

# SYNERGY



connecting service and learning



# Synergy- contents page



**What is Service-Learning?**



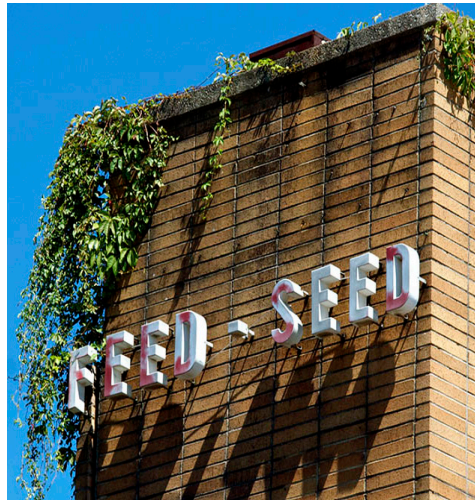
**Clemson Solar Decathlon**



**Anderson Adult Education**



**Latin America Study  
Abroad**



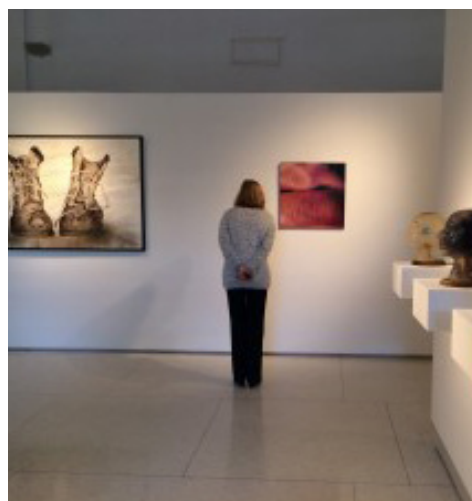
**Feed & Seed**



**Bike Club**



**Scott Brame**



**Clemson Curates**



**Literacy In Pickens**





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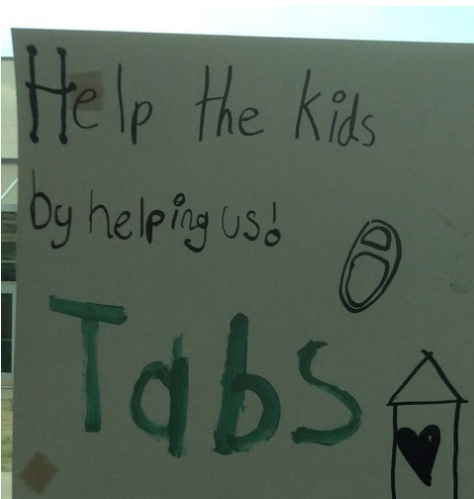
**Community Scholars**



**Clinics, Camps & Community**



**Tanzania Study Abroad**



**Teaching: Cassie Quigley**



**Clemson Athletics**



**Clemson Greek Life**



**Faculty Fellows**



**Meet The Interns**



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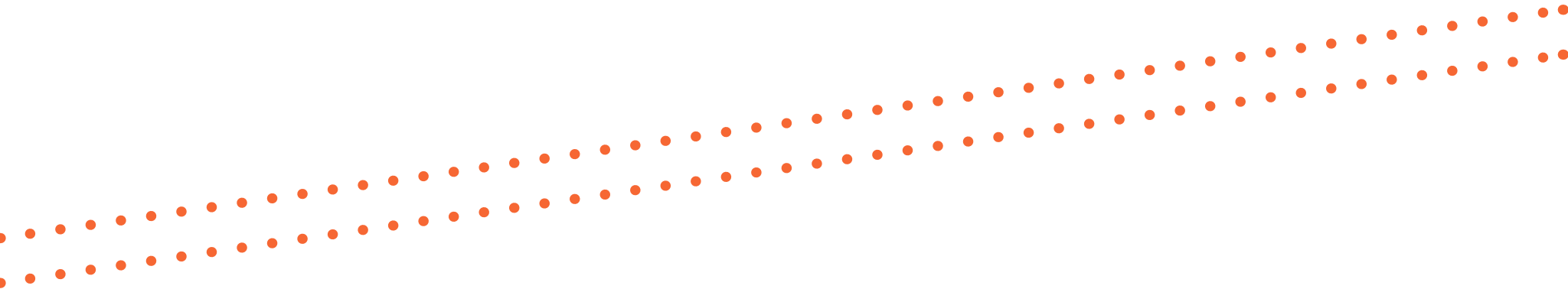




# About synergy...

“*Synergy* is what happens when one plus one equals ten or a hundred or even a thousand! It’s the profound result when two or more respectful human beings determine to go beyond their preconceived ideas to meet a great challenge.”

-Stephen Covey





# From The Director...

Former Clemson Service Alliance Faculty Fellow Ashley Fisk approached me late last summer with the idea of having the interns in the Pearce Center for Professional Communication create and design Clemson's Service-Learning Annual Report this year. I loved the idea and agreed, and the interns started work on designing this publication in the fall of 2014. They spent the 2014-2015 academic year creating this publication that you are now reading.

I have been incredibly impressed with their enthusiasm, their creativity, and their professionalism. It has truly been a rewarding experience for me to work with all of them on this project. When they presented me with their ideas for a new name for this publication, the one that immediately spoke to me was "Synergy".

"Synergy" is what this process of creating this publication together is about – and synergy is what service-learning is all about.

Our Clemson faculty who utilize service-learning in the classroom understand the power of synergy. They intentionally design courses where students will be asked to engage not just with each other to solve a problem or address an issue but also with an "other" as part of this learning process.

The "other" partner in this process could be faculty and students from another disciplinary area; clients or managers of community non-profits and organizations; a k-12 school and its teachers and students; business and industry professionals; or citizens in a foreign country. Their work in designing and implementing these classes is labor and time intensive and often

comes with little professional recognition – but does give many of them the great personal satisfaction of knowing that they are making a difference in the world that extends beyond the doors of their classroom.

And it is the addition of the "other" to the learning equation that creates the transformational learning experience for all involved – an experience that seeks to set personal agendas and preconceived ideas aside in order to work together to find ways to effectively address some of the challenges we face locally and globally.

At the heart of the experience that the faculty co-create with their students and the community is a belief in synergy – and a belief in its creative power to do great and noble things in the world we live in. So a VERY special thank you to Ashley and Lea Anna of the Pearce Center for Professional Communication and to the FABULOUS Pearce Center interns for allowing me the honor to participate in a synergistic experience with them this year -- it has been a blast!!

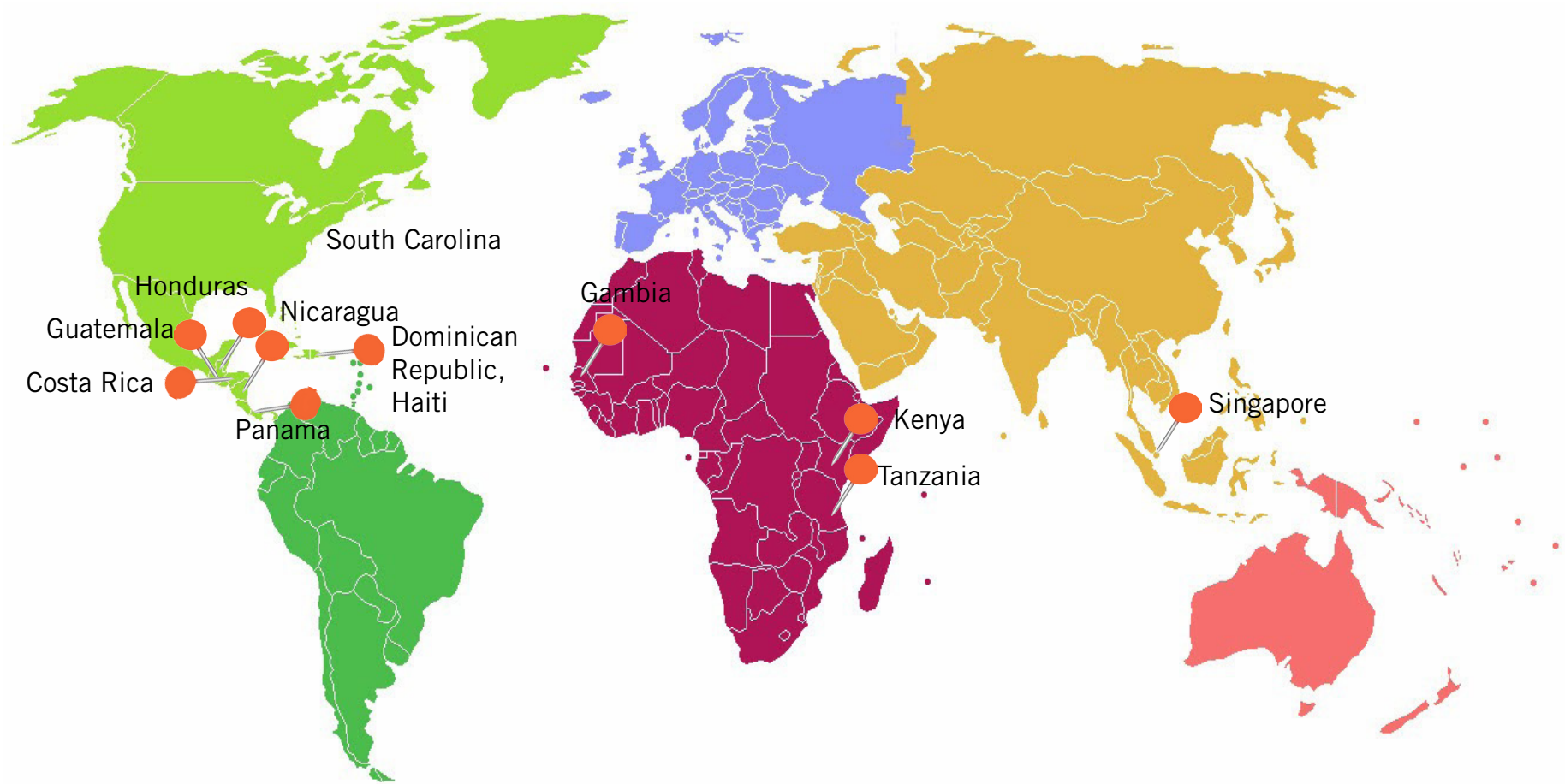
And finally, a very special thank you to Clemson faculty, staff, students, and administration – and to the communities locally and globally who work with us -- to create, support, and sustain our Clemson service-learning classes and programs.

I hope all of you will enjoy reading the articles and watching videos on their work in 2014-2015.

Kathy Woodard  
Coordinator, Clemson University Service-Learning  
ckathy@clemson.edu



See where the Tigers have traveled during the 2014-2015 school year!



Service-Learning at Clemson University is experiential education in which community service complements academic course material. Combining learning goals and community service enhances both student growth and the common good. It allows both instructors and students to apply their acquired knowledge and skills in a public setting by performing tasks with or for a community or a specific public organization. These tasks include but are not limited to identifying and analyzing real community needs and developing and implementing solutions to meet those needs. The project is designed via collaboration between faculty and

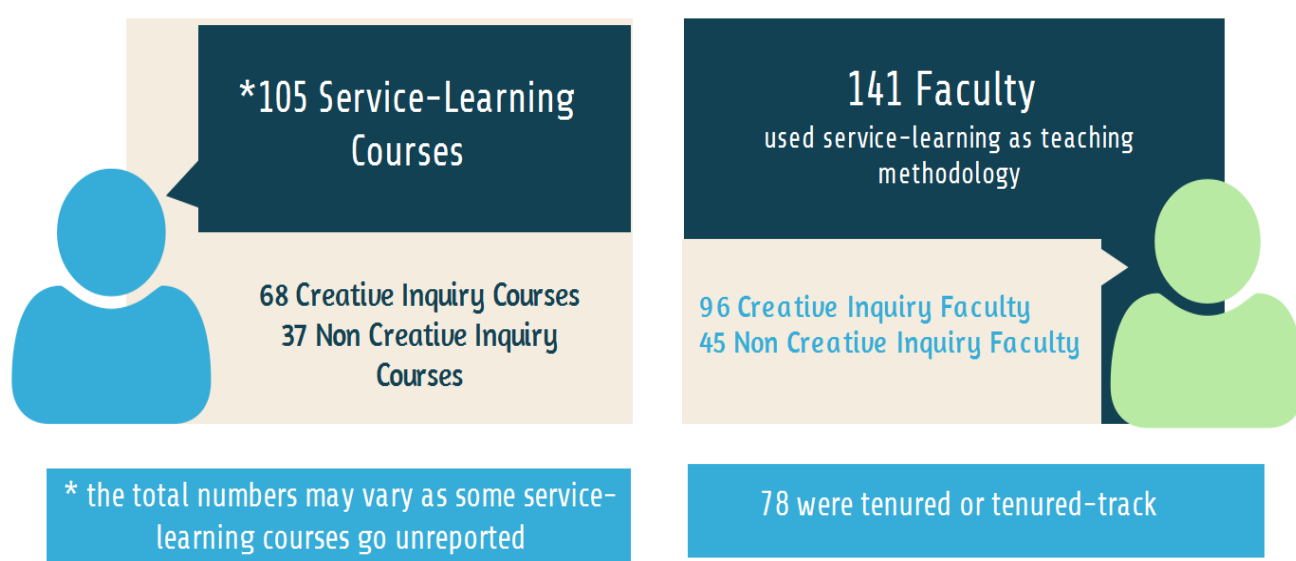
community partners, and is accompanied by reflection activities over the course of the class or project—from both the faculty and students. Service-learning improves students' ability to apply what they have learned in "the real world." These projects give faculty and students a greater sense of personal efficacy, personal identity, spiritual growth, and moral and interpersonal development. In addition, students make connections with professionals and community members that enhance learning and career opportunities. Service-learning creates synergy between students, faculty, and community members to create a better tomorrow for all.



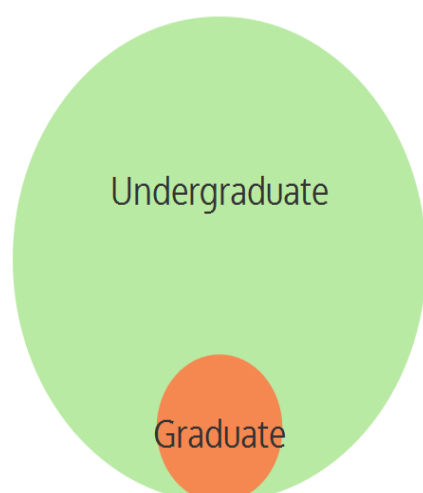


# service-learning...

by the numbers 2014-2015



\*3372 students participated in a service-learning course

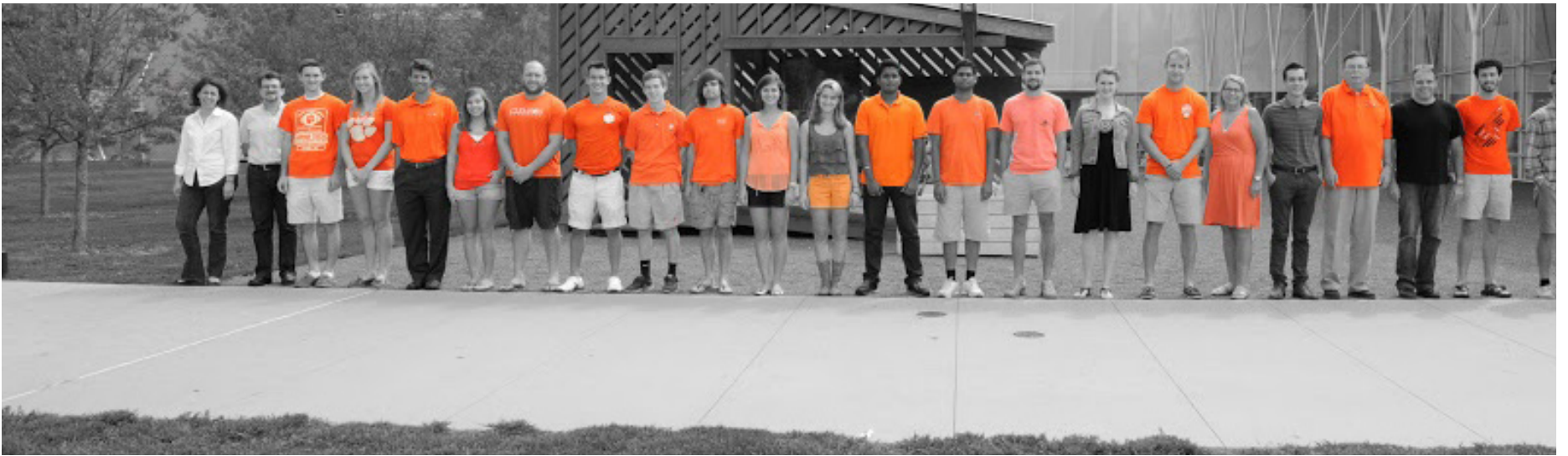


3285 Undergraduate Students  
87 Graduate Students



\* these are estimates and may vary as service-learning is optional in some courses





*Clemson Solar Decathlon Team*

# *More Than a Competition: Clemson's Solar Decathlon Affecting the University on All Levels*

By: Emily Gach

There are 4,599 universities in the United States. Only 17 of these universities are chosen to compete in the United States Department of Energy Solar Decathlon, and Clemson University is one of them. The Solar Decathlon is a competition held biennially to challenge collegiate teams to design, build, and operate solar-powered houses that are cost-effective, energy-efficient, and attractive. It is essentially a measured energy competition for residential construction. The U.S. Department of Energy Solar Decathlon consists of 10 contests, which are intended to measure how well the houses perform, how livable they are, and how affordable they are. Each contest is worth a maximum of 100 points, a total of 1,000 points. Clemson University has a team of 128 faculty and students, including Architecture, Engineering, and Packaging Science

majors, that will compete in the 2015 Solar Decathlon competition.

Clemson University first got involved with The U.S. D.O.E. Solar Decathlon when Vincent Blouin, Associate Professor in the School of Architecture and the School of Materials Science and Engineering, approached Daniel Harding, Associate Professor and Director of the Community Outreach and Design Center, about submitting a proposal to the competition in the spring of 2013. Both Blouin and Harding were immediately interested in bringing this project to Clemson, and architecture students mirrored this enthusiasm.



*Team Presentation in Lee Hall.*



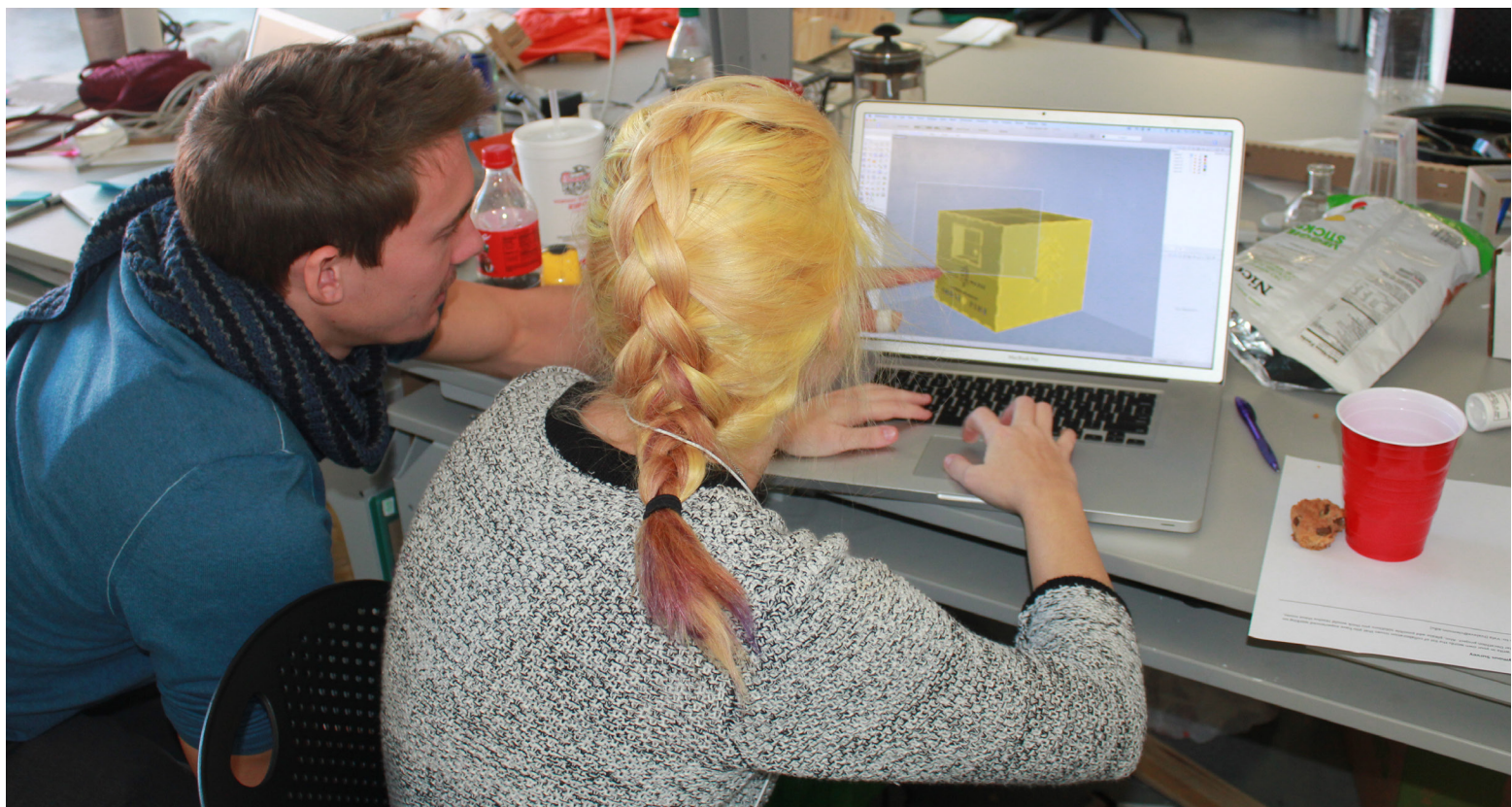




# Community Aspect in MIND

Professionally, Daniel Harding specialized in creative, sustainable and affordable housing projects prior to arriving at Clemson. His background and his values within the realm of residential construction provided the groundwork on which Clemson's Solar Decathlon team were built. Aside from the competition itself in the construction of the house, Harding was adamant that the project must have a strong social-redeeming quality to it as well. Harding said, "With Clemson being a land-grant university, I thought the project must exist to serve as an extension of the state of South Carolina. That's where an economic generator of the state—wood—comes into play."

From this vision, the Clemson Solar Decathlon house, "Indigo Pine," was formed. Indigo Pine gets its name from two crops important to South Carolina - the indigo plant and the pine tree. Indigo's rich blue dye symbolizes the state's tradition and culture, while pine's sturdy versatility represents the team's construction approach. The prototype is a three-bedroom, 1,000 square foot, energy-efficient home appropriate for a Southern family. The team is working with Greenville Tech, Clemson University's Wood Utilization and Design Institute, and industry partners to achieve a highly innovative design and construction delivery process.



*Students working during class.*

Aside from utilizing pine, Clemson's Solar Decathlon team wanted to make sure that the project illustrated a community aspect. With this in mind, the team designed Indigo Pine specifically for a South Carolina family of four. Harding stated that the team didn't want to predetermine what that definition of family was, they just wanted to make sure the house could evolve and adapt to the changing dynamics of a growing family.

The Indigo Pine house is simple and streamlined, without many elaborate and ornate details. The vision was for anyone to be able to contribute to the construction of this house. When we sat down to discuss the project, Harding told me, "There is no doubt in my mind that within an hour you'd become a totally competent member of the crew."







Students build Indigo Pine East at Botanical Gardens.

By utilizing basic construction instruments such as hand crimps and stainless steel zip ties, the students have made the Indigo Pine house a very accessible project to contribute to. This was an important aspect of Harding's vision because he didn't want to isolate the project solely to architecture students.

The simple nature of the house's construction makes the project less intimidating to students without architecture experience, which is important considering that the multidisciplinary team spans a broad range of majors.

The simple nature of its construction also exemplifies a major component of this project—sustainability. The U.S. Department of Energy conducts this competition to create a sustainable residential home, yet, according to Harding, they do not take into consideration the energy that goes into building these homes. Clemson's team found this ironic and decided to make energy conservation a cornerstone in the actual construction of the house. This idea comes into play in the techniques they will use when constructing the house in Irvine, California, where the competition will take place.

The simple nature of its construction also exemplifies a major component of this project—sustainability. The U.S. Department of Energy conducts this competition to create a sustainable residential home, yet they do not take into consideration the energy that goes into building these homes. Harding and the rest of the Indigo Pine team found this ironic, and they decided to make energy conservation a cornerstone in the construction of the house. This majorly comes from the mode in which they will construct the house in Irvine, California, where the competition will take place.





# “THE MOST SINCERE RESEARCH PROJECT”

The team could have shipped the parts of the house to California and then shipped the parts back to Clemson, but that would have used an excessive amount of energy. Instead, the team decided that they could actually build two houses, one in Clemson and one in California, which would be cheaper than shipping an entire house from one coast to another. The team will accomplish this feat by saving the files and measurements of the house in Clemson and re-printing them again in California to build the same exact house on site. In order to streamline this process, the team brought in several Packaging Science majors. “With the help of Dr. Scott Mason, an industrial engineer professor, we used the critical path method to code into excel an efficient way to organize all of their tasks,” said junior packaging science major Grey Strait. Being able to construct the exact same house in Clemson that they will construct in Irvine allows the team to walk through the entire process prior to the actual competition.



*Student Tyler Silvers updates Professor on work.*



*Students working to build Indigo Pine East.*

Harding calls the work Clemson University has done with the Solar Decathlon “the most sincere research project out of all projects I’ve worked on as a faculty member.” Dana Graunke, a graduate teaching assistant on the project, shares Harding’s view. “Solar Decathlon has provided me with the most practical learning and working experience to date. I have continued to work on this project through the years because I have seen first hand the broad knowledge that one can obtain while being a part of this project,” Graunke said. “I have learned how important good communication skills are to the success of the project as well as thinking critically on the balance of innovation and practicality.”

Outside of the hands-on experience it provides for students, the Solar Decathlon affects the university on all levels. The project is socially responsible, sustainable, and it contributes to its community on both a national and local level. The competition will take place from October 8th through 18th in Irvine, California.



# Going Back to School:

## Clemson Students Help Anderson Adult Education Center

By: Marissa Kozma

On Senior Lecturer of English Phil Randall's desk is a letter about his former student Michael Muthleb.

Muthleb is currently attending Michigan State University College of Law. His long letter of acceptance adorned with the Michigan State logo hangs with post-it notes of things to do on Randall's wall above his old computer monitor. But for Randall, the letter also serves as another reminder—a reminder of one of the many successes of his students and joys that teaching has brought him.

When Muthleb first enrolled for Randall's Business Writing (ENG 3040) class two years ago, he never thought the skills he learned in the classroom would be so utilized today in a different classroom setting. They weren't just business writing skills, either.

For eleven years, students like Muthleb have been registering for Randall's courses, but have been happily surprised to find that Randall has a different approach to teaching—one that he believes will not only benefit the students more personally, but also the community.

"Companies are repeatedly looking for folks that can self-manage, can run a long-term project, work on a team and communicate in multiple forms. What this program does is let them give specific examples of how they have done all of those things," Randall said.

Randall says that his classroom structure isn't only that of a traditional lecture style, but also focuses more on high-performance teams and strong collaboration among peers. The idea first began with



*"Companies are repeatedly looking for folks that can self-manage, can run a long-term project, work on a team and communicate in multiple forms."*

the implementation of service-based learning and the philosophy of Writing Across the Curriculum. When Randall first heard of it from his former mentor Summer Taylor, he knew that his students would benefit and got started creating what would become his legacy.

Since then, Randall and his students have helped over 25 non-profits in the upstate, and the legacy is only getting bigger. Each semester, Randall's students work on a new project to benefit their non-profit clients, and Randall gives his students minimal guidelines for what that project might entail. Their goal is to solve a problem for their client using the business proposal writing skills that the class is structured upon.





*«...over 47,000 adults in the upstate that never finished high school.»*

Although each client project every semester has made a tremendous impact, there is one particular project that Randall and his students can't seem to forget—one that they have been working on for the past three years.

When Randall and his students first learned of the Anderson Adult Education Center, they were shocked to find that the small Depression-era school, formerly known as North Anderson Elementary, had been accepting adults over the age of 18 who had wanted to continue their education and receive their GED since 1964. They were even more shocked that the school with a current enrollment of 571 students, had somehow fallen off the radar of the Anderson School Board.

Randall and his students have therefore continued working with Anderson Adult Education Center because the need is so great.

“We have over 47,000 adults in the upstate that never

finished high school. We have thousands who can't read at all. Illiterate adults. And the task has been given to adult education to try and help those people transition from the old industry that we had—the textile industry, where you could quit school in seventh grade and get a job and have a career and raise a family. When those jobs left, we never really found a good substitute for that industry, and so it's been on those folks to up their skills,” Randall said.

Anderson Adult Education Center is doing just that. Despite poor funding and used textbooks, the center has managed to keep afloat. Each semester Randall and his students are coming up with different ways to make a difference, but Randall says one of the most important things they work on is simply building student morale.

“One of the biggest problems that's happened with Adult Education students is that they're embarrassed to admit they have this need.



Students collaborating in the classroom.



I've heard stories of people that have spent two years driving around the building trying to work up the courage to walk in there and say 'I'm 50 years old. I just got laid off. I've faked it all this time. I actually ended up with a middle management job, but the truth is I can't read,'" Randall said.

"In that last recession all those people got bumped out and now they can't get back in because it's obvious that they kind of just grew with their job. They covered it up, and they need help. It's a hard thing for them to admit."

Randall also says morale is very important for keeping students enrolled and willing to work hard to finally receive their GED. For many students who never completed school and have become discouraged, this is a very difficult task.

"One of the things we learned was that when you finally start to get someone to start an adult education program, the first two weeks are really crucial, and if you lose them, then you're probably going to lose them

for good because it reinforces an old self-image that was not positive," Randall said.

"The main reason you went to college is that someone started telling you early on that you could go. You start thinking that. These students get exactly the opposite— 'You won't go to college. In fact, your dad's in jail or we've never gone to college and you're not that smart. These are all the totally wrong signals that destroy their sense of 'I could do that. That's a possibility for me.'"

Randall also emphasizes that it's hard to keep their morale, especially when the students are forced to use secondhand materials that have been worn out in the public schools.

"Imagine you're 50 years old, you sit down and you start learning to read by reading about Big Bird and Sesame Street and Dr. Seuss. It's degrading, and it rubs salt in the wound. It's like saying 'You sure are behind, that's why we're treating you like your grandchildren.'"



*Students collaborating in the classroom.*





A B C D E F G H I J K L M

To help with this, Randall's students have been developing their own reading materials. They are written on a beginner's level and are about more relevant issues, such as how to prepare for an interview and how to enhance their professional image.

"The goal is to let these people maintain some self-respect while they learn very fundamental words and simple sentences, but doing it in a way that is relevant to an adult," Randall said.

This experience has also made Randall's students very aware of the many opportunities they have and given them a better awareness of the impact illiteracy has had in the upstate.

"It made me further appreciate the opportunity that my parents have given me by supporting me to attend college. I saw firsthand the impact that not having a college degree or a support system back home can have on the rest of your life and the decisions you make, and I am very thankful and blessed to have both," junior finance major Amanda Gauger said.

Randall and his students have also worked on representing the Anderson Adult Education Center at Anderson District 5 Board meetings—something Randall has named as very good practice for writing business proposals, a strong part of the curriculum in his class.

"They did such a good job that the superintendent of Anderson wrote me a letter and told me how impressed he was with the job they did. They were as good as architectural firms that went before them," Randall said.

The Clemson Athletic Department has also taken notice of Randall and his students' work, and has been collaboratively working to support the lives of the students at Anderson Adult Ed. and reward the students who successfully complete the program. Former football running-back Andre Ellington and former quarterback Tahj Boyd have made personal visits to see the students, and have given them a signed football autographed by the team and Coach Dabo Swinney. The students also received a tour of Death Valley, Littlejohn Coliseum and a luncheon—an exciting thing for many of the students that have never left Anderson County.

N O P Q R S T U V W X Y Z



A lot of the students at the Anderson Adult Education Center were surprised that Clemson students took such an interest in them and their education.

“They really loved the sense that Clemson students are in their corner. They appreciated that Clemson students would be interested enough to get involved with their success in some way—whether it’s an encouraging word or new materials, a motivational effort, or setting something up—all of those things add up,” Randall said.



Students collaborating in the classroom.

Randall believes that the real success in this continuing project is because of his own students, who he says are very driven to make an immediate impact after working hard for only a semester. His students have treated the class like a business and have made him proud in their ability to work like a team. Randall cannot imagine giving his students anything but complete creative liberty, and is definitely planning on continuing to give them the opportunity to make a difference at Anderson Adult Education Center.

“One of the biggest lessons I’ve learned is that if you approach it this way and get out of Clemson students’ way, they will totally outperform your expectations,” Randall said.

*“They will go way beyond what you would have said was their finish line. Let them go. Give them free range, and they will fly. They will take off.”*





# BUILDING HEALTHY COMMUNITIES IN LATIN AMERICA AND THE CARIBBEAN

By: Nicole Burkart



Over the past three years, Faculty Fellow Arelis Moore de Peralta has been working to expose Clemson students to research on public health issues and community development in developing countries. Dr. Moore is a research assistant professor with the Institute on Family and Neighborhood Life. She taught at the School of Medicine of the Ibero-American University (UNIBE) and led various disease prevention and control programs at the Ministry of Public Health in Santo Domingo, Dominican Republic, before coming to Clemson.

In March, 2013 and 2014, Moore hosted a study abroad trip to the Dominican Republic where Clemson students volunteered with public health practitioners to assist Dominican families. The students performed extensive research on public health issues prior to traveling

abroad, where they worked first-hand with low-resource and low-income families. This combination of traditional in-class instruction paired with the trip's experiential learning provided an invaluable opportunity for students to understand how cultural traditions, practices and beliefs influence the health and well-being of a community.

Due to the success of the 2013 and 2014 trip, Dr. Moore is planning a full Creative Inquiry Study Abroad program titled "Building Healthy Communities." This will begin as a course in Fall 2015 and will include a Spring Break trip in 2016. The program will focus on expanding students' knowledge on human development and family life in Latin America and the Caribbean, and will allow students to recommend actions for community health improvement.



Clemson students will work alongside UNIBE students on developing various reports, including a community health assessment, an assets map, and a community health improvement plan for research. While Dr. Moore has worked mainly with Foreign Language and International Health majors in the past, she hopes that Building Healthy Communities will attract students from a variety of disciplines who are interested in empowering communities through collaborative work. "This Creative Inquiry will tap into all factors at various levels that need different expertise—not just healthcare," Dr. Moore explained. "This project will incorporate interdisciplinary student teams from all majors and with different sets of knowledge to contribute to a holistic approach. All of this is born from a desire to achieve well-being."

*Professor Arelis Moore de Peralta speaks to her class about Latin America.*



"The purpose of this creative inquiry is to expand students' knowledge on the determinants of communities' health and well-being by examining the socio-cultural context in human development and family life in Latin-America and the Caribbean (LAC) with the purpose of recommending appropriate courses of action for improvement; under the healthy communities' and socio-ecological frameworks. This CI project will engage CU students in a reflective critical thinking learning process, which incorporates service learning opportunities, to study the health situation of a selected poor community in Santo Domingo, as well as recommending actions for improvement."

-Profresor Arelis Moore de Peralta





# Student Perspective: building healthy communities

Mahwash Husain, who attended the Dominican Republic trip in 2013, provides her perspective on the service-learning experience.

*Q: If you could give one piece of advice to someone who is going on the trip, what would it be?*

A: When traveling anywhere abroad, I think the most important thing to take with you is an open mind. As exciting and thrilling as it is to immerse oneself in new cultures, doing so also comes with a level of stress, confusion, and homesickness as a side-effect of unfamiliar social norms and traditions. However, the experience is breathtaking and life changing.

*Q: What was the most valuable lesson you learned on the trip?*

A: The true meaning of service: service is not about bringing things to others, but rather meeting them where they are. In the end, both parties are left with newfound knowledge, new friendships, and a beaming feeling of being part of something whole. I learned this while volunteering at the dining. At the end of the day they left me with so much more than I had expected.

*Q: How will this experience benefit you in the future?*

A: I aspire to become a doctor, but not one whose service is limited by geography, and certainly not by a patient's ability to pay. This trip was the first of many to come in my future with the same goal of service through medicine, and the trip very firmly reassured my goals and dreams.

## *List: Top 4 Experiences from the trip*

1. Assisting the doctors in the free clinics while practicing my medical Spanish.
2. I designed a hand-washing project for the children at the dining and they loved learning about it, and enjoyed the glitter activity that went along with it. It was awesome to have fun while educating them about personal hygiene!
3. Facing the struggles of gathering research abroad and witnessing the daily hassles of health care for patients and doctors was eye opening and taught me a lot.
4. The concho rides were very memorable. Conchos are taxis with a set route, something I had never experienced before. It is quite the cultural experience because you are crammed into a small sedan with blaring Dominican music, but the whole time we would just laugh and attempt to talk with the drivers. It really showed the loving and welcoming attitudes of the Dominican people.



# *Professor Prospective: building healthy communities*

The success of this past trip has inspired Arelis Moore de Peralta to conduct a Spring Break 2016 trip, and hopes to establish a semester long study abroad program.



*what are 3 words that come to mind when thinking about service-learning?*

Collaboration

Engagement

Development (of families and communities)

*what accomplishment has your service-learning program achieved in the past?*

The Building Healthy Communities is a new CI service-learning program. Therefore I do not yet have accomplishments to share. Thus far, I have been working in promoting the program and students' recruitment. Several students from various programs at CU, have contacted me to learn about the project. The project will initiative in fall 2015 with a regular course to plan the study abroad experience.

## *Goals:*

Spring Break 2016

Study Abroad in Las Malvinas II in Santo Domingo, Dominican Republic including:

- Data Collection
- In-Depth Interviews
- Focus-Groups
- Volunteer work at Primary Health Care Units (UNAPs) and an orphanage.
- Visits to cultural and historical places

## *rest of spring 2016 semester:*

(Team sessions with a faculty leader)

- Finalizing the Community Health Assessment (CHA) Plan
- Preparation of the Community Health Improvement Plan (CHIP)
- Poster Presentation at HEHD Research Forum
- Potential presentations at conferences (TBD)
- Remission of CHA and CHIP to corresponding authorities in the DR (participating nonprofits, Provincial Health Directorates, Community-based associations)





# *Digging Deeper for Healthier Communities*

By: Nicole Burkart

Tonight, take a glance down at your dinner plate. Is it a home-cooked meal or a burger from a fast food drive-thru? What are you really eating? More importantly, where did that food on your plate come from?

This question of “where” changed Kathleen Peek’s outlook on food consumption and the community. As a Clemson undergraduate Architecture Major, Peek has devoted much of her senior year to a desire to strengthen the local food movement through the Feed & Seed project, stemming from her devotion of past experiences and involvement within the community. Feed & Seed is a South Carolina non-profit project that collaborates students, faculty, and over 100 organizations to create a community solution for healthy-food access problems in the upstate of South Carolina.

The problem: Many residents in the upstate live on a small budget and do not have access to grocery stores in their surrounding area, which often makes fast food the most reliable option for a cheap and filling meal.

The solution: Create a working urban food hub that connects local farmers with individuals who have limited access to healthy food options. “People don’t know where their food is coming from, and a lot don’t know their farmers anymore. Our objective is to bridge that gap,” Peek said.



*Completing work on the Feed & Seed farm.*







*Feed & Seed farm entrance.*

The Feed & Seed organization plans to build a centralized food hub conveniently located to serve all ten counties in the upstate. According to the USDA's Regional Food Hub Resource Guide, a food hub is a "business or organization that actively manages the aggregation, distribution, and marketing of course-identified food products primarily from local and regional producers to strengthen their ability to satisfy wholesale retail and institutional demand." This food hub is an economic development tool to strengthen the market for local farmers by connecting them to what the market demands. In doing so, food is made more local and available at affordable prices.

The mission of this regional project is to improve the local food marketplace and create a better bridge between farmers and local residents by making healthy, sustainable foods available in schools, hospitals and other public facilities. Clemson students and faculty from across campus are involved along with other area colleges and universities.



*Feed & Seed "Organic Farm" sign.*





Peek explained, “A lot of low-income individuals don’t have access to fresh, whole prepared foods because of area restrictions. So for example, putting community gardens at gas stations can strengthen the local food market, while also creating a healthier environment and educating the community.”

Clemson students from multiple disciplines including communications, health, and marketing have contributed research for this project. For example, Dr. Travers Scott, Assistant Professor of Communication studies, has conducted a survey of Upstate farms and markets with his students in support for this project.

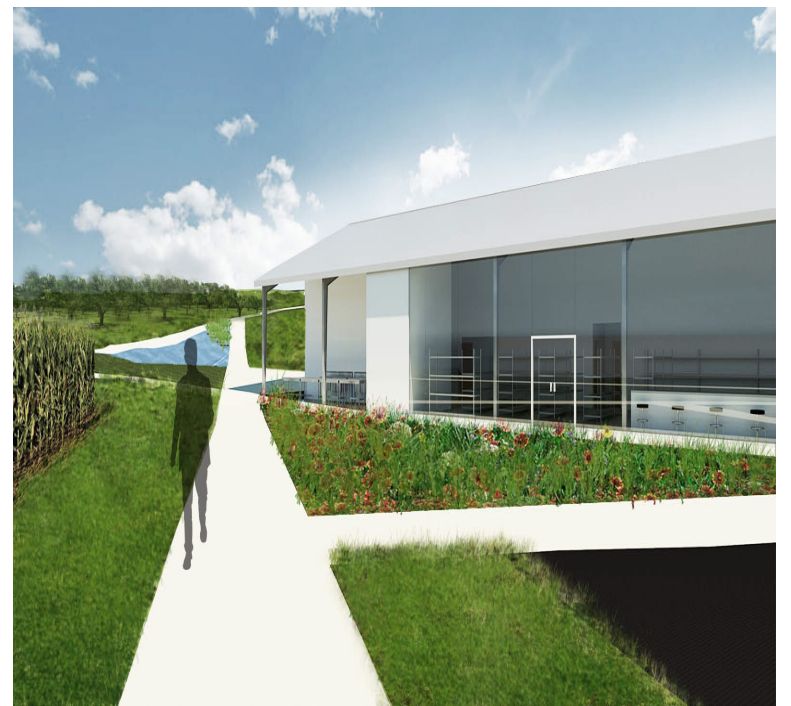
Peek’s research is underway to meet this goal along with several other professors and students within the Architecture and Agricultural Department. “Primarily, I have been in charge of compiling information and creating informative presentations and publications. So far, we have been accepted to three conferences to present for Feed & Seed,” said Peek.

Sallie Hambright-Belue, a researcher and Assistant Professor in the school of Architecture at Clemson University, and a sustainable farmer herself, serves as one of the design facilitators for this project for the studio that she conducted.

Her goal: To focus on the collaboration of architecture and agriculture to design the urban food hub. “When cities are planned, instead of thinking about where our food is coming from, our thoughts are focused on where we are going to live and work. It’s extremely important to know where the food is going to come from because we all eat. It’s on us to be thinking about how places are going to be sustainable,” Hambright-Belue said.



*Central Marketplace.*



*Urban Farm.*



*Community Garden.*





*Feed & Seed entrance.*

At Clemson, architecture students who are involved with Feed & Seed are vital in the design and construction for the food hub and the community gardens. The Clemson liaison to Feed & Seed, Mary Beth McCubbin, a former faculty member from the Landscape Architecture department said, "There is a real lack of access to healthy local food. We're better connecting the farmers to the market and the markets to the people. There are multiple, effective organizations doing wonderful work with farmers' markets, urban gardens, farm-to-school programs, children's health, education, etc.— we are building partnerships with them."

*"Students are learning about the world  
around them."*

Five years down the road? Hambright-Belue and McCubbin share similar goals to ensure there will be a fully operating food hub in the upstate as well as avenues for researchers and students to continue working with and improving the organization. "In all cases, students are learning about the world around them. This project raises consciousness and gives understanding to give whatever gifts we have and use it in a shared way," McCubbin said.

Feed & Seed asks the question: "What can design offer the local food community?" This organization creates an outlet to offer sustainable, locally grown food to educate and build a healthier community. With the design and creation of these urban farms, there will be more healthy and convenient outlets for sustainable food purchases at local gas stations. Instead of the drive-thru burger for dinner, wouldn't you prefer to know where your food came from? Feed & Seed provides a solution to this problem with sustainable, local-food coming straight from the farm to your table.





# *WE'LL ALL RIDE ON: BIKE RIDES BRING COMMUNITIES CLOSER*

By: Chris Diorio

“It’s more than just a bike ride,” Assistant Professor Wanda Taylor confides to me over the stark white table we share. We sit inside a mock hospital ward on the second floor of Edwards Hall. The bleach-cleaned surroundings seemed to add vibrancy and weight to Taylor’s words—the words of someone with an admirable care for others.



*The bike club allows younger students to interact with their older Clemson mentors.*

“Those rides became a chance to understand and blend different cultures and communities,” she affirms. In that bare-white room, I learned a lesson on the complexity of diversity and how time spent on a bike trail could translate into time spent learning to care for others. The Fundamentals of Nursing course is offered to accelerated second-degree nursing students during their first semester in order to introduce them to the basic principles and practices of professional nursing. Taylor began to notice an ironic flaw with the program as her students began to delve deeper into their coursework. With the same care she projected throughout our interview together, Taylor expressed her concerns about her students’ well-being.







*The bike club poses with their student mentors.*



*After a quick break, the bike club is ready to continue the ride.*

“I found that students began caring so much about helping others, they stopped paying as much attention to their own wellness.” In order to create a program where students could practice simultaneously caring for others and themselves, Taylor reached out to the Momentum Bike Club located in Greenville, SC.



*Carly DeBruhl and the bike club riders stop at a playground mid-ride.*







*The bike club brings kids from different schools in the Greenville area to ride together.*

“We had trouble recruiting members,” Taylor explained. “It was difficult getting this new and different community to accept our students and their program. We needed help reaching these families.” The answer came from local church group leaders in Greenville who believed in Taylor’s cause.

After partnering with prominent members of the community, the Momentum Bike Club began to flourish. “We began with only a few girls, but now the program has grown tremendously,” Taylor said.



*Students ride their bikes through the suburban paths in Greenville, SC.*





«The kids  
love  
the rides.»



*Students continue to ride through the path in Greenville, SC.*

“The kids love the rides. It gives them something to do,” graduate nursing student and bike club mentor Carly DeBruhl said. DeBruhl has fun with the younger girls she rides with, joking that they all ride to burn calories and get in shape for summer.

After beginning the program with only a few members, the bike club has grown into double digits, with multiple biking groups partaking in different degrees of difficulty. The future for the program is bright, as Taylor plans to continue and hopefully grow the program in the coming semesters. “Once people realize you’re committed to them and not just acting for yourself, that’s when you can begin to build relationships,” Taylor said.







By: Gavin Oliver

Scott Brame has been a professor at Clemson University for 20 years, but the last place he wants to be is in the classroom.

As part of his course in environmental science, Brame and his students have been spending time outside the classroom in the area surrounding Lightsey Bridge on the east side of Clemson University's campus.

Brame—a former petroleum exploration

geologist and current assistant professor in the Department of Environmental Engineering and Earth Science—is working with students in his Environmental Science and Policy (ENSP 2000) class to restore the integrity of a local ecosystem. In the watershed around Lightsey Bridge, the first priority is in removing invasive species. This work is being coordinated with fellow Clemson assistant professor Cal Sawyer.



Site where students have piled removed invasive species.

*«it's called  
community stability...»*



Silverthorn Invasive Species.





Brame’s class seeks to remove the invasive species that now choke the forest adjacent to the stream, especially silverthorn bushes with their inch-long thorns and other non-native ornamental bushes like nandina that escaped from cultivation and have overtaken the natural system.

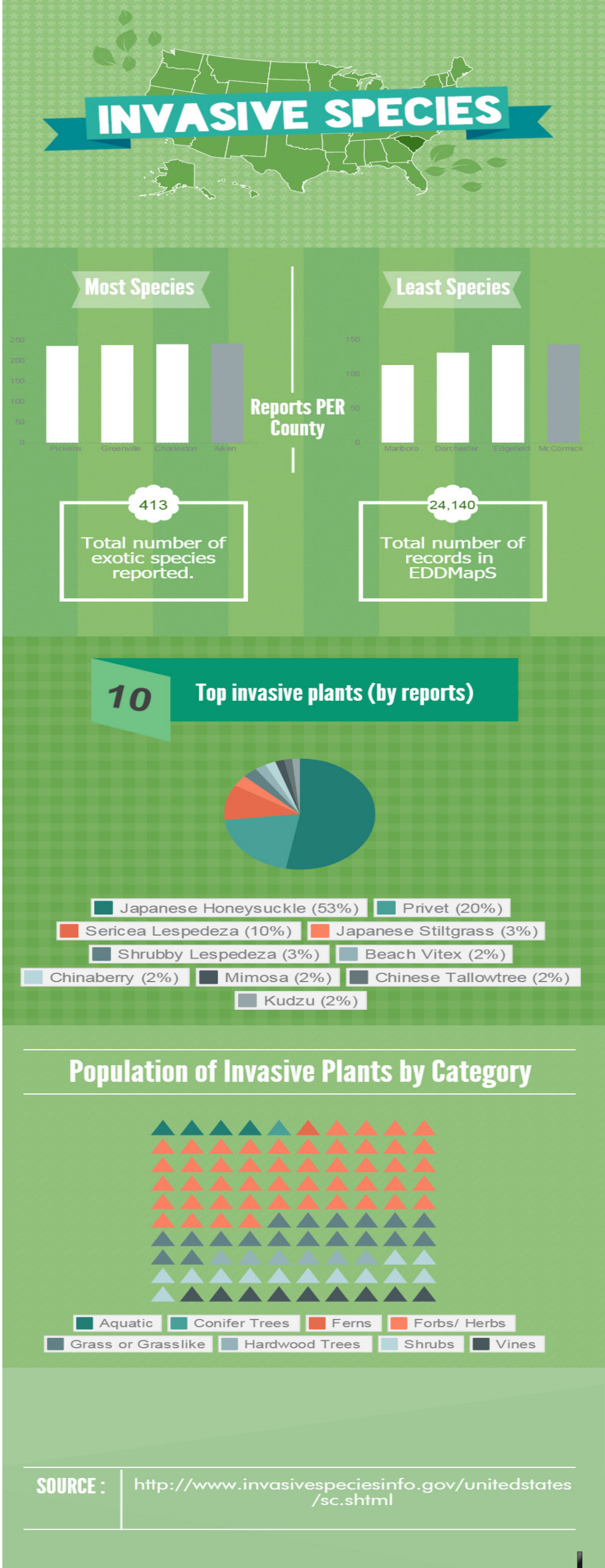
Sawyer, Associate Director of the Center for Watershed Excellence, received a grant from Clemson University to restore the watershed. Sawyer’s vision is to establish a natural state that would create favorable growth conditions for native species.

“The native species can’t compete with the invasives,” Brame said. “The non-native species grow too fast. They don’t have natural predators. Left alone, they crowd out native species and will eventually dominate the ecosystem.”

Removing invasive species is beneficial to both the ecosystem and to people roaming Clemson’s campus. Intrinsically, the removal of invasive species in the ecosystem allows plants to reach their natural stability and the ecosystem as a whole to progress in a natural state as much as possible within its location on campus.

“It’s called community stability, and it’s going to be an unstable community until we remove those plants,” Brame said. “Once you establish the plants, then insects and animals can also become a part of that community. It’ll never be a fully functioning ecosystem because it’s still pretty much in the middle of a developed area, but at least it will look natural and it’ll have the ability to restore as much as it could.”

Futhermore, an area free of invasives means there is potential for the ecosystem to become an enticing spot that members of the Clemson community can enjoy.





“These areas that have been invaded by invasive plant species, they’re not appealing to people,” Brame said. “Ideally, this would be a nice, open, normal-looking watershed with a path and maybe some benches, and people could enjoy it. It would be inviting. In its current state, it’s not. So there’s sort of the human aspect of it.”

Brame hopes to continue engaging students in this project and to provide hands-on experiences for students in ways that directly benefit ecosystems as well as the students’ GPAs.

“I’ve never actually done a service-learning project before last semester, not like this,” Brame said. “I’m out here with the students in the field, working side by side. My goal is to cultivate a relationship with them beyond what they would get just by interacting with me in a formal setting like a classroom. I believe that experiences of this nature give students an extra dimensionality to the material we talk about in class.”

Lindsay Seel became a part of this hands-on service-learning experience last semester. Walking towards the site with her peers on the first day, she was surprised by the sheer number of invasive plants Brame said needed to be removed. However, just two hours later, she looked upon an improved ecosystem. Seel said the hardest part involved cutting free the deeply entangled bushes and untangling the vines that had wrapped themselves around native plants.



*Pile of removed invasive species.*





“Once the group got into a groove, though, it was extremely satisfying to pull a whole plant out and drag it away,” Seel said. “At the end of two hours, the amount of difference we made was definitely noticeable, and it was cool to know that I was part of that.”

Besides benefitting Clemson’s campus, Brame feels his class is benefitting from the process of experiential education, and this is evidenced furthermore by the annual field trips he leads. In March, Brame accompanied the Geology 3750 class as it investigated the geology of Andros Island in the Bahamas. In May 2014, he led a class to southern Utah and in June 2015, he will take another group to examine the geology and ecosystems of western Oregon.

While the locations and tasks involved in Brame’s projects vary, he constantly strives to achieve the same goal of conserving ecosystems while also teaching students the importance of the work before them.

“Instead of being a dispassionate scientist who never takes a stand, we need to get involved,” Brame said. “The lesson of conservation biology is that you have a responsibility to take action when you know more about an issue than the average person. You understand the consequences of not being involved.”

Back at Lightsey Bridge, Brame pointed to the expansive land surrounding the stream and expressed there is much more work to be done — enough, he said, to keep him and his classes occupied for the remainder of his career at Clemson. “I’ll probably be doing this until I retire and still not be finished.” Brame said.



Group 1 with a thick density of silverthorn on the hillside behind them.



Group 2 at the beginning of their work with some of the hillside cleared out by Group 1.



Scott Brame talks to a native basket maker during a week in the Bahamas.





*Cayce Helderman and Jane Gragg want to share their experience in Scott Brame's class.*



*Cayce Helderman*

*What is your  
favorite part of the class (ENSP  
2000)?*

While I really like the class as a whole, my favorite part would have to be how Dr. Brame teaches the material. Dr. Brame engages us with the information. I like the fact he makes us really think about the problem at hand and just doesn't list off facts. He uses a lot of visuals and makes us really think about what that visual is trying to represent.



*Jane Gragg*

*What is your favorite part of the  
class (ENSP 2000)?*

My favorite part of this class was learning about topics that I wouldn't normally come across in my major classes. As a Polymeric Materials Engineering major at Clemson University, I learn a lot about how materials are created—both on a molecular and physical level, and what bi-products they produce. This class has informed me about the effects that products have on the environment after they have to be discarded, and when they are being made. A message that I have received from the class is to be aware that things are not always as they seem. In order to live our normal daily lives, so much energy must be spent. That energy must be taken from somewhere, and it is being taken from the Earth by loss of biodiversity and increased pollution. I am also a member of the Clemson Biofuels Creative Inquiry team. This semester, ENSP 2000 and Biofuels both have given me a new outlook on my role as an engineer. I am now very aware that my decisions as an engineer will make an impact on the environment and on other lives.





*Clemson Curates Exhibit.*

# *CLEMSON CURATES: EXPERIENCE THROUGH EXHIBITION*

By: Emily Gach, Lacey Firestone and Lea Anna Cardwell

Clemson Curates is a program designed to increase collaboration across the University community and to promote the arts throughout the region. Faculty partner with the Clemson Center for Visual Arts to teach experiential-learning classes in which students learn to write in multimodal contexts and for a real-world audience, all while promoting civic engagement. The Clemson Curates program welcomes students and faculty from all disciplines and supports the University-wide initiative to emphasize writing across the disciplines.

The interdisciplinary program was designed to teach Clemson students of all majors how to construct practical arguments and how to consider visual rhetoric and the arts from multiple perspectives. John Morgenstern, Faculty Fellow and Clemson Curates project facilitator, led an undergraduate Honors Accelerated English Composition Course in Fall 2014 that partnered with The High Museum of Art in Atlanta, GA, to host an art exhibit on Clemson's campus.





The students were responsible for conceptualizing, organizing, curating, and promoting an exhibition of regional MFA artwork called Corporeal Complexities: Bodies in Process, which ran in the Lee Gallery from December 10 to January 30, 2015. Constructing and curating the exhibit allowed students to develop arguments around which works should be included in the exhibit, how the works should be displayed, and how the exhibit should be promoted—a form of argumentation that students are not exposed to in everyday classes.

Morgenstern's course provided an experiential service-learning opportunity by teaching students hard skills like how to work with Adobe design tools, how to write press releases, and how to develop and execute a marketing strategy, as well as soft skills like professionalism and collaboration. Through curating the exhibit, students were able to serve the community by bringing culture to Clemson. Morgenstern explained, "Our partnership with The High Museum increases the visibility of Clemson as a regional leader in the arts. I believe that the arts can strengthen community, which I count as among the many successes of the course."

*Students  
prepare Clemson  
Curates material.*





## Meredith Ellis on Clemson Curates...



Meredith Ellis.

Every student in Clemson Curates was assigned one or two artists to collaborate with in order to create a write up and description on their piece in the gallery. Each student also had one or two additional tasks that they worked on, ranging from media announcements, to web site creation, to photography! I was fortunate enough to be in charge of photography, so I carried around a big camera and snapped students and artists all day. It wasn't quite that simple, but the goal of the photography team was to photograph the process of putting the exhibit together, so that we could share photos on Facebook, Twitter, and in press releases. I also was able to meet with some of the artists and snap pictures in their studios, as well as when they put their art on display. I will attach a few photos below.

Some of the tasks that came along with role of photography included compiling head-shots, creating a Flickr for all the students to access photos, group shots, taking pictures of the gallery as pieces were added, and choosing photographs for the website and press releases.

Each student chose different roles on different teams. This was incredibly successful because each student had to ability to work on something that interests them. I had two other students who assisted me in photography, as well as any other tasks they were assigned.

My favorite part of this class was the end result. All too often, we are unable to see how scholarly work is applied in the "real world." Having the opportunity to actually make this exhibit come to life and see our work on the walls was incredible. I invited my family to come see the exhibit, even though my contributions were very small.

## John Morgenstern on Service...



Faculty Fellow John Morgenstern oversees students preparing Clemson Curates material.

In essence, the students learn a set of hard skills (Adobe design, writing press releases, writing for a real-world context, etc.) and soft skills (professionalism, collaboration, etc.)—that's "experiential." By curating an exhibit and bringing culture to our community, they also perform a service. You're right that this isn't a class where students build hospitals in the developing world, but they serve our community at home. There's a comparison to be made with service-learning courses where students partner with local businesses—they're serving industry and saving the company on labor while getting some experience/training.





# Q & A with Joseph Litts...



*Joseph Litts.*

**Q: What did you consider your role to be within Clemson Curates?**

From a literal perspective, I served as a P.R. contact/coordinator and as a project manager, ensuring that everyone had access to what they needed when they needed it.

**Q: What do you value most from your experience within Clemson Curates?**

My career goal is to be a curator, so Clemson Curates provided me with practice. It also helped me to realize that I did not want to be on the non-curatorial career path that I had been.

**Q: What were two or three major tasks you took on within the project?**

Within the project, I worked on the main press release and coordinating the contact information between our media platforms and the gallery at Clemson. I also worked on several catalogue entries for artists who had their work exhibited, and I worked to edit and revise some of the social media posts before they were uploaded.



*The Clemson Curates team.*



*Students coordinating with artist to rep art gallery.*





# A Different kind of storytelling:

## Drama students Get creative in the classroom to promote literacy

By Marissa Kozma

### AS AN ACTOR, THE FIRST

thing Acting and Theatre Appreciation Professor Kerrie

Seymour tells her drama students is to think of the audience. Your responsibility is to engage that audience, and make sure that they believe you are telling the truth—the scene unfolding in front of them is real. The characters are real. This story, if only for a mere moment of your time, is actually quite believable. This is what makes for successful acting.

But actors sometimes forget this. In the wake of auditioning and competing for the limelight, it is easy for some to get caught up in self-marketing and neglect to remember the audience's importance. For Seymour and the nine students in her service-learning class "Literacy and Storytelling," one of their goals is remembering to do just that.

**The solution?**

**Four-year olds.**



*The joy of reading.*



*Senior theatre major Lauren French reads Anansi the Spider: A Tale from the Ashanti to a 4K class at Central Elementary School.*





“A lot of times actors have this reputation for being show-offs or for being really self-involved—always asking themselves, ‘What’s next for me?’ And so I thought that it would be a really great opportunity to engage our student actors in particular with the act of using their talents for someone else,” Seymour said. “I’m a person who believes that as an actor you are performing for the audience. It’s great for yourself too—it’s fun and it’s rewarding. Otherwise, we wouldn’t do it—but we do it to tell a story to other people. There is no way to be selfish when you’re reading a story for a child, and so I said there’s this need and I think theatre can help fill in a gap.”

Seymour’s idea for the project came from other theatre companies she had heard of, and their own missions to spread community outreach—something that she learned Clemson didn’t have in the Performing Arts Department. But it wasn’t until her own nine-year old son’s experience in

school that she decided the main focus would be working with kids.

Seymour’s son started at McKissick Elementary in Easley, and the transition from his former school in Greenville County was a drastic one. “As I was researching the school he was going to go to, I was seeing things like 76% of the students there get free or reduced lunch, and I started asking myself, ‘What does it mean when there’s financial need at an elementary school?’” Seymour said.

Most of the students in the 4K classes that Seymour and her students are working with are need-based, meaning that they are considered at-risk for failure in school.

Many of the children have learning disabilities, have a language apart from English as their primary language at home, and/or come from low-income households.



*Seymour’s students read and act out a story to Central Elementary School.*

«I’m a person who believes that as an actor  
you are performing for the audience.»





Seymour says she chose 4K classes specifically because 4K classes in Pickens County and throughout most of the state are need-based first.

“Parents apply to join the 4K class, then they fill up the class if there are any other spaces left with non need-based students,” Seymour said.

Seymour expressed to her son’s teacher that she was concerned with the removal of the daily reading logs. She was surprised to hear that the reason was not because the teachers felt it was unnecessary, but because the children were having a hard time completing the assignment for a grade when their parents weren’t home to help them.

“Often times, having income problems has a link to having literacy problems and learning deficits,” Seymour said. “Usually not because of any lack of intelligence, but simply because the parents are working 2-3 jobs trying to keep the family afloat. So when do they have time to read to their kid?”

The lack of reading time at night isn’t the only problem. Some of the children just don’t have available reading material at home. Parents in certain income situations may not know that the library is free, may have a hard time getting to their local public library, or may be worried about a 10 cent per day late-fee on overdue books.



*The joy of reading.*



*Kerrie Seymour's students practice their acting skills for a 4K class at Central Elementary School.*





# LITERACY

## REPORT

What does it mean if there's a financial need at an elementary school?

### South Carolina Literacy



Allendale County (20%)	Pickens County (9%)
Oconee County (9%)	Fairfield County (16%)
Lexington County (7%)	Anderson County (10%)
Greenville County (8%)	Sumter County (12%)
South Carolina Average (10%)	

Percentage lacking basic prose literacy skills in sample counties compared to the state average. (Source: <https://nces.ed.gov/naal/estimates/StateEstimates.aspx>)

# 1000

Words known by the age of 3

# 4 BILLION

Approximate number of words heard by the age of 5.

# 300

Words known by the age of 3

# 1 BILLION

Approximate number of words heard by the age of 5.

### Language Rich Environment

a setting in which the child is surrounded by talk and has plenty of opportunities to communicate with others.



#### Time to Learn & Play

Children have time to interact with adults and time to read with them.



#### Classroom Setting

Children engage in a learning environment, like a classroom.



#### Access to Books

Children are able to get books from library or have access to books.

### Language Poor Environment

a setting in which the child is lacking in exposure of conversation and reading. The child has little opportunity to communicate with others.



#### Time to Learn & Play

Children do not interact with adults and do not read with them.



#### Classroom Setting

Children don't have access to a learning environment, like a classroom.



#### Access to Books

Children aren't able to get books from library and don't have access to books.

"Owing 30 cents because I couldn't get to library in time really does have a value in bread or milk and that never occurred to me," Seymour said. "We live in the land of being fortunate." Seymour also said that the numbers are astounding.

"A student/child that is in a financially-rich environment or even a language-rich environment tends to at the age of three know more than 1,000 words. A child in a language-poor environment typically knows 300," she said. "By the time a child is five in a language-rich environment, they've heard like 3 billion more words and it could be 700 'the's' but it's still billions of words. It changes the way you communicate; it changes the way you read; it changes the way you speak."

Seymour and her students want to change these numbers for their 4K classes in Pickens County, so they've begun getting the children engaged by making storytelling a bit more fun. Since most of the students in the classes are only just beginning to read, Seymour has her students practicing their acting skills on the four-year olds. She has them each select a children's book to read aloud and act like they would any other script for a production. Seymour also tells her students that their performance skills are going to benefit from acting in front of the kids.





“If they’re just reading it, they’re going to lose the children. They’re going to lose the four-year olds,” Seymour said. “They only have so much of an attention span.”

Sophomore theatre major Katy Hinton believes that having kids in the audience is sometimes more exciting than performing for her peers and adults. “My favorite part about working with kids is how creative they are. They have no inhibitions and are always ready to try any game with no reservations, which is something that adults do not do. I think their creativity is why it is so wonderful to allow kids to explore the arts because odds are they’re going to create something unique and exciting,” Hinton said.

The 10 books are rehearsed, and some of the students have even planned to wear costumes for their performances and have each other play different roles. Seymour has also had them create classroom activities to accompany each storytelling, so that the kids can become even more engaged. When asked about the structure of each reading, Seymour said that each book is different—one of the books is even catered to the bilingual students

in the classroom and is read in both English and Spanish. In addition to the 10 book presentations planned for Clemson Elementary and Central Elementary School, Seymour and her students have also been doing other things for the kids. Throughout the week of April 12, The Week of the Young Child, Seymour, her students, and a number of volunteers hosted a marathon read and spent 24 hours reading to young people. Seymour and her students are also binding books that the children write themselves.

“We’re trying to engage in as many ways as we can by storytelling and getting a child to not just hear books, but to actually engage with them—the same way you would engage in a story if you came into the theatre and were watching it unfold in front of you,” Seymour said.

“We’re not teaching them to read, we’re teaching them to want to read. All actors are storytellers. It’s in our blood; that’s what we do. And we get to bring that love to so many kids who might not even know they love storytelling,” Seymour said.



*The joy of reading.*



*Seymour’s students play outside with students at Central Elementary School.*





## Books that Seymour's students are performing

1. [Skippy John Jones by Judy Schachner](#)
2. [If You Give a Pig a Party \(English and Spanish\) by Laura Numeroff](#)
3. [The Dark by Lemony Snicket](#)
4. [Anansi the Spider \(Based on African folktale\) by Gerald McDermott](#)
5. [Are You My Mother? by P.D. Eastman](#)
6. [Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst](#)
7. [Goldilocks and the Three Bears by Robert Southey](#)
8. [The Little Red Hen by Margaret Zemach](#)
9. [The Giving Tree by Shel Silverstein](#)
10. [The Book with No Pictures by B.J. Novak](#)





# Self Service through Community Service

By: Kaitlin Smith

“The most rewarding part of being a Community Scholar is the opportunity to take a break from my academics and volunteer for a few hours a week while beneficially impacting our community,” said junior Shelly Kaur. The Community Scholars Program emphasizes civic engagement and community leadership, offers recipients the opportunity to learn about civic and community life, and allows students to combine public service activities with their Clemson experience.

The Community Scholars program began in 2005 and was funded through a Public Service Activities (PSA) endowment that Clemson University developed to fund a scholarship program designed for students interested in community service.

Incoming freshmen and transfer students are eligible to apply to the Community Scholars program. Students may apply in the fall of freshman year. If selected, the student officially begins the program in the

spring semester of their freshman year, and can continue in the program for the next 3 years. 8-10 new applicants are selected each year to participate.

In addition to completing 56 hours of community service each semester, Scholars participate in 4 one-hour credit Creative Inquiry (CI) courses each spring semester. Dr. Susan Limber from Clemson’s Institute of Family and Neighborhood Life serves as Faculty Director of Community Scholars and teaches the senior CI course.

Dr. Mark Small from the Institute of Family and Neighborhood Life teaches the junior CI course focused on international volunteerism and civic engagement, and Sociology professor Dr. Catherine Mobley teaches the sophomore course focused on American Civic Life and advocacy.



(left to right back row) Laura Wewers, Ian Dickerson, Meghan McDevitt, Steven Greene, Will Harley (front row) Shelly Kaur, Courtney Fink, Kiara Yeatman, Kaylee Browder.

“THE MOST REWARDING PART OF BEING A COMMUNITY SCHOLAR IS THE OPPORTUNITY TO TAKE A BREAK FROM MY ACADEMICS AND VOLUNTEER FOR A FEW HOURS A WEEK WHILE BENEFICIALLY IMPACTING OUR COMMUNITY.”





# 4 Years as a Community Scholar

"Freshman year was exciting because I learned about the variety of volunteer opportunities and nonprofits in the Clemson area. I researched and visited places in the area such as The Art Center and Clemson Child Development Center to learn about what they do and how I could help." –Shelly Kaur.

## Freshman

University as Community



This course focuses on what it means to be a volunteer in other cultures. The students go on an alternative spring break trip to the Czech Republic where they observe nongovernmental—or nonprofit—organizations and how those organizations are involved in community service.

"Every culture seems to have a different take on what a volunteer does and what service is." –Kathy Woodard

## Junior

Global Community



## Sophomore

American Civic Life



This course shows students why community service is necessary and how to solve the problems that lead to such circumstances

"The sophomore class's focus is on story of self and how each of us came to love community service." –Shelly Kaur

"You're serving in the soup kitchen, but you're finding out why we have soup kitchens in the first place." –Kathy Woodard

## Senior

Community-based Research

The fourth course is a community-based research project that allows seniors to understand what it means to be a volunteer after graduation and how they can continue to serve as a community member



designed by  freepik.com

Associate Director of Civic Engagement Whitney Brown teaches the freshman class, which introduces Scholars to the service opportunities available in the surrounding Clemson community.

Kaur explained the wide range of learning opportunities she has already encountered in the Community Scholars program. "I didn't expect to gain so much knowledge about nonprofit organizations and various types of community service such as relief, improvement, and social

reform," she said.

Kathy Woodard, Administrative Director of the Community Scholars Program, explains that the service hours benefit the students not only on a personal level, but also on a professional level.

"For example, if a student wants to be a doctor, he or she may want to volunteer in a free clinic. Their service can be valuable experience for the student to take into the next phase of their education, and also give them real-world situations to talk

about during their interviews for medical school or write about in their applications."

Being able to gain relevant experience while simultaneously helping the community seems impossible—business and service aren't exactly synonyms—so this advantage came as a surprise to Shelly Kaur. "I didn't expect to perform community service that pertains to my major, which is marketing," said Kaur.





“I recently became a Volunteer Social Media Coordinator for CommunityCode, Inc., which is a nonprofit dedicated to providing students with professional development, information technology fundamentals, and life skills to help them achieve their personal and career goals. It is super rewarding to help promote such a great cause while also developing my marketing skills.” Professional connections aren’t the only benefits enjoyed by Community Scholars. The program is also diverse, allowing students to work with like-minded people

from different disciplines. “It’s not major specific and is open to students from any major. For some students, this may be one of only a few interdisciplinary experiences that involves them with other upperclassman from different majors on addressing a community problem as part of a classroom experience,” Woodard said.

The relationships that students form during this program set the stage for the four years they spend at Clemson University, and Woodard believes that this experience has a huge impact

on some of them. “The Scholars meet in their freshman year. Many decide to live together in their sophomore year in the Civics and Service House Living and Learning Community, and then they have class with each other once a year for four years, and participate in the Civics and Service House (CASH) student organization.” she said. “Many of the Scholars consider Community Scholars and CASH their Clemson family.”



*Junior Community Scholars from Left to Right: Steven Greene, Courtney Fink, Kiara Yeatman, Laura Wewers, Kaylee Browder, Meghan McDevitt, Ian Dickerson, Shelly Kaur, and Will Harley.*





# *Clinics, Camps & Community*

## Women's Health - Graduate Students Lend A Helping Hand

By: Chris Diorio

Rosanne Pruitt spent a majority of her professional career working with underserved populations and community health. She specializes in community health nursing and primary care, and she followed her own personal philosophy into those fields. "I love service-learning," explained Pruitt, "and if I made the world a better place then it means I was a success." When the opportunity came along to expand Clemson's community sites to the graduate program, Pruitt started an encompassing program that allowed her students to partake in every aspect of community health, ranging from the South Carolina State Senate house to her patients' homes.

Pruitt partnered with the Sullivan Center, an academic, nurse-managed health center at Clemson University, with the goal of expanding their capability so every graduate student in every clinical course would have a service-learning experience with an underserved population. In order to offer the proper learning experience, Pruitt chose to work with the Best Chance Network clinics - a group of medical clinics that offers free services such as breast and cervical cancer screenings to patients in need. Every graduate student taking women's health had the opportunity to spend at least one day providing health care services to low income women, an opportunity Pruitt believes offered valuable experience for students who traditionally only learn from behind a classroom desk.

"The students learn about all aspects of the program and participate in the assessment and clinical exam. They have an opportunity to work with interpreters and others to help the women set personal health goals," Pruitt explained. She described the gratitude the patients showed her students, and she believes that experiencing and understanding those feelings is very important for potential doctors and nurses. Supporting this same cause, Pruitt also teaches a course in the spring semester that allows students to provide care in either free or rural health clinics.

In order to provide as many different service-learning experiences as possible, Pruitt also created a partnership between the Sullivan Center and the Boy Scouts of America. This partnership allows students to provide free sports and scout camp physicals for Boy Scouts and their leaders in the fall and late spring semesters.

While the experience of working in the field is valuable in order for students to understand what a career in healthcare might offer, Pruitt believes that understanding lawmakers and policies that influence their profession is equally important. In order to create an all-encompassing service-learning program, Pruitt also works with graduate nurse practitioner students to set up lobbying initiatives supporting a current bill in the South Carolina House and Senate.





According to Doctor Pruitt, “This bill would allow nurse practitioners to provide care in the very rural areas of the state. Currently, outreach has been restricted with supervision guidelines so that nurse practitioners can only provide care if there is a physician who can serve as a supervisor close by, which creates barriers for the more rural counties in our state. The goal of this initiative is to facilitate care for medically underserved communities in our state. Pruitt has already led one successful trip to the South Carolina House to promote the presence of her nurse practitioners. “The senators acknowledged our presence to our group after the session was over. They said us being there really helped support the cause and they appreciated our involvement,” Pruitt said.

“In the policy course I was able to attend a legislative session at the South Carolina State House,” said graduate teaching assistant Jill McCreight. “This interactive learning experience increased my understanding of how I can be more influential in the political process. I not only look forward to participating in health care legislation, but also other areas of policy that contribute to our state.”

According to Pruitt, the program is far from over if students continue to work towards helping others. “Seeing that light turn on in that student where you understand that they get that appreciation for helping those in need, that’s my favorite part of this program,” Pruitt concluded. It’s easy to see her optimism for the future.



*Student nurses checking patients' heart rates, giving shots and laughing with their patients.*







Serengeti National Park elephant Students travel through Tanzania. viewing.



Wild Buffalo grazing the grasslands of Tanzania.

# *Tigers in Tanzania*

By: Tanzania Scarborough

## **What is privilege?**

It is not easily seen nor recognized, but as a student of Clemson University, it is generally a way of life. Privilege is being able to attend a prestigious four-year institution in pursuit of better economic conditions. But what's life like when you are stuck in poverty, with limited economic mobility, while starving for opportunity? Just ask the children of Dar Es Salaam, Tanzania. Thriving children, born into unfavorable condition, are eager to learn and incorporate new sustainable initiatives that provide means of obtaining an education. In the country of Tanzania, families are expected to pay for their children's education after the second grade, which is almost impossible for them to do.



Students in Tanzania.





# Tigers in Tanzania



*Students climb Mt. Kilimanjaro.*



*Students in Tanzania.*

Philosophy  
Biology Genetics  
Accounting Education  
Engineering PRTM Economics  
Business Chemistry  
Health Science Nursing

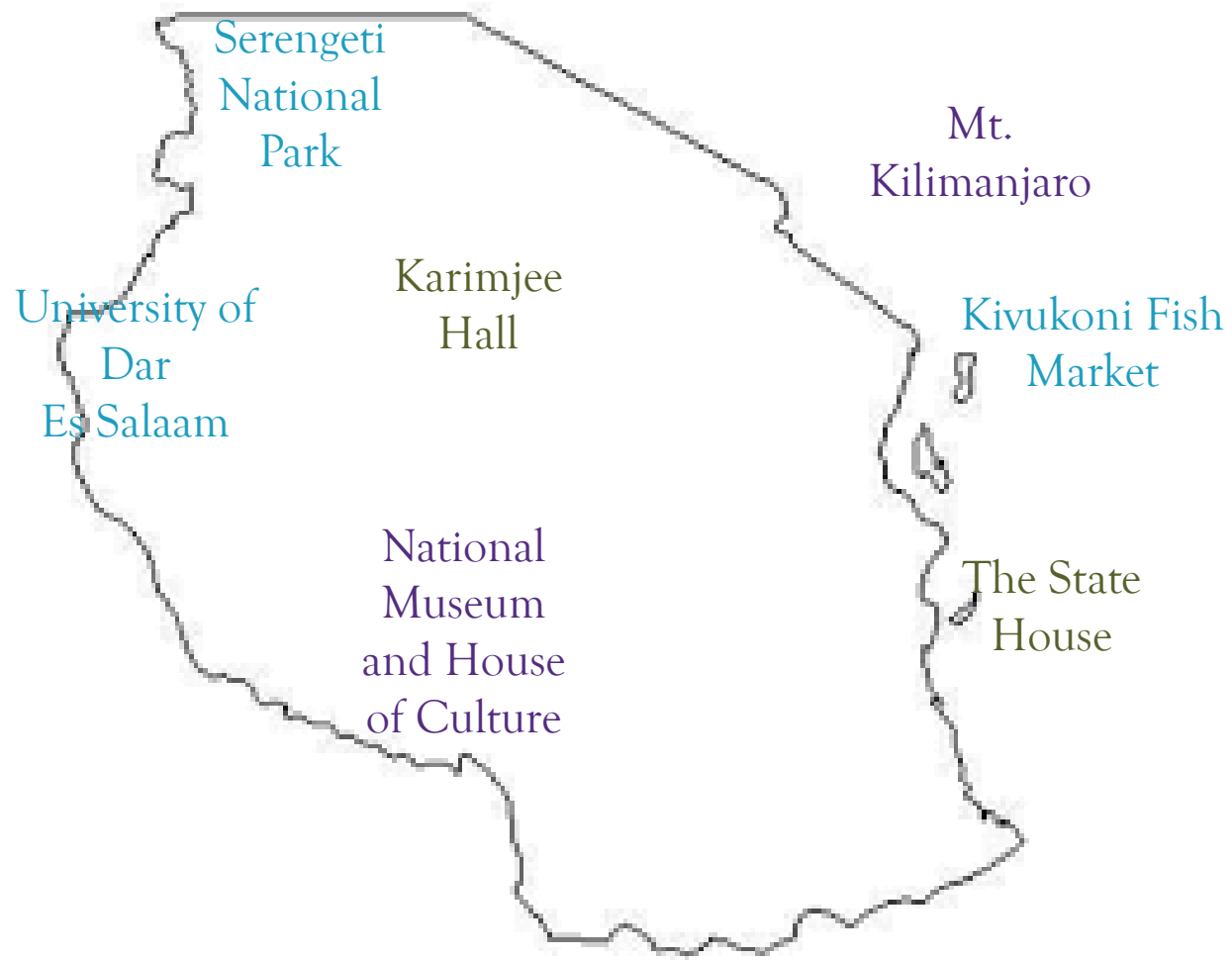
Tigers in Tanzania is a service-learning experience and more! The experience allows students to make their mark as Clemson Tigers by participating as active community members in Tanzania. They have the opportunity to innovate different avenues of sustainability to promote education and economic stability for underprivileged families. Because the program is not major specific, students have the flexibility and advantage of tailoring the experience through the implementation of resources and background knowledge about specific fields. In preparation for her upcoming trip, student Assatta Herbert said, “As a finance major, I plan to be involved in all of the service components of the trip and will be teaching math during the learning portions.”





Project leader Skye Gerald Arthur-Banning, explains one should not have an “I’m going in to save the world mentality,” but rather an understanding of the culture making all sustainable initiatives culturally relevant.

## 7 Things To Do in Tanzania



Zanzibar, Tanzania.

For example, students from the 2013 Maymester trip purchased a chicken for every family with a school-age child. The families are able to make money by selling the eggs, which provides a source of sustainable income and possibly a chance to further their child’s education.

Tigers in Tanzania allows students to evaluate their purpose as a citizen of the world as well as their obligations to marginalized societies by being immersed into a culture so rich and unique.





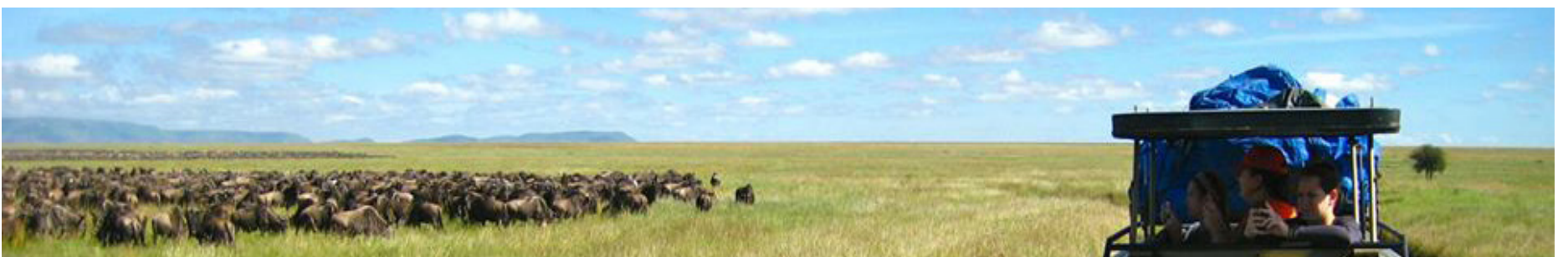


*Students safari through the grasslands of Tanzania.*

Students are expected to apply conceptual knowledge learned in the classroom while getting to know a culture's food, music, dance and other interactions. Students also have the opportunity to travel on a 3-4 day safari through the Serengeti National Park and get to observe some of the world's rarest animals like the Black Rhino and the Nile Crocodile.

The real work, according to Herbert, begins in the classroom. "In preparation for the trip, we have researched and presented on various subjects and topics related to the country and the relevant topics that we will need to be fully educated on for our success and safety while in the country," she says.

Herbert also expressed her reasons for choosing Tigers in Tanzania over other service-learning opportunities at Clemson. "I will have the opportunity not only to help others, but also to learn from the children in Tanzania and have fun while doing it."



*Part of the Migration in Serengeti, only estimated 500,000 animals in this group.*

*Tigers in Tanzania  
enculturating roaring students  
one service trip at a time.*



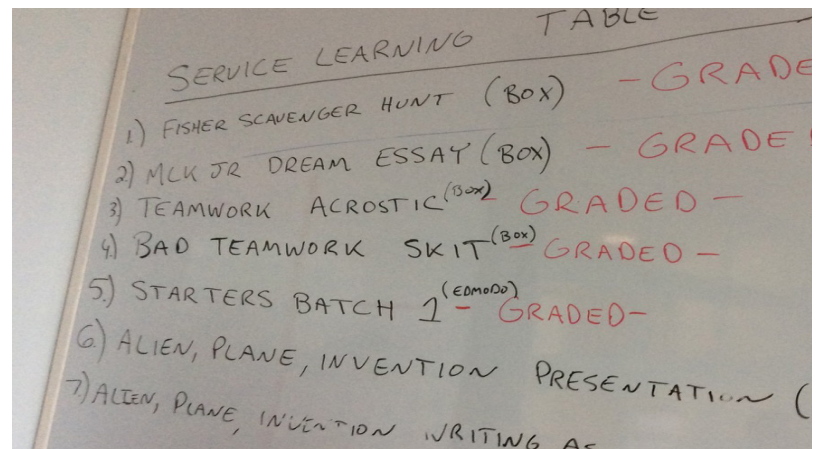


# Service-Learning in K-12

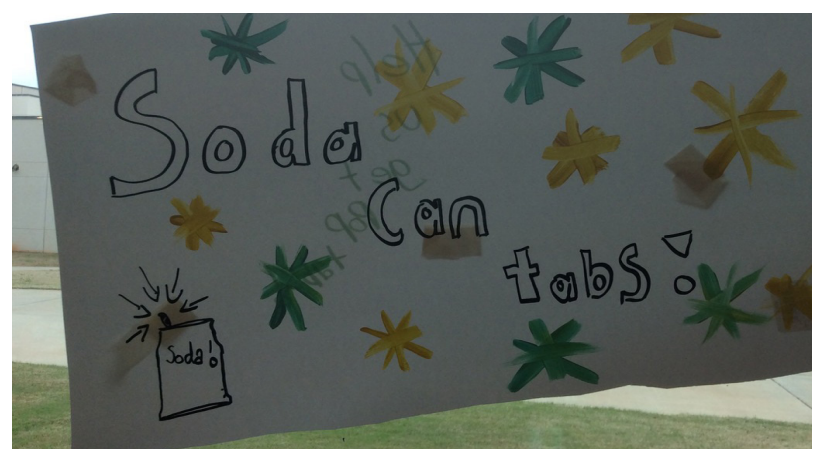
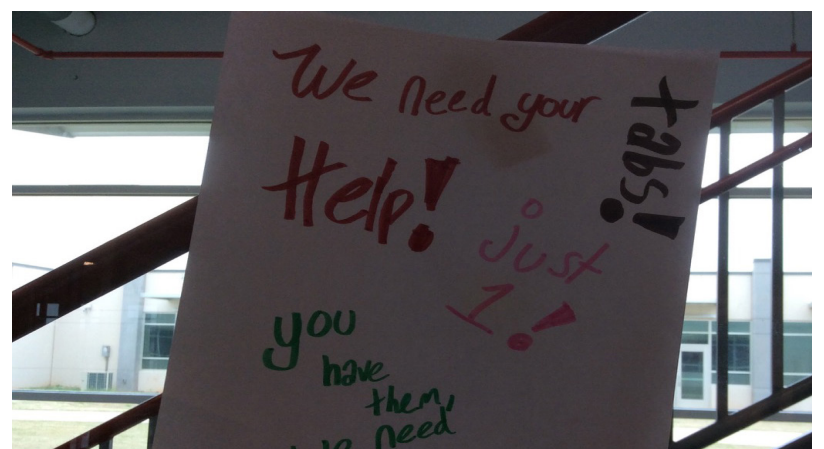
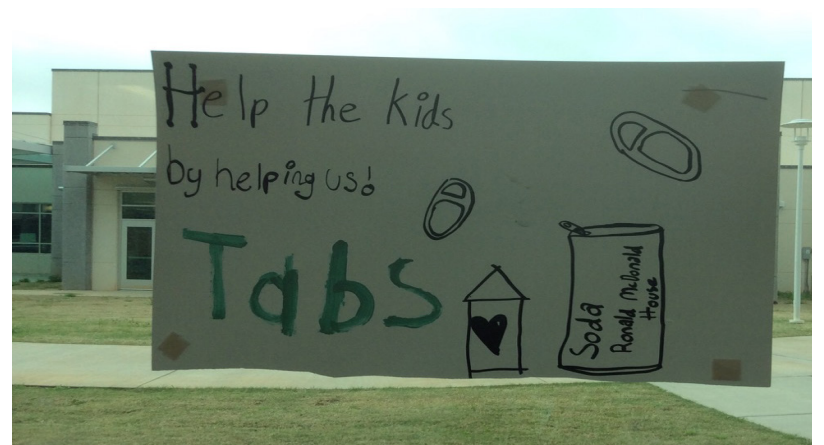
By: Emily Pruitt

This year, Faculty Fellow Cassie Quigley led a service-learning project known as “Service-Learning in K-12.” Quigley worked with teachers at Fisher Middle School in Greenville County, a brand new middle school that opened in Fall 2014, to help integrate service-learning into the curriculum. The project aimed to provide teachers with manageable, age-appropriate service-learning initiatives to help sixth-grade students begin thinking about service and its implications. Quigley hopes that the 330 students in these classes will be able to consider complex issues like hunger and poverty and begin investigating long-term solutions from an early age.

Students at Fisher Middle School participated in canned food drives, coat drives, soda can tab collections, and organizational fundraisers. Teachers incorporated these service-learning projects into the class learning objectives to provide a meaningful, active role for students to play in the service-learning experience. Quigley explained that K-12 educators are often overwhelmed with multiple duties, which can make service-learning feel like an additional weight to carry. However, this program is different because it focuses on implementing service-learning into the overall curriculum. This allows the teachers to create and enact authentic service-learning opportunities without taking time away from other duties. This approach provides a platform for teachers to educate their students on complex problems and to recognize the importance of service while still in the middle school classroom.



*A list of semester-long student projects.*



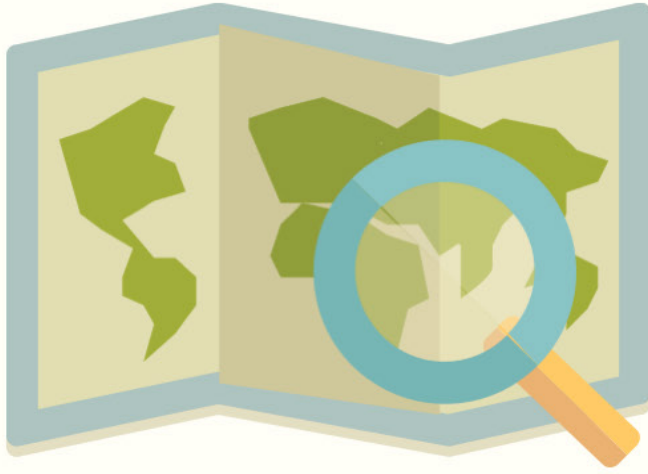
*Signs to advertise students' collection of soda can tabs.*







# SERVICE LEARNING ON YOUR OWN



There are several ways you can incorporate service learning into the classroom or with your family at home.



How do we solve the world's most complex problems?

## HOW TO HELP IN THE COMMUNITY

Collect non-perishable food items for donation to a local shelter



**CANNED FOOD DRIVE**

**SODA CAN TAB COLLECTION**

Students collect and recycle soda can tabs to raise money for Ronald McDonald House Charities to help offset the House's expenses.



**ADOPT A PARK OR HIGHWAY**

Adopt a local park or highway and be responsible for maintaining a section



Write cards and messages for children at a local hospital



**GET WELL CARDS**

**COMMUNITY LITERACY**

Read to younger children at a local elementary school and teach them how to read effectively



## WHY IS IT SO IMPORTANT?

To create specifically engaged students



To create students who participate in the community



To teach students why service in the community matters



To teach students how to get involved in important projects



To allow students to consider complex problems and to develop solutions



## Q&A with Cassie Quigley

Q: Where did you get the idea for this kind of project?

My background is in science education. Environmental education is truly one of those hybrid fields in that we are teaching kids to be activists, and service-learning goes hand-in-hand with activism. For me, it was never an add-on. Service-learning has always been a part of my teaching.

Q: Why do you think service-learning programs are so important?

Many high schools do service-learning projects, or certain societies and clubs do service-learning projects. Many schools hold a service-learning day for giving back to the community. I think it's important for schools to create engaged students and to create students who participate in the community. It really is about asking ourselves, "How do we give back to the community?" . . . "How do we solve the world's most complex problems?" Service-learning is one way to model this for students.

Q: What kind of positive effect has this had on you as a teacher?

I think, for me, it's about re-engaging the youth in these problems and not hiding behind the fact that these issues are racial and economic. It's important that youth understand those aspects. This isn't just a natural disaster happening, and it's not affecting everyone in the same way. When I am able to work with really young people who are able to see the disparity clearer than most adults, it's important to engage with them on these issues.

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Watch [Cassie Quigley explain](#) Service-Learning in K-12 at:  
[http://newsstand.clemson.edu/tv/service learning in k-12 schools avoiding the canned food drive mentality/](http://newsstand.clemson.edu/tv/service_learning_in_k-12_schools_avoiding_the_canned_food_drive_mentality/)





## Spotlight on Community Service....

# What It Means to be a T.I.G.E.R!

By Gavin Oliver

For Clemson student-athletes, being a Tiger means more than putting on a jersey, participating in competitions and attending class.

Student-athletes are held to a higher standard with the watchful eyes of adoring youngsters frequently looking on. The duty of being a Tiger means giving back to the community that supports Clemson athletics and reciprocating the appreciation and love the community provides throughout the year.

This is done in part by showing people what it means to "Be a T.I.G.E.R!"

Be a T.I.G.E.R! Field Day is one of the many community service events in which Clemson student-athletes take part. The Solid Orange Squad, a group of student-athlete volunteers, hosts the field day each year on the day of Clemson's spring football game. Participating students learn the character education program of Teamwork, Integrity, Gratitude, Education and Respect, while spending the day with Clemson student-athletes and competing for prizes in both physical and non-physical activities.

The Solid Orange Squad was created and once coordinated by former Director of Community Relations for the Athletic Department and former Clemson volleyball coach Linda White. According to the official site of Clemson University Athletics, the SOS is the first and only Division I University organization to incorporate a focused character education program in all student-athlete personal appearances, service projects and community work.



Rowers at World Habitat Day for Habitat for Humanity.

*"...being a Tiger means giving back to the community..."*



Be A Tiger Assembly.







*Be A Tiger Assembly where students were taught what it means to “Be a T.I.G.E.R.”*

One member of SOS, senior rower Kerianne Pacheco, knows the weight she and other athletes bear as role models to children in the community.

“It is important to teach kids about these traits so they can incorporate them into their lives and strive for the best in their futures,” Pacheco said. “As a Clemson student-athlete, children really look up to us for guidance, so it gives me pride that I can make a difference in their lives.”

However, with players juggling schoolwork, numerous hours of practice, competitions, and other team-related activities, it can be difficult to find time for community service events. Alexa Rand, graduate assistant for Student-Athlete Community Engagement, organizes the participation of student-athletes in community service as part of the university’s Student-Athlete Enrichment Program. In addition to having to work with the players’

schedules, some community groups request appearances by specific athletic teams, which makes coordination even more complex.

As a former Clemson volleyball player who made three Academic All-ACC teams and lettered four times as a four-year starter, Rand understands the life of a student-athlete and tries to balance that with the needs of the community.

Rand recalled one of her favorite displays of community service: a celebratory gathering of boy scouts in Jervey Gym, the indoor practice facility and rowing boathouse. “There were about 200 boy scouts who came, and we were just kind of honoring them and congratulating them on the work they’d done. We had football, volleyball, and rowing. It was this big event, and they got to go to all the different stations and hang out with them,” Rand said.





Boy Scout Day on Clemson's campus. Rowing, football, and volleyball assisted with this event.

*"The  
Student  
Athlete  
Enrichment  
Program is  
making a  
difference."*



Due to a desire of student-athletes to participate in community service and Rand's ability to coordinate the events, the Student-Athlete Enrichment Program is making a difference— and statistics show it.

In fall 2014, after Rand occupied her position, many of Clemson's 450 student-athletes came together to serve approximately 805 hours of service in the community and surrounding areas.

"I started here in August," Rand said, "and basically requests just started to come in, for anything from tours of athletic facilities or just reading to students at different elementary schools, stuff like that. I find athletes to do those events and send them out."

Numerous service opportunities are taken on by Tigers, including the Clemson football team's help in building a house in Anderson for Habitat of Humanity, which was later continued by rowers, and the Women's Tennis Team serving food to young people at the Collin's Children Home in Seneca.

Student-athletes are often the ones helping freshmen move into their dorms each year, as was the case of the Women's Basketball team last August for new residents of Clemson House.

In October, student-athletes from a number of sports spoke to students in the West End Zone of Clemson Memorial Stadium to emphasize the importance of education as a first priority.

Student-athletes also participate in Real Men Read, an organization that encourages the reading of books to young male students.

Integrating student-athletes from Clemson's 15 sports teams into an ongoing community outreach initiative is a complex process, but the focus of the program and those involved is simple: collaboration, service and hard-work. Rand and those in the office of Student-Athlete Community Engagement are bringing these goals to life.





# *Greek Life beyond Clemson University: building houses in order to Grow Together*

By: Emily Gach



Not many people can say that they have built a house from the ground up, let alone a house in a foreign country for a family in need. This past December marked Clemson Greek Life's fifth annual service trip to the Dominican Republic. The Greek Programming Board has partnered with an organization titled "Cambiando Vidas" each year to provide this service opportunity to students. "Cambiando vidas" is Spanish for "changing lives," something that certainly happens on this weeklong trip. Cambiando Vidas's mission is to help financially troubled families by building concrete-structured homes specifically designed to withstand hurricanes and tropical storms common to the Dominican Republic. Almost all of the money that each student raises to attend the trip goes toward construction materials for the home.



*Students work together to build a house in five days in the Dominican Republic.*





In completing the construction of a house from the ground up, students see the project through from start to finish, which makes this a very unique service trip. Junior communications major Curtis Wallin, who is now president of the Greek Programming Board, went on the trip in December and expressed how rewarding the completion of the house truly was. “On a lot of other service trips usually you don’t get to finish what you start,” Wallin stated. “We built a house for a family in 5 days without any power tools. That was incredible to me.”

When all is said and done with the construction of the house, the students are given the opportunity to celebrate with the family who will move in and live there permanently. The fact that these students are able to see the project from start to finish and to celebrate what they created gives this trip a unique edge amongst the many service trips Clemson University offers to students.

However, obtaining a spot on this trip is competitive and highly coveted. With over 4,000 Clemson students involved in Greek Life and only 12 spots available on the trip, students must complete an extensive application and participate in a thorough interview process.

Faculty members Stacey Garrett, Assistant Director of Fraternity and Sorority Housing, and Whitney Brown, Associate Director for Civic Engagement, take the lead in conducting these interviews.

The Greek Programming Board even mandates that no student or officer can attend the trip twice because so many students want the opportunity to work with Cambiando Vidas.

The rigorous application process was set in place as a result of the hundreds of applicants the trip receives each year, which only underscores the passion and sense of community this service trip creates.

While students provide an incredible service to the Dominican Republic families, this trip also equally enhances the Clemson University community. Greek Life at any university strives to bring people together and to create bonds of brotherhood and sisterhood, yet Greek Life students commonly become secluded in their respective sororities and fraternities. This trip allows students from across the 42 Greek organizations on Clemson’s campus to come together to contribute to a much larger cause.



“

*We built a house for a family in 5 days without any power tools.*

”

Clemson Greek Life students  
working on the construction of the house.





# 5 reasons to go on this Trip

## 1. Build an Entire House

One house. Five days. No power tools.

## 2. Fresh Food

There's a reward for working hours in the sweltering heat. As you begin your work on the house, some of the native women be-head, de-feather, and cook chickens all for your lunch. Talk about fresh.

## 3. The Nightlife

Become immersed in the Dominican culture, and party with the natives!

## 4. New Friends

Not only do you meet and learn about the locals, but you also have the opportunity to meet and befriend fellow Clemson Greeks.

## 5. Melt your Heart

"I still can't believe how different their day-to-day lives are. They had 8 people in a house with a 5 foot-high roof and walls crumbling. There were 3-4 people to a bed, and some were sleeping on the ground. It's awesome to see the family actually get to spend the night in their new house." -Curtis Wallin





# Service-Learning Faculty Fellows

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Service Alliance Faculty Fellows are a Clemson learning community who explore issues related to service-learning and community-based research. Fellows also serve as a resource for other faculty interested in utilizing service-learning in their classrooms or developing a community-based research design. Read the Faculty Fellows' reflections on their service-learning experiences below.

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Skye Arthur-Banning

## Reflection on *Tigers in Tanzania 2015*

This year marks the third time I have taken a group of Clemson students to Tanzania for a service-learning experience, followed by an incredible safari through Serengeti National Park and the Ngorongoro Crater. This year we partnered with the University of North Carolina Wilmington. In total, 18 students and two faculty traveled to Tanzania for 16 days of service, connections, and sightseeing. It began on the campus of The University of Dar es Salaam. Here, we met with a class of education students and discussed the cultural differences between Tanzania and the United States in regards to race relations and sports. This was an eye opening experience, to say the least, given the current race issues in America.

We spent the next four days at an orphanage in the poorest parts of Dar es Salaam, where we helped with painting, planting, and general repairing. Clemson students connected with the children through dance and meals when we shared food, laughs, tears, and many hugs. Prior to the trip, the students in the creative inquiry class discussed the importance of the "white savior complex," and we worked to not fall into that mind set. Ultimately, we have continued to remind ourselves that although these specific Clemson students may never return to the orphanage, Clemson University will. It is this sustainable component of partnership and family that is most important for both groups. Clemson University has maintained a connection with this particular orphanage for six years and has raised funds for sustainable initiatives, including assisting the purchase of a deed for land and, on the most recent trip, buying 100 bags of cement that could be used to build a new boarding house.

The second week was a completely different experience. Our group jumped on a plane and traveled north to teach in an elementary school at the base of Mt. Kilimanjaro. We brought boxes of school supplies and showed the teachers how to use them as well. We also spent two days teaching in the classrooms. Still in the rainy season, it was a very sloppy, muddy hike up the mountain (vehicles could not even make it into the village).

(Continued on next page).





We decided, though, there was no shame in teaching with mud all over us—it was simply a sign we embraced the season and culture as outsiders, even if the children did get a chuckle at our expense.

Finally our trip ended, as in previous years, with an incredible three day journey through the Serengeti National Park, one of the most famous parks in the world. We were so fortunate to see rhinos, elephants, hippos, and a portion of the wildebeest migration. At one point, we even saw 19 lions and cubs in a single tree—a sight our guide even admitted was very rare.

Overall, the trip continued to be a life altering experience for many students and faculty. We spent three days with no power or water, we ate with our hands (as is the custom) and we interacted with hundreds of children from Tanzania. We also recognized that what the people of Tanzania taught us was far more than we even could have brought or taught to them. “Educating the mind without educating the heart is no education at all” was an Aristotle quote written on the back of our shirts. After the trip, we can say we have come back with a full heart and a more open mind. This trip will run again in May of 2017. Any students interested should contact Dr. Arthur-Banning ([sarthur@clermson.edu](mailto:sarthur@clermson.edu)).



Scott Brame

### Reflection on *Roots Grow Deep*

Becoming a Service-Learning Faculty Fellow gave me the shove I needed to extend concepts I was teaching into a real-world application. The process was a bit sobering, with regard to the challenge of pulling off a successful and meaningful experience for my students. I underestimated how much I would have to give of myself to get everything in place. I was lucky to be able to coordinate my efforts with a newly created on-campus project that allowed the students to minimize traveling and to maximize the time spent directly working.

This invasive species removal project was entirely outdoors and therefore presented challenges. Weather was always an issue, and some students were uncomfortable being in the woods. We were using hand tools such as saws and pruners, so safety was a big issue. The surprising part for me was how much (most of) the students really enjoyed working on the project. Their enthusiasm about being physically challenged outside the classroom for only ten percent of their grade was more than I anticipated.

(Continued on next page).





It was very satisfying to see their reactions after having taken great care to create a quality experience for them.

Overall, I feel that the experience was a success for both the students and for me. I base this conclusion on the immediate and overwhelmingly positive feedback I received from the students. I plan on involving my other classes in this on-going project, but probably only as extra credit.



Sallie Hambright-Belue

#### Reflection on *Feed and Seed*

Service-Learning at Clemson University uniquely pairs outreach and research, which creates successful synergies between the classroom and community. I was fortunate to lead the FEED & SEED studio in the School of Architecture in the Fall 2014 semester. The studio focused on the design and development of a food hub for Greenville, which would help solve the disconnection between farmers and consumers in the region.

The partnership between FEED & SEED and Clemson University allowed the design studio to become a laboratory for the development of creative solutions focused on researching food access problems. Students gained valuable experience working with real-world issues, managing clients, and establishing connections to real people and real issues facing the local community. The FEED & SEED gained site and program strategies, which gave a clearer vision before hiring a professional architect. Multiple public presentations by students strengthened FEED & SEED's relationship with the community, while also providing positive publicity for the project.

One of the most rewarding moments of the class was when my students changed their shopping and eating habits. Several of the students began buying directly from farmers in the region and having conversations about the source of their food. Service-learning projects have many hidden advantages. In this case, it educated design students about the advantages of eating local, sustainable food.

I look forward to more opportunities that will bring service learning into the classroom. It is a valuable resource for our students and surrounding communities.







Dan Harding

## Reflection on *Clemson Solar Decathlon*

The A+cB Graduate Certificate Program continues to promote community-based initiatives that integrate design, construction, and stakeholder involvement through a Service-Learning approach. Placing Service-Learning as an agenda, students intently focus on community-based design-build projects that demand the engagement of site, place, people, and purpose. For 2015, eleven students were accepted into Clemson's unique program within the graduate school of Architecture. Applications for admission into the growing certificate continues to swell; with over 70 requests, it is currently the most sought after specialized program for Masters of Architecture students within the School of Architecture and is one of Clemson's most competitive graduate certificates. Building momentum on the University's Land Grant mantra, all engaged projects adhere to a set of parameters that hold at its core the values of social impact design, public interest design, and the three pillars of sustainability: social, economic, and environmental. Among the year's work was the continued participation in Indigo Pine, the Clemson Solar Decathlon project. This team focused on a unique endeavor to build two houses for the competition that demonstrated a construction system called [SIM]ply. One dwelling is located on campus at the South Carolina Botanical Garden, and the other will be constructed at the Great Park in Irvine, California. Named for their respective locations, Indigo Pine East was constructed during the spring and summer, while Indigo Pine West will be built in late September and early October.

The students in the program also dedicated their time to the Crop-stop Farm to School Program—a significant collaboration with the Clemson Architecture Center in Charleston and the College of Charleston. Dave Pastre, director of design+build operations at the Center in Charleston, led the Crop-stop Project. He included both graduate students in the certificate program as well as undergraduate students in architecture and landscape architecture. The unique grant/funding opportunity has spawned research focused on healthy communities and economic growth using wood construction and the [SIM]ply system. This year, the program's team contributed to the completion of the Crop-stop 1 (located on John's Island in Charleston) and began construction on Crop-stop 2 (located in Greenville).

The Community 1:1 seminar class maintained its engagement with local projects important to the future development of the greater Clemson area. As part of this seminar course, students were invited to work with key community groups to assist development of community-oriented design charrettes and stakeholder feedback opportunities. Community partners are essential to success, and the stream of solicitation for the team's services buoys the program's mission. The class continues to collaborate with the Friends of the Green Crescent, a non-profit organization of concerned Clemson citizens. They are dedicated to enhancing transportation opportunities for pedestrians and cyclists and promoting connectivity.

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Likewise, the team also advanced other pivotal projects in the community by guiding a pre-design and visioning phase for the Holy Trinity Episcopal Church in Clemson, as well as completing the design phase for the Upstate Equine Council for a new set of “pocket kiosks.” These will be placed at the Butch Kennedy Trail head/Garrison Arena Complex and in the Clemson Experimental Forest.

Importantly, the 11 students enrolled in the program conducted a handful of public charrettes, stakeholder meetings, and public presentations that included more than 400 participants from the greater Clemson area. These set the foundation for future student work, as it directly connects to the community needs that will further contribute to a healthy environment. Design plays an important and respected role. As the program grows and matures, the objectives of reinforcing Clemson University’s mission will proceed as follows: to engage students within the school and the community in order to create a sustainable, service-oriented learning and living environment. This will continue to serve as the driving force for future teaching, research, and scholarship endeavors.



John Morgenstern

#### Reflection on *Clemson Curates: Experience through Exhibition*

My Fall 2014 advanced composition course partnered with the Center for the Visual Arts to launch Clemson Curates, a program designed to increase collaboration across disciplines. It invited Clemson faculty to collaborate with the CVA in order to propose, organize, promote, and curate public exhibitions. Students in my course partnered with the Lee Gallery and The High Museum in Atlanta to stage an exhibition of regional MFA artwork, *Corporeal Complexities*. As an experiential-learning course, students collaborated with design, marketing, and PR professionals to learn hard skills such as how to use Adobe programs, how to write press releases, how to produce logos that meet branding standards, and how to develop and execute a marketing strategy. Students learned to write in multimodal contexts for a real-world audience all while promoting civic engagement.

This course demonstrated the many ways in which the arts can strengthen community. Our partnership with The High Museum established relationships with professionals in the art world outside the Clemson community and increased the visibility of the University as a regional leader in the arts. Moreover, *Corporeal Complexities* provided a service by inviting our community to reflect on the ways that we all negotiate our bodies and what it means to have a body. The artists and my students considered this question from numerous perspectives in visual and written media: from a biological perspective, in medical terms, in a spiritual sense, and from the perspective of body ableness and disability. Art invites discussion; discussion leads to greater understanding.







Arelis Moore de Peralta

### Reflection on *Building Healthy Communities in Latin America and the Caribbean*

The Faculty Fellows Program has been a great opportunity to personally grow as an instructor and mentor. I have incorporated service-learning strategies into two undergraduate creative inquiry courses.

First, Health and the Hispanic Community (SPAN 497-636) coordinated child enrichment and health care activities in Santiago, Dominican Republic. Service learning motivated my students to assist these disadvantaged groups. Second, in the Building Healthy Communities in the Dominican Republic (HEHD 3990 – 001), which will begin Fall 2015, Clemson students from different majors will be engaged in a cross-cultural, multi-disciplinary, and global health learning experience. They will partner with research track students from the Iberoamerican University (UNIBE) and will also volunteer at both the local school and community theater.

I am also a Clemson Thinks<sup>2</sup> Faculty Scholar, which has allowed me to incorporate service learning with critical thinking and creative inquiry strategies. My intention is to leverage Clemson professional development opportunities. I am pursuing this integration in a way that allows me to strengthen my courses' curricula while simultaneously responding to our university's academic innovation efforts. I consider myself a social constructivist. Service-learning strategies and my dynamic teaching approach have provided me with a strong foundation to effectively translate a big part of the learning process responsibility to my students. Overall, I believe the addition of service learning to my courses has been positive and rewarding for my students and for myself.



Rosanne Pruitt

### Reflections on *Clinics, Camps, and Community*

I am a longtime advocate for service learning as it applies lessons from the classroom into the real world and makes the knowledge meaningful and lasting. This service-learning project was built on the compassion and caring that is part of the nursing profession. We worked with individuals in the community who struggle to put a meal on the table or keep a roof over their head, while they also battle health issues. Students benefit from reaching out to those who are less fortunate and, as a result, grow as caring individuals. This past year, every nurse practitioner student had an opportunity to rotate through the Best Chance Network Clinic. It is rewarding to catch the student reflections when they realize the patients often enjoy contributing to the learning process. The partnership is a win for all.







Cassie Quigley

### Reflection on *Service Learning in K-12*

When you think of service learning in K-12 schools, an image of coat drives, park cleanups, or money collection typically comes to mind. This type of service is always needed in our communities and it serves a purpose—the parks are cleaner, money is donated to important charities, and people in need have coats during winter. However, what do the students in the schools learn about why these issues exist? Not much.

Currently, there are several challenges to service learning in schools—they are often inauthentic and unrealistic, added rather than integrated into the curriculum, and there is an overall confusion of the difference between service-learning and volunteerism. The solution to these challenges can provide richer learning experiences for the students and for the communities in which they live. When provided with real-world, authentic problems that are occurring in their community, students not only help the community but become part of the problem-solving. When given the opportunity, students often identify problems that have been plaguing their community and tap into resources to solve the problems differently. For example, when asked to explore the reasons behind the need for canned food drives, students explored the roots of poverty, which included access to transportation, high quality foods (exposing food deserts in their communities), child care issues, and so on. In this way, students are able to really dig into some of the big issues that our world faces and be the change agents that are desperately needed.



Kerrie Seymour

### Reflection on *A Different Kind of Storytelling*

My service-learning project married the art of theatre and storytelling with promoting literacy. I developed a class, and we formed a partnership with a 4K classroom at nearby Central Elementary School.

When asked what my favorite part of my service-learning project was, I always mention two things: the faces of the 4K students we were working with when my students entered their classrooms, and the faces of my undergraduate students when we left the classrooms.

These elementary school students were so excited to see the Clemson students consistently, and it was clear they looked up to them as they brought reading, storytelling and theatre into the classrooms. During each visit, I watched my students discover the power of theatre—an art they have decided to devote their lives to—in the world of an underserved classroom.

We read to the students, crafted theatrical games to fully engage them in the situations and ideas of each book we shared, and supplied them with copies of the books we explored.







Wanda Taylor

### Reflection on *We'll All Ride On*

Service learning is not new to nursing, but our project was unique. We implemented our service-learning project during Fundamentals of Nursing—traditionally a lab and clinic-focused course with primary objectives surrounding skills development. Nursing skills, like Foley catheter insertion or initiating IV access, are integral parts of nursing education. The overall scope of nursing practice is much broader, though. Caring is at the core of nursing, and theories of caring are introduced during Fundamentals of Nursing. This makes the first semester nursing course a great fit for our service-learning project. Objectives for this project include fostering advocacy, social responsibility, and self-care.

Partnering with Momentum Bike Club, Clemson University Accelerated Second Degree nursing students rode bikes weekly with a group of underserved youth. Some of the students were involved in recruitment for a “Girl Power” bike group, specifically for middle-school girls. The recruitment process was challenged by cultural and socio-economic differences, which provided an excellent opportunity for students to self-reflect and gain first-hand experience of the relationship between cultural competence and care.

Our bike group fostered social responsibility and a culture of caring and advocacy among the Accelerated Second Degree nursing students. One student commented, “Before becoming part of the bike club, I was completely unaware of how important it really is to serve in your community.” Another commented, “Many of the girls have very different upbringings than I had, but it has taught me to appreciate every walk of life. Regardless of how we are raised, everyone wants to be loved. Choosing love despite the differences has been life changing.” I observed this culture of caring spill over into the classroom setting as well; this cohort of nursing students was cohesive and supportive of one another. I believe participation in service learning fostered this culture among the students as well as outside the classroom in both community and clinical settings.

Core concepts of social responsibility, caring, and advocacy are crucial developments in nursing education. Social barriers can impede health care, but a culture of caring can break down these walls. Nursing, by sheer numbers, is poised to make a huge difference. As one student stated, “There are many social barriers between the various communities. People tend to only spend time with people that share their interests, affiliations, and socioeconomic status. Momentum Bike Club helps to break down those barriers. This club showed me that I have just as much, if not more, to learn from the middle school riders as they do from me.” This student reflection, among others, indicates a culture of caring indicative of developing cultural competence.

Finally, I wanted to emphasize the importance of self-care early in our nursing curriculum. Self-care is important so that nurses are in the best condition physically, mentally, and emotionally while caring for our clients. Through the years, I have observed that nurses often delay self-care at a huge expense. Incorporating exercise as a concept in Fundamentals of Nursing allowed students the opportunity to practice what we preach. Nursing school is demanding, but maintaining physical, mental, and emotional health is the key to success. Nurses who value and practice self-care translate into nurses who are well-equipped to meet the needs of their communities.

Service learning is a “win-win!” Students expressed appreciation for the opportunities through our bike club project and were willing to volunteer above and beyond the course’s requirements. Their willingness to volunteer demonstrates the success of fostering social responsibility, caring, and advocacy through this service-learning project. As the instructor, my take-home message is that service-learning opportunities should be implemented early in the nursing curriculum. This has been one of the best opportunities afforded to me as Clemson University School of Nursing faculty.





# A NOTE FROM THE EDITOR

KAITLIN SMITH

We are excited to present the very first issue of Synergy. Creating a service-learning publication for Clemson University has been a complete whirlwind—in the best way.

First, I would like to thank the Pearce Center for Professional Communication interns who devoted hours upon hours to make this publication a success. As Editor-in-Chief, I am beyond proud to be a part of such an intelligent and determined group of students. We began with a whiteboard filled with intangible and seemingly unreachable ideas, and in just one semester, we exceeded our goals in creating the app you're using today.

I would also like to thank Ashley Fisk, Interim Director of the Pearce Center, and Lea Anna Cardwell, Pearce Center Graduate Assistant, who supervised and guided the creation of Synergy; without their advice and encouragement we would not have such an amazing first issue.

I am so thankful to have had the



opportunity to collaborate with Clemson faculty, students, and community members in the production of Synergy. I had no idea what building a publication—much less an app—would mean before being presented with this opportunity. It has been an interesting and enriching experience that has taught me so much about the publishing world and about myself as a leader. I have no doubt that the skills I have gained in this experience will be valuable assets in my future career. I cannot wait to see what the future holds for myself, for my fellow interns, and for Synergy.





# MEET THE STAFF!

Listed below is the Pearce Center Staff who were a part of making Synergy happen.



Mike LeMahieu-  
Pearce Center  
Director



Ashley Cowden Fisk-  
Pearce Center  
Assistant Director



Lea Anna Cardwell-  
Pearce Center Gradu-  
ate Assistant



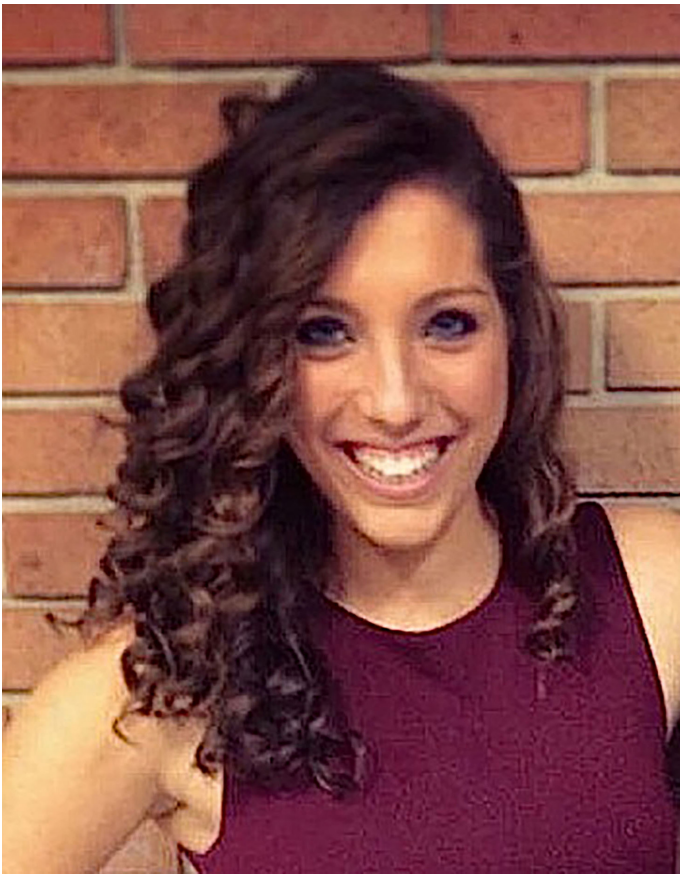
My name is Nicole Burkart, and I am an English Writing and Publications major and Communications minor at Clemson University. I grew up just outside Washington D.C. in Great Falls, Virginia. At Clemson, I am involved as the Athletics Editor for TAPS Yearbook, a member of Delta Delta Delta sorority, and a student ambassador for the College of Architecture, Arts and Humanities.



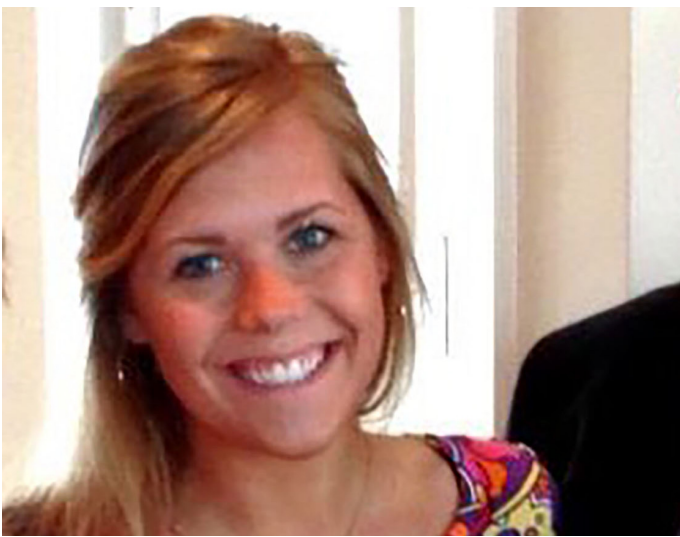
My name is Chris Diorio and I am a Communications Studies major from Middletown, New Jersey. This was my third consecutive year as a Pearce Center intern. On Clemson's campus I was the Assistant Director of Organizations for CUSG, a senator on the Finance and Procedures committee for our undergraduate student senate, and the Vice President of Recruitment of the Phi Kappa Tau fraternity. I've spent time interning with companies such as the New York Stock Exchange and MTV and believe that my wide array of experiences have prepared me for a successful career in marketing and advertising.







My name is Lacey Firestone and I am a Marketing major with a Management minor here at Clemson. Originally I'm from a small town in Rhode Island, but I decided to attend Clemson when I visited my sister here during high school. I fell in love with everything the university has to offer. Aside from interning with the Pearce Center for Professional Communication, I am a Brand Ambassador for a shoe company started by a Clemson alumnus. In addition, I serve as Chancellor for the largest Professional Business Fraternity on campus, Delta Sigma Pi. I'm also a member of the Marketing Student Advisory Board and the Clemson University Business and Behavioral Science Leadership Committee. Dance has been a passion of mine since I learned how to walk, and I have danced with the University Dance Company, Clemson Dancers, and Tiger Strut. My long-term aspirations are to attend graduate school and obtain a masters in Marketing. I want to eventually work my way up to becoming a Chief Marketing Officer for a company within the fashion or retail industry or work in advertising.



My name is Emily Gach and I'm a Clemson University student pursuing my Bachelor of Arts in English. My emphasis is Writing and Publication studies, and my minor is Business Administration. I am originally from Charlotte, North Carolina and chose to come to Clemson for the warm atmosphere that was also not too far from home. I am a member of the Delta Delta Delta sorority and have also served as Panhellenic Recruitment Counselor (Pi Chi). My dream job would be to do PR for the Carolina Panthers.



I am Jasmine D. Kearse, a student at Clemson University pursuing a Bachelor of Science degree in Graphic Communications with a triple minor in Business Administration, Communications Studies, and Music. In addition to serving as an Intern for the Pearce Center, I am an active PR committee member for Clemson University's Minority Recruitment Team and member of Gamma Epsilon Tau (Graphic Communications Honor Society). I enjoy sharpening my photography skills with the Photography Club on campus, as well as my saxophone skills by playing for Clemson University's Jazz Combo and Concert Band. Overall, I enjoy producing marketing and advertising strategies through a variety of mediums.







My name is Chelsea Kozma, and I am an English Major with an Art Minor. I have worked with the Pearce Center for two semesters. I have attended Florence University of the Arts in Florence, Italy last semester, and I would love to become an illustrator for children's books or write animation/cartoons.



My name is Marissa Kozma and I am from a small town outside of Toronto, Canada, but my family currently lives in Mount Pleasant, South Carolina. I am pursuing a degree in English (with a focus in Writing & Publication Studies) and a minor in Writing & Pedagogy at Clemson. I spend quite a bit of my time reading just about everything, but I also like to write and make people laugh; I am looking for a career where I can do both. Outside of class I enjoy being outside with my friends. I love to run and do yoga, but am up for almost any activity. I watch way too many movies, drink way too much coffee, and enjoy miscellaneous art projects. I have been Executive Editor of Decipher magazine, a student-run publication about the various Creative Inquiry research projects on-campus. I have studied French language, culture, and liberal arts in Paris through the International Studies Abroad program. This semester I am a continuing tutor in the Clemson Writing Center, a children's reading tutor at Clemson Elementary School for the America Reads Program, and a student ambassador for the College of Architecture, Arts and Humanities.



Hi! I'm Gavin Oliver, an English major with a concentration in Writing and Publication Studies and a minor in Sports Communication. Born and raised approximately 10 minutes from Clemson, it was my dream to attend Clemson University. Since being accepted, I have spent my time at Clemson in preparation of pursuing a career in sports journalism. I have interned with a few sports media outlets, such as The (Seneca) Journal, IPTAY Athletic Media, and Tiger Illustrated. I also work on campus in Strode Tower as a Student Assistant for the Business Support Services Office of the College of Arts, Architecture and Humanities. When I'm not going to class or working, I enjoy watching and playing sports, video games, camping, and competitive shooting.







My name is Maria Poulos and I am a Communications Major with a Business Administration minor. I have loved my entire time at Clemson. I'm a continuing intern with the Pearce Center, and I love what I do and who I work with here. I love to read, especially books that aren't textbooks. If I'm not at home, you can probably find me in the gym. I also spend a lot of time in the kitchen baking and cooking, and I love to be with my friends and family.



My name is Emily Pruitt and I am an English WPS major with a Communication Studies minor. I am originally from Summerville, SC, so I love the south, the warm weather, and especially the beach. I've been a Clemson fan my entire life and am so grateful I've been able to call this beautiful town my home. This was my first semester with the Pearce Center; however, I have worked at a few different communications firms in the past, both locally and internationally. I currently work part-time at a boutique hotel in Anderson, SC, where I help manage events and assist with public relations. In the future, I hope I can use everything I've learned at Clemson in order to own my own Public Relations or Event Planning business.



My name is Kelly Quick, but I will absolutely respond to T. S. Kelliot or K. Scott Quickzgerald. I'm currently a second-semester senior at Clemson University, and I will graduate with an English (WPS) Major and a Creative Writing Minor. After receiving my diploma, I plan to move closer to my hometown in Northern Virginia and pursue a creative, multidimensional career in the writing and publication field. Hopefully my own novel works will be printed one day, but that kind of writing is so isolated and I'd rather commit more a work environment that promotes active communication and teamwork. When I'm not lifting at the gym, highlighting my rental textbooks, cooking in my apartment, browsing random sections of the library, waiting tables at Pixie & Bill's, watching Jeopardy and random documentaries on Netflix, or teaching my puppy the difference between loose-leaf and a chew toy... I'm sleeping.







Hi! My name is Tanzania and I am pursuing my undergraduate degree in English with an emphasis area of Writing and Publication Studies, and a minor in Business and Technical Writing. Clemson has always been home for me. Even though I came from the small town of Lamar, South Carolina, I can truly say that Clemson is my native land. I am a Resident Assistant and Peer Dialogue Facilitator. I believe that making connections are vital to the success of everyone, which is why I am such a people's person. I love people and I love to make others feel loved. I chose to become an English Major because I am such a humanist and nothing connects folks like the art of literacy.



My name is Kaitlin Smith and I am a senior at Clemson University. I am pursuing a Bachelor of Arts in English with an emphasis in Writing and Publication studies and a minor in Business Administration. I am from Abbeville, SC, a very small town about an hour outside of Clemson. Although I am an English major, through some of the courses that I have taken here at Clemson I have become more interested in graphic design and programming. Outside of my internship with the Pearce Center, I am a Community Ambassador at Campus Evolution Villages in Clemson. When I'm not running from class to work I enjoy playing with my Cocker Spaniel, Titan. I also love spending time outdoors, traveling to new places, attempting Pinterest crafts, organizing anything and everything, and hanging out with my family. After graduation I have thought about pursuing a career as a university advisor, a librarian, a writer, and the list goes on. I just want to do something that I love with people that I love.





# PEARCE CENTER REFLECTIONS ON SYNERGY

"I learned a lot about time management and prioritizing tasks in a professional realm"  
-Emily Gach

"Working on Synergy took me outside my comfort zone to learn about alternative service-learning projects outside of my major at Clemson."  
-Nicole Burkart

"Working on the multimodal team for Synergy this semester was exciting. There was always something cutting edge that we were implementing into the design in order to make each story much more captivating for our users."  
-Chelsea Kozma

"Before working on Synergy I was unaware of how well intertwined service-learning is in Clemson University's curriculum. Throughout my involvement I have been enlightened as to just how generous, collaborative and impactful our students are!"  
-Lacey Firestone

"I have learned so much about myself as a professional and as a team member. I couldn't be more proud to be a part of the creation of such an amazing publication with such dedicated and fun people."  
-Kaitlin Smith

"Working on the layouts and graphics of Synergy was my absolute favorite. Seeing that I've never worked with Adobe InDesign until this project, I really enjoyed letting my creative side come out and learning how to bring each article to life!"  
-Maria Poulos

"Synergy has been such a fun project this semester! Being able to work on the multimodal team gave me a lot of experience working with writers to create and gather media to accompany stories."  
-Emily Pruitt

"It seems like yesterday this magazine was up and coming; it's great to see that we've started from the bottom and now we're here. We all worked hard to make Synergy great because doing is one thing, but doing it right is a whole different story."  
-Chris Diorio

"I enjoyed working and collaborating with others on Synergy in a professional environment. My work with Synergy reinforced and refined the writing and interviewing skills I will use during my future career in journalism, and undergoing rounds of edits for the stories produced a better finished product and emphasized to me the importance of the process."  
-Gavin Oliver

"Working on Synergy has definitely inspired me to personally become more of an active member in my own community. It has taught me to go above and beyond in the classroom and explore new ideas involving my own work at Clemson. Interviewing and writing about students and faculty who have made such an impact has definitely motivated me to work on achieving these goals, and I know that this publication will definitely inspire others to do the same."  
-Marissa Kozma