academic coaching, students did not know exactly what they needed assistance with so I had to be able to judge what would be most beneficial for them based on what we discussed. When I am a nurse, my patients will not always be able to tell me what they need and so I will have to make decision based on the clues they give me.

I have really enjoyed everything about my UPIC internship experience. However, one of my favorite things about my overall UPIC experience over the past four semesters has been the opportunity to build such a great professional relationship with my mentor. I have been able to learn so much from her. Additionally, she has supported me academically, professionally, and personally. 



Yagle (right) and Waugaman (left), her mentor **Photo provided by Waugaman**

MENTOR'S PERSPECTIVE

BRIDGE TO CLEMSON PROGRAM

reflection by GRETCHEN WAUGAMAN

The interns that worked with the Bridge to Clemson Program these past two years have done a variety of tasks and learned many different skills that will be beneficial for them once they graduate. My interns' work has been focused on helping with academic success initiatives such as the B-Brilliant and B-Ready series that we have in place to support the Bridge students. Every semester they lead a series of workshops on different topics.

In the fall, the interns focused on academic success both inside and outside the classroom. They designed presentations on time management, study strategies, test taking, how to interact with professors, and more. In the spring, the workshops were centered on transitioning to Clemson. The topics include living on campus, budgeting their money, saving their LIFE scholarship, and getting involved on campus.

The interns took the lead with planning the workshop series in the fall. We provided them with a list of topics they could include and some pre-made workshops that Clemson's Academic Success Center prepared. The interns were free to create new topics and design or redesign the presentations to suit their needs. They designed the workshop structure and used their creativity to make the workshops fun.

Depending on the semester, the interns were given opportunities to help with large-scale programming. They assisted with Bridge events such as MAJOR night in the fall and Be All In in the spring, the Academic Recovery Workshop in the spring, and participated in Bridge Information Sessions for prospective Bridge students. They were always willing to jump in and help as projects and assignments came up.

The interns helped promote the events in new and innovative ways, planned pieces of the event, and provided the manpower needed to pull off the event (set-up, check-in, running the event, and tear down). With MAJOR night for example, each intern was given responsibility over a different task of the event, whether it was coordinating with campus partners who come to the events, mapping out the room

layout, or spearheading the promotions.


The interns also had the opportunity to mentor Bridge students through academic coaching. They partnered with a Bridge student and worked one-on-one to design a study plan that was best for the student. They served as a resource, mentor, cheerleader, and coach to help students do their best.

The Bridge to Clemson program is important because it provides students with a valuable first-year experience and allows them to transition seamlessly to Clemson for their sophomore year. Bridge students have access to resources both at Clemson and Tri-County Technical College to help them through their first year and live at Highpointe to help them form a community. Students also have the support of Bridge program staff and the Bridge interns throughout their Bridge year.

It is important for an intern to develop skills and gain experience that employers are looking for when they hire candidates. The Bridge interns were able to develop many transferrable skills that are valuable to employers. They developed interpersonal skills through their coaching and interactions with Bridge students.

Public speaking was a large part of the internship, and through their workshops and presentations they gained experience speaking in front of groups of different sizes. They built teamwork skills working alongside other interns as well as the other Bridge staff members.

My favorite thing about mentoring the interns was seeing them grow and learn new skills. Every semester the interns provided new ideas and insights into what we could do to help Bridge students. They creatively came up with new ways to promote the services and resources available to them.

Having UPIC interns work with the Bridge program has been wonderful. The interns developed skills and gained experience that will help them down the road, but they also contributed greatly to current Bridge students and helped students find academic success! 

“My favorite thing about mentoring the interns was seeing them grow and learn new skills”

JOHN MANNA, FORMER INTERN

Summer Camp Program Intern • Campus Recreation • mentored by STACEY PETTIGREW



Camp ROAR campers line up to donate food to United Way

reflection by JOHN MANNA

This past spring semester I worked under Campus Recreation as a programming intern for Camp ROAR. At the start of the semester we established the goals for the internship, which included completion of projects, and professional and personal development. The main objective of this internship was for me to implement the skills I had learned so far at Clemson University into the work place.

I truly wanted to focus on networking and also creative thinking to solve problems.

The first task in the internship allowed me to use my creativity right away as I had

to come up with a new name for Fike Day Camp, which became Camp ROAR. I also had to think of a creative theme for each week of the camp. I conducted research in order to figure out which themes would provide the campers with the most fun and educational experience.

After deciding on the themes my task was to come up with activities and games that would occur during the camp weeks. I wanted as many games and activities as possible to involve the theme for that week. Along with the games and

activities, I researched field trip locations and possible guest speakers, who could come speak to the campers. All the field trips had to be on campus, therefore, I had to do a lot of research about what Clemson offers and what would be best for the camp.

Once all of the research was complete it was time to reach out to the contacts and ask them to participate in the camp.

This involved planning and coordinating the on campus field trips and also the guest speakers from campus and the community. This really helped me with my networking skills as I was communicating with people from all over the community in different capacities.

Once the activities, games, field trips and speakers were planned, I needed to start promoting the camp itself. I researched schools in the area and contacted them to see if they would be willing to hand out or post the Camp ROAR brochure. I then decided which schools we wanted to target and gave them the brochures. This helped me work on my outreach and networking in a different capacity.


At this point Camp ROAR was logistically coming

“This internship truly let me take the practical skills that I have learned in the classroom and from other on campus opportunities and apply it to the work setting”

together and it was time to hire staff to work over the summer. We created interview questions and interviewed over 30 applicants, which allowed me to really work on my interviewing skills. I had to figure out who would be the best fit for the camp, which was challenging because the interviews were only half an hour and the application consisted of just the resume. It was important to have more than one person sit in on interviews so that after the interview we could discuss the strengths and weaknesses of the interviewees. Interviewing truly helped me develop professionally and allowed me to see what interviewer’s look for in an interview. My internship improved me personally and professionally by challenging my interviewing skills and offering a chance to update my resume.

As the internship came to an end I had to prepare the summer intern, Sarah Bradley Douglas, for her responsibilities. I compiled all the games and activities into one binder and created detailed weekly and daily schedules for the camp. I also created a list of all the contacts I reached out to. The important part of the transition is that it is as smooth as possible, which is why it was so important that the next intern had all of the necessary information.

Overall I have learned a lot about my personal work style. I have grown professionally throughout this experience, as I was able to achieve my goal of networking, while learning how to better communicate with others. I was also able to use creative thinking to come up with new ways for the camp to be run.

This internship truly let me take the practical skills that I have learned in the classroom and from other on-campus opportunities and apply them to the work setting. I got to see how some aspects are similar and others are different. This UPIC experience was a great decision and truly allowed for a lot of growth in many areas of my life. 

Seven themes of Camp

1. Playin’ it Safe
2. The Great Outdoors
3. Olympic Adventures
4. Discovery Week
5. Fitness Fun
6. Camp ROAR’s Got Talent
7. Mini Tiger Week



SARAH BRADLEY DOUGLAS, CURRENT INTERN

Summer Camp Program Intern • Campus Recreation • mentored by STACEY PETTIGREW

Q & A

1. What originally interested you about this particular internship? How did the Campus Rec training prepare you for camp?

I am a huge people person and never saw myself enjoying a desk job. The Camp ROAR programming internship has proven to be the perfect mix of sit down work and personal contact. Throughout my time here, I have had the opportunity to meet the majority of the speakers that I contacted, while also participating in the camp experience that I organized by working as a counselor.

2. How did you manage/handle all of your duties in order to prepare for camp this summer? How did you stay organized?

John Manna was a wonderful predecessor. He saved all of his emails to PDF files which allowed me to pick up from where he left off. Being an extremely detail oriented person, I organized each week of the camp into three parts: an overview with each activity explained, a week at a glance schedule, and a daily schedule. The overview is meant to help counselors know exactly what activity will be done at what time and what equipment will be needed. The daily schedule is a further detailed schedule that builds off of the overview and is meant for the counselors use on the daily basis. Furthermore, the week at a glance is meant to give parents and guardians an idea of what they are paying for and where their child will be at all times of the day. For example, if a camper needs to be picked up at 3pm for a doctor's appointment, the parent or guardian could look at our schedule and see that we are in the underground of the Union. This makes for a quick and efficient pick up.

4. Did you have any experience with summer camp planning? Did you ever attend summer camps growing up? What made summer camp so fun?

I grew up attending Vacation Bible School from the age of six to eleven and then went on to be a counselor until college. This experience helped me immensely in that I know the enthusiasm that stems from playing water games and the excitement that happens when counselors pull out a parachute. I understand that not all campers want to play a certain game and to always have back up options if such a situation arises.

5. What are some of the valuable skills you have learned from planning the summer camp?

Planning the camp has helped me to learn email etiquette, patience, and organization. Being a perfectionist, camp has taught me that things do not always go as planned and how to quickly adjust when circumstances change.

6. What successes and struggles have you encountered?

My biggest struggle so far would have to be emailing. For the first two weeks of my internship, every email that I sent to a Clemson address did not go through. This was due to the emails being marked as spam because of the word camp used. I originally thought that my contacts were no longer interested in the camp, but quickly realized that it was an internal issue. After many complaints, the problem was finally sorted through CCIT, but it ultimately set my work back. As a result of this set back, I focused on my organization skills and perfected the schedule that I worked on, which ultimately led to the camp's success.



United Way guest speaker talks to Camp Roar campers

7. How many campers are signed up for camp? What are the campers ages? Are there multiple Camp ROAR sessions?

Camp ROAR is divided into seven different themed weeks. We currently have between thirty to forty campers signed up each week between the ages of six and twelve, although we max out at fifty campers.

8. Do you have any stories to share about contacting people for field trips, guest speakers, and local schools? Did you get positive/encouraging responses?

All of my contacts have been receptive and flexible to the camp schedule. Our partnering with United Way has probably been the most exciting experience thus far. During our first week of camp campers were encouraged to bring in canned foods and other nonperishables to donate to United Way. This supplies food for those in the local community who are need. Although we converse via email, I can feel the passion that the contacts have for their organization and the gratitude they have for our partnership.


9. When you reached out to contacts was it on the phone? In person? Did you ever conduct meetings? How did this help you with your "outreach and networking?"

Most of all the networking done for camp occurs via email. As the programming intern, it has been my duty to contact all of our field trip coordinators and speakers for the camp. While email lacks the authenticity you can find over the phone, I still had the opportunity to meet and speak with the majority of my contacts. This has allowed me to develop relationships with our partners.

10. What "practical skills that you learned in the classroom and other campus opportunities" did you apply to the work setting?

Mrs. Meyers Health 419 class was been one of the most beneficial classes I ever took. She not only prepared and informed me about the interview process but also helped me set up an online portfolio to encourage the documentation of my internship experiences. She taught me about email etiquette, appropriate follow up, and helped me perfect my resume. Everything I learned in that class not only prepared me for this internship experience, but also helped supply me with the information I needed to secure this internship.

11. Could you narratively walk us through what a workday is like in your internship?

The first month was solely dedicated to preparation for the camp. During this time I emailed potential speakers, facilitated tours and field trips, and organized an hour by hour schedule for counselors to follow. When camp started, I continued to perfect the schedule for the following weeks. I was also immersed in the camp every day at 1pm to make sure our planned field trips and speakers went smoothly. 

JAMIE MOORE

Career Events Intern • CCPD • mentored by RANDI MARTINEZ



Moore (left) and Martinez (right) devising a brand and marketing strategy for the Clemson Career Fair

reflection by JAMIE MOORE

During the 2013-2014 school year, I worked as the career events intern for the Center for Career and Professional Development as part of the UPIC program. The career center offers many unique services such as, career workshops, on-campus interviewing, and experiential education opportunities including co-op programs and internship programs. My experience as an intern this year has been better than I ever could have fathomed. I was lucky that I was able to work with such an amazing group of people at the center, and my supervisor, Randi Martinez, did a phenomenal job helping me to grow throughout the year.

I was hired to help coordinate large career events on campus. My primary responsibility was to advertise to students about different career events on campus. This included creating and implementing marketing plans for the career fair to attract students. Before I began working at the Career Center there were only a few advertisements that were used, which held the Career Fair back from reaching its full potential.

This year we created a completely new brand and marketing strategy for the event and in return we received an 18% increase in attendance in the fall, and record one-day attendance in the spring. I primarily focused on targeting specific student groups, so I helped eliminate spending on table tents in the on-campus cafeteria since those dining halls are mainly used by freshmen. I was then able to use that money toward more banners to hang in areas that were more heavily trafficked by upperclassmen.

One of my favorite ideas was painting downtown restaurant windows, as the Clemson downtown area is a busy area for our community, and this generated additional free advertisement. Other advertisement ideas consisted of flyers on the CAT Bus, outdoor banners at the library and outside of Strode Tower, posters in academic buildings, and tabling on Library Bridge. I have learned that in order for an advertisement to be effective, you have to think critically about what students notice while walking past a flyer. I came

up with slogans and facts to catch students attention in order for them to remember the information.

One of the comments we received in our student evaluations of the career fair was that the students weren't able to see information about the companies at the career fair in real-time. In order to address this, I worked with the IT student advisory board to have the Career Center added to the Clemson mobile app, free of charge. The career center mobile app was released a week before the Spring Career Fair. This gave students the opportunity to access ClemsonJobLink to see which employers were attending the Career Fair. Our JobLink system is part of NACELink, the world's largest network of college and university career centers and includes over five million employers. Through ClemsonJobLink, students are able to connect not only with employers who are directly seeking Clemson graduates, but can also connect with employers across the country who post jobs at numerous colleges and universities. For employers who are seeking a Clemson graduate, this online network can help employers effectively connect with Clemson students and recent alumni to achieve their recruiting goals.


The most difficult part of my internship was re-planning the Spring Career Fair. We were forced to reschedule the Spring Career Fair due to weather and had to change the fair to a one-day event due to Little John Coliseum's availability. This caused a major concern since the coliseum could



Moore regularly discussed new ideas with Martinez

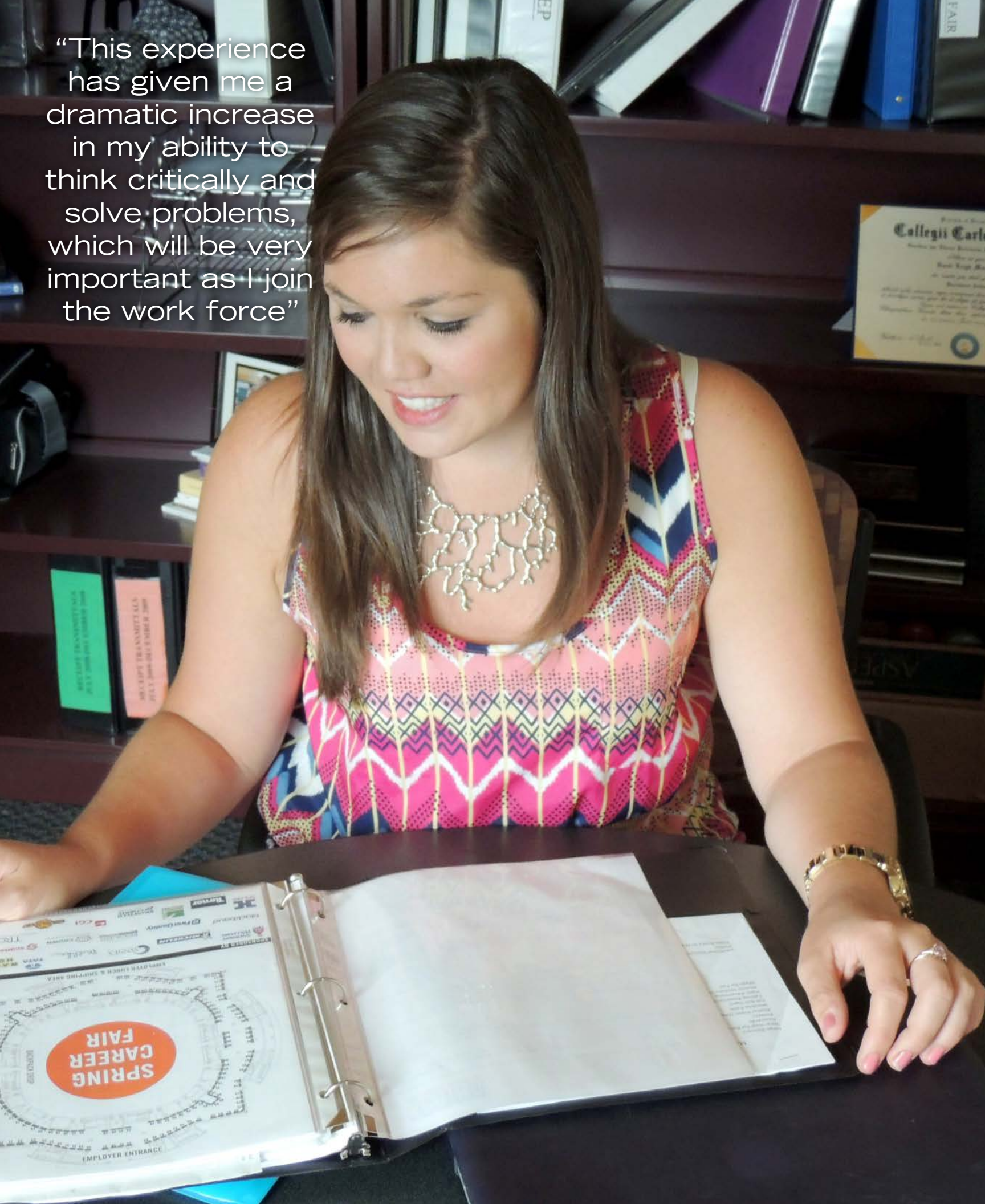
only hold 140 tables and we had 230 companies registered to attend. We were able to work with those at Little John and change the layout in order to accommodate 190 tables instead. In addition, employers were asked to re-register in order for us to have an accurate number, and unfortunately, we were forced to turn a few recruiters away. I also had to remove all of the banners and flyers' hanging around campus since the date printed was incorrect. Furthermore, I had to ask the managers of downtown businesses for an extension on the window paintings and I had to repaint the windows. After remarketing, within one week we reached a 50% increase in student participation for a one-day event at the Spring Career Fair.

From this, I learned that things do not always go as planned and that you have to be able to work around different issues. While I am not sure what I will be doing in the future (I'm considering graduate school), I know that I will be able to apply what I learned during my UPIC internship to different situations. I now realize that things do not always go as planned, but that it is important to be patient, that teamwork is crucial because without assistance and communication nothing will get accomplished.

When I first started as an intern, I had a lot of big ideas that I would discuss with Randi, and each time she would ask me a series of questions in order for me to think everything through. I am now able to logically evaluate a plan without her assistance, and sometimes I am able to talk myself out of an idea before I suggest it if I know it will not work. This experience has given me a dramatic increase in my ability to think critically and solve problems, which will be very important as I join the work force. 



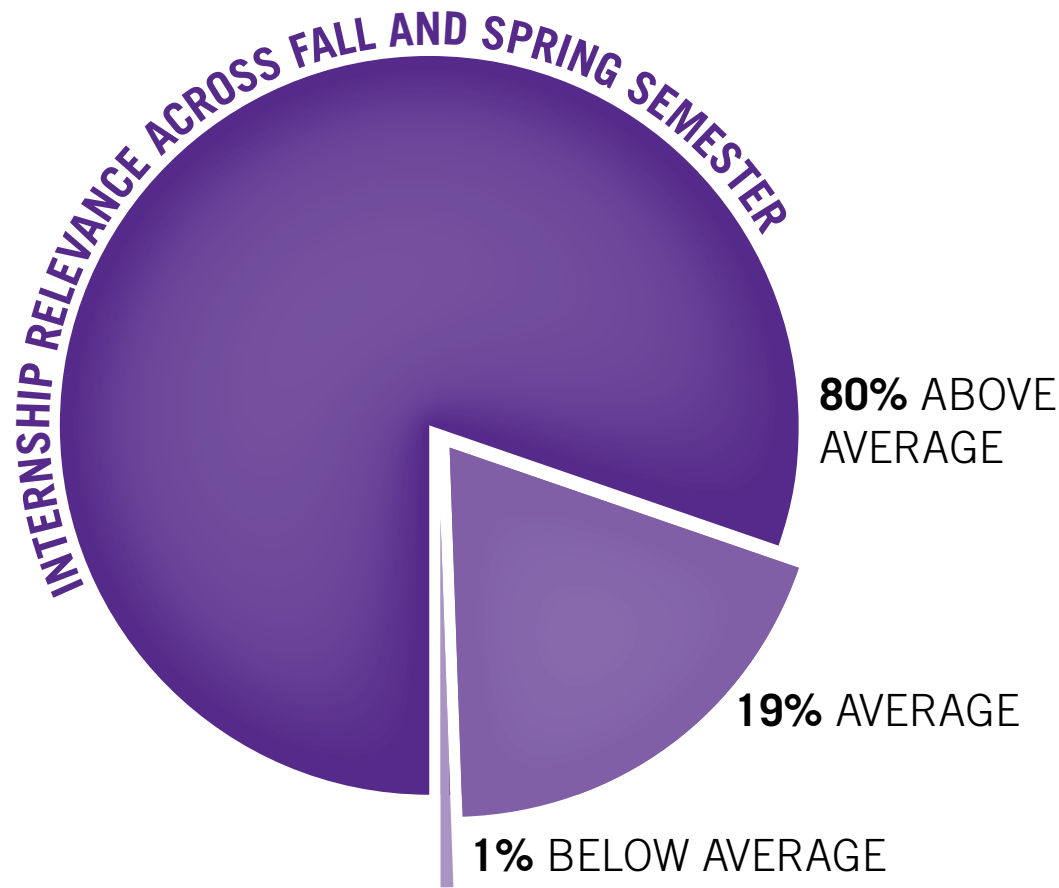
“This experience has given me a dramatic increase in my ability to think critically and solve problems, which will be very important as I join the work force”



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UPIC PROGRAM REPORT

fall 2013 & spring 2014



RELEVANCY TO CAREER
 Interns were asked to indicate how relevant their UPIC internships were to their respective career goals.

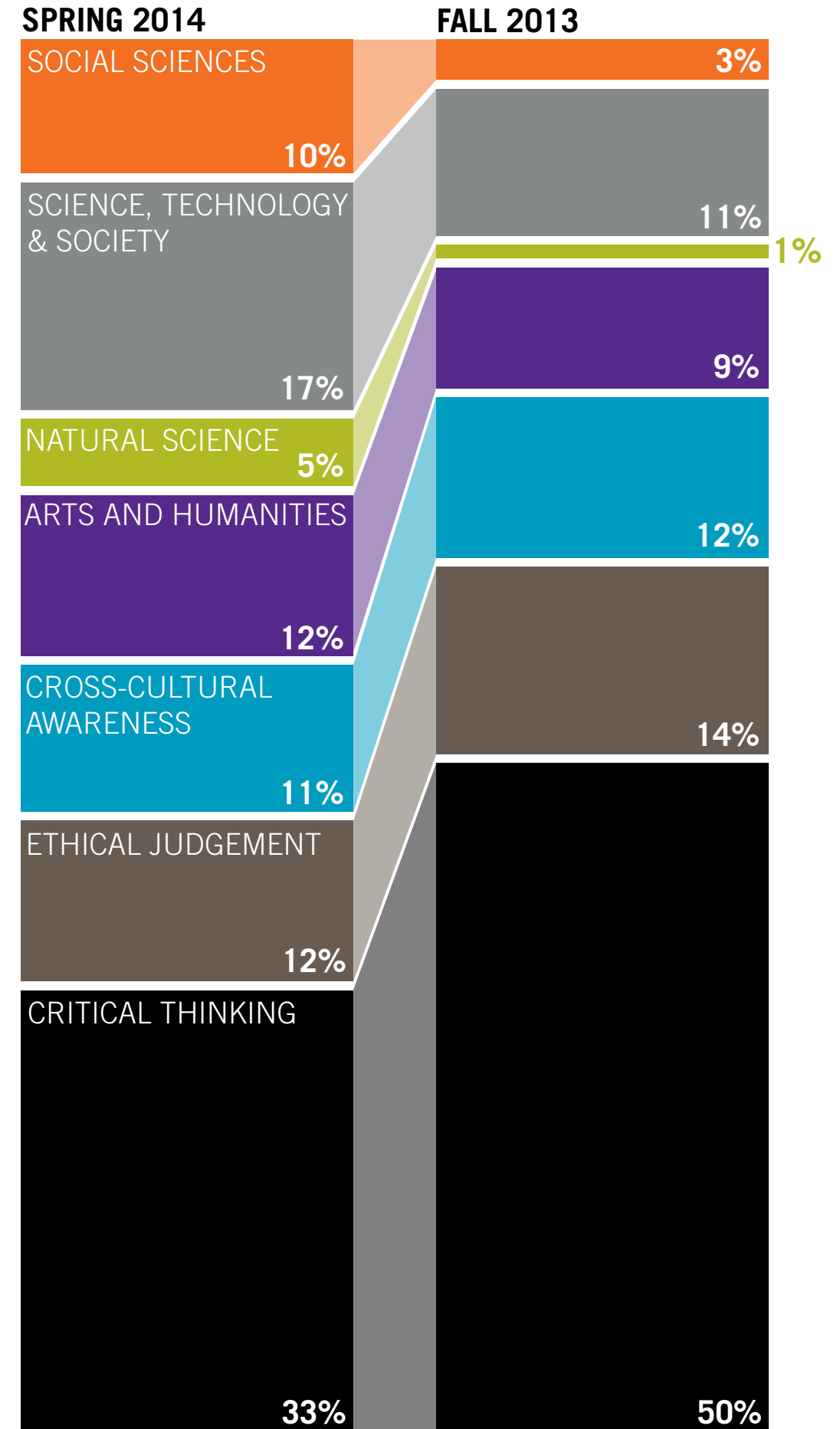
100 percent of Fall Semester interns considered their work to be relevant to their prospective careers. Student opinion remained consistent for Spring Semester with **99 percent** of respondents finding their internships relevant.

The graph to the left represents the total student opinion collected across both Fall and Spring Semester.

INTERN COMPETENCIES
 Mentors described instances when interns employed specific competencies in their workplace. Short answers were coded for explicit mentioning of seven of Clemson University's core competencies: Critical Thinking; Ethical Judgment; Cross-cultural Awareness; Arts and Humanities; Natural Science; Science, Technology and Society; and Social Sciences.

Between Fall and Spring Semester, **intern competency grew in the areas of Arts and Humanities (+3%); Natural Science (+4%); Science, Technology and Society (+6%); and Social Sciences (+9%).**

During both terms, mentors referenced Critical Thinking more frequently than any other competency when describing student ability.



"I was able to gain professional level experience that will set me apart from other undergraduates" - UPIC Intern, Spring Semester

STUDENT PARTICIPATION BY COLLEGE

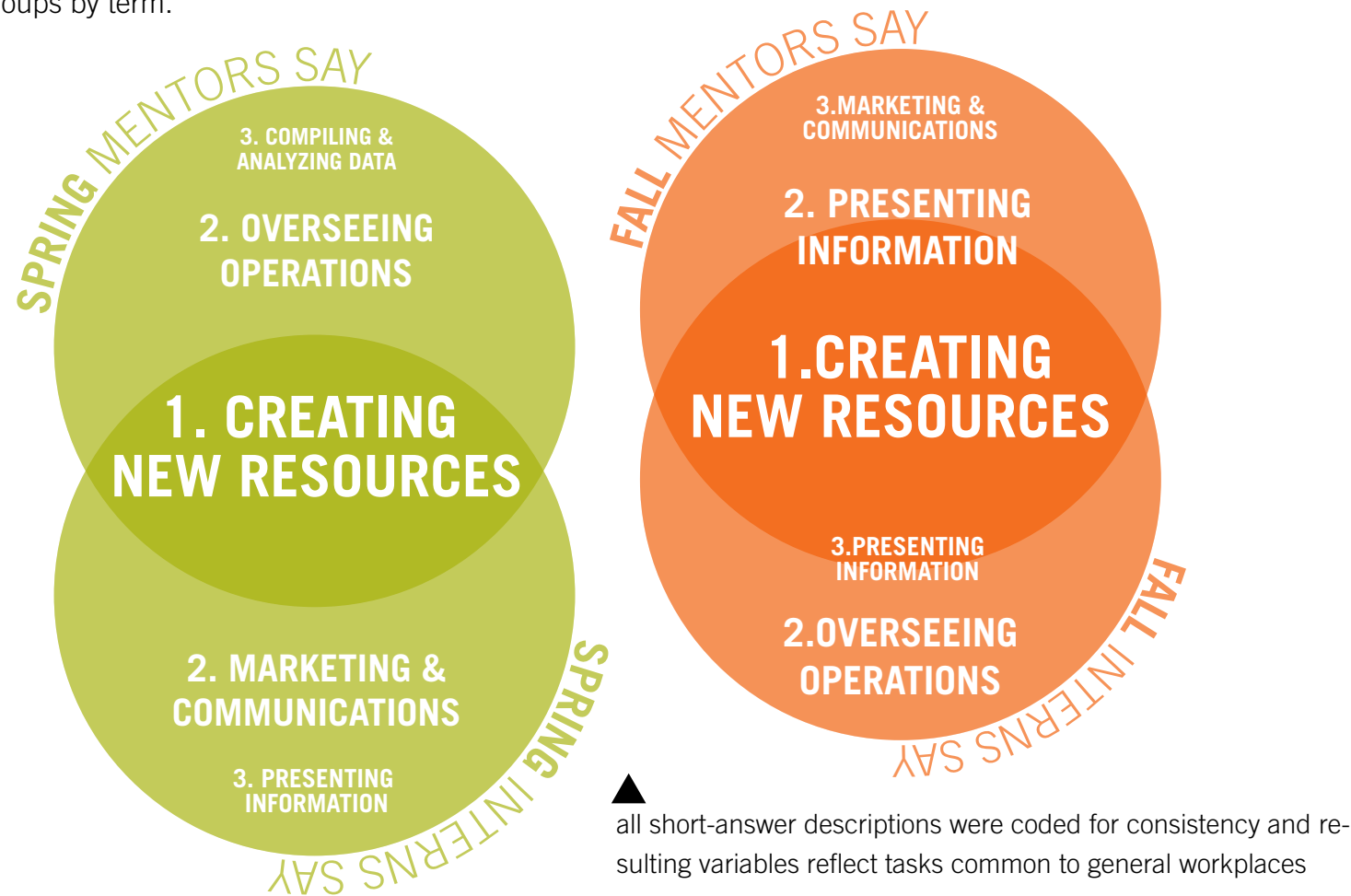
Hiring records show that all of Clemson University's colleges were represented among UPIC intern populations during both Fall and Spring Semester. **Spring Semester saw a more equal distribution of interns with growing participation among the College of Agriculture, Forestry and Life Science (CAFLS); the College of Architecture, Arts and Humanities (CAAH); and the College of Health, Education and Human Development (CHEHD).** Participation from the College of Engineering and Science (CES) held steady at 26% across Fall and Spring Terms. Students from the College of Business and Behavioral Science (CBBS) consistently held the majority of UPIC internships during both terms.



MORE THAN 33% of UPIC interns exhibited *Critical Thinking* across both semesters

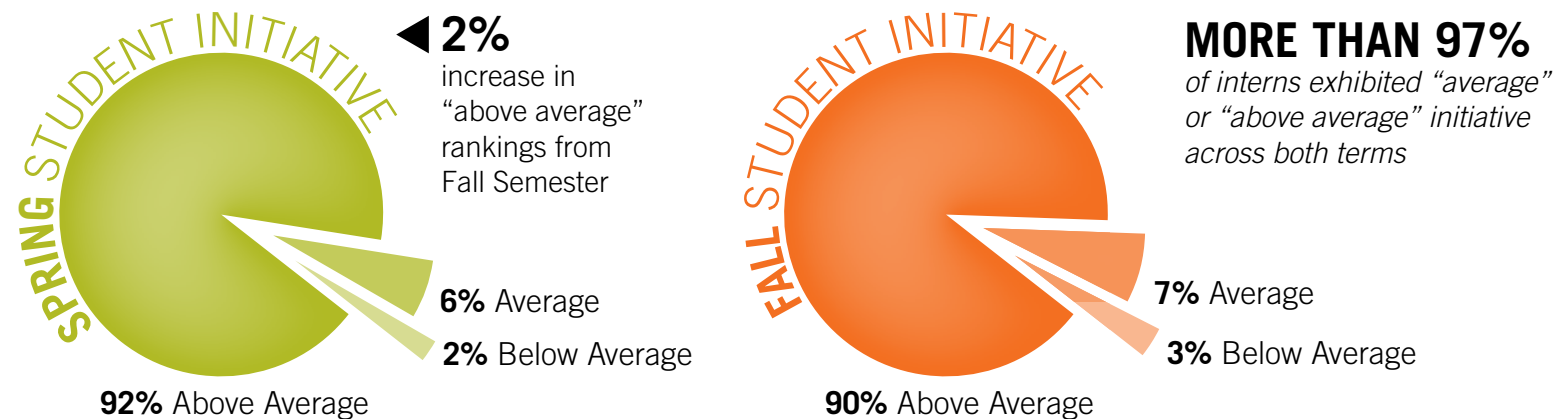
COMMON PROJECTS

Both interns and mentors were asked to describe the common projects that students pursued as UPIC interns. Both groups agreed that **“creating new resources”** was the most common project that interns worked on during both Fall and Spring Semester. **Also, Interns consistently found themselves “presenting information” to others often, across both Fall and Spring Terms. Both “marketing and communications” projects and “overseeing operations” in the workplace were commonly described by mentors and students alike,** but importance varied among these groups by term.



STUDENT INITIATIVE TOWARD COMPLETING TASKS INDEPENDENTLY

Mentors ranked general intern initiative in terms of completing tasks independently. The percentage of **interns rated as having “above average” initiative saw a two percent increase during Spring Term.**



STUDENT STRENGTHS

In short-answer form, mentors described the strengths that interns held with regard to performance as well as their ability to meet professional expectations. During Fall and Spring Semester, the terms **“professional”** and **“positive attitude”** were the **first and second most-cited strengths** respectively.

PROFESSIONAL

POSITIVE ATTITUDE

TAKES INITIATIVE (FALL)

TEAM PLAYER (SPRING)



“I was very pleased with the quality of the student interns offered by UPIC” - UPIC Mentor, Spring Semester

UPIC INTERNS COLLECTIVELY WORKED WITH THEIR MENTORS

18,094 hours during Fall Semester 2013

38,039 hours during Spring Semester 2013

▲ that's a **student engagement increase** of nearly **20,000 total hours** from Fall Semester

OTHER STATISTICS WORTH MENTIONING

MORE THAN 95% of students said they gained **"above average"** practical experience as UPIC Interns during Fall and Spring Terms

MORE THAN 93% of mentors claimed that their interns exhibited **"above average" overall "skills"** during Fall and Spring Terms

MORE THAN 92% of mentors considered the **"knowledge"** that interns possessed to be **"above average"** during Fall and Spring Terms

MORE THAN 90% of mentors ranked their interns **"above average"** in the performance areas of **"enthusiasm, interest, engagement, dependability, attendance, punctuality,"** as well as **"handling constructive criticism"**

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cover photos by Addy Hale

