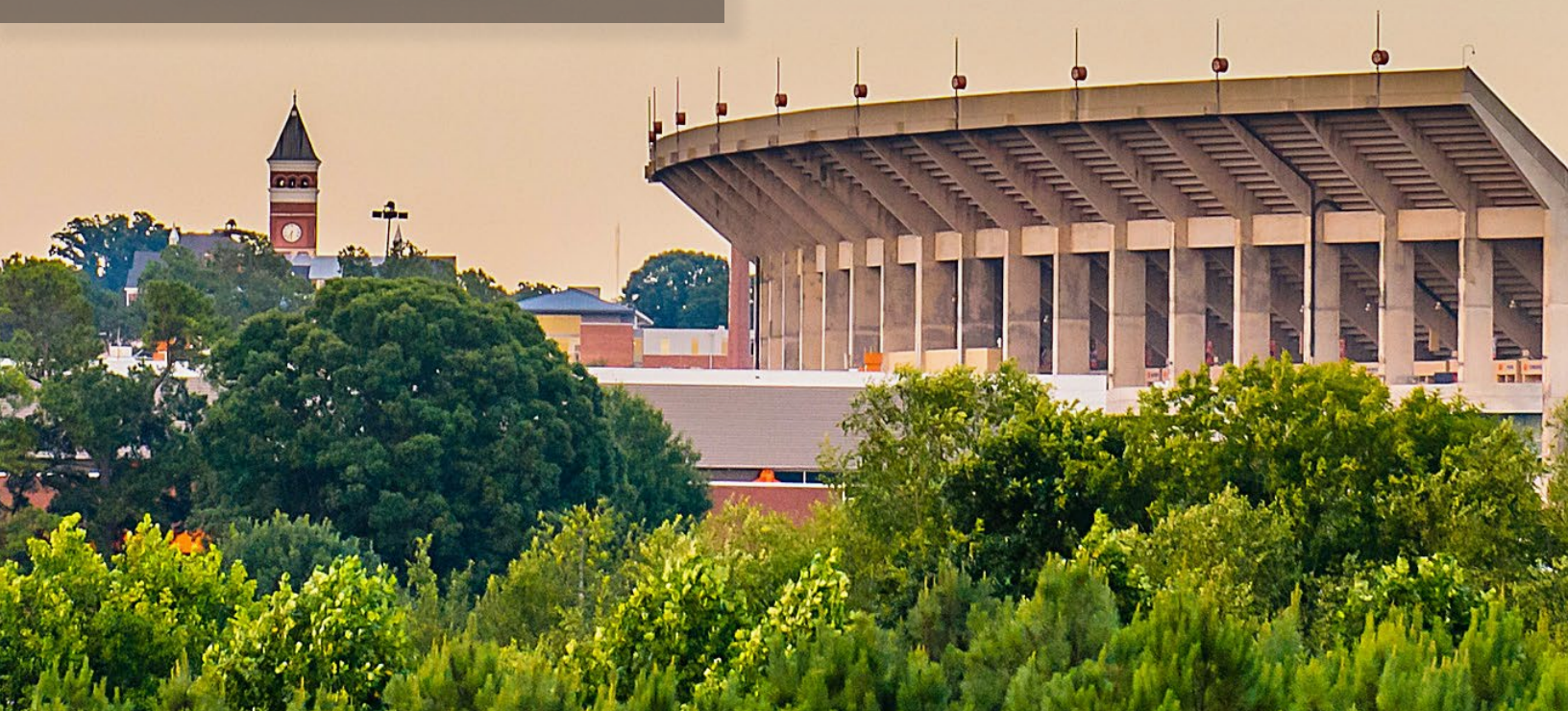


CLEMSON® UNIVERSITY  
UPIIC 

UPIIC 2017-2018 Intern  
Data and Statistics

Intern and Mentor  
Q&A Session

Office of the Executive  
Vice President for Finance  
and Operations



# CLEMSON<sup>®</sup>

---

## INTERNSHIP PROGRAMS

---

Part of the Center for Career and Professional Development



### UPIC MAGAZINE STUDENT INTERNS

Peyton Kinsey, Graphic Designer  
Margaret Taylor, Writer and Copy Editor  
Ashley Hill, Copy Editor  
Mick Donahue, Photographer  
Lucas Downs, Photographer  
Charlotte Higgins, Photographer  
Amanda Walker, Photographer

# A Letter From UPIC...



When I began working with UPIC as a graduate assistant in 2013, I knew internships were important; but as time went on, I came to realize just how much Clemson students were gaining from these experiences. I currently serve as the assistant director of UPIC, and within my role, I have come to believe experiential education should be a part of all students' college experience in some way. Internships create career readiness due not only to the technical expertise and area knowledge students gain but also because of the development of professional competencies. These skills will be valuable to students long after the internships end by first enabling them to feel confident while interviewing for industry jobs or graduate school and years down the road as they continue to develop as young professionals. Though the on-campus sites I visit range in scope of projects and type of work, they all provide students the opportunity to grow within a professional, real-world setting right here on campus.

Our outstanding mentors and interns remain at the heart of our program. It is because of their dedication and talent we have been able to create and maintain such a high-quality standard within UPIC experiences. Our interns work alongside Clemson faculty and staff, applying theories learned in their classes to real-life work situations while learning valuable industry knowledge. It is exciting to discover all of the innovative projects that take place here at Clemson and understand just how integrated our UPIC interns and mentors are within the campus community. UPIC stands out to employers and graduate schools as well, and we will be featuring some of our fantastic alumni at our first annual UPIC Alumni Panel later this fall.

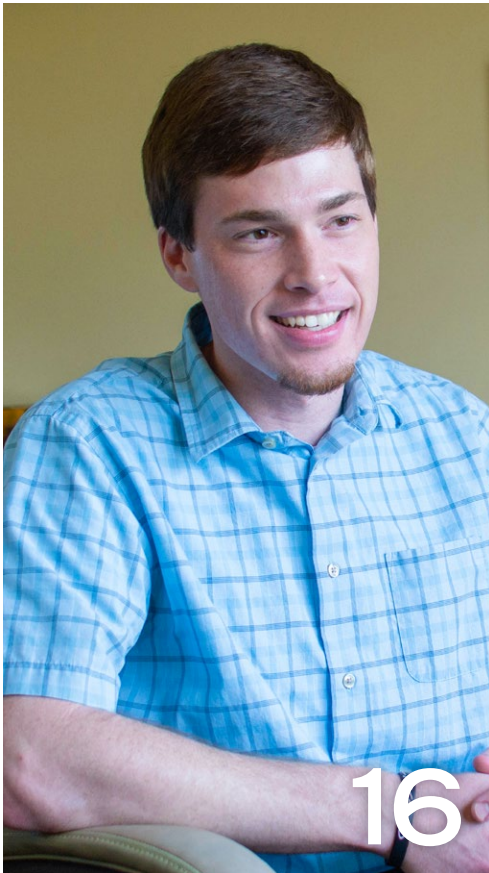
UPIC truly prepares students to face the world of work with competence, and I feel blessed to be a part of such a meaningful program. I invite you to read about a few of our exceptional interns and mentors within this issue of our magazine.

Go Tigers!

A handwritten signature in black ink, appearing to read 'Jenna Tucker'. The signature is fluid and cursive, with a large initial 'J' and 'T'.

Jenna Tucker, M. Ed.  
Assistant Director

# Contents



**6** **UPIC Staff**  
Makenna Leyden, Olivia Fallen,  
Kelly Coffin, Toni Hedden, Jenna  
Tucker, Lisa Robinson, Caren  
Kelley-Hall, Troy Nunamaker

**8** **Nine Core Competencies**  
Engagement, Innovation  
and Professionalism

**10** **The UPIC Experience**  
UPIC Intern and Mentor data  
Quotes from previous UPIC interns

**12** **Autumn Brown**  
UPIC Intern  
Clemson Engineers for Developing  
Countries

**14** **Ashley McCarter**  
UPIC Intern  
4-H Youth Development Program

**16** **David Bishop**  
UPIC Mentor  
Student Affairs Publications

**18** **Courtney Acker**  
UPIC Intern  
Office of the Executive Vice  
President for Finance  
and Operations

**20** **Dr. Pamela Ardern**  
UPIC Mentor  
4-H Youth Development  
Program

**22** **Emily Radziwon**  
UPIC Intern  
Student-Athlete Services



**24** **Dr. John Hannon**  
UPIC Mentor  
Arthur M. Spiro Institute for  
Entrepreneurial Leadership



**26** **Jillian Laird**  
UPIC Intern  
Department of Environmental  
Engineering and Earth  
Sciences



**28** **Kayla Murphy**  
UPIC Alumna  
CCIT and Creative Services

**30** **Gabriela Peschiera and  
Melissa Nenninger**  
UPIC Mentor and Intern Q&A  
Global Engagement and  
Business in Paris

# UPIC Staff



Makenna Leyden

**Marketing Intern**

Interests: swimming, being outdoors, spending time with friends and family, hiking  
Education: Clemson University

**Responsibilities:**

Creates monthly newsletter and other various 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.



Jenna Tucker

**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.



Lisa Robinson

**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.



## Kelly Coffin

**Program Coordinator**

Interests: travel, fitness and Clemson Athletics  
Education: Miami University (Ohio)

**Responsibilities:**

Coordinates payroll, monitors intern hours and manages database.



## Toni Hedden

**Program Coordinator**

Interests: family, travel and running  
Education: Western Carolina University

**Responsibilities:**

Coordinates payroll, monitors intern hours and manages database.



## Caren Kelley-Hall

**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

**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.

# Nine Core Competencies

UNLEASH YOUR INNER TIGER

## Clemson Supports the Innovation of You

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

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

**Who** – You play a pivotal role, but Clemson will provide opportunities to develop skills essential to your success.

**See** – Understand what it means to be Clemson competent.

### Adaptability

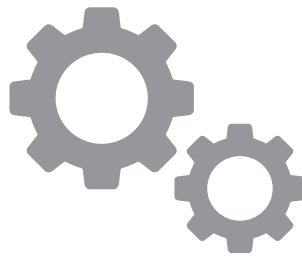


Taking the initiative to further enhance one's skill set and being creative with ways of thinking or approaches that allow for action, reflection, failure and resilience in an ever-changing world.

**82%** of interns cited their ability as expert or advanced

**81%** of mentors cited intern's ability as expert or advanced

### Analytical Skills



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

**72%** of interns cited their ability as expert or advanced

**84%** of mentors cited intern's ability as expert or advanced

### Technology



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

**71%** of interns cited their ability as expert or advanced

**79%** of mentors cited intern's ability as expert or advanced

Innovation



## 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%** of interns cited their ability as expert or advanced

**83%** of mentors cited intern's ability as expert or advanced

## Collaboration



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

**82%** of interns cited their ability as expert or advanced

**90%** of mentors cited intern's ability as expert or advanced

## 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.

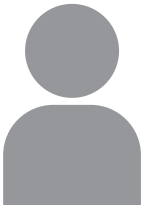
**76%** of interns cited their ability as expert or advanced

**82%** of mentors cited intern's ability as expert or advanced

## Engagement

### Self-Awareness

Cited more frequently by interns than any other competency.

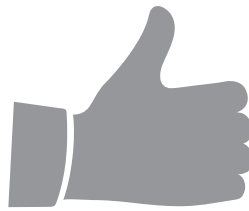


Understanding one's strengths, limitations, emotions and biases in a variety of situations and articulating how one's interests, skills and values align with educational and professional goals.

**93%** of interns cited their ability as expert or advanced

**92%** of mentors cited intern's ability as expert or advanced

### 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%** of interns cited their ability as expert or advanced

**89%** of mentors cited intern's ability as expert or advanced

### 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.

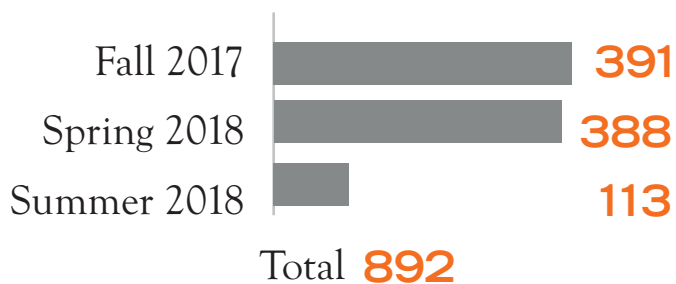
**79%** of interns cited their ability as expert or advanced

**95%** of mentors cited intern's ability as expert or advanced

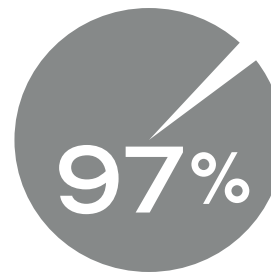
## Professionalism

# The UPIC Experience

## Total UPIC Experiences



## UPIC Mentor Data



of UPIC mentors rated the student intern's overall performance during this internship term as "good" or "outstanding."

## UPIC Intern Data

**100%**

of UPIC interns were able to explain the significance of their internship experience in relation to their future career goals (as defined by identifying a list of specific companies or professions in which they were interested in pursuing).

**90%**

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

**97%**

of UPIC interns rated the overall quality of their internship experience as "good" or "excellent."

**94%**

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

**96%**

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

“ Truly, I believe the most valuable skills I have learned as an intern include human interaction. The ability to teach someone technical skills they have never heard of has been an amazing experience. I feel this skill is something I will use in my career regularly. ”

“ As someone who wants to continue working in development, this internship exposed me to the intricacies of the field and made me realize it is something I have no doubt I would like to do. ”

“ I actually am looking into graduate school for microbiology. This internship is something I adore because I learned the importance of mental health and its effect on individuals. With microbiology, I am hoping to attend graduate school to study the interactions between the human gut microbiota and neurological disorders like stress, anxiety, depression, MS, etc. This internship did help me with data compilation though. The data I compiled for Healthy Campus and Aspire is designed in a scientific format to show the effectiveness of a program. ”

“ I am going to medical school in the fall and will eventually become a doctor. Since communication skills are key to becoming a great physician, I am thankful I had this internship where I was able to constantly practice communicating to many different kinds of people. ”

“ Because I want to go into the research field, this internship provided me with an improved technical writing ability and communications skills. ”

“ This internship added to my career goals of becoming a professional in higher education or student affairs. I saw how the internship program team navigates its operations and program initiatives. This is also an experience I will be able to discuss when applying to graduate school. ”

“ I became interested in this program because of my work with Creative Services at Clemson, and I think the experience and skills I gained at this internship were invaluable to my development as a student and professional in this field. I also believe this internship was a large part of the reason why I was accepted to my graduate program. ”

“ I am interested in a career in nutritional genomics. Many of the skills I learned and connections I made will help me pursue a career in the field of plant sciences, no matter which direction I choose to go. ”

“ After graduation I would love to write software for hardware devices. This internship helped me advance my future career by learning about fixing various hardware problems. I also wrote software, which is something I enjoy. ”

# Autumn Brown

---

Clemson Engineers for Developing Countries



The University Professional Internship and Co-op (UPIC) program offers a chance for Clemson students to receive compensation for work they are already passionate about doing. The program director for Clemson Engineers for Developing Countries (CEDC), Autumn Brown, began her work with the organization as a volunteer before discovering UPIC.

“I was volunteering 15, maybe 20, hours a week for CEDC because I loved it,” Brown said. “A UPIC internship was the perfect opportunity for me to take on a larger role within CEDC.”

As a junior environmental engineering and earth sciences major, Brown was passionate about improving water quality and sanitation in the central plateau of Haiti and assisting in CEDC’s many other projects.

“This internship gave me good professional experience, and it also gave me a platform to talk about Haiti and what we are doing there,” she said.

Brown described how the organization partnered with the Episcopal Diocese of Upper South Carolina to renovate the Cange water system, the first chlorinated municipal water system in Haiti.

“The Cange water system is one of the only water municipalities in Haiti that has been effective at removing cholera,” Brown said.

Cholera, a bacterial disease, is contracted from contaminated water supplies.

“Our current mission statement is to improve the quality of life for people in the Central Plateau of Haiti,” Brown said.

“We want to expand, but we are expanding slowly to ensure we are maintaining sustainability in everything we are doing.”

The opportunity to be a UPIC intern not only gave Brown more time to pursue what she loved, but it also enabled her to develop strong professional skills. Throughout her work, Brown noticed a significant improvement in her ability to lead others, manage her time and communicate well.

“Developing my leadership skills allowed me to direct people and teach them how to do things effectively,” Brown said.

As program director of CEDC, Brown was the head of many logistical operations that involved planning and coordinating meetings. Before each session, Brown organized and assembled presentations while maintaining the organization’s current goals. To keep up with her responsibilities, Brown emphasized the importance of excellent communication and effective time management.

In addition to planning meetings and relief projects, Brown was also tasked with incorporating specific learning outcomes for students into service projects. It was essential for her to assist the students’ professional development within the organization.

“**A UPIC internship was the perfect opportunity for me to take on a larger role within CEDC.**”



Brown had a multitude of positive experiences while working alongside her mentor, David Vaughn. Vaughn was a great resource and inspiration to Brown, and his lessons went beyond her role within CEDC. Brown emphasized she was able to learn many things from Vaughn as both a person and a professional. She said one of the most important lessons Vaughn taught her was the only consistent thing in life is change.

“He helped me understand if I learn to anticipate change, then I will not be completely caught off guard when something unexpected occurs,” Brown explained.

Vaughn’s lesson also helped Brown understand the importance of adaptability and self-reliance in the field.

“You have to be able to quickly adapt when you’re working in developing countries or any dynamic environment,” she said.

Vaughn also encouraged Brown to work freely and explore her passions. With direction from her mentor, Brown was able to work independently, and, as a result, she achieved many of her personal and professional goals.

Recently, Brown accepted an internship with Eastman Chemical Company, and she credited the UPIC program for aiding her success. Brown stated her internship improved her confidence tremendously. Taking an active leadership position with CEDC gave Brown the unique opportunity to help others while cultivating invaluable skills applicable to any future career.

“There are a lot of things I’ve learned through UPIC I’ll take with me wherever I go whether it’s in Haiti or another country,” said Brown.

# Ashley McCarter

## 4-H Youth Development Program

Students who participate in the UPIC program take on challenging roles that directly impact Clemson University and the surrounding community. Senior animal veterinary science major, Ashley McCarter, knows firsthand how a UPIC internship can positively affect others. As a child, McCarter grew up working with horses and livestock and participated in 4-H, a nonprofit youth development program geared toward teaching children essential life skills. After her first year of college, McCarter began looking for possible employment opportunities and discovered a UPIC internship that allowed her to continue working with 4-H.

McCarter's interest in animal care and children's education led her to work alongside her mentors, Dr. Pamela Ardern and Dr. Kristine Vernon. Being an intern with 4-H gave her the ability to participate in hands-on projects she would not have been able to be part of otherwise. The experience was very informative for McCarter.

"It was valuable to learn how the program runs, and I now understand how 4-H agents develop and improve various projects," McCarter said.

Before applying for her internship, McCarter participated in the 4-H program under Ardern. She described her transition from a participant to an intern as seamless.

"I've always felt like I could go to her for anything," McCarter said. "We have a relationship I know will last."

Working with Ardern taught McCarter not to be afraid of trying new ideas while on the job, and she recognized her mentor's role in helping her achieve success. Ardern's genuine care for her work also gave McCarter the opportunity to develop positive business relationships within 4-H.

"I've accomplished so much, and I learn something new every day," McCarter said.

**“ Teaching kids is great, and seeing their ‘light bulb moments’ in a lesson has been the most rewarding aspect of this internship by far. ”**

Interning with 4-H also gave McCarter the opportunity to work with a wide variety of people and teach children from all walks of life. McCarter loved how every day of her internship was different, which allowed her to gain a wealth of professional experience in her position. During her time as an intern, McCarter developed many new, invaluable skills and strengthened old ones. For instance, she learned how to manage her time more effectively and respond to different situations appropriately.

"Since beginning this internship, I've learned how to handle different situations quickly and in the best way possible," McCarter said.

Her internship also revealed how much she loves working with children in various areas, such as horse and animal care.

"Teaching kids is great, and seeing their 'light bulb moments' in a lesson has been the most rewarding aspect of this internship by far," McCarter said.

Working with 4-H, McCarter left a meaningful impact on the community and grew tremendously as a professional.

In addition to teaching and leading youth development projects, McCarter helped prepare for 4-H events. While her internship was very different from a typical office job, McCarter often handled paperwork, and she collaborated with the 4-H team to create a variety of promotional materials, such as brochures and T-shirts.





“From a business standpoint, I’ve grown a lot,” McCarter said.

McCarter often had to approach members of the community about making donations to support 4-H projects, a task that was difficult for her at first.

“I had to learn how to speak to people professionally in my position,” she said.

Undertaking assignments outside of her comfort zone enabled McCarter to develop her self-confidence in areas where she lacked experience. While she had many opportunities to teach and work hands-on at events, McCarter was also asked to complete numerous assignments behind the scenes, which helped her gain a deeper understanding of the many roles within 4-H.

As McCarter’s graduation date approached, a full-time 4-H position opened in Laurens County. McCarter knew she wanted the job, and she began the application process. Her mentors supported her every step of the way and provided McCarter with helpful feedback as she prepared for her interview.

“My UPIC internship allowed me to start learning about the position I applied for, and I was so excited to hear after the interviews I got the job,” McCarter explained.

Her experience as a UPIC intern gave her the real-world knowledge she needed to succeed in her future position, and she is excited to continue working in the community with 4-H as a full-time agent.

# David Bishop

---

Student Affairs Publications





David Bishop, assistant creative director for Student Affairs Publications, enjoys providing students with opportunities while growing in his career as a mentor for the UPIC program.

“When I started working for Student Affairs Publications, I began mentoring photography interns and discovered I loved it,” Bishop said. “This was even before the UPIC program’s conception.”

While guiding students in the workplace was not something he initially intended doing, Bishop enjoys getting to know his interns and watching them grow in their positions.

“It’s a great feeling especially when I hear from students who have graduated and are now experiencing success as professionals,” he said.

When Clemson University first implemented the UPIC program, Bishop was excited to take on a mentorship role.

“I liked how UPIC internships were not only designed to help various departments on campus but the interns as well,” he said.

As a mentor, Bishop maintains a very positive relationship with his interns. He understands the academic and personal needs of his students and tries to be as flexible as possible.

“I realize academics come first, so I do what I can to accommodate the needs of my interns,” Bishop said. “I leave my office door open to encourage communication.”

Being a mentor continues to have a profound impact on Bishop, who believes the role enables him to grow as a leader.

“Each student is unique, so I cannot manage every intern in the same way. I have to adapt the ways I collaborate with them,” Bishop said.

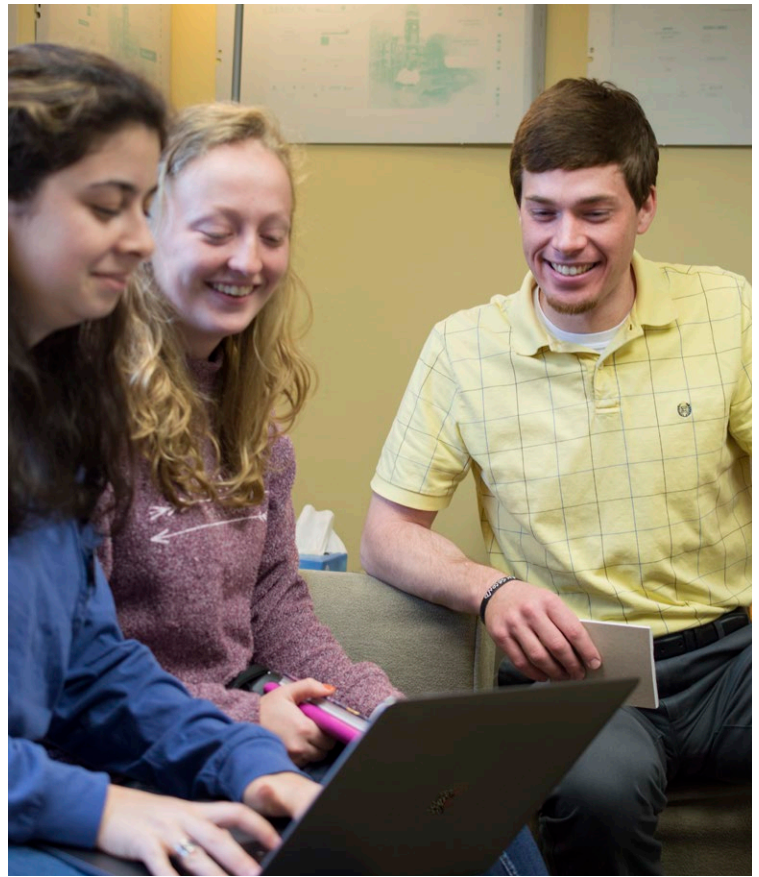
Modifying the way he works with his interns makes Bishop an effective mentor, but he still believes he has room to grow.

“I am still developing within my career, but I want to be as good a supervisor as I can be. I feel being a mentor helps me develop those skills,” he said.

Bishop teaches interns about photography, but he also makes sure they develop the UPIC program’s Core Competencies.

“I want my interns to grow as individuals and professionals, so when they start their first job after graduation, they have already begun developing the skills they will need to succeed,” he said.

Bishop acknowledges some internships fail to truly prepare students for the workforce because interns often receive assignments that do not accurately reflect the tasks they will perform once they start their career. However, the UPIC program ensures students receive a valuable experience. Bishop assigns relevant work to his interns and challenges them to work and solve problems independently. He said giving his



students space allows them to learn to manage their time and stay on task when working toward a deadline.

Bishop’s primary approach as a mentor focuses on helping interns improve in professional areas where they feel insecure.

“I think it’s good for interns to get practice in something that initially makes them nervous,” he said.

Bishop asks his interns what tasks they feel inexperienced doing and then gives them opportunities to work on the skills needed to carry out those responsibilities.

“For example, if an intern is hesitant about photographing large events, I will ask them to try it anyway,” he said.

Bishop’s approach encourages students to work in unfamiliar situations and mature as both photographers and individuals. He believes completing difficult projects will leave students feeling accomplished and ready to take their next challenge head-on. Bishop also recognizes the importance of continuing to refine one’s strengths, and he hopes his interns will continue challenging themselves even after they graduate from Clemson University.

“It’s important to acknowledge there is always room for growth,” Bishop said.

At the beginning of each semester, Bishop asks his interns to evaluate themselves based on the UPIC program’s Core Competencies. Using a checklist, the students consider how proficient they feel in a variety of areas. At the conclusion of their internship, the students re-evaluate themselves to see how much they improved during their time with the UPIC program. Bishop hopes his interns can recognize their personal and professional progress and feel adequately prepared to begin the next chapter of their lives.

**“ I want my interns to grow as individuals and professionals, so when they start their first job after graduation, they have already begun developing the skills they will need to succeed. ”**

# Courtney Acker

Office of the Executive Vice President  
for Finance and Operations

UPIC interns have a competitive edge over other applicants when they prepare to enter the workforce or apply for graduate school. For nearly two years, junior accounting major Courtney Acker worked diligently alongside the Office of the Executive Vice President for Finance and Operations to provide Clemson University with effective business systems and financial strategies.

While many students wait until their second or third year to explore potential career paths, Acker applied for internships as soon as she could. The summer after her first year at Clemson, she found herself working in a field where she had little expertise.

“It’s okay to ask questions,” said Acker. “It’s okay if you don’t know everything. When I started this position, I was working with the upperclassmen. They, of course, knew more than I did, but through that experience, I learned the importance of asking questions.”

As a first-year student and intern, Acker was able to learn from her peers, and she soon developed more confidence in herself and her work.

Acker benefited significantly from the guidance of her mentors, Kathy Dively, director for the Office of the Executive Vice President for Finance and Operations, and Jake Kransteuber, a former Clemson staff member. Some of

Acker’s responsibilities included carrying out data updates, conducting business analysis, studying the procedures of other universities and comparing those procedures with Clemson’s. When she first began her internship, Acker was unsure of her technical skills.

“ I wouldn’t change a thing about my internship. I’m just so blessed to have worked in this position because it’s helped me grow as a person as well as a professional. ”



“I didn’t know much about Microsoft® Excel, but now I work in Excel every day,” said Acker.

Her mentors commended Acker in areas where she succeeded, and they also offered her constructive criticism.

“Every few months or so they gave me a review,” Acker said. “Their honesty helped me grow.”

Conquering various challenges in the workplace and learning from her mentors gave Acker a sense of accomplishment.

“I wouldn’t change a thing about my internship,” Acker said. “I’m just so blessed to have worked in this position because it’s helped me grow as a person as well as a professional.”

In addition to achieving technological fluency in various applications, Acker was also able to strengthen her interpersonal skills by regularly attending business meetings and luncheons with leaders in the field.

“I used to be really nervous and shy, but now I’m very comfortable in those types of situations,” Acker said.

The experience taught her to use her voice and feel confident within business environments.

“Good communication is very important,” Acker said. “I often presented to key financial officers in the office, and I frequently had to send out emails to colleagues.”

She now feels competent in communicating successfully in a professional setting.

Acker's work also gave her an advantage when she applied for future job positions. An accounting firm recently selected Acker to join their team, and she attributed her success to the knowledge she gained from her UPIC internship.

"The experience I've acquired has been very valuable," Acker said.

While interviewing for the position, Acker felt confident and prepared because she had the industry knowledge and professional skills the company was seeking.

Acker knows her time as an intern helped her achieve success. Under the guidance of her mentors, she was able to explore a potential career while

developing skills that will last a lifetime. During her time with UPIC, Acker also built positive business relationships with her colleagues.

Overall, the experience has given her the confidence, technical knowledge and professional expertise to further her success. After graduation, Acker hopes to attend graduate school to continue her studies.



# Dr. Pamela Ardern

---

4-H Youth Development Program



UPIC mentors have the unique ability to collaborate with Clemson students while helping them discover their career paths. Many mentors, like Dr. Pamela Ardern, are personally invested in helping young people find their interests. They know how valuable an internship can be for students.

Ardern is the team leader for the South Carolina 4-H Youth Development Program. At Clemson University, the 4-H Youth Development Program is affiliated with Clemson's Cooperative Extension, which fulfills one-third of the university's land-grant mission of research, teaching and extension. Ardern is devoted to supporting South Carolina youth by bringing the knowledge and research of Clemson University to local communities with the help of her interns. Through her efforts, Ardern said she also hopes to help interns achieve success and confidence in the workplace.

**“ It’s exciting to help [interns] realize their skill levels and discover opportunities in the field. ”**

Ardern's love for 4-H began when she enrolled as a child in the program. Now, she has worked with Clemson University for more than 42 years, and she oversees the program that benefited her as a child. As a mentor, she describes the UPIC program as an exceptional opportunity to work with college students interested in 4-H, and she believes being a mentor enables her to influence today's youth positively.

“A UPIC mentor is someone who helps college students gain a better understanding of the employment field and the skills necessary for success in any profession,” she said.

Even though Ardern has a busy schedule, she makes time to get to know her interns personally and describes their relationship as a “professional friendship.”

UPIC interns are held to the same standards as full-time employees and are expected to contribute to projects professionally and wholeheartedly. Ardern said she oversees her interns without hovering too closely, so they can develop confidence in their own work. Allowing interns to work on their own gives them a chance to cultivate essential employment skills, but Ardern makes sure to also allow time for communication and collaboration between herself and her students. In addition to gaining confidence, Ardern wants her students to gain a greater understanding of the job as a whole beyond the completion of everyday tasks.

“We give the interns as many job duties as possible for them to experience what it's like to implement the program,” Ardern said.

Interns are very involved in planning events and programs in addition to making sure the programs are carried out correctly. Behind the scenes, interns develop promotional materials and handle paperwork. Her goal is to make the internship as relevant as possible so students can transition into full-time positions with less difficulty.

Many UPIC interns in Ardern's program were once involved with 4-H as children, but there is a difference between being a 4-H participant and a 4-H agent. Ardern believes an internship helps bridge the gap and gives students a greater appreciation of the work that goes into implementing the youth development program.

Ardern also advises interns who are serious about continuing their work with 4-H and Clemson Cooperative Extension, a branch of the university dedicated to improving the well-being of South Carolinians through the delivery of unbiased, research-based information and education. Many students become interested in full-time positions due to the experience they acquire during their internships.

“I love mentoring new individuals in the field and being a UPIC mentor has allowed me to work with interns who are now going into Clemson Cooperative Extension. Some of our interns don't know they have an interest in our department until they come and work for us,” said Ardern. “It's exciting to help them realize their skill levels and discover opportunities in the field.”

Recently, 4-H hosted Junior Weekend, a program for children aged 9 to 13 designed for learning and fun. Events like these give Ardern's interns the chance to implement the knowledge they've gained from their internship in authentic situations and see what it is like being a 4-H agent. Mentors feel a sense of pride and accomplishment when their interns achieve success, and Ardern is no different.

“I've had interns who have worked with me for several years, and it's gratifying to see their growth and development,” Ardern said. “Overall, my experience with

UPIC has been very positive, and I'm excited to continue to be a part of the program because I love working with the interns.”

The UPIC program has left a profound impact on Ardern's office. She said internships help in recruiting potential individuals who are likely to be successful in the field. UPIC internships with 4-H also give students the opportunity to support Clemson and the local community while simultaneously exploring their professional strengths and interests under the guidance of dedicated mentors like Ardern.



# Emily Radziwon

## Student-Athlete Services

A UPIC internship is more than just a way to earn extra income; it can be an opportunity for students to gain valuable knowledge in a career field of their interest and see how their studies are applicable in the real world. While the UPIC program has many positions available during fall and spring, summer is often a more viable option for students who have full schedules during the regular academic year. A summer semester internship was an especially convenient option for health science major and student-athlete, Emily Radziwon.

Radziwon's first UPIC internship was under her mentor, Sunny Dueland, director of student-athlete development at Clemson University. This position gave Radziwon a broader understanding of how the department operated, and it required her to learn skills she hadn't learned in the classroom. Dueland tasked her with a wide range of projects, such as creating spreadsheets and keeping track of recruitment information for Clemson's new softball team.

"I had no idea how to use Microsoft Outlook, but now I am very familiar with it," said Radziwon. "I also had to work quite a bit in Microsoft Excel."

Radziwon learned a lot from Dueland and enjoyed working with her. Radziwon said she felt a good balance between independence and guidance in her workplace.

"My mentor allowed me to work individually, but she met with me regularly to go over what I was doing," Radziwon said.

Radziwon's work also challenged her to seek out the best ways to support student-athletes. As a member of the Clemson rowing team, Radziwon had access to a variety of resources and often collaborated with colleagues, team members and coaches to find better ways to meet the needs of student-athletes. Having an array of accomplishments under her belt boosted Radziwon's confidence both inside and outside of her internship, and she admitted her work made her a better leader for her teammates.

"When I was on the rowing team, I only had the perspective of a student-athlete. I didn't tap into the resources Clemson provides to student-athletes during my first two years of college," she said. "After starting with UPIC, I began to utilize those resources more. I was able to take the skills I learned from my internship back to my team, and I learned how to lead by example to make the team more successful."

When the summer came to an end, Radziwon decided to continue working with her new mentor, Natalie Honnen, associate athletic director of student-athlete services and performance. During the fall semester, Radziwon had the opportunity to explore another aspect of the department.

"There are a lot of mental health issues on college campuses," Radziwon said. "When I worked with Natalie Honnen, our goal was to raise awareness of mental health issues among student-athletes."

In July 2017, Radziwon attended the Summer ACC Student-Athlete Advisory Committee (SAAC) Meetings where attendees strategized possible ways to break the stigma surrounding college student-athletes experiencing mental health problems. After the SAAC meetings, Radziwon made it her goal to help shed light on those issues on Clemson's campus.

Working together toward a common goal with her mentors and colleagues helped Radziwon grow as a leader. With a passion for health education and a minor in psychology, Radziwon was able to use her knowledge from the classroom to help create new methods for supporting student-athletes struggling with mental illness off of the field. Recently, Clemson Athletics began implementing some of these strategies on campus.

"I worked with Natalie this fall on raising awareness for mental health, and we started doing yoga sessions for student-athletes, so they could re-center their minds and bodies without being judged based on numbers or their performance," Radziwon said.

**“ I have a lot of projects I can show future employers. My UPIC internships have definitely prepared me for life after graduation. ”**

She hoped their efforts would encourage other athletes to take full advantage of Clemson's resources for student-athletes.

Closely collaborating with two different mentors gave Radziwon a rare chance to explore several possible careers within her fields of study.

"It was a great experience working with the athletic administration and learning how all of these different athletic programs come together," Radziwon said.

Radziwon also said she appreciated the opportunity to see what goes on behind the scenes, and now has a better understanding of the work that goes into supporting Clemson's athletes.

Teach For America, a nonprofit organization with the goal of recruiting educators for teaching in low-income communities, recently accepted Radziwon into its prestigious program. As she considers future possibilities, Radziwon is confident in her ability to succeed.

"When I apply for more full-time positions, I have a lot of projects I can show future employers," she said. "My UPIC internships have definitely prepared me for life after graduation."



# Dr. John Hannon

Arthur M. Spiro Institute for Entrepreneurial Leadership





Professionals who choose to become mentors for the UPIC program have the opportunity to demonstrate their professional expertise to the next generation. As the UPIC program expands, an increasing number of university staff are able to guide students in a professional environment outside of the classroom. UPIC mentors like Dr. John Hannon, lecturer for the Arthur M. Spiro Institute for Entrepreneurial Leadership, enjoy the chance to challenge their students and watch them succeed as interns.

Hannon has more than 20 years of teaching experience and spends his time mentoring a diverse group of students at the Spiro Institute. Alongside the operations manager, Krysten Loudermilk, he and his interns collaborate to bring innovative ideas to life. Hannon has served as a UPIC mentor for more than two years, and he deeply values the program for the services it provides to students. For Hannon, being a mentor is a continuation of his long-term career goal to pass on his professional knowledge.

“I want to help people who want to be helped and teach people who want to learn,” Hannon said.

Hannon appreciates how the UPIC program has provided students with streamlined opportunities to gain an understanding of the professional world before graduation. While Hannon interacts with many students as a professor, he spends a substantial amount of time working with his interns on large projects after class.

“Mentoring students is more personal than teaching them in the classroom,” Hannon said.

Working closely with students gives mentors a chance to connect with them individually and to learn their strengths and weaknesses.

“We provide our interns with a lot of guidance and give them experiences they wouldn’t have otherwise,” Hannon said.

He found these moments outside of the classroom can have a significant impact on students.

Mentors like Hannon are often surprised to find working with students benefits their own careers as well.

“Working with my interns has helped me become more patient,” Hannon said. “Every semester there are 15 new projects and 15 new personalities who have to learn to work together.”

These group interactions can be a lot to juggle, but for Hannon, the effort pays off.

**“Mentoring students is more personal than teaching them in the classroom. We provide our interns with a lot of guidance and give them experiences they wouldn’t have otherwise.”**



“The interns bring a lot of energy to the workplace, and they have definitely increased productivity and expanded the institute’s research presence on campus. I feel such a sense of satisfaction when my students succeed,” Hannon said.

Of course, as in any field, there are many deciding factors to one’s success. Hannon feels it is necessary to encourage students to follow their passions, but he also emphasizes the importance of setting and achieving realistic goals.

“I want students to dream big and experiment by taking risks, especially while they are in college, but I also want them to periodically come back down to reality and understand life is not a movie,” Hannon said. “People don’t become billionaires in two hours like characters on the big screen.”

Mentors in the UPIC program strive to help students gain the confidence and skills required for life after graduation. To prepare his interns for this transition, Hannon frequently collaborates with his students on a variety of projects that have contemporary applications. Currently, his interns are busy writing case studies profiling Clemson entrepreneurs that will be used by Clemson University and other schools across the country.

“I give them the framework, but the students go off and start the drafting process on their own,” Hannon said.

Hannon ensures his interns uphold the university’s standards while giving them room to learn and grow independently. He also reviews their resumes, and he stays in contact with companies looking to recruit upcoming graduates.

“We help a lot of our interns find permanent job placement,” Hannon said. “A number of companies contact me looking for bright and motivated students.”

UPIC internships are often a bridge to future careers, and the program’s alumni use the skills they develop as interns to build their resumes and perform well in job interviews. Hannon hopes his interns will use their newfound abilities to propel their careers forward after graduation.

# Jillian Laird

## Department of Environmental Engineering and Earth Sciences

UPIC internships help students explore future career possibilities by offering them a wide variety of real-life professional and research opportunities. Clemson University, classified as one of the nation's most active research institutions in 2016, provides a myriad of options for students to get involved in various fields of study. For Jillian Laird, an intern for the Department of Environmental Engineering and Earth Sciences, UPIC provided her with the opportunity to develop valuable work skills while conducting meaningful research.

Laird began her Clemson University experience as a student in the Experiences in Undergraduate Research, Exploration and Knowledge Advancement (EUREKA!) Program. This Calhoun Honors College program selects a small group of incoming first-year honors students and brings them to Clemson for a five-week summer period. During this time, the students actively partake in research projects and other scholarly activities. While enrolled in the program, Laird, a chemical engineering major, began researching with Dr. Kelly Lazar. Lazar would later become Laird's mentor in the UPIC program.

In spring 2017, Laird accepted an internship with the Department of Environmental Engineering and Earth Sciences.

"The experience was wonderful because I got to work with other interns, conduct research and inspire people to explore and understand their environment," Laird said.

A portion of Laird's position involved using social media to promote geocaching, a scavenger hunt-like activity that utilizes

**“ The experience was wonderful because I got to work with other interns, conduct research and inspire people to explore and understand their environment. ”**



GPS technology to locate items called “geocaches” hidden in specific locations marked by coordinates.

“The GPS is only so accurate, and once the students make it to the general location, they have to find the geocache,” she explained.

Laird enjoyed promoting geocaching and saw it as a fun way for students to explore the areas around Clemson and gain a greater appreciation for the environment.

During her internship, Laird also had the unique opportunity to continue the EUREKA! research she started during the previous summer. The primary focus of her study was the effect of the 2010 Deepwater Horizon oil spill on the environment. Laird explained 70 percent of the oil released during the spill continues to adversely impact the environment today. Her research goal was to locate the oil left behind on the sea floor using single-celled organisms, allowing remediation teams to find and clean up the spill with less difficulty.

“I love nature and the environment, and I saw the damaging effects of the oil spill firsthand,” Laird said.

The Geological Society of America has already recognized Laird's work and awarded her with a grant to support the continuation of her research on various sea-dwelling organisms.

In addition to numerous research opportunities, Laird's position also provided her with the chance to develop new technological skills.

“I used a lot of technology in my internship I didn't use before. For example, I used Adobe® Spark to create social media posts needed to reach



the student body. I also used video-editing software to create an eight-minute video for the Earth Day Challenge,” Laird said.

Students like Laird, who gained experience unrelated to their work in the classroom, become more well-rounded individuals with a wider skill set.

Achieving a variety of learning outcomes gave Laird a new sense of confidence in her work. Laird felt she grew tremendously as a professional in her internship, and she learned to balance her work responsibilities with school effectively. Laird credited much of her success to the support of her mentor, Lazar.

“My mentor helped me grow professionally in many ways,” said Laird. “She would say to me if I was overseeing a project, I should want to hire myself. A

professional individual should have confidence in their level of work to do the job, and my mentor has helped me recognize my growth.”

Whatever path Laird pursues after graduation, she has the confidence, leadership skills and technical ability to succeed because of her UPIC internship.



# Kayla Murphy

---

CCIT and Creative Services



Students who complete a UPIC internship gain a better understanding of themselves and develop the expertise necessary for success in a full-time professional position. Many UPIC alumni credit their accomplishments in the professional world to their time as UPIC interns. For alumna Kayla Murphy, having several semesters of work experience through the UPIC program helped guide her down an exciting career path that ultimately led back to Clemson.

As an undergraduate, Murphy studied production studies in performing arts with a concentration in audio technology and held numerous UPIC positions. Some of these positions included being a writer for both Clemson Computing and Information Technology (CCIT) and Creative Services (now University Relations). While she worked for Creative Services, Murphy learned a lot from her UPIC mentor, Crystal Bennett.

Murphy had many interests as a student and used the UPIC program as a way to discover her true calling. She flourished even more when she followed her passions and began working as an intern with Clemson Broadcast Productions.



**“ My internship taught me I could learn whatever someone told me to learn. I knew I was capable of not only starting out strong but developing myself as well, which is why I felt confident enough to even apply for a job where I was the sole person running the social media of a start-up company. ”**

In this position, Murphy gained valuable experience with video storyboarding, production and editing. The Clemson University webpage often featured Murphy’s creations, and she described seeing her published work as the most rewarding aspect of her internship.

During her time as an intern, Murphy learned how to lead others in the development of projects for Clemson Broadcast Productions. She produced a wide variety of content, including the UPIC Core Competency video featured on the Center for Career and Professional Development (CCPD) webpage. Because the position required her to create videos, Murphy was able to strengthen her technical skills and even received certification in Adobe Premiere. In addition, Murphy coordinated the workload among her colleagues to complete tasks in a timely manner.

“Not only was I balancing my internship, but I was also working at the Brooks Center for the Performing Arts and taking 18 to 19 credit hours a semester,” Murphy said. “I think working hard helped me make the most of every hour of my time at Clemson, and it gave me a pretty full resume.”

Murphy said her only regret was not beginning a UPIC internship sooner.

The experience Murphy had during her time as a UPIC intern gave her a lot of confidence, and after her senior year, she applied for as many jobs as she could. The knowledge she gained as a UPIC intern allowed her to accept a full-time position with a small start-up company after graduation.

“My internship taught me I could learn whatever someone told me to learn,” Murphy said. “I knew I was capable of not only starting out strong but developing myself as well, which is why I felt confident enough to even apply for a job where I was the sole person running the social media of a start-up company.”

However, Murphy’s real dream was to return to work at Clemson University. This dream came true when one of Murphy’s former UPIC mentors, Eric Rodgers, notified her of an open position with Clemson Public Service and Agriculture (PSA). Murphy immediately applied and was later selected for the job. She acknowledged her work as a UPIC intern for

Clemson Broadcast Productions gave her a definite advantage during the hiring process.

“I not only had all of these strong recommendations from people with whom I already established business relationships, but I also had the knowledge of the inner workings of Clemson’s social media and a lot of pre-established connections,” Murphy said.

Murphy described her broadcasting team as a family and believes their support and encouragement was a major factor in her success.

“Having a whole group of people to vouch for me was a huge reason why I even got this job in the first place,” she said.

Murphy’s participation in the UPIC program provided her with many opportunities and resources in her desired field. Because of these opportunities, she was able to kick-start her career as a video and digital media producer for Clemson PSA. Looking back, Murphy fully realizes the positive impact her internships had on her life.

“My goal after graduation was to come back to Clemson,” Murphy said. “Luckily, this job opened up, and I was so excited to not only be back on campus but to be able to do what I wanted.”

# Gabriela Peschiera and Melissa Nenninger

## Global Engagement and Business in Paris



### Gabriela's Mentor Experience:

**Melissa:** What do you think about the UPIC program?

**Gabriela (Gaby):** I've worked now for five different institutions, but Clemson is the only institution to have a structure like UPIC. I've found it to be very beneficial because having the students working as interns in our offices demonstrates the support of Clemson. I love working with undergrad students, and I also appreciate the support I have from the Michelin® Career Center. Having you as our UPIC intern has been a fabulous experience, and I don't know how we are going to replace you. Right now, we have three interns, so it's been fun to see their different personalities and watch them grow in their positions.

**Melissa:** Why do you think internships are important?

**Gaby:** I think internships are valuable because they give students a chance to see what it is like to be a part of the workforce. An internship also enables students to decide what kinds of skills they want to develop during their time as interns. Working in a professional setting helps students figure out what they might want to do after graduation and allows them to see their strengths and weaknesses. Clemson is a family environment, so we all take care of our students as much as we can.

**Melissa:** What's the most important thing you teach your interns?

**Gaby:** I tell students to personalize their internship. We want interns to consider possible learning outcomes and choose skills they want to focus on in their position because we are trying to prepare them for future jobs. "What do you want to do with your life?" is a question I have asked on multiple occasions. It's a broad question, but it's good to start thinking about the answer during your internship. Once a student enters the workforce, they hopefully will have developed those skills and feel prepared for their new role.

**Melissa:** How do you make this internship as professional as possible?

**Gaby:** We give interns activities they would do in the work place, such as collaborating on marketing projects. We make sure everything is very detail-oriented in the visa application process. Applying for a French visa is very complicated, and it has real-world consequences. If we advise students incorrectly, it could mess up their entire application, and they might not be able to enter the country. It's very much like a real job in that respect.

**Melissa:** What have you learned from being a UPIC mentor?

**Gaby:** I feel like I've learned so much. UPIC has such a good base of resources I want to continue using in the future.

**Melissa:** What's next for you?

**Gaby:** I definitely want to work with more interns.

## Melissa's Intern Experience:

**Gaby:** What made you want to do this particular internship?

**Melissa:** The opportunity arose after I studied abroad with the Business in Paris program. It sparked my interest because I worked in the office before, so I had a good foundation with Rosetta Stone® and some other qualifications for the job. I also liked I had the opportunity to work with students looking to study abroad after seeing another student from the previous year working in this position. I wanted to be a part of the process because of how much I enjoyed my study abroad experience. I like working more hands-on with students, but I also enjoy working with Clemson's staff and people from France.

**Gaby:** What is something you learned but didn't expect to learn?

**Melissa:** I was surprised by how complicated the study abroad process is on the back end. It was difficult learning all of the steps that go into creating a program while coordinating with people from another country. During my internship, I learned how different personalities and cultures have to come together for everything to work. The paperwork seemed so simple when I was preparing to study abroad, but when I got into the real nitty-gritty of my job, I realized it's a lot more complicated. During the process I learned how to communicate with a variety of people and see things from a different perspective.

**Gaby:** What is the most challenging aspect of this job and how did you overcome it?

**Melissa:** Last year when I came back from studying abroad, I had to do a lot of transitioning. I wasn't sure what to expect, and there was a lot I had to learn. The most challenging aspect of my job was learning how to be adaptable, but it was also difficult guiding students through the study abroad process. As things slowly progressed, I became more comfortable in my position.

**Gaby:** What has this internship taught you about leadership?

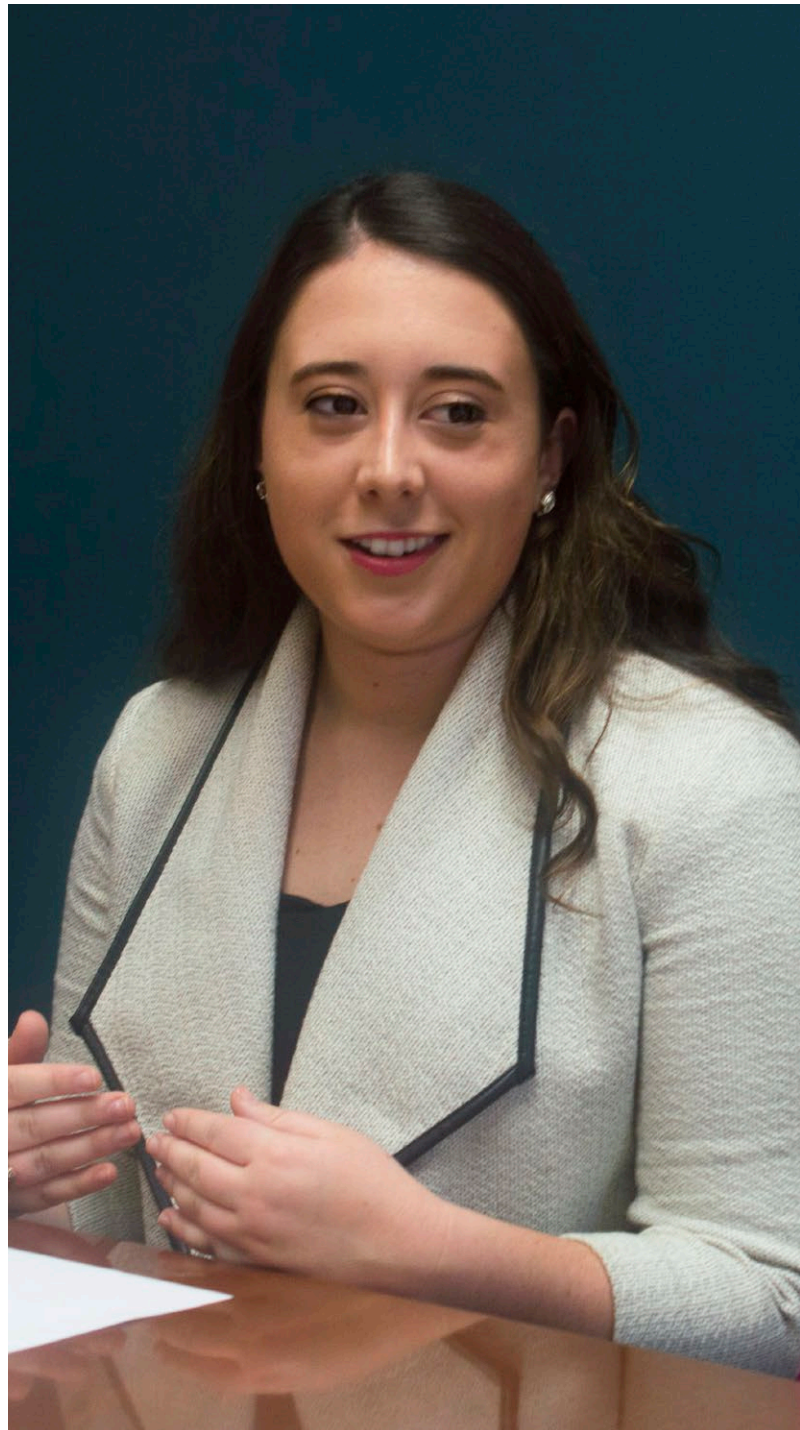
**Melissa:** During the transition period, I had to step up and be a leader. If I hadn't, a lot of things would have fallen apart. When I started this position, I had to decide how I was going to communicate with different students and faculty members. There were times when I needed to step up and lead students through the study abroad process, and there were times when I had to step back. It was important to make sure the students had their own experience without me interrupting too much. I had to find that balance.

**Gaby:** What has it meant to have this experience while in college?

**Melissa:** My internship has been a significant part of my college career. I went abroad spring of my sophomore year, and in the previous semester, I worked in the office. I resumed working after coming back from overseas, and I have held this position for the past two years. I can't imagine my college experience without this internship. It enabled me to go to Paris twice. UPIC is fantastic; it allowed me to work for two years and grow within my position.

**Gaby:** What is one great thing I have taught you?

**Melissa:** You have taught me so much from your experiences. For example, you taught me how to be more professional in my work, and you have high expectations of me. I enjoy our meetings because you give me positive direction. Since I began working with you, I've learned how to better manage my time and complete tasks on a deadline.



**Gaby:** What's next for you?

**Melissa:** After I graduate, I plan to go back home where I have a job offer lined up, but I am keeping my options open. I am currently preparing a handbook as a guide for the next student in my position, and I am trying to support everyone in the office as much as I can before I leave. I am also going to Peru after graduation.

# CLEMSON<sup>®</sup>

---

## INTERNSHIP PROGRAMS

---

Part of the Center for Career and Professional Development

**Suite 314, Hendrix Student Center  
Clemson, SC 29634-5120**