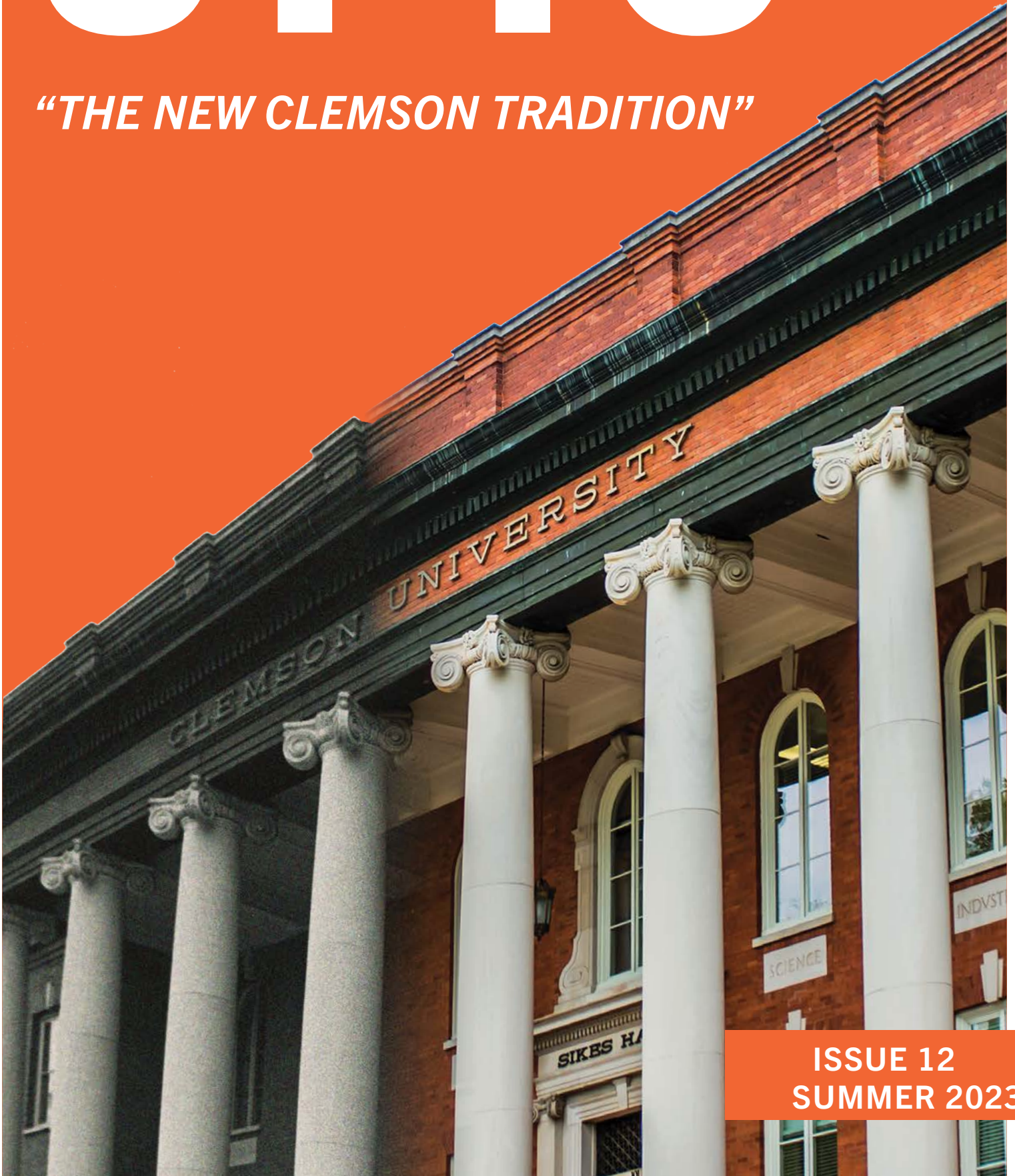


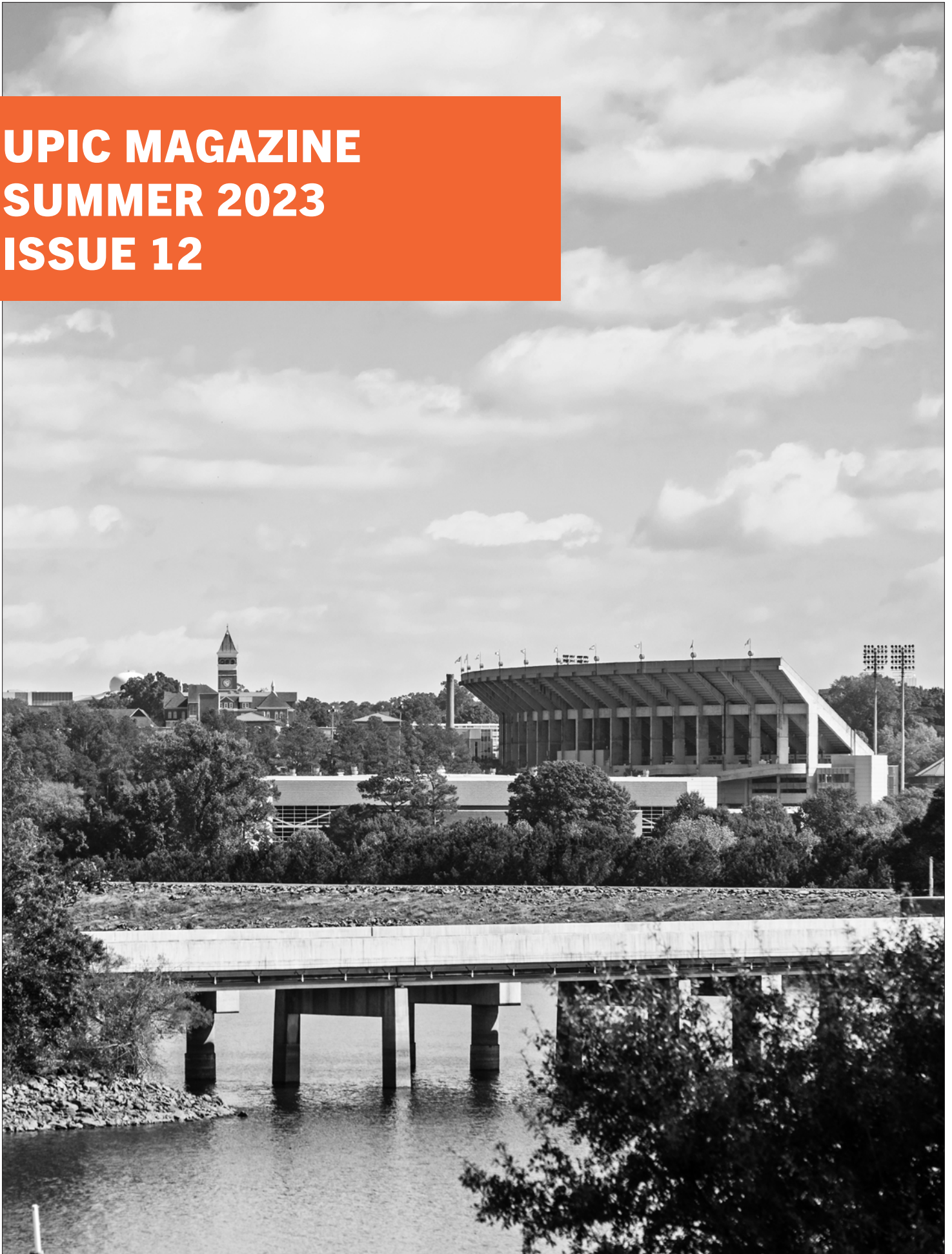
UPTIC

“THE NEW CLEMSON TRADITION”



ISSUE 12
SUMMER 2023

**UPIC MAGAZINE
SUMMER 2023
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CAREER PAGE

WHAT IS UPIC?

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

PROGRAM SATISFACTION

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

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

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

94% of UPIC mentors rated the interns' overall performance as "good" or "outstanding"



1

EXPLORE THE MICHELIN CAREER CENTER AND UPIC OFFICE

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



APPLY ON CLEMSONJOBLINK

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



3

COMPENSATION AND HOURS

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

A letter from UPIC

I joined the UPIC team as a graduate assistant in the summer of 2021 from my home in California.

My background on internships and experiential education at the time was very limited. Experiential education was part of my undergraduate experience, but not to the extent in which it is a focus here at Clemson University, particularly through the UPIC program.

Very early on I began to understand the critical role that experiential education plays in the professional and career development of the students we serve. One way we see this is by focusing on the competency development of our students throughout their internships. We work closely with each of them to understand how the skills they are gaining are valuable and transferrable to the workforce. When meeting with students through site visits to discuss their competency development and understand more about their role, I am constantly in awe of how much and the value of work our interns provide to our University. They create a backbone of student work that is second to none and provide a valuable impact to the operations and development of Clemson University. I am continually impressed by their professionalism and eagerness to learn and grow in their internships. Working with students is the best part of working for UPIC!

Another way UPIC aims to help develop our students is done specifically through the intentionality and care of the UPIC team. The individuals conducting hiring, conducting site visits, mentors, as well as our interns all care deeply about the experiences taking place. This is what makes the UPIC program so unique and so special. I have never felt more welcomed or encouraged by a group of people, and I know our interns have the same experience when interacting with our team members.

Although my time as the graduate assistant in UPIC ended this past November, I have the pleasure of continuing to work with the UPIC staff and interns in my full-time role working with student-athletes. Knowing this piece of my job will stay consistent is a highlight in my day because I understand the importance and value that UPIC provides to our students. I am eternally thankful for my experience in UPIC and will take any opportunity to discuss the program with interested students because I strongly believe in it.

Go Tigers!

— Ashley Persson,
UPIC Graduate Assistant





diversity statement

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

MEET THE TEAM

UPIC STAFF



**Troy D. Nunamaker,
Ph.D., MHRD**

Director



**Caren Kelley-Hall,
Ed.D., M.Ed.**

Associate Director



Lisa Robinson, J.D.

Associate Director



**Jenna Tucker Grogan,
M.Ed.**

Assistant Director



Tanisha Alexander

*Senior Program
Coordinator*



Ashley Persson

Graduate Assistant



Jessica Dionian

*Programming and
Marketing Intern*

MAGAZINE INTERNS



Emily Campbell
Editor-in-Chief



Lindsey LeSchack
*Design Lead &
Contributor*



Madison Boyd
*Co-design Lead &
Contributor*



Olivia Almeida
*Design Lead &
Contributor*



Ashleigh Barksdale
Contributor



Maren Spence
Contributor



Katherine Bradham
Contributor



Kylie Snyder
Contributor

EXPERIENCES

205

**SUMMER 2022
EXPERIENCES**

396

**FALL 2022
EXPERIENCES**

405

**SPRING 2023
EXPERIENCES**

PROFESSIONAL DEVELOPMENT

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

91%

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

100%

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

100%

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

100%

9 *core competencies*

professionalism

Communication

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

COLLABORATION

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

LEADERSHIP

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

The UPIC Program ensures the nine core competencies are included as internship outcomes.



innovation

ADAPTABILITY

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

ANALYTICAL SKILLS

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

TECHNOLOGY

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

engagement

SELF-AWARENESS

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

INTEGRITY & ETHICS

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

BRAND

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

EXPERIENTIAL LEARNING WITH UPIC

Written By: Emily Campbell

Students always hear that the best way to prepare for their first post-graduation job is to have hands-on experience relevant to their field. However, as students eventually come to find out, finding an opportunity to get hands-on experience is easier said than done. Fortunately for Clemson students, UPIC helps prepare them by offering internships relevant to their study area to prepare them for their future careers. An internship doing real-world work can sound more overwhelming than helpful, especially when there are classes to go to and homework to be done. To ease the stress of maintaining both an internship and class schedule, UPIC's internships are accessible and adaptable to even a full-time student's schedule.

The internships UPIC offers are unique because they implement experiential learning, a learning methodology where students have an environment where they can learn through hands-on experience. Interns are placed with either one or multiple mentors who are a part of Clemson's faculty and staff who are knowledgeable about the intern's field of study and a team with other interns going into a similar

field. The intern is assigned tasks and projects to complete that are similar to what will be expected in future careers.

If you're looking to make extra money while earning experience related to your field, a UPIC internship is a perfect option. No matter how you participate in UPIC's internship program, you'll be financially compensated for the hours of work you put in. Students can either participate as a full-time intern where they're expected to work 28 hours a week or as a part-time intern working 12-15 hours a week. UPIC is also an academic internship, meaning that the organization and the internships all follow the academic calendar, so all holidays that students get off of school, UPIC interns are also off for their internship. The only requirements to be a part-time intern are a minimum 2.0 GPA and full-time undergraduate student status where you're enrolled in at least 12 credit hours. Full-time UPIC interns are not required to be enrolled in any classes other than the internship course, so the only requirement is the minimum 2.0 GPA. The internships that UPIC provides are also all on-campus, so it's easily accessible for undergraduate students to schedule their work hours around their class schedule.

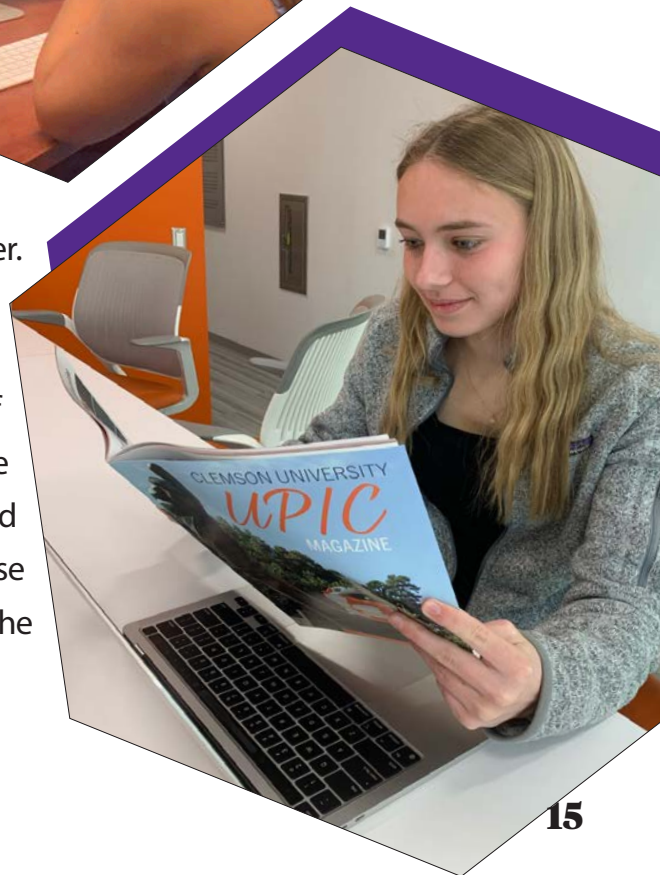
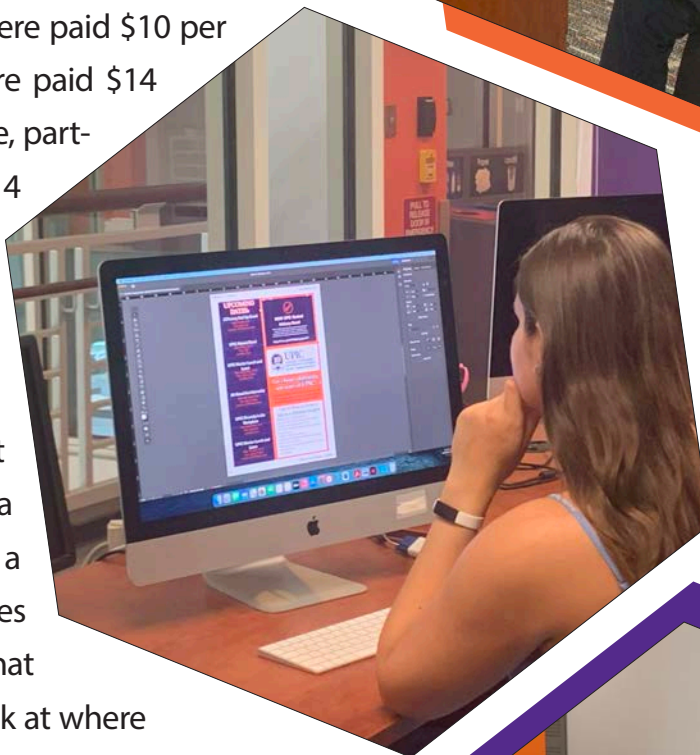
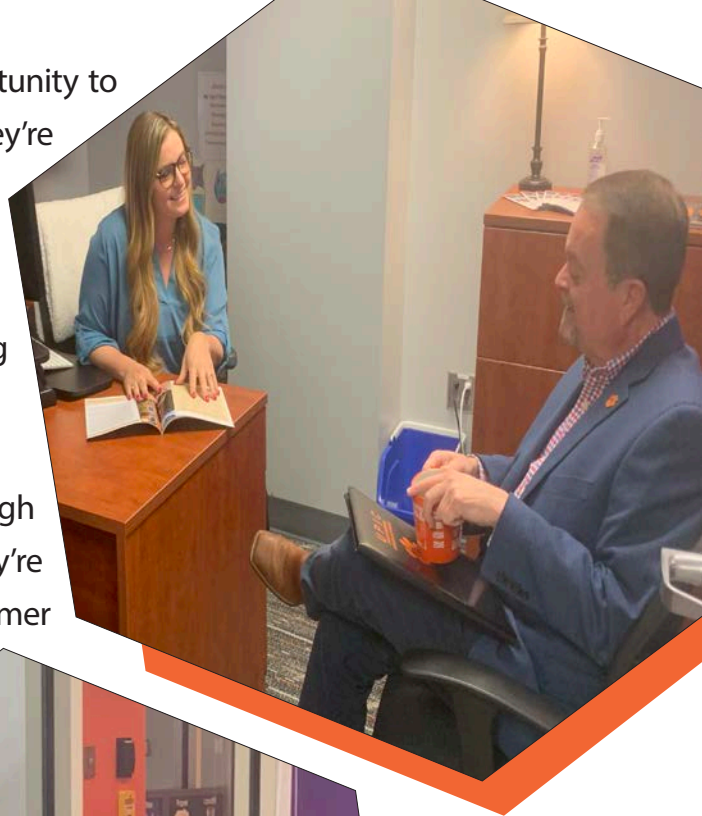
UPIC started in 2012 as an idea from Clemson's leadership and was up and running within six months. After the recession in 2009, Clemson's leadership started to think about what they wanted Clemson graduates to look like. Troy Nunamaker, the Chief Solutions Officer for Clemson's Center for Career and Professional Development, said that while focusing on Clemson's student experience, the team

really wanted “the students at Clemson to have an opportunity to engage in an experiential learning experience while they’re here.” One of the concepts they came up with was an on-campus internship program, leading to the development of UPIC. The first pilot group that went through UPIC was composed of 20 students. Now, the program is reaching 900-1000 students every year.

Student interns can see this growth in the program through their experience. UPIC announced in Spring 2023 that they’re implementing a pay rate increase that will go into effect Summer 2023. Previously, part-time interns were paid \$10 per work hour, and full-time interns were paid \$14 per work hour. With the new increase, part-time interns will be compensated \$14 per work hour and full-time interns \$16 per work hour.

“We’ve been looking for opportunities for self-improvement and what we can do to keep a competitive edge, and there was a huge spike in internship salary rates right before and right after 2020. That really gave us the opportunity to look at where we’re at, to talk with the mentors and partners we work with, and we were able to push the idea further,” said Nunamaker.

Along with the new pay rates, interns can expect more opportunities in the future through their internships. Part of the general education requirements for Clemson students are their global challenges requirements, of which they’re required to fulfill six credit hours. In the future, UPIC will provide a course to their interns as an opportunity to get three hours towards the six for the global challenges requirement.



"I would say our vision hasn't changed since the beginning of the program; our intent is still to provide quality learning experiences for our students. What has changed over the years has been our methodologies in how we achieve that vision — we're constantly looking for new opportunities to improve our program, and when those opportunities present themselves we make sure to make adjustments," said Nunamaker. "The part of this program I love the most is the breadth of experiences that I get to see students have. I think it's so neat and so impactful, and our goal is to keep those experiences going for Clemson students, no matter what major they are in or the background they come from."

The projects and assigned tasks that have helped prepare interns for their aspired career

**REASON
CELEBRATE
UP**

The mentors utilizing their experience and passion to guide interns through their projects

The dedicated UPIC staff who provide students with exceptional internship opportunities

**WAYS TO
RATE
UPIC**

The accessibility of UPIC that allows every student the opportunity to attain an internship experience during their college years

The opportunity to obtain work experience while getting paid

**UPIC
INTERN
PERSPECTIVES**

“I began my internship to talk to older people and with more experience, I feel I was also super nervous of the environment, which I am now comfortable in. I am proud of the way I got through this internship. I myself to feel uncomfortable overall, it helped

“This is such an excellent program, one of Clemson’s best!”

“My personal development an increase in confidence, responsibility, and my involvement time management communication

*and was very nervous
and now that I have had
I'm more comfortable. I
about the professional
now feel much more
proud of myself for the
internship and allowed
stable at times because
it helped me grow."*

**“The UPIC program just
opens up many doors of
opportunity for
our students.”**

*development included
confidence, integrity and
strong professional growth
management, effective
communication and creativity”*

MENTORING IN MEDIA



Written By:
Emily Campbell,
Editor-in-Chief

Chas Williams is from Greenville, South Carolina and was introduced to Clemson University as an undergraduate student in financial management. During his time at Clemson, he worked as a student manager with the University baseball team and with the athletics department in Creative Solutions. It was his mentors at these programs that inspired Williams to become a UPIC mentor. After pursuing his undergraduate degree, he continued at Clemson to earn his master's in human resource development with an emphasis in athletic leadership. Williams has continued to work at the University and has recently been named the executive director of Social Media, where he also supervises and mentors

UPIC social media interns. When asked why he decided to be a UPIC mentor, Williams expressed that he was inspired by wanting to “pay it forward” after having helpful mentors during his time working with the baseball program and Creative Solutions during his undergraduate.

Williams’ day-to-day life as a mentor with UPIC social media interns varies with a lot of different projects going on in their office. UPIC interns spend time in the office for a weekly meeting, and the rest of their time is occupied creating content for media channels. Williams assists interns with producing facilities highlights, “Ask A Tiger,” student takeovers and more. Williams stated that the best part of the mentor experience is “seeing the students take ownership of their work” and that it is extremely rewarding to see them grow in their skills during their time on the team. He also believes that he’s gained invaluable leadership experience being a mentor and that “it’s great to be seen as a resource” for these UPIC students.

Williams’ aspirations to give the UPIC interns he works with the same great experience he had with his mentors have definitely paid off and has resulted in a positive and productive work environment for his interns.

Armani Gracia, one of the social media strategy interns under Williams, said that from his first day he felt accepted and welcomed in his internship. "From day one from joining the team, he welcomed me with open arms. I was told my task for the semester and he immediately taught me how to complete it while making sure it was professionally done," said Gracia.

Lauren Bruns, another social media strategy intern, finds the projects she has worked on under Williams especially influential to her intern experience. "Managing our 'Student of the Week' Instagram campaign has been my most impactful project to date. It feels like the greatest privilege to use our platform as a channel for sharing the authentic stories of students producing incredible work on campus," said Bruns.

Williams' leadership abilities have been especially helpful to his interns' experiences, as well as their plans post-graduation. After working as an intern under Williams for the past year, Karli Jerabek feels she has had "ample opportunities to see him thrive as a leader."

"I have been able to watch him conduct himself professionally and creatively, and his passion for his work has shown me how enticing and rewarding a career in social media can be," said Jerabek.

One of the aspects of Williams' leadership that Gracia found helpful was Williams' response to mistakes happening. "During my learning experience, I messed up a graphic for a slide and I didn't catch it until after I posted it. Williams reacted by telling me if I wasn't making mistakes and correcting them I wasn't learning. His words stuck with

me and times like that are what makes me believe he's an amazing leader."

Bruns feels that Williams' leadership style has allowed her to step out of her comfort zone and embrace any challenges she's confronted with. "In preparing for my career post-graduation, I hope to model his same style of leadership — one grounded in kindness and creativity."



Armani Gracia is a UPIC intern working with Chas Williams. He credits Williams for making him feel welcomed in his internship.

CHAS
WILLIAMS



EXPERIENTIAL LEARNING AT THE PEARCE CENTER

Written By: Kylie Snyder



The founders of the Pearce Center, Roy and Marnie Pearce, envisioned a center whose mission was to help prepare students for the communication challenges they would face as professionals in their chosen fields. The Pearce Intern program strives to equip undergraduate interns with skills they will need in their academic and professional lives. These skills range from learning how to write professional emails to design-based skills in industry-standard software to enhancing collaboration and leadership skills. Cameron Bushnell, director of the Pearce Center, intended to “build the



Pearce Center's work into an interdisciplinary center emphasizing and training others in the principles of the writing across the curriculum and writing in the disciplines movements. Those principles include ideas like 'writing is part of learning' and 'writing should occur in every discipline in the university.' Her hope for the future of the Pearce Center is to continue to be "involved in promoting writing in every discipline at the university." Bushnell thinks of "writing" in an expansive way, "which includes not only pen and paper, but also digital, visual and multi-modal creations."

Experiential learning, according to Allison Daniel, a professional communication specialist of the Pearce Center, "is evident in the day-to-day operations of the Pearce Center, especially the intern programs. No two days look alike in the student workspace, and I think that's great because it means the interns are constantly being exposed to new experiences." On any given day, interns engage in experiential learning through meeting and emailing clients, receiving feedback on projects, learning professional development skills through training and mentoring and becoming familiar with how to self-manage and be productive in a workplace environment. These are not abstract concepts for the interns because they are actively using them to complete deliverables for actual community and campus clients. The Pearce Center also strongly emphasizes the interns reflecting on their work through skill evaluation surveys and personal reflections at the end of the internship. The Pearce Interns have been partners with UPIC since 2013, which began as a partnership to allow Interns to gain valuable experience in the various

" Writing includes not only pen and paper, but also digital, visual and multi-modal creations."

aspects of article publication. UPIC provided the Pearce Center with some of their first interns, so now, every semester when the Pearce Center opens up their application, they allot extra spots to UPIC interns. Daniel claims that "one of the really unique features of this partnership is that UPIC — which is a program that offers hundreds of experiential learning opportunities each year — is illustrating its commitment to these experiences by allowing the Pearce Interns to create this magazine." Pearce UPIC interns can receive this hands-on experience, and UPIC can then showcase not only the stories within the magazine but the additional story of the students behind its creation.

Between creating the UPIC magazine, working with clients, and becoming familiar with industry-standard tools and software, the opportunities that the Pearce Center offers its interns are pivotal to students' personal and professional development. Students are able to use this internship as a creative outlet in which they have the freedom to design, strategize, lead and communicate effectively. The unique partnership that the Pearce Center has developed with UPIC will live on as they work together to continue to advocate for one another, while simultaneously revolutionizing the opportunities they provide to students for years to come.

gators & turtles & ducks,

oh my!

Most college students spend their summers interning in an office, enjoying vacations at the beach or taking summer classes. For UPIC interns Anna Koon and Carly Sprott, their summer plans looked a little different. Rather than sun tanning and swimming, Koon and Sprott spent their summer days researching and exploring the forests and marshes of Georgetown, South Carolina.

**“MY
UPIC
INTERNSHIP
IS MY FAVORITE
THING I HAVE
EVER DONE AT
CLEMSON.”**

**- Carly Sprott, UPIC
intern**

Koon and Sprott are senior wildlife and fisheries biology majors at Clemson University. The two of them interned for the James C. Kennedy Waterfowl and Wetlands Center in the summer of 2022. They were placed at the Belle W. Baruch Institute of Coastal Ecology and Forest Science, which is located in an area of 16,000 acres of untouched land and is just a stone’s throw away from the South Carolina coast. The two of them assisted a previous UPIC intern and Clemson alumni, Jordan McCall, with research on the wetlands, waterfowl and other birds in this area.

Their primary internship focus was to conduct surveys on the vegetation and macroinvertebrates in this region to measure the health levels of the wetlands. Their work was incredibly hands-on, spending days in the field collecting data



Carly Sprott (left) and Anna Koon (right) in the field.



“IF I HAVE TO DESCRIBE THE UPIC PROGRAM IN ONE WORD, I WOULD SAY ‘OPPORTUNITY.’”

- Anna Koon, UPIC intern

and samples. When asked about how their learning on the job compared to traditional learning, Koon and Sprott agreed that they learned more through their internship than they ever have before. They learned so much on the job, in fact, they were asked to work with all of the interns to put together a concluding presentation on their research and findings. This presentation was open to the public, and a crowd of over 100 community members came to learn from these interns about their wetlands. Koon and Sprott’s internship successes and hard work were recognized by many, including the director of the Kennedy Center, Jim Anderson. Koon and Sprott were surprised to learn they had both been awarded Kennedy Center undergraduate

scholarships after the completion of their internship, and to find out that Anderson had nominated them. The word “internship” often evokes the image of a small cubicle in an office and making coffee runs, but that was not the case for this internship. Clemson is ever-changing, and the UPIC program follows suit. UPIC has created opportunities for students to gain real-world, hands-on experience that foster individual responsibility and creative freedom.

When asked what attracted her to this internship, Sprott said, “I was looking for something hands-on and nontraditional.” By offering out-of-the-box experiences, UPIC is changing the meaning of “internship.”



CREATING CONTENT DAILEY

There are hours of unseen work behind the one post you see on your favorite social media timeline. In her UPIC internship, senior marketing major Ginger Dailey does the background work to bring social media posts to the public.

Clemson has always been a part of Dailey's life. Because her father attended Clemson when she was a kid, Dailey grew up going to Clemson games since she was old enough for her parents to take her. She ultimately had her "eureka moment" as a high school senior after watching the Clemson tour videos with her family at the dining room

table. "I was watching the campus tour videos with my family, and it just popped in my mind 'I want to go to Clemson!'"

Now, in her senior year as a Clemson student, Dailey is a huge part of the social media for the Creative Services section of Clemson's Division of

Student Affairs.

In the past seven months that Dailey has been a UPIC intern, she has realized the work that goes into posting on social media.

"I handle all of our social media, so that means creating content for our Twitter, TikTok, all of the outlets we have," Dailey said.

The content-creating process for Dailey includes creative aspects like developing

ideas for posts, creating the content and making videos. “Making videos is really the main part; using Adobe Premiere can take a few hours, along with getting it approved and making sure everything is right. Right now, we’ve been working with Habitat for Humanity, so I’m making a lot of videos of them building the houses to highlight the work they did.”

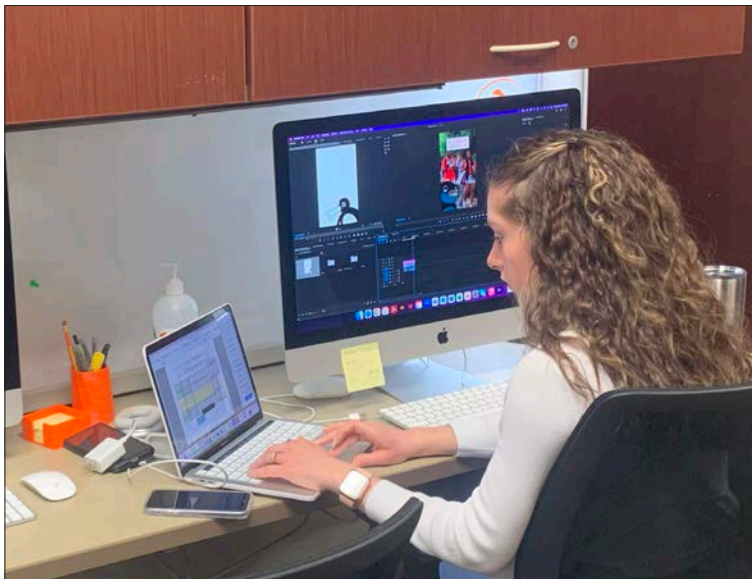
Content creation is also driven by math and data. Every month, Dailey reviews and presents the social media analytics for each of their outlets to her supervisors. “My presentations are really about showing the dips and rises of people interacting with our posts; showing how many clicks, views, likes and comments we’ve had is essential to tracking our progress.” To track the quality of her content, Dailey also looks at what her competitors are doing to see what they’re doing differently and what she can do better.

Although Dailey is more confident in her work, learning the technology that goes along with content creation was her biggest obstacle. “I knew how to make simple graphics in Canva,

but that’s one of the easier platforms. Learning Premiere Pro was definitely one of my biggest challenges,” Dailey said. Premiere requires more technical knowledge. Dailey must know the optimal pixels and design orientation for each of her designs to be compatible with social media platforms.

Dailey emphasizes how important her mentors were helping her master Premiere. “My supervisor Lisa helped me so much with adapting to the technology. She sent me different videos showing me how to do the task I was trying to do, and of course taught me what she knew herself. Daniel, our photography and video supervisor, helped me a lot as well because he has to use Premiere and the other technology I was struggling with on a daily basis.”

This type of collaboration is one of the most important things to Dailey in her intern experience. From her internship, Dailey learned how to collaborate and work with her team. “Collaborating with others is definitely something I learned that is so important in so many ways. Making videos without others would be nearly impossible; most of the time I need someone to video me or someone to be in the videos I create,” Dailey said. Her team also helps her create ideas for social media posts. “Everybody has little roadblocks, and sometimes I simply have no ideas. In times like that, we work together to share our



GINGER DAILEY

ideas and it's super helpful getting through those roadblocks together." Dailey's

UPIC internship has taught her valuable lessons in her professional and personal life. "The best part of this experience for me professionally has been the insight I've gotten from it. I originally wanted to be a lawyer, so I had no idea what social media entails. My time as an intern has really given me that insight into marketing, especially social media marketing, and what that can do." In terms of her personal life, Dailey has become much more conscious about time management. "I have my internship in between my classes, so I'll go to class, then my internship, then back to class again. There's classwork and homework on top of that, of course, so I've had to really grow and keep on top of my time. It's helped me be better about managing my time outside of school as well."

With all of the new developments that Clemson has been adding in terms of infrastructure and modernizing the campus, Dailey reflects on how that gives an insight into what it's like working with ever-changing social media. "The modernization that Clemson has begun implementing shows how hard it is to balance keeping your history with recognizing where change is needed and implementing it. For example, TikTok is an extremely popular outlet right now, especially for college students. We just created our account about a year ago, and some people have been a little hesitant to

be open to us joining the platform, but it's one of the ways that students are going to recognize us the most because that's where students are," Dailey said.

Overall, Dailey's UPIC experience has helped her realize her true passions and what career she truly wants to pursue and provided her with skills essential to her future career. "UPIC has given me such great assets for my future career. If I want to go into sports media, they especially want someone who knows the programs my mentors have been training me on. They also want someone who can keep up with the trends, which is a huge part of my job. All in all, my experience as an intern has been so helpful in thinking about my future and I'm so glad I've had the opportunity."



Dailey's UPIC internship has taught her valuable lessons in her professional and personal life. "The best part of this experience for me professionally has been

the insight I've gotten from it. I originally wanted to be a lawyer so I had no idea what social media entails. My time as an intern has really given me that insight into marketing, especially social media marketing, and what that can do." In terms of her personal life, Dailey has become much more conscious about time management. "I have my internship in between my classes, so I'll go to class, then my internship, then back to class again. There's classwork and homework on top of that, of course, so I've had to really grow and keep on top of my time. It's helped me be better about managing my time outside of school as well."

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" All in all, my experience as an intern has been so helpful in thinking about my future and I'm so glad I've had the opportunity. "

-Ginger Dailey



Overall, Dailey's UPIC experience has helped her realize her true passions and what career she truly wants to pursue and provided her with skills essential to her future career. "UPIC has given me such great assets for my future career. If I want to go into sports media, they especially want someone who knows the programs my mentors have been training me on. They also want someone who can keep up with the trends, which is a huge part of my job. All in all, my experience as an intern has been so helpful in thinking about my future and I'm so glad I've had the opportunity."

*Written By:
Emily Campbell, Editor-in-Chief*



LAUREN

BRUNS

Lauren Bruns came to Clemson with the goal to find who she was and develop who she wanted her future self to be. Originally from Richmond, Virginia, she came to Clemson in 2020 to play Division I soccer as a starting forward. Two years into being a student-athlete, Bruns had an internal crisis, asking herself the question, " what am I doing, am I happy? Is this what I want to be doing?" She ultimately came to the conclusion that with COVID-19 and the current stage of the world to follow, soccer was not her passion anymore. But if it was not soccer, then what was it?

She has always been interested in social media, communications and advertising. However, she was not sure where to go from there. A professor recommended she apply for the University Relations UPIC social media strategy internship.

After getting this internship, she works alongside five interns. Bruns oversees Clemson's social media, particularly the student of the week campaign on Clemson's Instagram. Each week, she manages the student doing the takeover and coordinates the student photoshoot, captions and content. Throughout her three UPIC rotations, Bruns explains how she

gained many skills and experiences that are applicable and relevant to her job upon graduation. Not only has she been able to figure out her niche, but she has also gained project and time management skills, organization skills and has a greater understanding of the impact of social media in a university environment. Bruns and her team are exploring and researching media analytics to understand how Instagram, Twitter and TikTok are driving student engagement.

Bruns joined UPIC as a way to help discover her career goals. In addition to her sense of purpose, she created her own branding to bring all future jobs. Bruns recalled that one of the best pieces of advice she has ever received is to be curious. “My parents have always encouraged me with the mantra ‘bloom where you’re planted.’ I think this means finding opportunities to thrive regardless of the different challenges I encounter. Never being fearful to ask questions, embracing criticism and being a passionate learner have truly helped me find joy in work.”

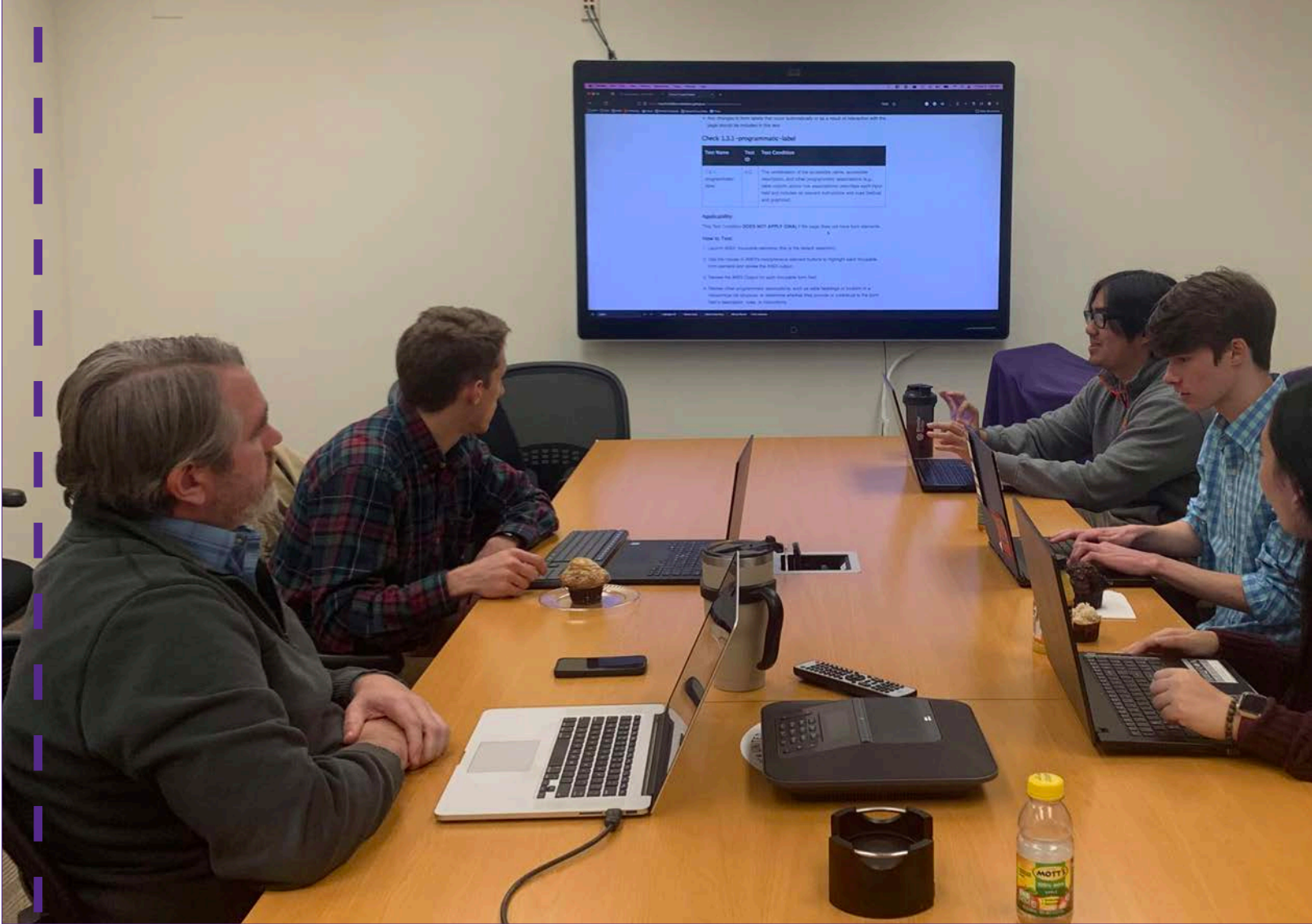


Bruns will graduate in May with a double major in marketing and communication. She went into her initial UPIC experience with an open mind, curious to see where she landed. Bruns has worked as a UPIC intern for three rotations and has a job after graduation working for Capital One’s marketing team in D.C. As a senior graduating in the Spring, for all prospective present and future interns, Bruns said the best advice she ever received, and therefore gives to anyone is “to simply go beyond. Go beyond the initial assignment, find ways to think and work outside what you know. Through this, you will encourage yourself to think more, and see where it takes you. From here you will be able to figure out what you’re truly passionate about.”

“IN PREPARING FOR MY CAREER POST-GRADUATION, I HOPE TO MODEL HIS [CHAZ WILLIAMS] SAME STYLE OF LEADERSHIP- ONE GROUNDED IN KINDNESS AND CREATIVITY”

Written By: Olivia Almeida

ALL IN ACCESSIBILITY



*Written By: Emily Campbell,
Editor-in-Chief*

Digital communication and design allows us to ensure accessibility for all audiences. UPIC mentor and Director of Digital Accessibility Dan Lewis and his team of UPIC interns implement digital accessibility features into

different systems on Clemson's campus. To make sure that anyone can use websites regardless of age or disabilities, the intern team has to go through two phases. UPIC interns have been working in the Trusted Tester phase this semester, a testing methodology developed by the Department of Homeland Security. Once



TY

the first phase is completed, the interns can take an exam certifying them as a trusted tester for web accessibility. After being certified, the interns can officially take the training and testing techniques they've learned and apply them to websites to make them more accessible for a wider range of individuals.

While the overarching goal is to ensure that Clemson's information and communication technology is accessible to everyone, the team's specific goal for this year is to address some of Clemson's high-impact systems.

"This year, we're going to be evaluating the accessibility of registering for your meal plan, registering for housing, donating, and other systems like that at Clemson to make sure they're as accessible as possible for everyone," said Lewis.

Junior business management major Sullivan Matkovich was drawn to this internship because of his disability.

"I'm blind, so my life really revolves around the accessibility world, and understanding some of the accessibility features that go into it has been super beneficial for me." Matkovich has found that his internship helps him understand other disabilities as well. "This experience has expanded my understanding as far as what disabilities are — I have my experience, but this has shown me that there's a whole lot more out there to understand, and it's helped me do so," said Matkovich.

Even if you don't have any impairments that would affect your ability to use websites, web accessibility still affects you and is incredibly important in your daily life.

"We use assistive technology all the time without realizing it," said Lewis. "If you've ever pinched and zoomed in on your phone to look at small text, you're using an accessibility feature. Even text to speech or Siri are founded on the ideas of accessibility to enable people to interact with their devices in multiple ways." While accessibility features may be subtle, these aspects make everybody's life much easier in little ways, even able-bodied individuals.

Justin Tran, a senior computer information systems major, feels the knowledge he's gained of web accessibility will stay with him well after college.

“Not only has my experience broadened my way of thinking, but I've gained a newfound respect for the web accessibility analysts and the people who make it happen.”

“I plan to go into web design or programming, and this experience has really helped me expand my horizons in the computer field,” said Tran. Senior computer science major Taylor Le has been so inspired by her work in web accessibility that she hopes to pursue it in her career. “I have a big interest in human-computer interaction, and I feel like this internship is a great intersection of that. I've really been enjoying what I've been learning so far, so if I could do something with accessibility that

would be nice,” said Le. Part of the reason the interns have been so influenced by their work in web accessibility is because of how fulfilling it is. Michael Mccuen, a junior computer science major, says that web accessibility “is not a theoretical work field. You can very much see the fruits of your labor, and I think that's fulfilling in itself, but it's also making a real-world impact. There's a lot of people affected by this work, and I think knowing that you can make a difference with what you do and how much effort you put in is fulfilling as well.”

As fulfilling as the work is, it doesn't come easily and it certainly has its challenges. “The training is just really extensive. There's a ton of reading, there's a ton of putting it into practice, and it can be a lot to balance with school or other extracurriculars,” said Le. Along with how extensive the training can be and is, Matkovich explains how the training itself can be inaccessible at points. “There are points that I run into in the training where you have to be able to get a visual of the screen and see if something is wrong, which isn't so disability friendly for me.” Despite their challenges, the interns feel the best way to overcome them is to work together. “For me personally, talking with the team and talking with Dan about what I need more clarification on is how I've found to overcome any obstacles I

face. Their feedback and guidance helps me get through the material a lot easier.” says Le. While Matkovich agrees that the team’s feedback has been essential for getting through any obstacles, he also reflects on how it is to see his team members keep accessibility in their minds while working. “It’s really cool to get feedback from my group members because you can see that after learning about this stuff they start to think about it more and get into the mentality of looking for issues. They’re pointing out things that could be potential problems, and it’s cool to see them learn about accessibility and really help me through my challenges,” said Matkovich.

Both Lewis as a mentor and the team members feel like they’ve gained invaluable experience from their time with UPIC. “I think I can definitely say I was completely ignorant on this entire topic of discussion before my internship. Not only has my experience broadened my way of thinking, but I’ve gained a newfound respect for the web accessibility analysts and the people who make it happen. It’s definitely motivated me to learn as much as I can and hopefully be able to contribute to the field,” says Mccuen. From his time as a mentor, Lewis has gained respect and awe for his students. “I’ve gained a lot of respect and admiration for the level of intelligence, professionalism, and empathy that the students bring to the table. These young adults are just so good, and it gives me so much hope for the future,” said Lewis.



WEB ACCESSIBILITY TEAM: (left to right) Taylor Le, Micheal McCuen, Sullivan Matkovich and service dog, Justin Tran

KNOCKING OUT ADOBE WITH CATHERINE KELLEY

Catherine Kelley is a senior graphic communications major from Columbia, South Carolina. For the last two years, she has worked as a UPIC intern for the Adobe Digital Studio in Cooper Library. Before starting the internship, Kelley was very experienced in Adobe Photoshop, Illustrator and InDesign because her major requires her to learn each of those programs. However, she had no idea how to use Adobe Premiere Pro or Adobe Audition, which are two other programs that the Digital Studio interns must know. To learn and practice with the software, Kelley created videos and podcasts.

In addition to using Adobe programs, she opens and closes the video and audio studios that are available for students to use, answers questions for students who come into the Adobe Digital studio and helps students design projects. She also helps with technical issues, such as helping students download Adobe software and fixing minor computer problems.

"I really enjoy what I do because I like being able to help students. I've seen a lot of people come and go, and I've seen a lot of people come back and show us their finished product and show us what they've done, and it's so cool to see! It's so nice to help people," Kelley said.

Kelley wishes more people knew about the Adobe Digital Studio because of the technology available to students. For example, in the video studio there's a green screen, several backdrops, cameras and lights. The best part of this internship is seeing all the students and even the professors use their creativity and help them with their projects.

When asked about the challenges that she faced during this experience, Kelley stated that she had had a really hard time learning how to use the equipment in the audio studio, and it took a whole semester for her to feel comfortable helping students with it. Kelley also explained how challenging it can be dealing with customers who are frustrated with their work, but fortunately she always remains kind and professional. To get through some of these challenges, Kelley





reaches out to her boss for help; however, most of the time she asks other interns for help. When she started working at the studio, she would pay close attention to how the other interns helped students so she would know how to fix and to troubleshoot problems. Kelley believes that watching and learning by example is what helped her the most. Kelley also believes that the biggest lesson that this internship has taught her is to not be afraid to ask questions. She stated, "You have to ask questions because you might get confused and not know how to help someone. Not being afraid to ask questions is what helped me get over a lot of stress and anxiety in the workplace."

"I'VE SEEN A LOT OF PEOPLE COME AND GO ... AND SHOW US WHAT THEY'VE DONE AND ITS SO COOL TO SEE! ITS SO NICE TO HELP PEOPLE"

Throughout Kelley's time as an intern, she has gained social skills and has learned how to work with all kinds of people. Kelley stated, "At the end of the day, people just want your help, and sometimes they don't know the questions that they want to ask and it frustrates them, but it's your job to help them along."

As far as Kelley's future career goals, she's interested in pursuing a career involving the production side of graphic design. This internship has helped her obtain skills relevant to this dream because she has learned a lot about printing and the design aspect of printing such as adding bleeds to layouts etc. Kelley not only believes that all the skills they have gained throughout this internship are useful towards her dream career, but are also beneficial to any career because they're great skills to have under your belt.

Written By: Ashleigh Barksdale

Healthy Relationships: Interns & Mentors

**WRITTEN BY:
MADISON BOYD**



**DELANA
REYNOLDS**

Delana Reynolds graduated from Clemson in 2020 with a bachelor's degree in language and international health. She grew up just outside of Atlanta and now calls the Clemson area her home. She is currently working on her master's in public health at George Washington University online. Reynolds began working as a Clemson University Healthy Campus mentor this past summer. She has been Clemson's assistant director for suicide prevention and mental health initiatives for about one year. Healthy Campus is a hub where students, families and the

entire Clemson community can learn about the many resources that are available regarding physical and mental health. Those resources include student health services, the Clemson University Police Department, and many mental health services. She keeps in close contact with her campus connections to see what events are coming up with other campus organizations and partners.

ANA HOLDS

As a mentor, she has weekly meetings with the interns to discuss opportunities to promote the various organizations and upcoming events. She stresses the importance of delegating tasks and utilizing team members to achieve goals. Reynolds says the biggest lesson she's learned as a mentor is to "find that balance between giving direction and freedom. The interns need to have guidance and direction, but they also need the right amount of independence," said Reynolds. She believes that when you have a solid team, you should not micromanage. Allow the team members some independence, and they will get the work done. Reynolds feels the team at Healthy Campus is well-rounded and has a lot of mutual trust, which helps them accomplish their goals.

"Because I have such a great team to work with, I don't have to micromanage anyone. The team is well-rounded and we all have mutual trust for one another," Reynolds said.

Reynolds feels that one of her greatest experiences has been to see her UPIC intern Amelia Anglin grow and become more confident with her work.

Anglin is a junior at Clemson from East Lyme, Connecticut majoring in communication and minoring in nonprofit leadership and psychology. She runs the Instagram for Tigers Together and monitors Aspire to Be Well sessions and other projects within Healthy Campus.

Anglin is a full-time student-athlete on the rowing team. One major area that she has improved on this past year has been time





management. She begins by creating a schedule for herself, which provides structure for her days. It may seem to be a lot of balancing with school, rowing and the internship, but Anglin has never felt overwhelmed and has been comfortable to communicate with her mentors. "My mentors are very flexible, understanding and committed to helping me find the perfect balance so that I can be successful in all of my interests," says Anglin.

"She is so on top of everything, and she's the intern that when other interns have questions she's the one they go to," Reynolds said. "I'm able to give her the information about the task and she's able to do the research on her own and get the job done with little intervention."

She does her best to give Anglin many options to meet her required hours for the week, and will provide more

if needed. She keeps in close contact with Anglin, gives her direction and enough information to get her started and lets her take it from there. Reynolds has been impressed that Anglin is self-led, independent and self-motivated.

The internship has provided Anglin with many opportunities to grow and learn. She has gained new technology skills on the job, which will be valuable when she is seeking employment. She has also improved on her communication skills through the internship. The best experience Anglin has gained by interning for Reynolds and Healthy Campus has been all of the connections she has made. She has a great network of people that she can rely on and trust. She mentions that being back on campus and having in-person meetings has helped improve communication. She also enjoys having more responsibility and taking on new roles within the Healthy Campus organization.

After college, Anglin would love to work in health communication for a larger company or organization and help promote wellness and prioritize mental health. She believes that the work that Healthy Campus does is so rewarding and fulfilling and would like to continue the same with her career after Clemson.

“MY MENTORS ARE VERY FLEXIBLE, UNDERSTANDING AND COMMITTED TO HELPING ME FIND THE PERFECT BALANCE SO THAT I CAN BE SUCCESSFUL IN ALL OF MY INTERESTS.”

- AMELIA ANGLIN

Anglin mentioned how she has loved working as an intern for UPIC and would recommend it to anyone.

“There are so many opportunities and resources that come with the position and everyone is super friendly throughout the process,” Anglin said. “If you do end up working with UPIC, be sure to take advantage of everything they offer like resume reviews, mock interviews and career guidance.”

She talked about how there are so many opportunities and resources that come with being an intern, and they will help her achieve her career goals after graduation.

Even though this was Reynolds’s first year as a mentor for Healthy Campus, she mentioned that she has had such a great team to work with and they are so trustworthy that it was an easy transition. However, she admits that there are challenges to

being a mentor. Reynolds has had to find a balance between giving direction and guidance and providing the interns the freedom to use their ideas. She echoes Anglin’s comment that being remote was a challenge without the ability to meet in person. Being back in person has been a major improvement. She adds that within the group of interns, when there are questions they often turn to Anglin for the answers. She enjoys mentoring for Healthy Campus and is happy to be in an organization where the members are there for each other when they need a little help.



Student Well-Being

Behind college students' success lies a critical yet often overlooked component that goes far beyond copious amounts of caffeine: their mental well-being. In October of 2022, Clemson University held a panel in the Watt Family Innovation Center to discuss student well-being. The event was hosted by four mental-health advocates of varying involvement in the university: Michelle Boettcher, Corrine Sackett, Kimberly Poole and Jennifer Goree. They spoke at the event to address the ongoing national and regional decline of mental health in college students since the global pandemic.



STUDENT WELL BEING PANEL WITH JENNIFER GOREE

The panelists presented statistical trends observed from a campus-wide and national survey assessment that included various mental health indicators to measure the psychological well-being of Clemson students. Panelists also discussed an evolving approach toward minimizing the decline and introduced various solutions and upcoming changes to the University's current well-being programs and resources.

The statistics presented, gathered from the National College Health Assessment, showed both Clemson and national university data for 2020 and 2022. Throughout these years, the overall well-being of students has declined, including students' sense of belonging at Clemson. In the Spring of 2020, the reported percentage of students who were confident in their sense of belonging was 79.70 percent, however, that number has declined to 72.60 percent.

The panelists expressed great concern about other statistics presented. In the self-injury and suicide question that spanned over 12 months, the data revealed that two percent of students who responded had

attempted suicide. Although the national increase has been higher than Clemson's two percent, the panelists said the data is "extremely concerning."

Statistics presented also revealed Clemson students' stress levels, as well as the general state of their psychological well-being. The psychological distress scale presented by the data showed Clemson students were experiencing moderate to high levels of psychological distress. There's also a significant increase in students being diagnosed with anxiety, depression or both. From their perspectives, the panelists answered why they think these worrying trends are increasing in these surveys. One of the reasons is the change in attitude professional environments like universities have attained during the COVID-19 pandemic.

"I got an email from a student with the flu asking if they could connect remotely for class. I responded, 'Or you can just be sick?'" said Boettcher, referring to the Zoom culture that made a presence during the pandemic. Rather than allowing themselves time to recover from being sick, students feel pressured to still attend class remotely. "This Zoom culture makes it so that there's never an excuse to not be somewhere, which



is contributing to the symptoms we see with anxiety and depression. Post-pandemic students have had weird expectations put on them — there's life beyond work and class, and let's not forget that now we're back to in-person," said Boettcher.

In terms of implementing practices or programs to lower the number of students experiencing high levels of psychological distress, the panelists announced a new University-level well-being initiative is in development. While the initiative will continue to focus on students, this program also seeks to better the University's environment by offering resources to faculty and employees as well. With better training for employees and programming to help improve faculty well-being, the University hopes that supporting faculty and staff will ultimately be more supportive of students.

Goree, the director of Healthy Campus for around 15 years, says the pressure that students have in professional spaces, like an internship, is a reflection of the challenges being faced by every employment sector at the moment, and flexibility has become a key aspect of professional environments everywhere.

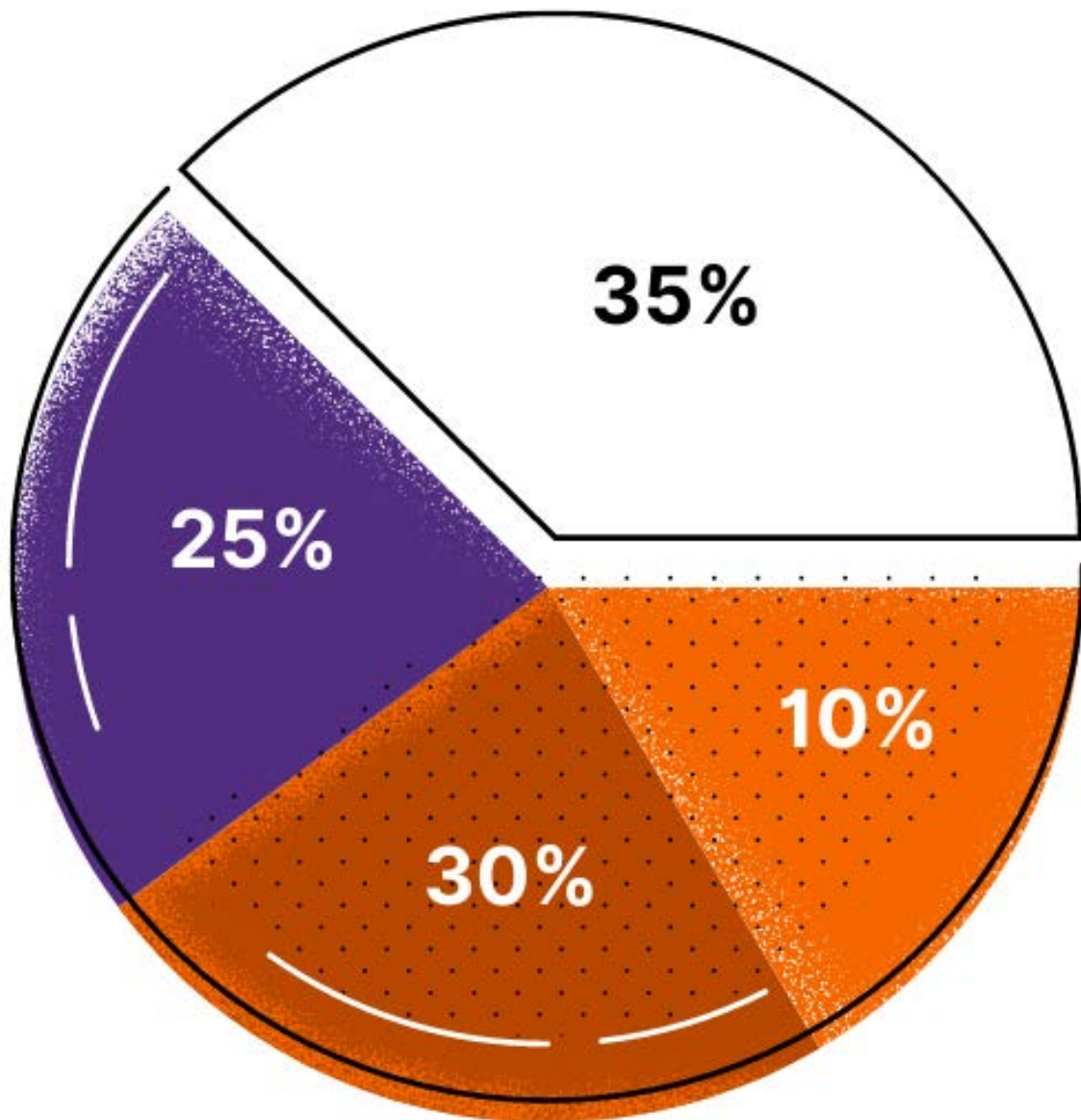
“I think we’re going through a transition for what it means to do good work, be a good employee, be productive and how we care for, nurture and help professionally grow employees,” said Goree. “Once there’s less focus on the customary expectations of what it means to be an employee, then we can start to get rid of some expectations that feel like being stigmatized for certain health-related conditions.”

Goree believes that exposure to the mental health data shown in places like the panel can help foster healthier interactions between student employees and their mentors or supervisors.

“Perhaps what we need to be doing is sharing some of our mental health data and to really look at what students are telling us about their mental health. Most people when they see that data are very shocked, and I think that could create a shift in the way that we address our interactions with student employees.”

Student interns within the professional environments that UPIC offers and provides are supported through panels like these that seek to help students advocate for themselves and prioritize their wellbeing while being productive employee.

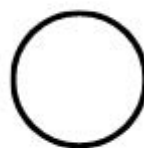




HOW DO UPIC INTERNS TAKE CARE OF THEMSELVES?



Spending time outside in the sun



Taking a break to spend time with friends and family



Taking the time to spend time with themselves



Physical exercise

Center for Career and Professional Development

Clemson Career Closet

The Career Closet program was developed to provide a way for Clemson students to obtain professional clothing to be worn for job fairs, networking events, interviews, etc. The clothing and accessories at the Closet are from donations of members of the Clemson community as well as department stores such as Belk. Besides obtaining new professional wear at the Closet, Clemson students can also visit the Michelin Career Center for job searching guidance, interviewing advice and salary negotiation tips.



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

Clemson Career Fair

The Center for Career and Professional Development hosts the only campus-wide Career Fair. This large event is held to bring students, alumni, and employers together to explore and discuss internships and full-time job opportunities. The Career Fair is held each fall and spring, and has days featuring STEM fields, business, humanities, and education employers. Hundreds of employers attend each day looking to connect with Clemson students.



ClemsonJobLink

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



Professional Development Workshops

The Center for Career and Professional Development offers online and in-person workshops on topics such as choosing a career path, writing resumes and cover letters, preparing for the Career Fair, networking effectively, job searching and developing new interviewing skills.

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



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