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career in the *future*.



UPIC





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**UPIC MAGAZINE
STAFF INTERNS**

Peyton Kinsey, Graphic Designer
Haley Klaus, Writer/Copy Editor
Ashley Hill, Copy Editor
Charlotte Higgins, Photographer
Emily Goad, Photographer

A LETTER FROM UPIC



As program coordinator of the University Professional Internship and Co-op (UPIC) program, I have the opportunity to welcome interns to this new realm of professional growth. For many students, this may be their first introduction to the workforce environment. Even before their internships officially begin, interns are exposed to the hiring process: discussing start dates, end dates, pay rates, W2s and tax exemptions. Although interns may not initially recognize it, their professional development begins as soon as they accept their internship offer.

The UPIC program was providing a little more than 200 internship experiences when I joined the team in the summer of 2015. By the end of spring 2018, we will have facilitated nearly 400 internships. The partnerships we have created with great mentors across campus have allowed the UPIC program to provide exceptional opportunities to our determined and engaged undergraduate student body.

It is certain that career goals evolve. In preparation for this inevitable truth, UPIC interns are innovating themselves using our nine Core Competencies as a guide to self-assessment. Results reveal the most recurring competency among UPIC interns is Integrity and Ethics. This alone speaks volumes about the characteristics our interns embody.

The excitement and enthusiasm we feel each semester from our interns motivates us as a team to find new ways to provide additional professional development experiences. We are incredibly proud of the accomplishments of our interns, and we are inspired by their hard work and ingenuity.

In this issue of the UPIC Magazine, you will find great examples of the talents and skills UPIC interns bring to our university. As you turn the pages, you will get to know a few of the many exemplary interns and mentors that make us all proud to be a part of the UPIC program.

Toni Hedden

Toni Hedden
Program Coordinator

MEET THE UPIC STAFF



Kelly Coffin

Program Coordinator

Interests: travel, fitness and Clemson Athletics

Education: Miami University (Ohio)

Responsibilities:

Coordinates payroll, monitors intern hours and manages database.



Erin Costello

UPIC Marketing Intern

Interests: dance and being active

Education: Clemson University

Responsibilities:

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



Nicole Dunne

Marketing Intern

Interests: communications, marketing and public relations

Education: Clemson University

Responsibilities:

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



Olivia Fallen

Graduate Assistant

Interests: spontaneous road trips and spending quality time with friends and family

Education: Old Dominion University,

Clemson University

Responsibilities:

Assists with internship site visits and provides career development counseling.



Audrey Groux

Graduate Assistant

Interests: soccer, zumba and musicals

Education: University of Maryland,

Clemson University

Responsibilities:

Assists with internship site visits and provides career development counseling.



Toni Hedden

Program Coordinator

Interests: family travels and running

Education: Western Carolina University

Responsibilities:

Coordinates payroll, monitors intern hours and manages database.



Caren Kelly-Hall, Ed. D.

Associate Director

Interests: Charleston Fashion Week and technology

Education: Lander University, Clemson University

Responsibilities:

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



Troy Nunamaker, M. Ed, MHRD

Director of Graduate and Internship Programs

Interests: automobile history and national parks

Education: Wittenberg University, Clemson University

Responsibilities:

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



Lisa Robinson, JD

Associate Director

Interests: international travel

Education: Cornell University, Boston College Law School

Responsibilities:

Instructs internship courses, performs site visits, assists with mentor and intern training and provides career development counseling.



Jenna Tucker, M. Ed

Assistant Director

Interests: concerts, travel and reading

Education: Clemson University

Responsibilities:

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

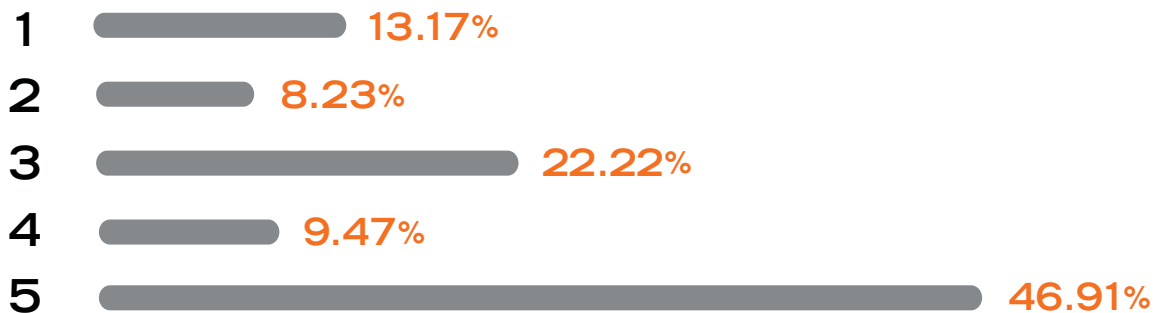
THE UPIC EXPERIENCE

Mentor Retention

The majority of spring 2017 and summer 2017 mentors had previously worked with UPIC interns. 12 percent of 308 mentors were new to the UPIC program during the spring 2017 and summer 2017 semesters. The majority of mentors have worked with UPIC interns for two or more semesters.

Spring 2017

Duration (semesters)

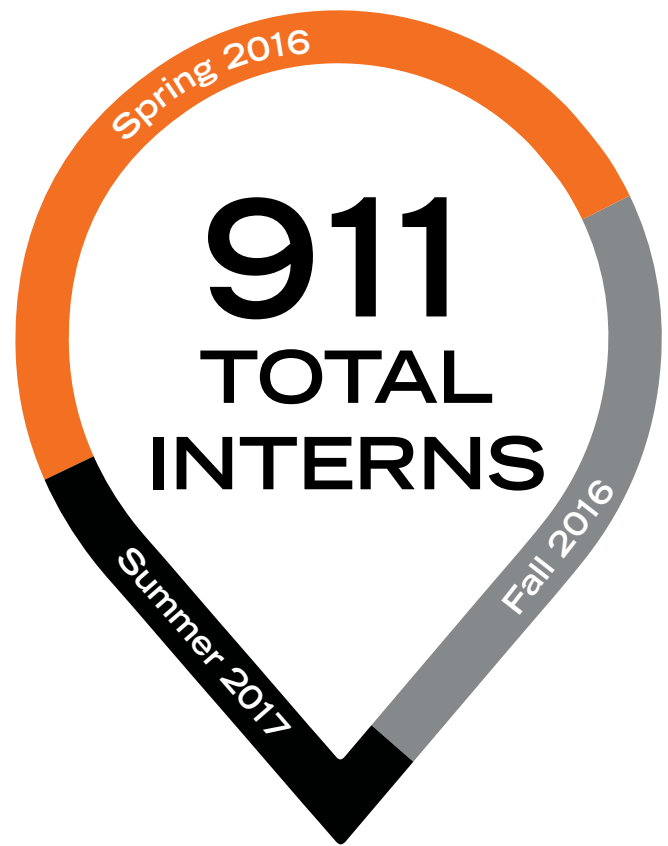


Summer 2017

Duration (semesters)



“It really is fantastic that Clemson students can have the opportunity to get real-world, practical work experience alongside their academic studies.” – Spring 2017 Mentor



Mentor Quotes

“ Courtney (UPIC intern) grew a great deal from the start of the semester to the end of the semester in a demanding, fast-paced and competitive environment. The publishing industry has a steep learning curve and she worked hard to scale it. ”

“ Eliza (UPIC intern) is a phenomenal student as it relates to her attitude and meeting our professional expectations. Her internship is one of many leadership roles she holds which most certainly added to her natural ability to produce quality and efficient work throughout her internship. Eliza generally presented an open, positive and engaging attitude with a willingness to try new things and offer up great ideas. ”

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

93 percent of spring 2017 UPIC mentors rated the student intern’s overall performance during this internship term as “good or outstanding.”

95 percent of summer 2017 UPIC mentors rated the student intern’s overall performance during this internship term as “good or outstanding.”

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

PROGRAM SATISFACTION

“This was a great experience! I really value Jackie Todd (UPIC mentor) and her work ethic, and she taught me so much. Thank you so much for this opportunity; I have found a passion for my education and career.”

– Spring 2017 Intern

“I have had an amazing internship experience. Thank you.”

– Spring 2017 Intern

“My experience in the UPIC program has been nothing but positive and beneficial. I look forward to continuing with this program next school year.”

– Spring 2017 Intern

“This is an amazing program! Thank you to my UPIC Site Coordinator, Dr. Kelley-Hall, who has done so much for my resume and cover letter, supporting me and encouraging me.”

– Spring 2017 Intern

“It (UPIC) made my time at Clemson more meaningful. My experience with UPIC alongside my classes was more impactful to my future career than if I had taken just classes alone.”

– Spring 2017 Intern

“I feel so lucky to go to a school that provides a program like this one. I came to Clemson completely lost, not knowing where I wanted my future to go. After working with UPIC, I know exactly what I want to do, and how I plan to get there. You all are doing amazing work!”

– Summer 2017 Intern

“My UPIC experience helped me get my foot in the door and showed me a great opportunity for future employment.”

– Summer 2017 Intern

"I grew greatly in the sense that I learned how to better work with a staff in a professional environment. While this internship put me outside of my comfort zone, it helped me develop professionally and personally. My communication skills strengthened; I grew in the areas of both public relations and human resources, and my design skills as a graphic artist grew tremendously."
– Spring 2017 UPIC Intern

"Computer scientists are not necessarily known for their communication skills, but I had the opportunity to grow in this area through this internship. I was constantly writing instructional documents, sending emails and making phone calls where I had to explain my project in a concise manner. I found that explaining my work became easier the more I practiced it. I feel very competent in this area where I didn't feel as confident before I started this internship."
– Summer 2017 UPIC Intern

"During this internship, my communication and collaboration skills were drastically improved through frequent email and face-to-face correspondence with an array of project participants."
– Spring 2017 UPIC Intern

"After completing my UPIC internship at the Madren Center, I gained valuable communication skills, learned to work with a team and improved my brand. I improved my communication skills by directing calls to the correct people and greeting people as they walked by. Although my role isn't large by any means, I learned every role here makes a big difference."
– Summer 2017 UPIC Intern

Overall Professional Development

"This internship gave me the opportunity to work with adults in a real workplace, not one that was just for students. It allowed me to become more professional in my mannerisms and in my dress...to see new types of jobs I never realized existed. I feel confident in my achievement of working in new databases, but I feel I could use some improvement when it comes to leadership."
– Spring 2017 UPIC Intern

"Working such early shifts is how I learned one of my most important lessons. From achieving all of my required hours to having an 18-credit-hour semester, you could say I was pretty busy this spring. Juggling all of my priorities was a difficult task to do, but in the end, I found my rhythm."
– Spring 2017 UPIC Intern

"As a result of this internship, I became better at writing code and structuring my programs. I feel more confident in my ability to overcome difficulties in the process of writing code."
– Summer 2017 UPIC Intern

"I have improved in so many ways – the biggest improvement being in the area of confidence. I came into this internship with such little confidence in myself and my abilities, and I am leaving quite the opposite. I am not afraid to speak up if I feel like I have a good idea, and I go into every project thinking I am capable, as opposed to being fearful that I may not be able to handle it. I also learned how to adapt and continue improving original ideas when they aren't working."
– Spring 2017 UPIC Intern

NINE CORE COMP

Spring 2017

Communication

Engaging in dialogue that leads to productive outcomes and points of connection by effectively articulating one's self to individuals within and outside of one's industry or area of expertise.

81%

Collaboration

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

82%

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.

76%

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.

82%

Analytical Skills

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

72%

Technology

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

71%

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.

83%

Integrity and 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.

86%

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.

79%

ETENCIES

Summer 2017

82%

85%

74%

90%

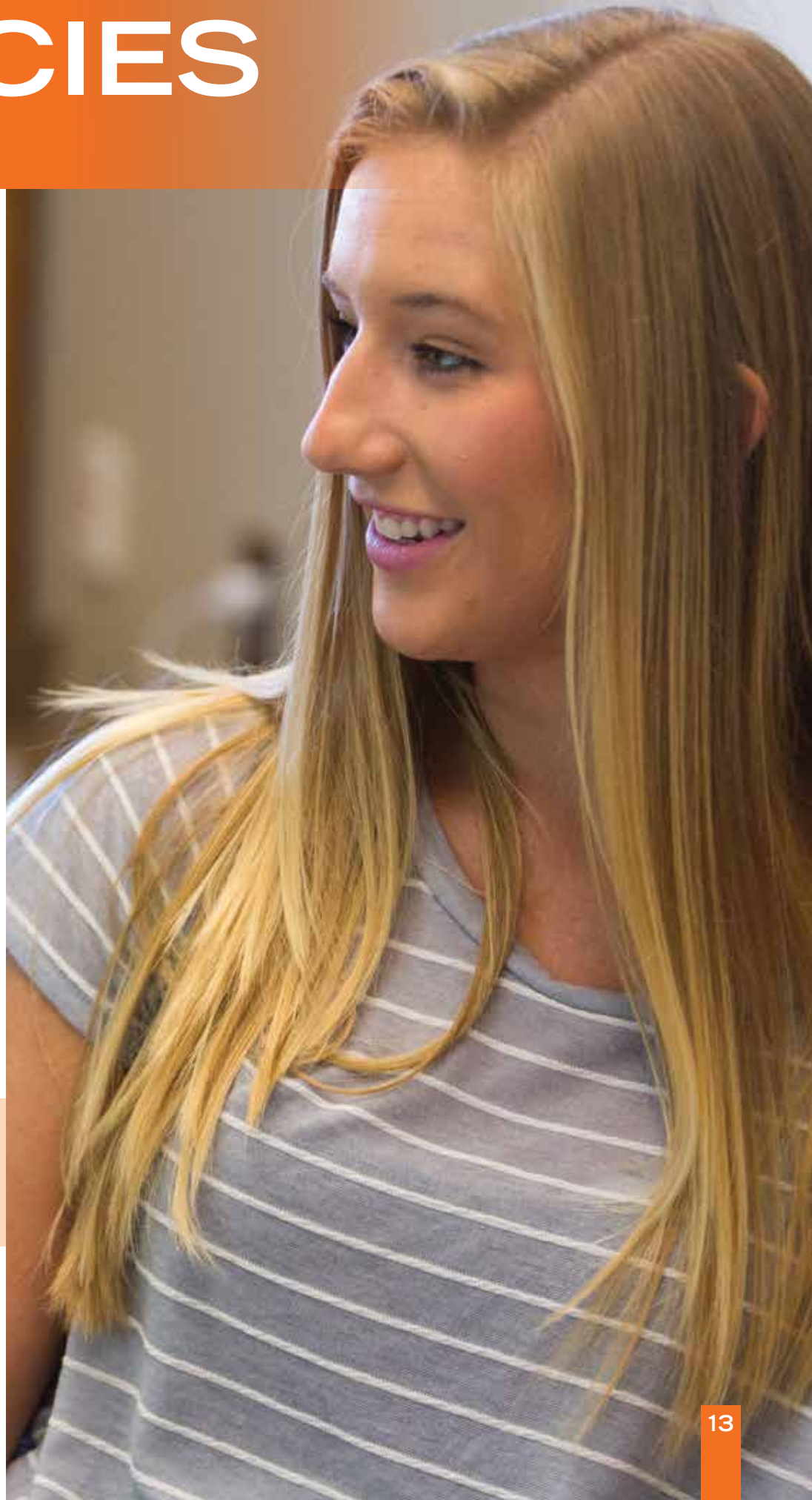
82%

72%

86%

89%

82%

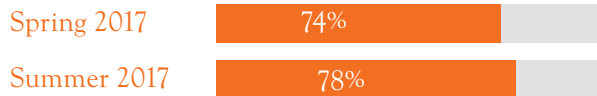


NINE CORE COMP

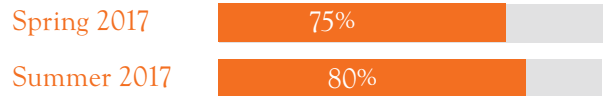
UPIC mentors rated how their interns performed during the internship as “expert or advanced” in regards to the following competencies (percentages below).

Communication

Ability to effectively communicate verbally.

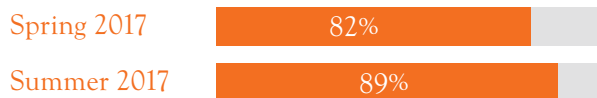


Ability to effectively communicate in written form.



Collaboration

Ability to develop authentic and mutually beneficial relationships.

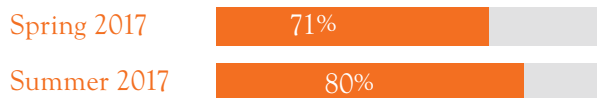


Ability to value everyone and take responsibility for one's role within a team.

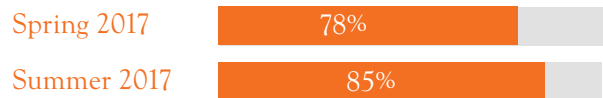


Leadership

Ability to recognize, develop and capitalize on the unique strengths of individuals from all backgrounds.

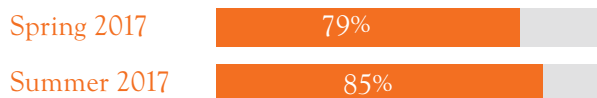


Ability to take initiative and accomplish assigned tasks based on a shared vision.



Adaptability

Ability to think creatively.

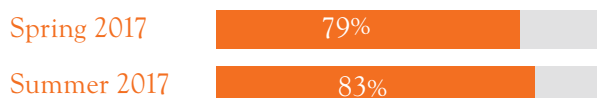


Ability to initiate, accept and benefit from constructive criticism.



Analytical Skills

Ability to think critically and analytically.



Ability to grasp new knowledge/concepts/situations.



ETENCIES

Technology

Ability to employ current and emerging software.



Ability to solve general and industry-specific challenges.



Self-Awareness

Ability to recognize the need to engage in life-long learning.



Sense of adequacy, self-worth and self-confidence.



Integrity and Ethics

Understanding of professional and ethical responsibility.



Ability to make ethical decisions taking consequences of actions into account.



Brand

Ability to articulate transferable skills gained during the internship.



Dependable, good attendance rates, punctual and cooperative.



UPIIC INTERN

Anna Scott

In the University Professional Internship and Co-op Program (UPIIC), students learn how to build their professional abilities through the Core Competencies, a list of skills students can use to gauge their aptitude in certain areas and communicate them to employers. As one of the nine Core Competencies, adaptability is an essential strength companies and/or organizations look for in a prospective employee. Adaptability is defined by the Center for Career and Professional Development (CCPD) as “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.” For UPIIC intern Anna Scott, adaptability has been both the most challenging and valuable competency to improve.

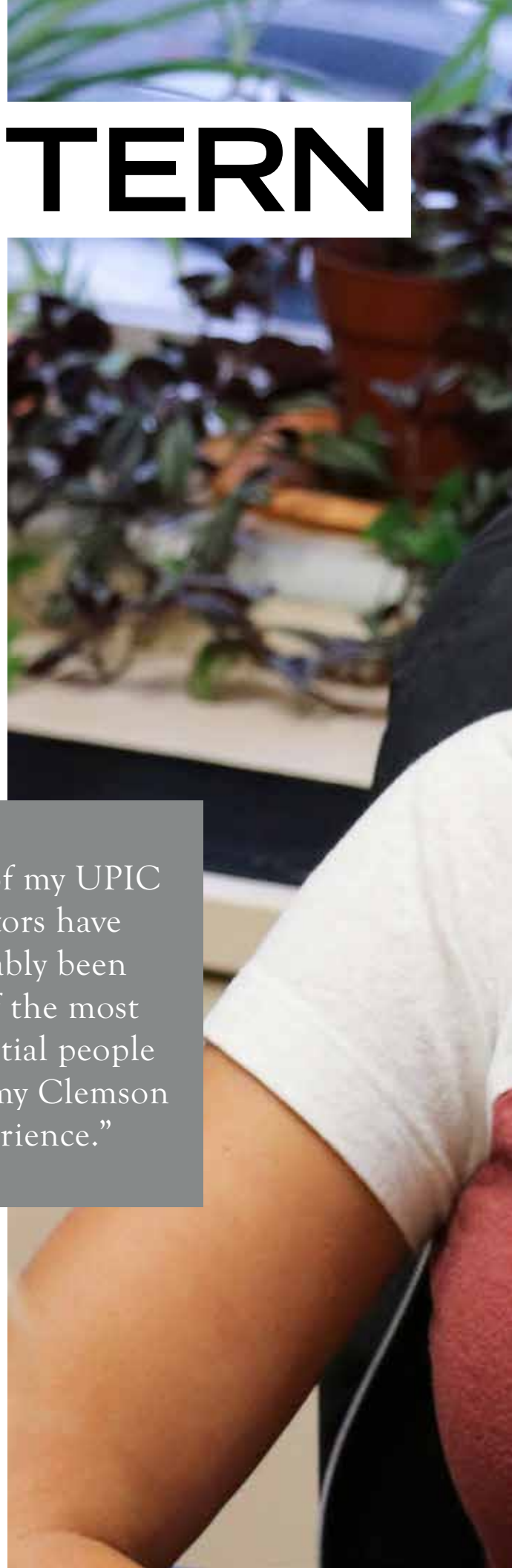
As an environmental studies major and six-semester UPIIC intern, Scott has allowed the UPIIC program to push her to her full potential. She has a passion for traveling, motivating her to take advantage of the many opportunities offered to her as a Clemson student, including the UPIIC program. UPIIC allows students like Scott to have experiences outside of the classroom and be innovative in their work.

During Scott’s first year at Clemson, she worked as a UPIIC intern conducting laboratory research for the Calhoun Honors College in the environmental studies department. After three semesters in the position, Scott traveled abroad to the Netherlands where she found her passion for international exchange. Scott knew she wanted to come back to Clemson and work in a global environment because she loved building relationships with people who have her same interests and goals.

As a current intern for the Office of Global Engagement, Scott works closely with international students studying at Clemson by coordinating and presenting at information sessions and exchange student orientations. She also holds advising sessions for these students.

Along with the work she does in her internship, Scott loves collaborating with her current mentor, Associate Director of International Undergraduate Programs and Exchanges, Mandy Prorok. Scott said Prorok helped her grow in her personal and professional life,

“Both of my UPIIC mentors have probably been two of the most influential people during my Clemson experience.”





inspiring her to take risks and achieve her goals. “She really isn’t just a mentor for me. She has helped me a lot with my professional decisions and where I would like to go with my life after graduation,” Scott said. The UPIC program has been an essential part of Scott’s undergraduate career, and she attributes her success to her mentors. “Both of my UPIC mentors have probably been two of the most influential people during my Clemson experience,” Scott said.

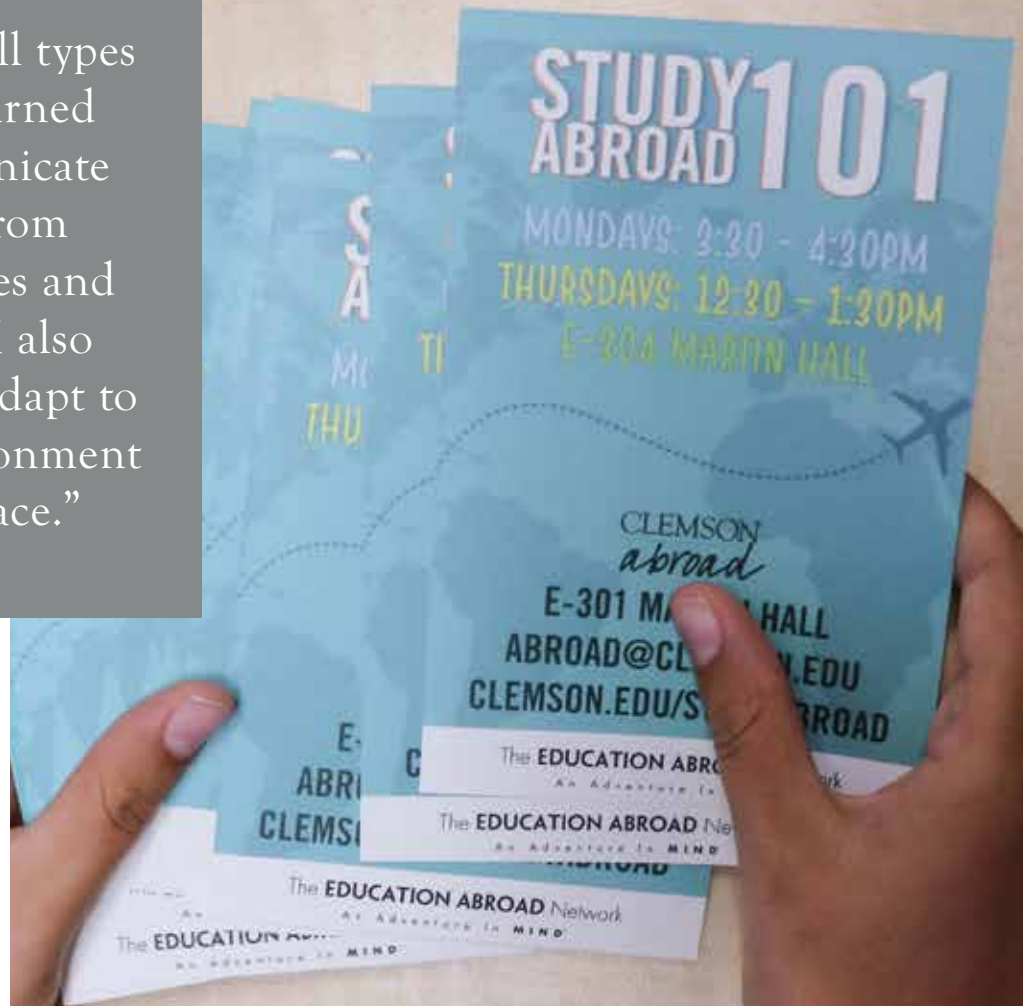
In the spring of 2018, Scott will study abroad for the second time as one of two Clemson students chosen for the Killam Fellowship, a program in Fulbright, Canada. Selected students are awarded \$5,000 per semester to be directly enrolled at a Canadian university for either one or two semesters, learning from and networking with professors and students. Scott knew she wanted to study abroad again and incorporate her interests in environmental and international studies, but did not know about the Killam Fellowship until Prorok gave her information on the program. “I used to think I couldn’t do a combination of the two [environmental and international studies], but my mentor has given me resources, advice and the encouragement

I needed to apply for jobs I have felt unqualified for because of my major. She encouraged me to apply because I have the relevant work experience they were looking for and the dedication required to succeed,” Scott said.

Through her UPIC experience, Scott has been able to build on other Core Competencies as well, such as communication, collaboration, leadership and brand. “Working with all types of people, I learned how to communicate with others from different cultures and backgrounds. I also learned how to adapt to a changing environment in the workplace,” Scott said. By working in different fields with people from all over the world and discovering her independence, Scott has been able to learn more about herself and increase her resilience in challenging positions. Scott showed her adaptability by taking action to enhance her undergraduate education through study abroad, becoming involved in UPIC, working with students from all over the world and approaching each situation she faced with resilience and a creative perspective. Adaptability is a competency Scott is on her way to mastering, and it has opened doors she would have never imagined possible.



“Working with all types of people, I learned how to communicate with others from different cultures and backgrounds. I also learned how to adapt to a changing environment in the workplace.”



UPIIC INTERN

La'Roweshia Uzell



Developing a personal and professional brand is an important investment for college students as they navigate through their future career paths. The CCPD defines brand as “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.” The UPIC program provides students like La’Roweshia Uzell with the opportunity to work on their professional brand long before they take the stage at graduation.

Uzell described her UPIC internship with Healthy Campus not only as a chance to build her skills in the Core Competencies but also as a fun, compassionate and loving experience. One of Uzell’s duties in her internship was working as a facilitator for the Aspire to Be Well program. Aspire to Be Well is Clemson’s 90-minute, peer-led, health- and safety-focused dialogue for incoming students where facilitators discuss and provide information on difficult topics such as mental health, eating disorders and interpersonal violence. Although these are challenging topics to go over with new students, Uzell reminded students that she was a college student as well as a facilitator.

Uzell said her time as a facilitator for Aspire to Be Well was a particular source of growth for her, both personally and professionally. “I used to be closed off to others, but I am now more willing to be in a group and engage in conversations,” she said. Similarly, during the Aspire to Be Well sessions, Uzell realized each student has a different learning style, and they process information in different ways. She said, “Not all students are the same, some will not want to speak, while others will be happy to join in and really care about the topics covered.”



In her first year as a Clemson student, Uzell’s roommate suffered from an eating disorder. The experience was difficult, but it gave Uzell a new perspective on overall wellness and inspired her to help prevent other students from going through what she and her roommate experienced.



Uzell described her UPIC internship with Healthy Campus not only as a chance to build her skills in the Core Competencies but also as a “fun, compassionate and loving” experience.

As a health science major, Uzell always wanted to pursue a career in medicine. However, her passion for working with people and her experience with the Aspire to Be Well program led her to pursue a career in social work – specifically with children who come from troubled homes or have experienced interpersonal violence. “I am thinking about social work because the topics we [Aspire to Be Well] talk about are really important, like interpersonal violence,” Uzell said.

Becoming more open in the Aspire to Be Well sessions allowed Uzell to work on her professional brand. Uzell grew as a person and continues to exhibit the three words she describes her internship to be – fun, compassionate and loving – which are reflected in the way she engaged with students as a facilitator. Uzell knows her UPIC internship was essential in developing her brand as a professional.







UPIIC MENTOR

Chloe Greene

Clemson's UPIIC program mentors have the rare opportunity to watch their students grow and develop into young professionals over the course of their internships. Associate Director of the Aspire to Be Well program for Healthy Campus, Chloe Greene, values the opportunity to make such a large impact on her interns' lives.

Greene began working for Healthy Campus in May 2012 as a Graduate Assistant (GA) at Clemson University in the Master of Education: Student Affairs program. Although Greene never had an internship while she was an undergraduate student at Western Carolina University, she embodies the type of mentor role she would have wanted as a student – connecting with her students on a professional and personal level. “I hope I have a very collaborative, supportive and almost a mentor/coach (instead of a supervisor) relationship with them [student interns]. I feel like I can count on them to do great work, and I think they also

feel that way for me – I definitely hope they can see I'm here for them in any way, professionally or personally,” she said. Greene feels this type of relationship with her interns encourages them to be confident in their work, learn about themselves and help them build skills they can take with them in their future careers.

During her years at Western Carolina, Greene worked as a Resident Assistant (RA) on campus and as an orientation leader for two summers. She attributes these two experiences in leading her to choose Student Affairs for graduate school at Clemson and ultimately as a career. As a GA for Healthy Campus, she worked on the transition of the Teaching Alcohol Abuse Prevention (TAAP) program to the Aspire to Be Well program.

In the summer of 2017, Greene had two student interns working on the Aspire to Be Well team. Their projects included working on a variety of areas within the program such as alcohol and drug abuse awareness, managing the program's social media pages and maintaining the program's sustainability efforts. Seeing her students grow in their personal and professional lives is one of the best parts of being a UPIIC mentor for Greene. Through the UPIIC program, she has helped her students apply

“I want to make sure the work I'm asking them to help me with is congruent to what they're doing in the future, and that I'm supporting them equally, but in different ways.”

for graduate school, provided reference letters and supported them in beginning their careers after graduation. Greene said her role as a UPIC mentor is a rewarding and challenging role for her at Clemson. “I want to make sure the work I’m asking them to help me with is congruent to what they’re doing in the future, and that I’m supporting them equally, but in different ways.”

Greene said she pushes her interns to utilize the free resources available to them as Clemson students from the CCPD. Out of all the services the CCPD provides, she said resume and cover letter reviews are the most valuable for students going into their first job. On a more personal level, Greene hopes to instill the idea that life is fluid and doesn’t always go as planned. “Be confident. Don’t be afraid to take risks. Don’t be afraid to take a year and backpack across Europe before getting your next job. Have fun! Don’t feel like as soon as you get out of college you have to get your job,” she said. Along with this advice, Greene encourages students to get as much education as possible and to think outside of the box.

Greene knows success begins with confidence and she hopes her mentorship helps to boost self-assurance in her interns’ abilities. She tells them to “be confident in who you are and what you’ve learned at Clemson.” Greene’s role as a UPIC mentor is a conduit for her to share the work she is passionate about while fostering confidence in others. “For me, I just love working with students, and I love seeing students grow and learn a lot and feel really confident in what they’re doing,” Greene said.



“Be confident. Don’t be afraid to take risks. Don’t be afraid to take a year and backpack across Europe before getting your next job. Have fun! Don’t feel like as soon as you get out of college you have to get your job.”







UPIC MENTOR

Allison Waymyers

The Clemson University Football program holds itself to a high level of professionalism, as evidenced in the dedication of its staff and the brand it has established over the years. This prominent brand has influenced the many student-athletes in the Clemson Football program to develop their personal brand. Each player is taught to find their strengths, as well as their limitations, in academic, professional and athletic situations that they can ultimately align with their educational and professional goals. Head football coach Dabo Swinney created the Passionate About Winning (P.A.W.) Journey, which is made up of the three pillars listed below, to develop players personally and professionally:

- Striped, which focuses on player's personal growth
- C.U. in Life, which focuses on community service and life skills
- 5th Quarter, which focuses on career and personal development for after graduation.

That's where UPIC mentor Allison Waymyers comes in. As the Director of Career and Professional Development for the 5th Quarter pillar of the P.A.W. Journey, Waymyers inspires student-athletes to realize and improve their skills in professionalism. Self-awareness, integrity and ethics, and brand are all aspects of professionalism Waymyers demonstrates in her own life and as a mentor. In her position, she motivates the students she works with to keep their strengths, limitations, interests and values in congruence with their goals by establishing herself as a role model and maintaining a positive attitude in the face of adversity.

Waymyers' goal is to provide the players with resources and opportunities to succeed in the biggest game of all, life. "They don't get the same opportunities a regular student does, and it's not that they don't want to, it's just because of the time restraints of being a Division I athlete – but I am showing them they have transferable skills from athletics to apply in the real world," Waymyers said.




Whether Waymyers is out watching practice or meeting with a CEO of a potential company who might host an internship for a player, she always keeps a professional appearance. “I really try to live my life where I can be an example for the players. I might be the only one in heels in the building, but I think it sets a precedent for Clemson,” she said. Keeping a level of professionalism in all aspects of her job represents the dedication and passion Waymyers has for being a mentor and role model for her interns and players alike.

As the first person to take on this role in the Clemson Football program, every day brings a new challenge for Waymyers. From planning “lunch and learn” events with major companies to individual advising meetings with each player, she is continually pursuing and completing new projects. In the summer of 2017, seven Clemson Football players, including starting quarterback Kelly Bryant, had the opportunity to complete a two-week-long, micro-internship with Adobe® in Silicon Valley, California. Waymyers had a very particular way of pitching her idea of a micro-internship to Adobe, which included flying to California to meet everyone working with the players. The Adobe team was then invited to come to Clemson for one-on-one interviews. Adobe interviewed twenty-five players for an original five spots, but they were so impressed, they extended their offer to seven positions. “I wanted it [the interview process] to be real-world because I want them [the players] to learn what “no” feels like. I told them ‘not all of you are going to the NFL ... but whatever you do, I want you to be great at it,’” Waymyers said. The seven players were able to work at the Adobe headquarters in product marketing, customer success and sales departments for customers like the NFL. This internship proved to be a transformative internship for both the players and the Adobe team.

Waymyers always knew she wanted to work with student-athletes. “I’ll never forget when I was sixteen, I saw the University of South Carolina’s stadium for the first time, and I looked at my Dad and said, ‘I’m going to be working in sports and football. I don’t know what I’m going to do yet, but I know I want to help players,’” she said. She decided to attend the University of South Carolina to work toward an international business and marketing dual degree. She was persistent in pursuing her dreams, calling the head football coach Lou Holtz’s office every day until he agreed to meet. After hearing respectful comments from his players, who had classes with her, he offered her a position.

After graduation, Waymyers continued pursuing her passion of working within athletics in positions with professional sports teams, the Carolina Panthers and the formerly-named Charlotte Bobcats. She eventually obtained a master’s degree in organizational change and



“I wanted it to be real-world because I want them [the players] to learn what “no” feels like. I told them ‘not all of you are going to the NFL ... but whatever you do, I want you to be great at it.’”





“For the Clemson Football program, ‘best is the standard’ and the P.A.W. Journey and the UPIC Program are helping the students they mentor put their best work.”



WHO WILL YOU BE?



leadership from Columbia College and became an adjunct professor there. Through her diverse experiences and high-level qualifications, Waymyers found her dream career of helping student-athletes. “For Coach Swinney to be innovative enough to allow something like the P.A.W. Journey to be such an integral part of the players’ lives, and for Jeff Davis, as a former player and founder of the P.A.W. Journey, to be their mentor, it’s really a chance for me to prepare the guys for their 5th quarter of life,” says Waymyers.

There is currently one intern working for the P.A.W. Journey (Kyndall Ellis), but Waymyers hopes to take on two more interns in the coming year. Waymyers has always believed in internships and hands-on experience in a wide range of fields. She firmly believes work experience enhances classroom learning. While she thinks academia is important, the type of skills and knowledge gained in the workplace are necessary and unique for success. Ellis has been an integral part of Waymyers’ first year with the P.A.W. Journey and Waymyers loved being able to watch Ellis learn, grow and discover what she wants to

pursue as a career. She said having Ellis work in their office has been a “win-win” for everyone.

Through Waymyers’ hard work and dedication to the P.A.W. Journey, she inspires players to build their professionalism as a student and in life after football. As a UPIC mentor, she instills the importance of self-awareness, integrity and ethics, and brand as a working professional. The impact Waymyers makes in the lives of student-athletes and her intern is evident in the great things they are accomplishing. For the Clemson Football program, “best is the standard” and the P.A.W. Journey and the UPIC program are helping the students they mentor put their best to work.



UPIC INTERN

Kyndall Ellis

Developing student-athletes professionally and personally on and off the field is a key aspect of Clemson University's P.A.W. Journey for the football program. As the first P.A.W. Journey intern, Kyndall Ellis has witnessed the phenomenal work in the lives of the players, her mentors and herself every day. Keeping an open mind through her day-to-day tasks, her changing career goals and her one-on-one interactions with the players has become a crucial skill for success in her UPIC internship. Her UPIC internship fostered leadership and self-awareness in her future career goals.

Through her internship, Ellis has learned valuable skills she will carry with her throughout her life. She has developed vital interpersonal skills in her growth as a student and intern, such as self-confidence and active listening. "You don't know who is in the room until you have introduced yourself and that person could be the person who opens a door for you," Ellis said.

Ellis has built close relationships with several of the Clemson Football players by keeping an open mind. When she first began as a UPIC intern, she knew about the negative stereotypes often associated with student-athletes. However, seeing their work ethic, how the players give everything they have to the Clemson Football program and their academics, showed her how much dedication and discipline goes into a student-athlete's college experience. "There's just so much that goes into this program that a lot of people don't think about or give them credit for and it's taught me always to try and get to know someone without pre-conceived notions. Seeing what they are passionate about and being able to help them achieve their goals is one of the best parts of my job," Ellis said.

Two weeks after Ellis was hired as a UPIC intern with the P.A.W. Journey, she was offered a spot on a volunteer trip to Haiti that would change her life. The Clemson Football team partnered with the nonprofit organization Soles4Souls to distribute shoes to children in impoverished communities in Haiti. Ellis jumped right in and developed a new-found enthusiasm for working closely with people in need. "When we went to Haiti, it showed me how blessed we are to have the capacity

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to do everything we can do with Clemson Football and how I can take the blessings we have and help other people,” Ellis said. After the trip, Ellis shifted her career toward the public relations or nonprofit fields. The experience gave her more self-awareness and opened her up to explore different career opportunities within the sports industry.

Ellis’s position was a challenge because of its uniqueness. “There is no other program like P.A.W. Journey so we can’t ask anyone else how to do X, Y and Z – it has never been done before,” Ellis said. Although this can be difficult at times, her UPIC position gave her new opportunities to be innovative, explore ideas and learn responsibility. During a typical day for Ellis, she was continually engaged in new projects. With events ranging from volunteering in the local community to entrepreneurship luncheons to having Clemson LIFE visit football practice, Ellis planned and facilitated a wide range of programs for the Clemson Football program. All of these events and programs support the three pillars of the P.A.W. Journey.

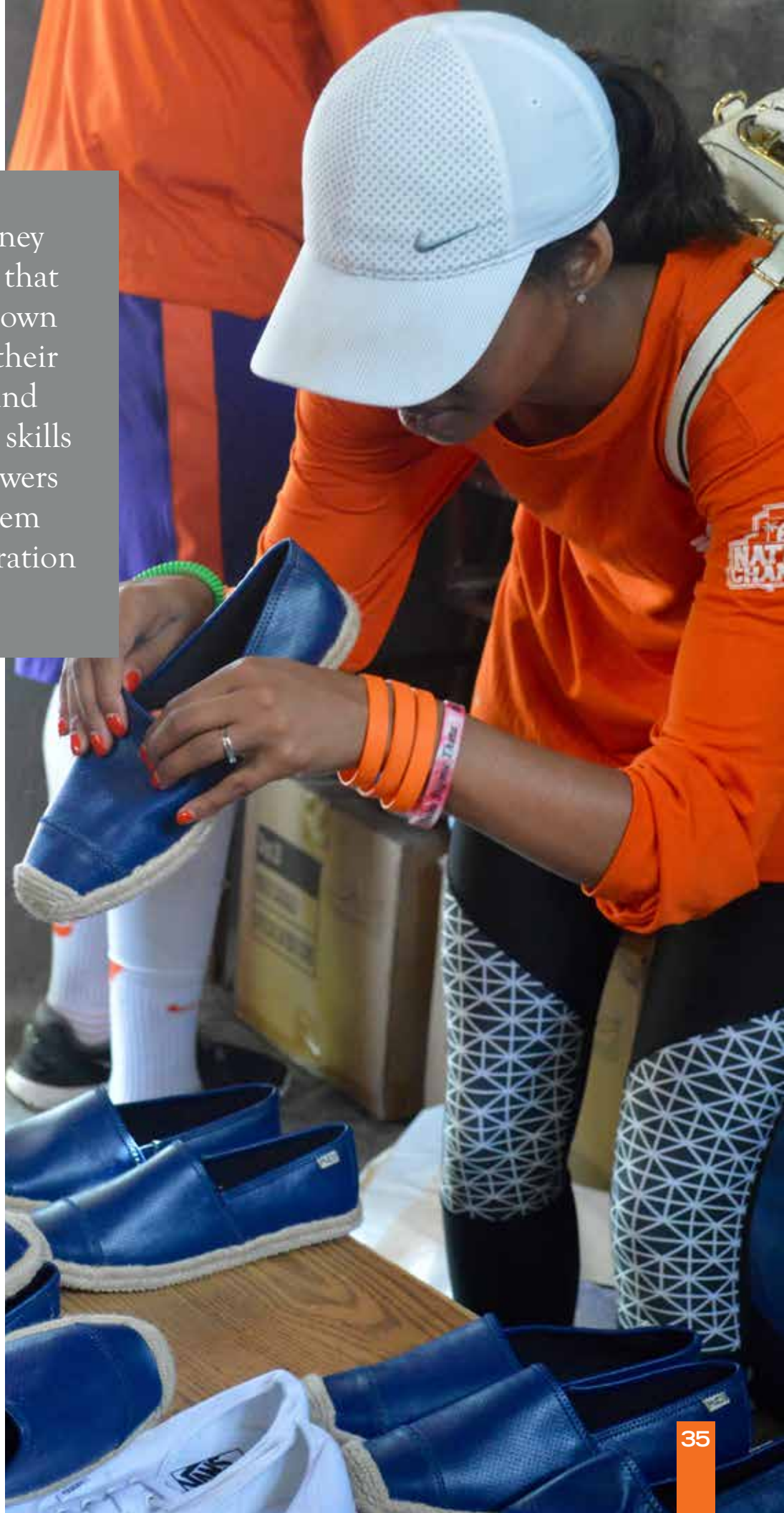
In her UPIC position, Ellis had mentors who pushed her to her full potential every day, leading by example and offering encouragement. The amount of enthusiasm and devotion each

of them has for the P.A.W. Journey showed Ellis how fulfilling it can be to have a career in something you are passionate about. They also encouraged Ellis to be ready to take on any task and reminded her to focus on the overall purpose of the P.A.W. Journey and the work they do.

Ellis’ UPIC internship with the P.A.W. Journey provided insight into a level of leadership she wouldn’t have experienced inside the classroom. Through various situations and individuals she came in contact with, she learned leadership comes in many different forms. “The P.A.W. Journey has also taught me everyone has their own way of developing their leadership skills and if we cultivate those skills in a way that empowers people, it gives them so much more inspiration to be a leader,” Ellis said.



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UPIIC INTERN

Madeleine Kennedy

Kennedy always loved school. “I loved having other people to look up to who could teach and guide me,” she said. After her first semester at Clemson, she wanted to find the same sort of guidance she received from her teachers when she was younger. With the help of the UPIC program, Kennedy found an internship and a mentor that aligned with her aspirations in the National Dropout Prevention Center (NDPC).

The NDPC hosts several conferences all over the country throughout the year, which offer further education for school district professionals and others. Kennedy attended six of these conferences with the NDPC in her time as a UPIC intern and was responsible for organizing the presenters: gathering presentation proposals into a database, communicating with the presenters on whether or not their proposals were accepted, scheduling them for the various conferences, and checking them in once they were at the venue. Kennedy gained valuable communication and networking skills she can apply to her classroom when she becomes a teacher.

Kennedy’s relationship with her UPIC mentor significantly impacted her experience as a UPIC intern. She described her relationship with UPIC mentor John Gailer to be more friendly and personal than the supervisor-employee type of relationship she expected. After a year and a half of working in the NDPC, Gailer supported her in creating a capstone project – a presentation for teachers and educators on the importance of instilling hope in children’s lives through school. Kennedy enjoyed teaching adults through this project, which gave her more confidence in presenting to different audiences and more flexibility in her day-to-day job.

Growing up near Charleston, South Carolina, with parents who always encouraged her to do her best in school, Kennedy did not fully realize the issues the education system faces until she began going to the NDPC conferences. Working with the NDPC reinforced her decision to become a teacher and the value of educating children. “I want them [her students] to be excited to come in and learn. I want them to feel comfortable and happy. I want them to be at ease and not stressed. I want my classroom to be something like that, and I want them to remember how that environment feels,” she said.

In the summer of 2017, at the Orlando, Florida conference, Kennedy and Gailer presented on the importance of instilling hope in children’s lives

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to more than 40 conference attendees. Together, they developed appropriate classroom activities as examples for the attendees to use in their classrooms. “This part was fun because I like planning activities, and I got to combine what I already know from my teaching experience and what I learned about hope to create meaningful activities,” she said.

Through her UPIC internship with the NDPC, Kennedy’s professionalism and networking skills improved. “I was very timid in the beginning. I think I’m a lot more confident now. I just got to talk to so many people,” she said. Kennedy learned a lot about

what goes on behind the scenes and what continuing education means for her chosen field. “Before working here, I never really thought about continuing education for teachers and educators, but now I know exactly what goes on and how to be a part of the experience,” she said.

When Kennedy completes her degree program at Clemson, she hopes to return to her hometown of Mount Pleasant, South Carolina, to teach second grade. She also has aspirations to earn a master’s degree and eventually, a doctoral degree.



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growing HOPE

Are YOU Hopeful?

Refuel

Reframe

Refocus

Reroute



UPIIC MENTOR

Mark Jensen

The Watt Family Innovation Center has brought cutting-edge technology to the forefront at Clemson University, and UPIIC mentor Mark Jensen knows just about everything there is to know about the state-of-the-art facility. As the senior software engineer for the Watt Family Innovation Center, Jensen is exceptionally knowledgeable about the technology used within the building and is a mentor for multiple UPIIC interns within his department. Jensen makes sure his interns are getting hands-on experience in what it takes to make the facility operate efficiently. “They’re basically helping us run the building,” Jensen said. For one of the most technologically advanced buildings on campus, this is not a simple task.

Most of Jensen’s interns are computer science or computer engineering majors, and he values their unique perspectives from these fields. “They’re 30 years behind me, and they’ve grown up with a different world of looking at the internet and technology than what I did; they have interesting ways of solving problems. They’re students, so they see the issues other students would be having I don’t usually see,” he said.

According to Jensen, adaptability is an important skill in Information Technology (IT), and it helps to know when to ask for assistance. “Asking for help at the appropriate time and realizing that nobody knows all the answers is important. None of us know all the answers for any of this, so it’s a learning process,” he said. With different ideas and an eagerness to learn, Jensen’s interns help ensure the Watt Family Innovation Center is as impactful as possible for faculty and students. “We want the building to be useful. We want it to make a difference. We may come up with ideas, and they [UPIIC interns] have alternative approaches to doing things from their perspective. If they can integrate those ideas into the building, then it’s great,” he said. One example Jensen gives on how his interns’ creative outlooks differ from his is how students wanted to be able to reserve a room in the Watt Family Innovation Center by using an app on their phones. Jensen said he would have just called to secure the space, but

“They’re 30 years behind me, and they’ve grown up with a different world of looking at the internet and technology than what I did; they have interesting ways of solving problems.”



it is fun for him to hear and implement new ideas he wouldn't have thought of without his interns.

Along with the freedom to test their new ideas, Jensen's interns have three primary jobs that guide their internships during the semester. The first is for the interns to be there and ready to fix any connectivity issues teachers or guest speakers may encounter. The second is for the interns to learn how to utilize all of the different programming and software systems used in the building. Lastly, every intern develops an individual project they work on throughout the semester. Often, the previous semester's intern will pass down their project to the next intern for them to continue working on, furthering the collaborative environment.

The Watt Family Innovation Center is also a leader in technological advancement in education on Clemson's campus. Each classroom in the Watt Family Innovation Center is equipped with technology to make learning and teaching as innovative as possible for Clemson students and professors.

Student interns assist in making sure classroom technology runs smoothly from class to class. If there is a problem, an intern is nearby to help get it back on track, which emphasizes the collaborative aspect of the Watt Family Innovation Center. "All the spaces in the building are designed for collaboration of students so they can work together," Jensen said.

Jensen hopes the Watt Family Innovation Center is the future of education and encourages his student interns to build on their knowledge of IT through the innovations provided within its walls. If a new software comes along, the current programs can be adapted, and the new programs can be incorporated. "We hope professors can use it. We don't want them just to come and lecture. We want them to do things interactively with students," he said. The technology in the building is continually changing, which gives students (including Jensen's interns), faculty and staff the opportunity to stay ahead of the technological curve.



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UPIIC MENTOR

Kelly Ator

In Kelly Ator's office, a painted canvas sits prominently on the corner of her desk. The painting says, "Find you. Be you." Now in her third position at Clemson University as the Director of External Relations for Campus Recreation, this painting serves as a reminder to Ator and her interns to be authentic in all aspects of life. This mantra was given to Ator during her undergraduate career from one of her mentors. As a UPIIC mentor, she now shares this advice with her interns.

Ator had plenty of internships during her time as an undergraduate, but none helped her narrow down what she wanted to pursue as a career. After graduation, Ator discovered her passion in Campus Recreation through a graduate assistantship. "When I look at this UPIIC experience — and I think about internships I had and how they didn't help me — that is a tremendous motivating drive to make sure my interns are thinking about past internships and getting a real experience," she said. Ator knows the classroom is a significant part of the process to learning, but she also recognizes the importance of the education happening outside of the classroom.

UPIIC interns apply the knowledge they get in their studies to the field they are working in, allowing for a more authentic learning experience.

Ator's journey to the field of university recreation was directed by her love for nature and adventure. A rural Illinois native, Ator did not know about Clemson before hearing about a position at the university. With a desire for warmer weather and mountainous terrain for adventuring, Ator set her sights on either California or the

Carolinas. "I really like to be outdoors. I love the sunshine, and I love to go on adventures, and you really can't do a lot of those when it's flat and there are cornfields everywhere," she said. Through conferences with the National Intramural and Recreational Sports Association (NIRSA), Ator met Dave Frock, Clemson's executive director for Campus Recreation. Frock expressed interest in interviewing Ator for a position with Campus Recreation, and she decided to give South Carolina a chance. "I gave him my resume. He gave me his business card and then I never let go," she said. Ator said she didn't know if she would stay, but has come to believe she can't be anywhere better than Clemson.

Ator carries her enthusiasm for sticking with what you truly enjoy into her role as a UPIIC mentor, encouraging her interns to discover what they love and find a way to do it for the rest of their life. However, sometimes the journey of finding what you love to do begins with knowing what you do not love to do, and according to Ator, that is entirely okay.

The canvas sitting in Ator's office was painted by one of her own UPIIC interns who went on to become a graduate assistant at the University of Florida. "What she did here directly correlated to what she went on to do...so I'm pretty proud of her," Ator said. Just as Ator herself needed the painting's advice during a period of self-discovery, Ator's intern was inspired by its words when she needed it. Through UPIIC, Ator witnessed firsthand how she directly influenced one of her interns through her role as a mentor. As a parting gift, Ator's intern surprised her with the painting, and it still stands as a reminder to, "Find you. Be you."



UPIIC INTERN

Jade Richard



Living, learning and working alongside each other in Living Learning Communities (LLCs) provides students with an enriched environment for collaboration. Jade Richard, a UPIIC intern for the Wellness LLC, found that collaboration with her fellow students and mentors helped her build on her professional abilities. For Richard, working with others reinforced her positive outlook on what she can accomplish, and she shared this philosophy with her mentors in Campus Recreation. Richard made connections that taught her more about herself and where she wants to be after graduation. “The more energy you put into your passions, the more you’re going to get out of it. It will open doors you would never have imagined,” she said.

Richard began working as a UPIIC intern for the Wellness LLC after living in the LLC during her first year at Clemson. The Wellness LLC is a community based on the eight elements in the Wellness Wheel: social, emotional, physical, environmental, occupational, intellectual and spiritual wellness. Richard planned Wellness events for Clemson students and also launched other projects with the help of her mentors. “I started Hard Core Hacks, which is Clemson’s dining hall hacks,” said Richard. A hack is a simple or new method that makes something more efficient. Richard created her Hard Core Hacks videos to show students how they could use food from the Fresh Food Company Dining Hall at Core Campus to create different tasty treats.

Richard understands the value of collaboration and has been able to implement this Core Competency in her professional life with the help of her mentors, Campus Recreation’s Coordinator of Fitness and Wellness, Patricia Figueroa, and Coordinator of Events, Jenny Rogers. Figueroa and Rogers’ positivity stood out for Richard during her time as a first-year student living in the Wellness LLC and led her to become a UPIIC intern. “In anything we do, they [Rogers and Figueroa] just have a positive attitude toward it all,” she said. Richard described her relationship with her mentors as a big sister role. The work she has done with her mentors, both professionally and personally, allowed Richard to build her

confidence and leadership abilities. “It’s great to have mentors that have been so willing to help me and who have become connected with anything I have wanted to be a part of,” Richard said.

Richard said she hopes to continue her work in the field of wellness and would like to pursue a career in dentistry or orthodontics because of the personal impact in her own life. The confidence she gained after having her braces removed motivated her to shadow several dentists and orthodontists and to study biology at Clemson. “For some people who have a lot of problems with their teeth, having just that little bit of work done can save them a lifetime of hurting and pain,” Richard said. After graduation, Richard said she would like to continue her pursuit of orthodontics by going to graduate school.

Richard’s enthusiastic and committed attitude toward the Wellness LLC program shows in the work she accomplished as a UPIIC intern. The collaborative relationships she built with her mentors helped her develop professionally as well. Richard said working as a UPIIC intern for the Wellness LLC changed her college experience. “It’s given me job skills I’ve needed, and it has also given me mentors that are there to help me when I need them,” she said. Richard’s ability to have a positive outlook in tough situations and learn and work with others shows her growth in becoming a great leader, building on the skills needed for collaboration in her future career.





