

CONVERSE

PROCEEDINGS OF THE RISE SYMPOSIUM

TABLE OF CONTENTS

3

Message

4

Program & Program Committee

8

Symposium Overview

9

Research Submissions

31

Internship Submissions

71

Original Composition in Music & Musical Performance Submissions

ABOUT THE COVER

The cover art, entitled *Falling apart*, was photographed off of the Blue Ridge Parkway in North Carolina by Samuel Treharne, a Sports Management major and Art minor from South Carolina. This piece was selected by our panel of judges from a selection of 17 student submissions. Check out all of the photography submissions, including others by this artist, starting on page 81.

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81

Excellence in Photography Contest Submissions

89

Special Awards

92

Judges

93

Faculty & Staff Mentors

98

Special Acknowledgments

MESSAGE FROM RESEARCH AND ENGAGEMENT

Dear Converse Community,

On behalf of the Program Committee, I welcome you to our 2nd Annual RISE Symposium! This Symposium provides a platform for Converse students from all disciplines to present their scholarly work and, thereby, engage the entire Converse community. Our Inaugural Symposium featured 57 Valkyries, presenting 47 unique posters. In our 2nd year, we have almost doubled this number—the 2023 RISE Symposium will showcase 101 Valkyries, presenting 84 unique projects and performances.

As part of Converse's Strategic Vision Plan, remaining student-centered is an institutional priority with some of our main goals focused on fostering academic excellence and providing distinctive, student-centered experiences. In line with these objectives, the 2023 RISE Symposium features creative works in arts and music, award-winning projects from Model Programs, original research projects, and internship experiences in a wide range



of professional venues. These diverse experiences prepare our students to become transformational leaders for demanding professional and academic careers in their workplaces.

The RISE Symposium would not have been possible without the contributions of Converse faculty and staff, student families, and our sponsors. Mentors dedicated their unwavering support to ensure academic and scholarly excellence. The work presented here represents many hours of planning, advising, analysis, and assisting with presentation preparation. Thank you, mentors! We also thank the faculty and industry partners who have volunteered their time and expertise to judge the final projects for awards. A very special thank you goes to our sponsors whose contributions make this event possible. And finally, student families who are the cheerleaders of our student participants, so we thank all of them!

Congratulations, student presenters, for your scholarly excellence! You are the stars of this event. Your participation is greatly appreciated, and we look forward to your participation in upcoming events.

SHAC SPAURIC

H. Neval Ertürk, Ph.D. Associate Provost for Research and Engagement Professor of Biology

> Find and follow us on social media. Tag us on **Instagram (@converse.research)** and/or on **Twitter (@Converse_RE)**.

PROGRAM OF EVENTS

Friday, April 14, 2023

2:30 – 3:20 pm	Internship Judging: Education, Business, Government & Non-Profit
	Montgomery Student Center, 2nd Floor Lobby
3:30 – 4:20 pm	Musical Performance Judging Daniel Music Hall
4:30 – 5:20 pm	Research Judging: Science & Mathematics Phifer Science Hall, 1st Floor
	Social & Cultural Research Phifer Science Hall, 1st Floor
	Research Judging: History & Politics Phifer Science Hall, 2nd Floor
5:30 – 6:20 pm	Original Music Judging & Art Exhibition Carmichael Gallery
7:00 – 7:30 pm	Reception Montgomery Student Center, 2nd Floor Lobby
7:30 – 8:30 pm	Awards Ceremony Barnett Room, Montgomery Student Center, 1st Floor



PROGRAM COMMITTEE



Neval Ertürk, Symposium Chair Associate Provost of Research and Engagement



Cathy Gowan, Symposium Co-Chair Director of the Office of Career Development



Kristin Lacey, Symposium Co-Chair Vice President for Operations and Strategic Planning



Chris Vaneman Awards Ceremony EMCEE Dean of the School of the Arts

PROGRAM COMMITTEE



Dr. Mark Bohler Assistant Professor of Biology



Prof. Meirav Goldhour Carrie Cathcart Owings '33 Assistant Professor of Interior Design



Dr. Jeff Howard Assistant Professor of English Director of the Writing Center



Daphnie Glenn Director of First Generation Student Programs & Student Recreation Assistant Director of Residential Life

PROGRAM COMMITTEE



Amy Howard Associate Program Coordinator



Michelle Bowen Associate Director of Marketing



Evelyn Fitz Student Intern Photographer, Marketing & Social Media Coordinator

RISE SYMPOSIUM OVERVIEW



The annual **RISE** Symposium aims to celebrate student scholarly activities and achievements across all areas of study at Converse University – including the arts, music, humanities, education, natural and mathematical sciences and social and behavioral sciences.

Open to all undergraduates, graduates and Converse II students, the RISE symposium empowers students to share their ideas, discoveries and artistic work with our campus and local community within a professional setting.

2023 RESEARCH SUBMISSIONS



Fibonacci Shapes and Patterns

Researcher: Angela Brobson Research Advisor: Dr. Joe Barrera

The Fibonacci sequence is represented by:

 $f_n = f_{na^{1}} + f_{na^{1}}$ for n \hat{a}_{W} for n

This means the first six terms of the sequence are 0, 1, 1, 2, 3, and 5. It gets its name from the first European mathematician to experiment with it when trying to solve a logic puzzle: Leonardo Fibonacci. However, this sequence has been documented as early as 200 BCE in Indian literature, and can be seen naturally occurring in nature.

The inspiration for this project comes from the work of a previous Converse student, who discovered that the areas of triangles formed by three consecutive coordinates are all $\hat{A}^{1/2}$.

For my senior seminar project, I used the Fibonacci Sequence to graph in 2-dimensional and 3-dimensional spaces in order to perform length, area, and coplanar calculations. These calculations result in patterns that can be seen throughout the sequence. It was discovered that the length between any two consecutive points represented by

(f_n, f_(n+1)) and (f_(n+1), f_(n+2))

is the square root of every other Fibonacci sequence value starting at f_1. Further, the ratio of two consecutive line segment lengths converges to phi.

When graphing triangles with the sequence, it was discovered that the areas of the first ten triangles formed from the even numbers of the sequence equal 8. The areas of triangles formed from the odd Fibonacci numbers seem to result in a new sequence entirely. When graphing 3-dimensional coordinates from the sequence, the original goal was to calculate the volume of the resulting shapes. However, it was discovered that ordered triples of the sequence are all on the same plane, making it coplanar. The recursive and closed form of the Fibonacci sequence are used.

Angela Brobson '25 is a Senior Mathematics and German Studies double major and Data Science minor from Spartanburg, SC. After graduating from Converse University, Angela hopes to have a career that combines her majors in a way that gives back to the Spartanburg community.



Optimization of Nucleic Acid Isolation in Eublaberus posticus

Researcher: Kaitlin Brown

Research Advisor: Dr. Mark Bohler, Dr. Neval Ertürk, Dr. Chris Varnon

Eublaberus posticous is a species of Blattodea in the family of giant cockroaches. The present work was carried out to develop this species as an alternative model and to optimize the nucleic acid extraction methods for use in future studies exploring the genetic basis of addiction behavior. There are currently limited studies that use the current species as well as limited resources on the anatomy and physiology of the mushroom body and supraesophageal ganglia. Given that current protocols are designed for smaller insects, our measures and protocols have been adapted and adjusted with the aid of the manufacturing company Qiagen.

The process is broken up into several steps; tissue extraction, tissue and sample disruption, DNA isolation, sample purification and elution, and DNA quantification using a nanophotometer. DNA was extracted from the cockroach nervous system that consisted primarily of the mushroom body and supraesophageal ganglia, which have been associated with alcohol-dependent learning and memory in other insect models. Insects were flash-frozen in liquid nitrogen, and the mushroom body was removed by cutting the head in half and removing the nervous tissue. Sample disruption and purification are the most crucial steps in nucleic acid isolation. Both chemical and physical methods are utilized for successful disruption.

Tissue samples were homogenized in portions by using bead homogenization with 1.5 mm round beads and phosphate buffered saline. DNA was then isolated and extracted using Qiagen DNeasy mini kit. The use of Proteinase K and several wash buffers are used to remove and digest contaminating proteins and nuclease degradation. Chemical methods utilize detergent and chaotropes, which disrupt the chemical bonds between macromolecules. Once sample disruption is achieved, molecular purity is measured to determine the nucleic acid quality and concentration. High concentrations of DNA indicate adequate sample disruption and sample size. To determine DNA purity, absorbance ratios are compared using a nanophotometer. The absorbance ratio of 260 nm and 280 nm (A260/A280) assess protein contamination, while the A260/A230 ratio is associated with contaminants in samples such as carbohydrates and phenols. Pure samples are indicated by ratios from 1.80 to 2.00, with deviation from this range indicating contamination .

Our previous work suggested that the mushroom body were highly concentrated samples, and recent adaptations to the protocol have increased both the concentration and purity of the eluted DNA. Current modifications have allowed the collection of multiple samples that were high in yield and purity. For future steps, we plan to pool samples to increase concentration, and submit DNA for genomic sequencing.

Kaitlin Brown '23 is a Senior Biology major and Chemistry minor from Ridgeway, VA. After graduation, Kaitlin plans to attend medical school.



What Lebkuchen Teaches Us About History, Religion, Economics, and Culture

Researcher: Delaney Coldren

Research Advisor: Dr. Mirko Hall

"Lebkuchen, known as the "German gingerbread," reveals centuries of German history and current and past German cultural trends. The cookie dates back to the Middle Ages, where it was brought to Germany through trade with Egypt. When it arrived in Germany, it was given a Middle High German name; Kuchen most likely referred to the early bread-like cake form of lebkuchen, and Leb was most likely derived from Leben (life), which came from folk references to lebkuchen being "life-giving."

Lebkuchen was first made by monastic communities of men and women, who gave these cookies as monastic gifts to the public. The cookie was therefore embedded with religious decorations, and many ingredients had religious significance; the seven spices used, for instance, represented the seven days in the Christian creation story.

Since nuns were heavily involved in lebkuchen production, the cookie also ties to women's history. Recipe books containing lebkuchen recipes have important writing in them that reveals nun's daily routines, prayers, and food. Baking also allowed largely cloistered nuns to participate in economic systems, especially as demand for the cookie increased. In the 14th century, lebkuchen production was commercialized, and, soon after, taxation of bakers began. In the mid-17th century, a League of Lebkuchen Bakers began, which ties to Germany's history of unionization. Then, in the 19th century, lebkuchen production was industrialized alongside other industries in Germany.

The shifts in Lebkuchen production were accompanied by shifts in cultural associations with the cookie. When lebkuchen entered the free market, German men bought heart-shaped lebkuchen for their romantic partners. They were later sold at the 1434 Dresden Christmas market, leading to the association of gingerbread and the holidays. Following the publication of the Brothers Grimm's Hansel and Gretel, bakers first began making gingerbread houses, which were called Hexenhausen (Witches' houses) after the story's central location.

Later, lebkuchen was introduced to America by German immigrants, as well as soldiers returning following the two world wars. Many of these immigrants were Jewish Germans fleeing persecution, and baking allowed them to support themselves financially. Around the 1980s, there was also an increased demand for lebkuchen following a major news story, leading to 13,000 tons of cookies being exported from Germany annually.

Now, lebkuchen's forms and recipes are changing, but the history of the cookie remains. Though the ingredients and techniques are different, these adaptations allow Lebkuchen to survive and remain a cultural icon.

Delaney Coldren '23 is a Senior Creative and Professional Writing/German Studies double major and Social Entrepreneurship minor from Moncks Corner, SC. After graduation, Delaney plans to attend a masters program for Composition and Rhetoric.

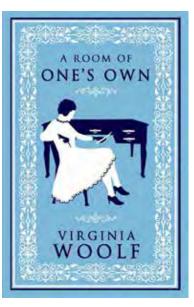


The Sacrifices of Women's College Students in Woolf's Works

Researcher: Delaney Coldren Research Advisor: Dr. Emily Harbin

Virginia Woolf wrote about women's colleges frequently throughout her life in both her fiction and her nonfiction works. Her interactions with women's colleges were also numerous; along with lecturing at these institutions and publishing work within their literary magazines, Woolf also attended one of England's earliest higher education programs, the Ladies' Department, at the prestigious King's College (Snaith and Jones 1).

Though Woolf wrote very little about her own experience, an examination of her work reveals a deep understanding of the challenges associated with women's colleges, as well as the benefits education provided women. Through Woolf's myriad of experiences with women's colleges, both personal and professional, she gained an incredible familiarity with their



students and inner workings. As a result, all of Woolf's work depicting women's colleges, from the famous *A Room of One's Own* to the mostly forgotten *Women's College From the Outside*, have a central, uniting theme: sacrifice.

Within Woolf's work, women were forced to surrender many of their birthrights and comforts: reasonable standards of living, the safety associated with the societal image of women's innocence, their religious communities, their connection to their family, marriage prospects, and, most importantly, their time. However, these women, in both Woolf's works and her era, desired the opportunities education offered them, such as: access to a community of female scholars, societal involvement, religious knowledge, freedom from familial and romantic expectations, and personal intellectual enrichment.

By studying the challenges, along with the rewards, of women's colleges in Woolf's era and her works, one gains an appreciation for her academic predecessors. Women's colleges and programs are increasingly forgotten as these institutions continue to dissolve, but their institutional histories provide valuable information about the evolving beliefs and reforms occurring in Woolf's era. Works such as *A Room of One's Own* and *Night and Day* allow readers to understand the barriers female academics faced as well the progress these women set the groundwork for by simply attending these institutions.

Though many, including a sizable female population, view women's colleges as a relic of the past, the ability of women to choose to attend a coed institution shows the impact these women's colleges and programs had on the world of higher education (Langdon 5). Therefore, Woolf's exploration of these women's sacrifices, and what these students gained from these challenges, acts as a reminder of the educational advancements of the twentieth and twenty-first centuries.

Group Home for Adolescent Boys Environmental Psychology Design Proposal

Researcher: Leonor Fleming

Research Advisor: Meirav Goldhour

This research aimed to determine the existing conditions of boys' group home facilities within the Upstate of South Carolina and research the effects of purposeful evidence-based design within psychological spatial planning.

Current research solely focuses on congregated residents' placement and behavioral outcomes within the foster care system, while healing design facilities are primarily found in the medical field, such as hospitals, clinics, and mental health treatment centers. It is considered that if the intended planning of physical space in architecture and interior design is implemented within group care facilities, this will aid in additional healing or avoid environmental isolation.

Qualitative interview exploration, spatial observation, and a systematic literature review were used in this research study to determine an in-depth profile of the residence within the space and to identify the current living standards. Recorded interviews took place with eight group home directors within the Upstate of South Carolina. They were asked to share relevant information about the adolescent boys' group home in which they work, explain existing conditions, and offer observations of the facility's layout of space. Converse University Institutional Review Board approved the qualitative questions and the audio recordings, which were thoroughly transcribed and scrutinized for repeated patterns and common keywords and phrases in the director's responses. Once sufficient data on the occupants and current building standards were gathered, information from peer-reviewed journals on Evidence-Based Design practices was analyzed according to common answers obtained. Data was collected from academic journals within the last ten years, and sufficient keywords were used within the search parameters: architecture, interior design, physical environment, Evidence-Based Design, environmental psychology, group homes, congregated care, and specific mental disorders. In addition, other sources were added from analyzed bibliographical references of chosen papers.

Data showed psychological diagnosis and behavioral characteristics prevalent among the residents as 85.7% Post Traumatic Stress Disorder (PTSD) or trauma triggers, 71.4% Depressive Disorder, 62.5% Anxiety Disorder, and 92.6% expressing verbal or physical aggression. Four major design contributors in color, lighting, nature, and space planning aid in thirty-two health benefits, including mental illness, well-being, and conduct issues.

Further research is still needed, yet the expectation is that this study will raise awareness and create change within current licensing requirements and practices of foster group homes in interior design. The phenomenon will offer additional support and healing to adolescents living in these environments.

Leonor Fleming '23 is a Senior Interior Design major from Greenville, SC. After graduation, Leonor plans to go to graduate school.



Dexter Hall Research Design

Researcher: Leonor Fleming

Research Advisor: Meirav Goldhour

Converse University requested renovation ideas for the student lounge area in Dexter Hall. Prior to the space planning phase of the project, research was conducted on various design elements that promote well-being. Information on resident halls, educational spaces, color, lighting, outdoor furniture, acoustics, and biophilia elements was explored and incorporated into the design features. Some central areas of exploration focused on outdoor spaces and biophilia features, which research supports increased physical health, cognitive functioning, hormonal balance, and many more health benefits.

Concerning color, bright, bold colors were recommended for educational settings to prompt productivity and attention span. Within the lounge area, the concept for the design was to create a multipurpose space for students and faculty members to utilize for meetings, studying, or lounging. The idea was to incorporate separate gathering areas for single to collaborative use that is open yet offers privacy if needed.

The goal was for the space to function as an additional resource for a relaxing and fun atmosphere. Portable seating was included to offer versatility and compact solutions and to avoid overwhelming the space. Since the space had several large windows with beautiful landscape views, it was essential to design around and not block any windows. Natural light and views complemented the natural color scheme with pops of color throughout the room. Biophilia elements were also vital to the interior space, which are found on the materials used, wall panels, and indoor plants.

Overall, the project was to incorporate all the researched elements mentioned, offer an inviting atmosphere, and stay within the specified budget with cost-effective solutions and functional furniture.



Modeling and Predicting Swimming Event Times for Elite Female Competitors

Researcher: Jovana Mitic

Research Advisor: Dr. Amanda Mangum

Elite swim programs want to help their swimmers peak at the correct time for competitions and perform at a top level for as long as possible. The aims of this study were to investigate the changes in swimming performance and ages of finalists in World Championships and Olympic Games competing in 800m freestyle.

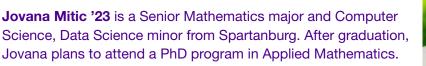
We used data collected by FINA and Swimranksings that corresponds to elite female swimmers with long careers. Based on this data, we examined patterns in peak performance time and constructed a piecewise model to predict swim times based on age. Peak performance is represented as percentage lost from the swimmer's personal record time which is a better variable than time, when comparing different swimming events, with widely varying times.

This model was built from data collected on Katie Ledecky, Federica Pellegrini, and Katinka Hosszu, and, therefore, predicted their performance times relatively well. However, other predictions of 800m freestyle finalists' times were mixed; some were closer than others, but, overall, they were very realistic.

Since the piecewise model is a function of only age, the model would predict that two swimmers who enter a competition at the same age would tie, which is not always the case. Therefore, in order to differentiate between elite swimmers who are the same age and to generate more individualized predictions, data from only one event for elite swimmers, like Katie Ledecky, was then examined on an individual basis.

To improve the accuracy of the model, we added two more variables that affect personalized swimming performance, namely their most recent swimming time and how far away the next Olympics Games are. Our model may also be used to jointly explain the decrease in a number of world records set over a number of years and to forecast lower bounds on these records.

The individual model was then compared to the general model built on the full dataset. Motivation, results, and the connection to training regimens will be discussed that could support coaches to maximize each individual swimmer's performance.





Trauma Bonding in Toni Morrison's Beloved

Researcher: Caroline Polson Research Advisor: Dr. Erin Templeton

Toni Morrison's *Beloved* is a trauma novel as it displays the emotional and psychological effects of the traumas of slavery. *Beloved* comments on the legacy of slavery by telling the life of a fictional, escaped enslaved woman, Sethe.

One of the plots of a trauma novel is that a character will have a moment of selftransformation after coming to terms with their memory. Trauma causes different responses; one of these responses is the inability to talk about their trauma. The inability can be combated through the formation of a trauma bond.

A trauma bond is when two people form an attachment, rather unconsciously or not, based on shared trauma. Morrison coins the word "re-memory" to express the way memory shapes an individual's sense of self and their surroundings. Re-memory is the recollection, or revisiting, of a forgotten or repressed memory. Specifically, re-memory refers to the (often traumatic) memory shared among African Americans. Re-memory isn't acknowledged as a happening but as something a person possesses, meaning it is possible to have a memory and re-memory something.

Moments of re-memory occur with Sethe and these recurrent memories provide her with an opportunity to re-construct her perception of herself and her surroundings. Sethe depends on her trauma bonds with Paul D, Denver, and Beloved yet this dependency causes her bonds to grow stronger until they all fall apart when memory becomes too much for Sethe to bear.

Paul D can give Sethe familiarity and security by them sharing their trauma from slavery. Denver helps keep Sethe's self intact by reminding her of her identity as a mother. Beloved's bond with Sethe does give her a chance to work through her trauma and reclaim her identity but Beloved instead acts a reminder of Sethe's unconfronted memories of trauma. The artificial bond she has with Beloved makes Sethe become apathetic toward the future and isolate further while the bonds that she forms on true shared trauma (Paul D and Denver) help her regain her identity, move on from her past and look forward to tomorrow.

Caroline Polson '23 is a Senior English and Philosophy double major from Whitmire, SC. After graduation, Caroline plans to teach and then pursue her Ph.D.



Hobcaw Barony: Belle's True Love

Researcher: Maddie West

Research Advisor: Meirav Goldhour

In 1899, Isabelle Wilcox Baruch (Belle) was born to Bernard and Annie Baruch. Her father was a wealthy wall street financier. In 1905, when Belle was six years old, her parents bought a 17,000-acre stretch of land on the Waccamaw neck known as Hobcaw Barony. Bernard Baruch purchased the Georgetown property intending to create a patrician estate that would serve as a haven from the stresses of his Wall Street career and a hunting ground to accommodate visiting friends and family. Belle fell in love with the estate and its grounds. She devoted her life to preserving the natural beauty of the forests and the rich history of the Waccamaw tribe and the enslaved people that previously occupied the land. Over the course of 20 years, Belle began to buy the land from her father, and by 1956, she became the sole owner of Hobcaw Barony. For 30 years, Belle spent her life managing the land, hunting poachers and establishing a framework for future research until her unexpected death in 1964. The land was willed to her father, who preserved the barony in a foundation bearing Belle's name.

Our project aimed to highlight the important influence of Belle Baruch's life and her vision to live harmoniously with the natural environment through art and technology. In addition, this project aimed to produce a digital booklet entitled Hobcaw Barony--Belle's True Love. The booklet contains photographs of the Barony accompanied by short essays that exemplify the nature and history of the Barony and its owner, Belle Baruch.

Initially, historical research was conducted on Hobcaw and Belle Baruch to construct an outline of the booklet, resulting in two overlapping parts: The Barony itself and the life of Belle Baruch. We then compiled a list of animals, plants, and historical structures to be photographed on the property. During the summer of 2022, a week-long trip was taken to Hobcaw to photograph and document these historical structures, wildlife and coastal habitats. These photographs were then added into specific folders to be edited. Short essays were written to accompany the images. The booklet was then formatted using digital software and copied onto hard drives.

Over 2500 photographs were taken at the Barony. Images included structures such as the former slave quarters of Friendfield village, Hobcaw House, Bellefield House, and

Strawberry Village; wildlife such as Fiddler crabs, wild turkeys, Laurel Swallowtail butterflies and endangered Red Cocakaded woodpeckers.

Maddie West '23 is a Senior Biology, Studio Art double major from Woodruff, SC. After graduation, Maddie plans to pursue a career in scientific/medical illustration.



Predicting the Number of Times Aid is Requested from a Non-Profit

Researcher: Sydney Wilson

Research Advisor: Dr. Amanda Mangum

This project is focused on creating data-driven solutions for the Upstate Family Resource Center (UFRC), a nonprofit that primarily serves Districts One and Two in Spartanburg County, SC. The UFRC serves as a central location for those in need to receive multiple types of aid including monetary assistance for bills, GED classes, counseling, a food pantry, holiday programs, parenting classes, and other opportunities focused on helping clients gain skills and obtain permanent employment.

The UFRC's main goal is to help their clients reach self-sufficiency. We were given the client assistance data from 2021 and 2022 which included entries for 1,579 unique clients that visited the UFRC during these two years. This data set contained over 20 features for each client including addresses, dependent count, income, and expenses. Our primary focus was to provide insight into this data to help the UFRC classify clients by their level of need, so they can form a plan and set of goals for each client to reach self-sufficiency.

This poster will discuss the methods used to clean and organize the data as well as what features were chosen to focus on when predicting the level of need of each client. We will discuss the results of training various machine learning algorithms including random forest and logistic regression to place clients into four unique groups based on the projected number of visits a client will make to the UFRC for assistance. These tiers will serve as goals for a client until they reach self-sufficiency, and the classification of these clients will help the UFRC project the amount of aid a client will require.

The logistic regression had the best results on both data sets with an accuracy score of almost 99% when classifying clients into the correct tier. We will also discuss future plans for this research and other opportunities for further work with data from the UFRC.

Sydney Wilson '24 is a Senior Mathematics major and Data Science and Computer Science minor from Henderson, TN. After graduation, Sydney plans to apply to graduate schools to complete a masters in mathematics or data science.



An Analysis of the Reactions Toward Diversity of Hiring Managers in Libraries in the United States

Researcher: Jennifer Wright Research Advisor: Dr. Lee Givins

The quantitative survey-based study examined the relationship between selected organizational factors and the reactions to diversity of library managers who conduct hiring. While demographic changes have occurred at the national level, the makeup of the library workforce has failed to keep pace with the evolution of communities in the United States. Studies highlight the organizational impact of diverse staffing and reveal library patrons are more likely to engage with library programs and services when they feel welcomed by seeing themselves represented in library staffing and resources.

The purpose of the study was to assess whether organizational factors, selected based on research, were related to the reactions to diversity of library managers. The sample population was composed of 1,251 managers in libraries across the United States responsible for hiring staff within their organizations. A unique survey instrument was employed, combining a series of targeted organizational questions along with De Meuse and Hostager's Reactions-to-Diversity Inventory (RTDI). The resulting data was then subjected to regression analysis.

Based on the results of the statistical analysis, the study's null hypotheses were rejected. Statistically significant organizational factors were the presence of diversity in the strategic plan, regular demographic assessment by the organization, open conversation about the topic of diversity, and managers' voluntary participation in diversity training.

The study concluded the presence of significant organizational factors was associated with a higher score on the RTDI; therefore, the study provided the following recommended practices for library administrators seeking to increase workforce diversity within their organizations. Library leaders should incorporate workforce diversity into the strategic plan of their organization. Library leaders should establish an open dialogue to communicate their priorities and plans for workforce diversity from the top down. Library leaders should engage in demographic assessment as a growth tool for the organization.

Finally, library leaders should employ their organizational power to create a culture that uses incentives, social accountability, peer influence, and organizational vision to motivate staff to voluntarily complete diversity training. Implications for theory and suggestions for further study

were also discussed. Critical multicultural theory and decision theory should be applied more often to the study of hiring and personnel-related decision making in libraries. In the future, both quantitative and qualitative research should seek to link the key organizational factors with actual hiring practices and staffing outcomes within libraries.

Jennifer Wright '23 received her EdD in Professional Leadership from Converse University. She plans to continue to work in library administration.



2023 International Model NATO: Simulating Political Cohesion

Researcher: Gretchen Berry, Angela Brobson, Steven Greer Research Advisor: Dr. Joe Dunn

The Political Committee in the 2023 International Model NATO conference had Converse delegates representing the United States and Luxembourg, and a Converse student serve as its chair. International Model NATO is an annual simulation of the North Atlantic Treaty Organization, an international military organization dedicated to mutual defense and cooperation amongst its members. The Political Committee of NATO is tasked to address the political and regional issues of interest, which includes topics such as cooperation agreements, internal issues, and various issues of international significance. The topics the Model chose for our committee this year were "Enhancing Political Dialogue in NATO" and "Selecting NATO's next Secretary General".

Through the lenses of the two countries we represented, we were able to learn how the influence of the NATO member states varies based on the sizes of both their militaries and economies, and how these differences affect debate between the nations. This year, our committee was able to visit the US State Department and interview NATO policy experts to expand our knowledge of the inner workings of the Alliance.

In debate, we explored contentious political topics which continually plague the Alliance such as burden sharing, and worked through disagreements that arose amongst delegates regarding differing interpretations of the committee's assigned topics. The chair is not required to do research for the model outside of knowing parliamentary procedure, because they are in charge of moderating the debate. However, it is helpful to understand the topics when looking over the drafts being submitted and passed in committee. They were able to see the final product of the conference as a collaborative document, not being able to tell the individual inputs of the delegates.

At the conclusion of debate, two drafts were passed for each topic. The United States was a sponsor of two drafts, and Luxembourg was a sponsor of three. The United States was awarded the Distinguished Delegation award, and Luxembourg was awarded both the Committee Leadership Award and Distinguished Delegation award. Ultimately, we enhanced our skills in the areas of conflict resolution, public speaking,

and knowledge of NATO policy.

Gretchen Berry '25 is a Sophomore Psychology and Politics double major and French minor from West Columbia, SC. After graduation, Gretchen plans on going to graduate school for a masters in political science.

Angela Brobson '25 is a Senior Mathematics and German Studies double major and Data Science minor from Spartanburg, SC. After graduating from Converse University, Angela hopes to have a career that combines her majors in a way that gives back to the Spartanburg community.

Steven Greer '22 is currently a Masters student in Politics from Wellford, SC. After graduation, Steven hopes to continue his education whether formally or informally.



The Effects of Adenosine on Temporal Perception

Researcher: Nathaly Camargo, Kelsie Glass, Anna Powell, Kelsy White Research Advisor: Dr. Richard Keen, Dr. Neval Ertürk

Adenosine plays an important role within the mammalian brain. It plays a vital role within our circadian rhythm, it is an important neuromodulator within the CNS, and it is also implemented within medicine for its cardiovascular effects. An accumulation of adenosine signals for the pressure for sleep within our circadian rhythm, or 24-hour biological clock (Jagannath et al., 2021). As a neuromodulator within the CNS, adenosine is referred to as a depressant, causing fluctuations between arousal and the pressure for sleep. Elevated levels of adenosine are associated with increased feelings of fatigue. Within medicine, adenosine is administered in patients suffering from severe episodes of supraventricular tachycardia (SVT) since it aids coronary and myocardial circulatory function (Hori & Kitakaze, 1991).

Previous research within our lab focused on the neuromodulator caffeine and its effects on time perception. Caffeine prevents adenosine from being effective by blocking the adenosine receptor A2a without activating it (Powell et al., 2010). This action causes one to be more alert. As adenosine is prevented from implementing its natural effects due to caffeine, intensified demonstrations of vigilance will persevere as a result.

This study reflected that caffeine, an adenosine antagonist, speeds up time in a dosedependent manner (Powell et al., 2010). This project was designed to further explore the role of adenosine receptors on temporal perception by measuring the effects of adenosine on temporal perception. Twenty five female Wistar rats were food deprived for 23 hours before testing. Four identical Skinner Boxes were used to obtain the data collected. The rats were trained to press the levers that were associated with the short (2s) and long light signals (8s). If the rats pressed the correct lever associated with the provided light signal, they were reinforced with a 45 mg food pellet.

During the Testing Phase the rats were given an intraperitoneal injection 15 minutes before testing with various dosages of adenosine (0, 2.5, 5, 7.5, or 10 mg/kg). This was done using a repeated measures design in which each dose was given for three consecutive days with the doses being presented in a counterbalanced order. There were no significant differences between each condition relative to the control. Our secondary dependent measure was accuracy and there were no significant differences between each group and the control condition.

Kelsie Glass '23 is a Senior Biology major and Chemistry minor from Atlanta, GA. After graduation, Kelsie plans to attend veterinary school.

Anna Powell '23 is a Senior Biology, Psychology double major and Chemistry minor from Laurens, SC. After graduation, Anna plans to work for a while, then go to medical school.

Kelsy Jean White '23 is a Senior Biology major from Cayce, SC. After graduation, Kelsy Jean plans to attend PA School.



Exploratory Investigations of Spatial Learning and Behavior in Orange Head Cockroaches (*Eublaberus posticus*)

Researcher: Amber Cox, Entum Knickerbocker, Abeeha Sajid

Research Advisor: Dr. Chris Varnon

This poster describes research on the orange head cockroach (*Eublaberus posticus*) as a model organism for behavioral and biological research. While many invertebrate models are available, cockroaches have several benefits over other species that show impressive behavioral abilities, such as bees. Most notably, cockroaches are social generalists that can be maintained in controlled laboratory conditions year-round. This allows for greater consistency and control in experiments, which is particularly important in behavioral research.

Prior work from our laboratory has shown that the orange head cockroach will voluntarily consume alcohol, indicating that it shares a trait with humans and other mammals that is not commonly found in invertebrates. This opens up new avenues of research into the neurobiology and genetics of alcohol consumption. Additionally, the cockroach has been shown to startle to changes in lighting, which can be observed and measured in a controlled environment. Furthermore, the cockroach has been found to habituate to repeated light-startles, which is an important behavior to study, as it is a common response to stimuli in many organisms. Another interesting finding is that the cockroach startles less when intoxicated with alcohol, which suggests that alcohol may have a similar effect on the nervous system of cockroaches and mammals.

The present work builds on these findings and describes several new experiments related to spatial learning and behavior. First, we tested associative learning in a T-maze, with spatial, color, and odor as cues, and food as reinforcement. This experiment provides insight into the cockroach's ability to navigate and associate environmental cues with food sources. Next, we investigated spatial learning on an elevated T-maze with access to a shelter as a reinforcer This experiment mimics a more natural environment for the cockroach and allows us to study its ability to navigate and find shelter.

Finally, we explored general spatial behavior in an open-field test and investigated the effect of alcohol consumption on spatial behavior. Overall, the orange head cockroach is a valuable model organism for studying a wide range of behaviors and biological processes and has the potential to provide insights into the functioning of the nervous system in both invertebrates and mammals.

Amber Cox '23 is a Senior Biology and Music BA double major from Spartanburg, SC. After graduation, Amber is interested in pursuing psychiatry and will be applying to different medical schools across the country in 2024.

Entum Knickerbocker '23 is a Senior Psychology major and American Sign Language minor from Cochranton, PA. After graduation, Entum plans on returning to Converse to study Art Education for another undergraduate degree.

Abeeha Sajid '25 is a Sophomore Biology and Philosophy double major from Boiling Springs, SC. After graduation, Abeeha plans to attend medical school and then specialize in obstetrics and gynecology.



International Model NATO: Military Committee

Researcher: Ainsley Cua, Sierra Feser Research Advisor: Dr. Joe Dunn

Converse University competed in the 38th Annual International Model North Atlantic Treaty Organization. This event is a simulation designed around the real North Atlantic Treaty Organization, commonly known as NATO. NATO is a post-World War II military alliance which was formed in response to the rising risks posed by the Soviet Union. Although the Soviet Union has since dissolved, NATO continues to remain relevant. The purpose of NATO is to share both the responsibilities of collective defense and deterrence, and also benefit from it as well.

International Model NATO gives college students the opportunity to engage in international politics and diplomacy in a simulated environment. Students partake in formal parliamentary procedure in which they debate international policy in a diplomatic manner. The goal of the simulation is for delegates to write policy, known as draft resolutions, to the topics of their committee. One of the most challenging aspects of the simulation is that all draft resolutions must pass by consensus, remaining true to the nature of the actual North Atlantic Treaty Organization.

Although NATO has many committees, International Model NATO includes only six of those committees. The committees in International Model NATO include The North Atlantic Council, the Military Committee, the Political Committee, the Nuclear Planning Group, the Partnerships and Collective Security Committee, and the Committee of Emerging Security Challenges. Ainsley Cua and Sierra Feser were delegates in the Military Committee. The Military Committee is the oldest permanent committee in NATO, alongside the North Atlantic Council. The Military Committee acts as the senior authority on matters of military strategy and policy. Before the North Atlantic Council makes any final military decisions, it first consults with the Military Committee. Due to NATO being a military alliance, all committees focus on the military to some degree. Even though the other committees have aspects of military policies, the Military Committee is the only body directly formulating the military policies and strategies of NATO.

Converse University had two delegations in each committee. In the Military Committee, Ainsley Cua represented the Luxembourg delegation, and Sierra Feser represented the United States delegation. Ainsley Cua and Sierra Feser were tasked with representing their countries' military policies and stances. They worked with other delegations to find solutions

to the topics of the military dimension of cooperation with Ukraine and enhancing defense and deterrence in the east of the alliance.

Ainsley Cua '26 is a Freshman Mathematics major from Anderson, SC. After graduation, Ainsley plans to attend graduate school.

Sierra Feser '23 is a Senior History major and Secondary Education minor from Simpsonville, SC. After graduation, Sierra plans to work towards her Master's Degree and eventually receive her Ph.D. She hopes to work in a career that will allow her to write in an academic capacity, research abstract topics, teach and mentor others, and work with diverse populations.



The Effect of Fibronectin on Epithelial-Normal and Cancer-Cells using Electrical Impedance Sensing

Researcher: Brooke Daniels, Jessica Holder

Research Advisor: Maddy Behravan

This work reports on the effects of fibronectin on cell membrane attachment and layer formation using an Electric Cell-Substrate Impedance Sensing (ECIS) system in real-time and confirms a characteristic behavior for both normal and cancer cells that was previously observed by electric impedance measurement. Cell attachment is an important cell function to be maintained by epithelial cells. A poor attachment in epithelial cell surrounding tissue may result in cancer cell leakage and metastasis.

Investigation of the epithelial cell attachment and cells layer formation is a crucial step in understanding how cancer cells leaks through epithelial layer and metastasize. A membrane protein such as fibronectin may improve cell attachment in layer formation, and may help in preventing metastasis. In this investigation, an Electric Cell-Substrate Impedance Sensing (ECIS) system was used to measure the changes in the electric impedance due to formation of cell colonies. Formation of cell colonies impedes current flow and affects the electric impedance. The measured electric impedance (resistance and capacitance) data is used to describe the cells attachment and spreading and the effect of fibronectin on cell attachment in real time.

For experiments, two cell lines were used; healthy human epithelial cells (HaCAT) and cancer cells (A431). The effect of fibronectin on cell attachment was examined at various dosages of 2.5, 5, and 15 ug/ml. A distinct behavior for the impedance between normal cells and cancer cells attachment is confirmed. The impedance changes at a slower rate to larger resistance after about 15 hours for cancer cells (A431).

It is found that for the normal cells (HaCAT) with addition of fibronectin, the impedance initially increases but it returns to equilibrium level after hour 20. Overall, no significant effect is observed in relation to the fibronectin addition to the normal cells (HaCAT) at the applied dosages. For cancer cells (A431) with a concentration of 15 ug/mL of fibronectin, a larger resistance is detected but a lower concentration has little to no effect. After a 40-hour time period, the resistance of cancer cells (A431) with the addition of 15 ug/mL fibronectin is decreased. These larger resistances and decreased resistances are attributed to an increased and decreased cell attachment.

Brooke Daniels '23 is a Senior Biology major from Lyman, SC. After graduation, Brooke plans to attend veterinary school.

Jessica Holder '23 is a Senior Biology major and Math minor from Las Vegas, Nevada. After graduation, Jessica plans to pursue a Masters Degree in Biology with a focus on Molecular and Cellular Biology.





The Ideal Teacher Profile in the Post-COVID Era

Researcher: Lisa Dunagin, Sarah Kennedy, Michelle Roman, Stacey Walker Research Advisor: Shirley Sealy

In March 2020, schools were thrown into upheaval with the onset of COVID-19. While educators have always had to be flexible in many respects, they along with the rest of the world were wholly unprepared for what was to follow. Schools were shut down for an extended period of time, and teachers were asked to teach virtually from home. Teachers and principals were expected to reach each and every student, tending to all their academic and emotional needs, without physically being in the classrooms.

The COVID-19 era has had a significant impact on public education, which led to research that questioned whether COVID-19 principals and/or teachers now viewed the profile of the ideal teacher differently, which in turn might affect current hiring practices in public education. This Administration and Supervision class research project utilizes an anonymous survey that asks public school teachers and principals to prioritize the most valued teacher characteristics based on their current perceptions, and whether or not these priorities changed as a result of their COVID-19 experiences.

Initial approval of the university's Internal Review Board (IRB) was required due to the nature of the study and the involvement of human subjects. Once approved, the student researchers listed a variety of teacher characteristics and arranged them in categories including instruction, professionalism, student engagement, classroom management, and classroom assessment. A nine-item Survey Monkey survey was constructed and distributed to principals and teachers representing elementary, middle, and high schools in the surrounding districts.

Participants were given five different skills per category and asked to rank them on a scale of 1-5, with 1 being the most important and 5 being the least important. The final question was an open-response question in which participants were asked if the COVID-19 pandemic had changed their perception of the ideal teacher and if their rankings would have changed if they had taken this survey two years earlier.

This study hypothesizes that perceptions did change as a result of COVID-19 experiences, but in fact, the results indicate they did not change. The researchers question whether the small number of participants directly impacts the results of the study, and stress the importance of its possible limitations, as well as implications for further study.



Michelle Roman '23 is an Ed.S. major in Secondary Administration and Supervision from Simpsonville, SC. Michelle completed her degree requirements in December '22 and plans to eventually pursue a career in school administration.



NATO Partnerships

Researcher: Hayley Gordon, Keira van Zyl Research Advisor: Dr. Joe Dunn

The NATO Partnerships Committee aims to reinforce NATO's commitment to partner nations and help the Alliance to increase global stability without the use of armed forces and weapons, as part of the Alliance's overall contribution to international security, stability, and conflict prevention. At the annual NATO meeting held February 2023, the Partnerships Committee focused on two topics. 1. Enhancing cooperation with regional partners: (i) the Asia-Pacific 4 (AP4): Australia, Japan, New Zealand, and South Korea (ii) the Mediterranean Dialogue and the MENA region, and 2. Appraising relations with Bosnia and Georgia. Converse University students participated in the Partnerships Committee as The United States and Luxembourg. These two countries, along with the rest of the body, worked diligently to come up with draft solutions to the topics stated above.

In topic 1, the committee unanimously passed two draft resolution papers. The first paper discussed ways to enhance NATO's relationships with its Asia-Pacific partners. The countries discussed were Japan, South Korea, Australia, and New Zealand. Some solutions proposed dealt with joint military practices and collaboration with the European Union. The second paper covers the Mediterranean region, The Middle East, and North Africa. This part of the topic was more challenging since some of the countries we were discussing did not have the means to participate in all NATO activities. Some of these countries are actively engaged in conflict. Some solutions proposed focused on securing the region by preventing human trafficking and offering humanitarian aid.

In topic 2, the committee passed one draft resolution discussing enhancing cooperation with Georgia and Bosnia. Each solution had to consider the sensitivity of the Russian-Ukraine conflict. Ultimately, we passed a draft that focused on helping Bosnia and Georgia adhere to NATO's political and military standards.

Being part of NATO's Partnership Committee has taught us about research, written and communication skills, and diplomacy. Many hours were spent researching the two topics for the countries that participated in the conference. Each delegate utilized excellent communication skills which they were able to put into words on paper. When discussing solutions, all the delegates spoke kindly and respectfully keeping the tension in the room low. These are all skills that will be used in the rest of their careers.

Hayley Gordon '23 is a Senior Business major and Spanish and Music minor from Denver, CO. After graduation, Hayley plans on a gap year, then graduate school.

Keira van Zyl '25 is a Sophomore Biology major and Maths minor from Pretoria, South Africa. Keira is undecided about her post-graduation plans; however, she is leaning towards going to Dental School or furthering her education at least.



Model NATO 2023 Conference

Researcher: Marisol Gutierrez, Chelsea Palotta Research Advisor: Dr. Joe Dunn

The North Atlantic Treaty Organization was founded in 1949, following World War Two, as a military alliance with the purpose of protecting its member states while deterring nuclear attacks and promoting cooperation on defense and security issues. The International Model NATO conference is held annually with multiple committees composed of students from all over the world who each represent a different NATO member state. As the Committee on Emerging Security Challenges, we were tasked with focusing on "NATO's role in energy security" as well as "NATO's Role in Climate Change." Representing Luxembourg in this year's model, we were able to expand on our knowledge of this nation and learn how Luxembourg is active on the international stage. Luxembourg was one of the founding NATO member states in 1949. While it is the smallest NATO member country by land mass, Luxembourg is one of the most economically successful countries in the alliance and in Europe.

While we were in Washington D.C for the Model NATO conference, we were able to visit the U.S State Department where we participated in a briefing with a civil service officer, a foreign service officer, and an official from NATO. This was a very informative experience as we were able to gain insight into the roles and responsibilities of officials who work either directly or indirectly with NATO and other governmental bodies.

During our sessions of debate, we worked with the delegate from Lithuania to establish an annual summit on energy security. We also proposed a long-term plan for developing hybrid electric military vehicles primarily for non-combat use. Additionally, we encouraged NATO member states to submit an annual military environmental impact report which included a natural disaster relief plan. Lastly, we explored the idea of creating an Arctic Advisory Board in an effort to alleviate and combat climate change. These are solutions which were proposed by our delegation and enabled us to work with other delegates to write working papers where we had to work through contentious ideas and communicate to reach consensus with every single delegation in the room. By the end of the conference, our committee had passed three draft resolutions; two for our energy security topic and one for our climate change topic. Our participation in model NATO has allowed us to improve our public speaking skills and encouraged us to get out of our comfort zones as we worked with many different delegations to develop solutions and write draft langage. Overall, we are very proud of everything we have

accomplished as a delegation and are excited to utilize the skills that we have gained through this experience.

Marisol Gutierrez '25

Marisol Gutierrez '25 is a Sophomore Child Family Studies and Politics double major and Dance minor from Spartanburg, SC. After graduation, Marisol plans to attend law school.

Chelsea Palotta '26 is a Freshman Politics major and Music minor from Simpsonville, SC. After graduation, Chelsea plans to either work in international policy or earn a paralegal certification.



International Model NATO: Nuclear Planning Group

Researcher: Pashion Israel, Jerome Harris

Research Advisor: Dr. Joe Dunn

Since its founding, the North Atlantic Treaty Organization (NATO) has existed as a nuclear alliance with a twofold mission: to protect its member states and deter outside nuclear attacks. In its endeavor to carry out its mission, NATO faces military threats from the modernization of nuclear arsenals held by non-member states, particularly China and Russia, which threatens the security of states within the alliance. In addition to these physical threats, the desire of non-nuclear powers outside the alliance to rid the world of nuclear weapons altogether, if implemented, would compromise NATO's ability to protect the security of its member states.

As part of our participation in the International Model NATO conference, we conducted preliminary research on the policies and positions of our assigned nations, Luxembourg and the United States of America. Using this knowledge, we worked with other delegates, each representing a different NATO member state, to solve these problems in ways that benefit the alliance as a whole.

At the IMNATO conference, we explored, discussed, and developed potential solutions, including promoting the modernization of NATO's non-strategic nuclear weapons, creating a forum for open dialogue between the People's Republic of China and NATO, and improving the alliance's cybersecurity capabilities through research and modernization.

The conference required us to work with other delegates to resolve any differences of policy through collaboration and moderated debate. By maintaining a professional attitude, remaining on policy, and utilizing each other and the non-Converse delegates in the room, we were able to take home individual delegation awards from the Nuclear Planning Group, as well as overall delegation awards won collectively by all the Converse students at the conference.

As a result of our collaborative discussions, the student-created solutions will be sent to NATO, and may influence the nuclear and foreign policy, and future actions of the alliance.

Pashion Israel '25 is a Sophomore History and Political Science major and American Sign Language and Secondary Education double minor from Boiling Springs, South Carolina. After graduation, Pashion plans to enroll in a Masters Program for European History.

Jerome Harris '25 is a Sophomore Politics major and Theater minor from Richmond, VA. After graduation, Jerome plans to go into budget analysis.



IMNATO 2023 Research on Burden Sharing and the 360 Degree Approach

Researcher: Muriel (Ellie) Schindler, Samantha White

Research Advisor: Dr. Joe Dunn

The North Atlantic Treaty Organization (NATO) is a consensus based alliance that consists of 30 official member countries, including the United States and Canada. In addition, observers and members in waiting are welcome to participate in debates. Composed of 5 committees, the North Atlantic Council is the top decision making body, and also the body that we debated on at this year's conference. Samantha White represented the United States delegation, and Muriel Schindler represented the Luxembourg delegation.

At this year's International Model NATO conference, the North Atlantic Council debated two topics: NATO's role in burden sharing and NATO's 360 degree approach. The main approach from our delegations on the burden sharing topic was to ensure that we measure how we are spending rather than what we are spending. For example, on top of encouraging allies that have not met their goal, we implemented methods for the alliance to measure the impact of our spending. We focused on spending wisely rather than spending simply to spend. For the 360 degree approach we focused on ensuring that all NATO borders were safe and secure and that the alliance had access to up-to-date technology and information, which included arctic sea defense measures and technology initiatives. In addition to the draft language completed, representing both a world power and a smaller nation gave us the opportunity to compare and contrast international roles and policies in both topics.

Besides the NAC, each committee debates on different topics and passes draft language throughout the conference. It is then the NAC's responsibility to debate over the compilation of these papers, the final communique. At this session delegates must consult with their fellow representatives and hash out any last issues.

To sum up each conference, the Secretary General gives out delegate / delegation awards based on peer review and judge assessments. At the awards ceremony, Samantha White took the Distinguished Delegate award for the United States NAC, the United States took overall Outstanding Delegation, and the Luxembourg Delegation took overall Superior Delegation.

Muriel (Ellie) Schindler '26 is a Freshman Math and Economics double major from Darmstadt, Germany. After graduation, Ellie plans to attend graduate school.

Samantha White '24 is a Junior History, Politics, and Spanish major from Colorado Springs, CO. After graduation, Samantha plans on traveling abroad to work with NGOs in the world of humanitarian aid.









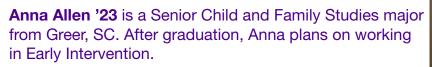
Author: Anna Allen Internship Mentor: Cathy Gowan Faculty Advisor: Dr. Reed Chewning Organization/Business: Cherokee County Department of Juvenile Justice

I completed my internship at the Cherokee County Department of Juvenile Justice. My main goal during this experience was to gain as much information as I could about how the organization worked. Over the course of a few months, I gained a lot of experience and new information. It gave me the opportunity to see different circumstances that most people tend to not realize even exist.

When a child is charged by law enforcement, the incident report is sent to DJJ. The office then submits the information to the solicitor's office. If the case has to go to court, the DJJ staff will revise a list of recommendations that they feel will help the juvenile. These can include things such as a victim impact class, drug and alcohol screenings, and also individual or family counseling. Depending on the severity of the charge, the individual may not have to go to court but they will have to complete a behavior contract. This contract contains a list of three to four items and if the child can complete them, then their case will be dismissed. If they do not, then the case gets sent back to the solicitor's office for court.

This experience definitely pulled at my heartstrings, but it has also taught me valuable lessons about the reality of this type of work. I had many deeper conversations with employees about how I was not sure I could handle this type of work because I would want to save everyone. They all usually responded the same with words relating to the idea that you just have to realize you can do everything you can, but you may not be able to save everyone. This was a thought I struggled with as I have always strived to help those around me and make everything right for them.

Overall, this internship was a very humbling experience. It not only taught me about this field of social work, but it also taught me to not take things in my life for granted as you never know what others are dealing with. I would highly recommend this internship site for anyone who feels this is the line of work they may want to pursue one day. It is definitely one of those things that you have to be fully passionate about and you have to want to make a difference in these individuals' lives.



Author: Jessica Besu Internship Mentor: Cathy Gowan Faculty Advisor: Dr. Reed Chewning Organization/Business: South Carolina School for the Deaf and Blind

My internship is at South Carolina School for the Deaf and Blind as Residential Teacher. I am currently working there. My purpose here is Education and that is very important to the students. I educated them in Independent Living Skills to learn how to do chores, maintain their own schedules, pay bills, budgets and cook their own food.

Their mission at South Carolina School for the Deaf and Blind is to help them to thrive for their future and to prepare them in real-life world. Surely, there are some challenges where the students have their own emotions or mentally meltdowns whereas I teach them to learn how to control and maintain their emotions by using tools such as mediating, stress ball or actually think before act on it.

There are many activities that we have at South Carolina School for the Deaf and Blind such as play sports, field trips, and events, it was so much fun and to watch students enjoying themselves. That to help students socialize with others and get out of dorms as well every once a while. I even help teach the students how to communicate in problem-solving such as making agreements on who does the chores or cooking like roommates, so that they know how to communicate with each other without having any argument.

The dormitory is like an apartment which has a kitchen, laundry, sofas, table and chairs, bedrooms and bathrooms, even the dry-erase board for me to write anything that I teach in Independent Living Skills or to remind the students of anything. South Carolina School for the Deaf and Blind is the reason why I want to grow and help students to mentally and physically prepare for their future. I would give my all to the students no matter what.

Jessica Besu '24 is a Junior Child and Family Studies major from Hialeah, FL. After graduation, Jessica plans to work at South Carolina School for the Deaf and Blind.



Author: Yarelis Cardona Internship Mentor: Cathy Gowan Faculty Advisor: John Jeter Organization/Business: Melting Pot Music Society

Over the summer, I worked with Melting Pot Music Society in downtown Spartanburg, SC. Melting Pot Music Society is a non-profit organization that addresses social issues and brings people together through the arts, education, and entertainment. These social issues can include homelessness, poverty, domestic abuse, etc. I felt drawn to this organization due to its strong passion for raising awareness on these hard-to-talk-about topics and for its love for the arts.

With Melting Pot, I served as a Project Manager, helping with event planning, networking, and researching grants and sponsorships. Throughout the summer, Melting Pot hosted its own Fusion Fest and took part in multiple events in Downtown Spartanburg such as Rhythm & Ribs, Spring Fling, and the Juneteenth Festival. For these events, I was able to guide our volunteers and staff through the setup and breakdown of our kid zones, stage performances, and food tents.

As Project Manager, I was responsible for making sure the events ran smoothly and that everyone was on the same page. I was also able to tend to our guests through our event's games, food tents, and photo booths. In and out of our events, I was also able to learn how to communicate with vendors, sponsors, and the public. Throughout my time with Melting Pot, I would often reach out to up-and-coming vendors and potential sponsors. When reaching out, I would make sure to present myself and the organization and talk about Melting Pot's mission. This helped me a lot with my own professional development, allowing me to develop an elevator pitch for myself, business cards, and a professional email. Outside of events, I was also able to learn to use spreadsheets, create link trees, and manage socials. I made multiple spreadsheets and forms that helped us keep track of volunteers, sponsors, vendors, and artists. I also was able to create a link tree for the organization and help with marketing our events through socials like Instagram and Facebook.

Overall, this internship taught me how to be confident and professional when connecting

with others, how to properly plan and execute events, and how to research vendors, artists, and sponsors.





Author: Delaney Coldren Internship Mentor: Cathy Gowan Internship Advisor: Rebecca Parrish Organization/Business: Converse University Office of Institutional Advancement

Converse University's grant writing internship focused on the technical skills, knowledge, and passion needed to support institutional development. During the course of the internship, I was responsible for researching grant opportunities for institutional development, supporting faculty and staff as they composed and submitted grant proposals, and aiding in the completion of active grant projects. In this role, I was also able to edit the FAQ section of a major grant website, meet with donors and local institutional development professionals, write sections of a national grant report, help compile an online archive, and work closely with a variety of departments in Converse University.

The major grant projects I worked on during my internship experience largely focused on program development, professional development for faculty and staff, and operational support. In the Arts and Theatre department, I helped with grants for travel, equipment acquisition, theatre programming, and professional development. In the Office of Provost, I helped research the TEAGLE grant. In the Humanities department, I helped with the completion of the SC Humanities grant and manuscript research and writing, and travel support. In the Science department, I was able to support the grant process for scholarships for first generation and underrepresented students in STEM, training for local high school teachers, and equipment acquisition. In the Athletics department, I worked on researching potential grants for mental health support, operational support, faculty acquisition, and facilities updates. In the Office of Research and Engagement, I was able to work on a variety of projects, including research for SCICU and multiple editing opportunities.

Through this internship, I was able to gain and develop many skills, as well as learn many lessons about the world of academia. My professional writing, editing, research, content development and communication skills improved greatly. I also learned how to use a variety of software, how to write and submit grants, and how to maintain and develop donor relationships. This experience has provided me with the skills and

knowledge needed to potentially work as a grant writer, but it provided me with other important gifts as well. From this internship, I developed many relationships with faculty and staff around campus, from which I gained much knowledge about institutional needs and successes.

Delaney Coldren '23 is a Senior Creative and Professional Writing/German Studies double major and Social Entrepreneurship minor from Moncks Corner, SC. After graduation, Delaney plans to attend a masters program for Composition and Rhetoric.



Author: Zahra Cross

Internship Mentor: Cathy Gowan Faculty Advisor: Dr. Reed Chewning Organization/Business: Tania's Tots Learning Center

My internship at Tania's Tots was great! I learned so many great things; I honestly questioned if I still wanted to work in childcare a couple of times, but an enjoyable and great experience. During this experience, I've learned some great things, I realized that kids could be hard to deal with sometimes, and I learned that every kid doesn't learn and understand at the same pace; some might understand at similar paces but never at the same pace. When I was working with my older kids (school-aged kids), I would try and help them with their homework, and it was like I could teach a group of them one way and two or three of them a different way. I learned a lot of patience at that, and I knew how to be more creative, which were my two goals this summer. I am straightforward, and that's not always good when working with kids.

Working with kids, you have to stay on your toes and be ready for anything to change at any moment. I was forced into that this summer, not so much by the kids but because of the Texas heat. We had a heat advisory almost every day, and we have been in hundreds almost every day of the summer this year; they said this is one of the hottest summers Texas has ever had. Being unable to go outside every day, I had to get creative and develop games for the kids to do inside the classroom. Now with my lesson in patience, I prayed that God helps me with my patience, and when I tell you he came through and taught me my lesson, he came through hard.

Working with the younger age groups, I had to exercise my patience because sometimes those kids would not listen, or they would listen and say they understood but didn't understand. I would have to go back and teach something over and over again; it would get so frustrating. Thinking that helped me push through all the frustration. This summer was still amazing and taught me so many things. I loved this summer!

Zahra Cross '23 is a Senior Child & Family Studies major from Austin, TX. After graduation, Zahra plans to go to graduate school.



Author: Yolanda Escudero Internship Mentor: Cathy Gowan Faculty Advisor: Dr. Mary Carlisle Organization/Business: Maggie Macdonald, Artist

It has been almost a year since I was given the opportunity to intern with Maggie Macdonald. Maggie Macdonald is an extraordinary local Spartanburg artist and Converse Alumna. Over the past summer, I was able to learn more about Art Administration and Marketing. I was able to get a better understanding of the process of managing and maintaining an art studio and gallery. I learned the importance of being organized.

At the beginning of each month, we would sit together and create a calendar filled with upcoming events, shows, collections, and social media posts. Along with the past knowledge that I have gained from my classes, I was able to implement them into my work. I would help Maggie promote her art pieces through digital marketing and email campaigns. I was able to learn how to create an email campaign, and at the end of my internship, I gained more knowledge on how to create an effective email newsletter and promote the gallery through digital marketing.

Another element that I focused on during my internship was strengthening and promoting her artwork through social media. There would be days in the week that we would focus on social media and film and take pictures to post to her platforms.

As a marketing major, this was to gain more insight into the marketing world and gained more knowledge when taking videos and pictures. After editing our footage, I would upload them to different social media platforms, and after posting them, I was able to use the analytics to see how they were doing and how I could improve them. By doing this I was able to read the analytics and understand the usage behind them.

The last key element that I assisted Maggie with during my internship was doing daily tasks to help her with her upcoming collections and art studio in general. Some of the tasks were building canvases and frames, stretching canvases, hanging and removing frames, and painting frames. By doing this daily task, I was to learn behind-the-scenes things that make up a gallery.

At the end of my internship, I was able to learn and gain more knowledge that will help me in the future. I am incredibly thankful for interning with Maggie Macdonald!

Yolanda Escudero '24 is a Junior Business Administration major with a Concentration in Marketing and Arts Administration and Social Entrepreneurship minor from Grand Rapids, MI. After graduation, Yolanda plans on traveling before going to grad school or going straight into the work field as a digital marketer.



Author: Ryan Finazzo Internship Mentor: Cathy Gowan Faculty Advisor: Meirav Goldhour Organization/Business: Lorna Gross Interior Design

During the summer of 2022, I worked at Lorna Gross Interior Design as a design intern. I chose this internship because I wanted to understand the client relationships of residential design, and what working in an actual residential design firm would be like. After I graduate I intend to have a job at a residential design firm or somewhere that works closely with a client's home. During my time at this company I was given various tasks that ranged from organizing the resource library to traveling to a clients home to either drop off paperwork or take pictures of the process.

The beginning of my internship started out as me getting familiar with what resources we had available in the office and working on AutoCAD to help the head designer create elevations or different design options that would be presented to a client. Once I got into the swing of things, that is when I was given a large workload. This workload consisted of organizing the vendor list in excel, creating a care manual for a client, touching up elevations in AutoCAD, creating lighting and finish schedules, and picking up and returning samples.

The transferable skill I gained from this experience is working with the head designer and doing what she needed me to do to complete client deadlines. Within those deadlines I needed to complete spec sheets, care manuals, updating AutoCAD design options, and doing additional research for those clients. The main thing that pushed me out of my comfort zone is working on a deadline. By this I mean there were days when I had less than two hours to complete AutoCAD design options for clients. This was a challenge for me because I have never been put in the setting of needing something done with a time constraint, and this pushed me to work faster and efficiently, but still making sure everything I was producing was correct and important for the client meetings.

The most important thing I learned about myself while doing this internship is that I am able to complete tasks quickly and efficiently. This helped the head designer get presentations ready and prepared to show to clients during their check-in meetings.

My greatest accomplishment throughout this experience was relearning AutoCAD and being able to implement those new techniques into my work today.

Ryan Finazzo '23 is a Senior Interior Design major from Annapolis, MD. After graduation, Ryan plans to work at an interior design firm at home in Annapolis.



Author: Leonor Fleming Internship Mentor: Cathy Gowan Faculty Advisor: Meirav Goldhour Organization/Business: Converse University Office of Institutional Advancement

The Interior Design Program requires each student to obtain an internship over the summer to gain valuable experience and knowledge in the field. For my internship, I chose GOS in Greer, SC, for several reasons. The first reason was their superior reputation, as GOS is a long-standing organization with which I was quite familiar. The other reason was that I felt I would gain experience and could also offer critical attributes to the company's growing furniture department. I began my internship the first week of June 2022 as an Interior Design Intern, and my areas of specialization were space planning, rendered images and videos, and client presentations.

My primary role was meeting each client's furniture needs that fit within the scope of their budget and design aesthetic. Each job was tailored, packaged, and presented to include floor plans, material specifications, rendered images, or video compositions. During my internship, one of my most significant and proud accomplishments was outbidding an opposing design firm for a significant state contract build. I worked efficiently to meet our proposal deadline and offered innovative and creative ideas, which GOS fully supported and entrusted me to complete. After the presentation, the clients were blown away by the video compilation I created, and they agreed to accept the proposal with minimal adjustments. This account alone brought the company a six-figure profit margin but, more importantly, set us apart from the competition.

Keep in mind that my contributions were not single-sided, and I learned a considerable amount of information at GOS. The most valuable knowledge I gained was about furniture manufacturers and their products. Each of their manufacturers had Revit and CAD resources that I used to deliver a high-quality rendering in Enscape. More than just regarding the project mentioned above, I was also able to create video clips from Enscape and later created a video presentation in Adobe Premier Pro, all skills I have learned during my time at Converse University. In addition to products and resource symbols, I also trained in a new software program called CET, a software program that most design firms use today.

Obtaining this knowledge has improved my skill set and eliminated the use of multiple software programs in a single program format. I look forward to developing further in CET to advance my design skills and allow quicker response times and more projects.

Leonor Fleming '23 is a Senior Interior Design major from Greenville, SC. After graduation, Leonor plans to go to graduate school.



Author: Joscelyn Gallego Internship Mentor: Cathy Gowan Faculty Advisor: Meirav Goldhour Organization/Business: Tribus Interior Design/Dillard Jones

My name is Joscelyn Gallego, I currently work for a design firm called Tribus Interior Design, located in Greenville, SC. I started this internship at the start of the summer of 2022, I initially took this internship because of their noticeable level of skill and professionalism. Tribus Interior Design is the sister company of Dillard Jones, an architectural firm, that manages most of their new builds. I had the opportunity to assist both companies with some of their new builds and remodels. Dillard Jones is a luxury custom home builder, their offices are in Asheville, Cashiers, Greenville, Lake Keowee, and Bluffton. They're the sister company to Tribus Interior Design.

Tribus is an Interior Design focuses mainly on new builds and remodels for Dillard Jones. In my internship, I completed tile drawings for clients, sat in on Parti's for project information, created presentations for kickoffs, installed furniture, styled homes, helped with furniture presentations and selections, helped clients with tile selections, and ran their social media site.

For this internship, it was important for me to know how to use CAD and know standard building codes. These skills helped me complete many tile drawings and furniture drawings for clients. During this internship, I learned many valuable skills such as client communication, project management, problem-solving, time management, and organization skills. I have thoroughly enjoyed my roles in project management and would love to continue to further develop this skill.

During my internship at Tribus, I was challenged with many tasks, one was overseeing some of the selections for a very important Showhouse Event. This event is very important and recognizes many designers from around the country and will be featured in an ID magazine. During this internship I learned not to doubt myself and to always have confidence in myself and my designs, confidence is important and if you don't believe in what you're selling to others they will never believe in you.

Not only did Tribus teach me about the design industry, but they've helped me grow as

an individual. I am now more confident in myself and what I can produce. I have thoroughly enjoyed my time at Tribus and have gained so much knowledge and experience within such a short amount of time.

Joscelyn Gallego '23 is a Senior Interior Design major from Duncan, SC. After graduation, Joscelyn plans to work for a design firm.



Author: Sarah Goodin Internship Mentor: Cathy Gowan Faculty Advisor: Dr. Reed Chewning Organization/Business: Primrose School of Midtown Greenville

My name is Sarah Goodin and I work as a support staff member at Primrose School of Midtown Greenville. When I arrive to work, the children in the preschool pathways classroom are just beginning to wake up from nap. I help the lead teacher with putting away the cots, helping the children with potties, and setting out snack. After snack, the children freshen up and we go outside for approximately 1 hour. During this time, the lead teacher goes home and I'm left with the responsibility of walking the children back to their classroom. We all get water and take a cool down break, and afterwards we freshen up and either choose a center to play in or do music class together. At 6:00, All the children are picked up, I clean the room, sanitize the toys, and stack the chairs on top of the table. These responsibilities are well within my means, but it can be challenging taking care of 12 3-year-olds alone. I think ratios in South Carolina should be a bit lower, because not every child is getting the care that they deserve, and accidents can happen when a teacher's attention is stretched too thin.

I felt welcomed by the leadership team at Primrose immediately. Throughout my internship, the leadership team has been very open to my suggestions and requests. If I have needed help, they are supportive of me. My short interactions with parents are light and brief. I always try the "sandwich" technique if there is a concerning behavior: Welcome them and say hello, let the parents know of the behavior, then end with a positive note or great thing the child accomplished that day.

Sarah Goodin '23 is a Senior Family and Child Relations major from Greer, SC. After graduation, Sarah plans to seek a role in the youth department of a library.



Author: Priscilla Griggs

Internship Mentor: Cathy Gowan Organization/Business: The Early Learning Center (ELC) at Church at the Mill

I completed my internship at The Early Learning Center (ELC) at Church at the Mill because I would like to be a Speech Language Pathologist (SLP) in the school system. The ELC's small class sizes have prepared me for the demands of an SLP in a school district. The ELC is a 4-hour private Christian school. The school was started by a church member with six students at Anderson Mill Baptist Church, and has grown to serve 100-plus children ages birth-kindergarten.

During this time, I have learned so much about the reading needs of children. More and more children are dealing with speech issues. If a child struggles with letter sounds and recognition early on, this will affect how a child reads long-term. It is so essential for a child to have a solid literacy foundation. This is what drives me to become an SLP. My primary goal during my internship was to help the students develop phonological awareness. I also wanted to learn how to create engaging lesson plans and develop intervention plans to help each student succeed on their level. To achieve these goals, I worked with my students for 2 hours each day on literary skills. I created skill-specific games that appealed to the child's learning style.

My most significant achievement is that one student went from not knowing any letter sounds to identifying 13 sounds within three weeks of intervention. I noticed that the student was a kinesthetic learner. I used hot glue to raise the letters so the student could touch them and added pictures on each card associated with the letter.

My biggest challenge was creating engaging lesson plans without using flashcards as a primary resource. At first, I tried on activity where the children had to match the picture on the flashcard with the corresponding letter on the letter wall. This did not work. I quickly learned that it takes more than flashcards to engage a student.

The ELC is a great place to learn and grow in education. They provided me with so much encouragement and support to ensure that I achieved success. The parents in my class were receptive to each tip I gave them and practiced skills we learned at home. My supervisor was patient and frequently critiqued

me to ensure I stayed aligned with my objectives. I cannot speak higher about this internship location.

Priscilla Griggs '23 is a Senior BA Child and Family Studies major from Spartanburg, SC. After graduation, Priscilla plans to go to grad school at Baylor University.



Author: Celene Han Internship Mentor: Cathy Gowan Faculty Advisor: Dr. Reed Chewning Organization/Business: Montessori School of Mauldin

I am doing my internship at the Montessori School of Mauldin located in Greenville, SC. I am currently working as an Assistant Teacher in the toddler 2 room with ages ranging of 2-4. The mission at the Montessori School of Mauldin is to uphold the ideals of the founder, Maria Montessori. We have a daily general routine but this changes through the culture of the classroom and the individual needs of the children. We do this through Montessori work of color identification, number works, sensory activities, dramatic play, and many other activities.

Potty training at this age is highly encouraged in the program, so understanding those bodily cues. In many ways this is a huge factor in what the children are learning at this stage of life which includes potty training, emotional regulation, fullness at mealtimes, and socializing with peers and caretakers. We also teach a basic introduction of American Sign Language, especially encouraged for the children that have difficulty verbally speaking their needs. We do lots of reading, math, and lots of geography lessons that are digestible at this age. This enriches their communication skills, vocabulary, and school preparation. We really enjoy dancing, stretching, art, and exploring all of our different senses.

I have learned to create positive relationships with the children and a respectful relationship with parents. Creating a safe, comfortable, and fun environment for the children while helping them to develop self-help skills, confidence, peer relationships, and life readiness. I am so thankful for my internship at Montessori School of Mauldin for teaching me a lot of the foundations for Montessori learning, experience in working with children and interactions with parents. Most of all has taught me a lot about myself, my passion and dedication to learn and grow more for the benefit of hopefully being a positive, warm impact on the children I experience every day.

Celene Han '23 is a Senior Child and Family Studies major from Queens, New York. After graduation, Celene plans to find a job in child care.



Author: LeAnna Hawkins

Internship Mentor: Cathy Gowan Faculty Advisor: Dr. Reed Chewning Organization/Business: Converse University

Throughout my internship with Converse University, I learned a lot about myself and the career path I hope to pursue in the future. The main skills I learned were leadership and communication through the project-based tasks I was given. Some were simple tasks such as making flyers, while others were more difficult. For example, I created a Google Form and a Google Sheet to help my site supervisor, Sher-Ron Laud, take a Program-Level Student Learning Outcomes Assessment for each program hosted by Residential Life to ensure that they relate to Converse's mission. This specific project challenged me in many ways. In order to do this, I had to learn more about Google programs and how they work and research the PL-SLO initiative to gain a better understanding of the purpose. Since most of the tasks I was assigned with were independent, I had to communicate regularly with my site supervisor to make sure I was on track with the project and make corrections or changes as needed.

What surprised me most throughout the duration of my internship was the connections I made with those around me. I was constantly surrounded by lots of people who worked in my desired field of interest. This allowed me to not only learn more about Sher-Ron and Residential Life, but also about coordinating SGA from Jess Backman and directing the First-Generation Student Program from Daphne Glenn.

The most important thing I learned throughout my internship experience was to not be afraid to ask the hard questions and to take my projects head-on. When stepping into something new, I always kind of dip my toes in to test the waters. This internship taught me to be confident in myself and my ideas. Those around me constantly encouraged me to create my own way and was always willing to hear out my ideas when it came to my projects or anything in residential life. Overall, I would recommend this internship to anyone who likes a flexible work environment, wants to work with students, and is ready to make a difference at Converse.

LeAnna Hawkins '23 is a Senior Child and Family Studies major and Theatre minor from Tampa, Florida. After graduation, LeAnna plans to go to grad school at Converse for their professional leadership program.



Author: Shania Heyward Internship Mentor: Cathy Gowan Faculty Advisor: Dr. Reed Chewning Organization/Business: Greenville Gymnastics

For my internship, I worked at Greenville Gymnastics as a coach. I have been working there since September of 2018, and I decided to do my internship for Child & Family studies internship credit.

The purpose of the organization for me in particular is to help the gymnasts and to help students fulfill their mission of trying to compete on a team competition level. Through this experience, I improved my communication skills with adults and individuals (gymnasts). I'm able to coach students by forming instructions on how to do skills that are comfortable for them to do and understand. Also, I've had to do a lot so far to build trust with my gymnasts.

The sport is extremely dangerous, so when gymnasts tell me they are scared I tell them, "You've got to trust me because I'm here." This will help me in my professional development of trying to be a trauma therapist. I have to be able to communicate effectively with the patients knowing that they can trust me to open up to me because I'm only here to help my patients.

While doing my internship at Greenville Gymnastics I have to communicate the process of how to do gymnastics skills/drills with gymnasts. This will benefit them and their bodies through my coaching style to help them obtain skills for the next level.

Getting a gymnast's skills takes time to get, but as a coach, I have to help guide them to achieve the skills. Most of the time I tell the gymnast that I coach that everything is mental when we are scared to do something/skill. You just have to go for it if you really want it. As a trauma therapist, I have to be able to assist my patients and help guide them based on what comes at me and what they said to me.

Shania Heyward '23 is a Senior Child & Family Studies major from Simpsonville, SC. After graduation, Shania plans to go to graduate school and study to be an ER Trauma Therapist.



Author: Ashley Jeffcoat Internship Mentor: Cathy Gowan Faculty Advisor: Dr. Reed Chewning Organization/Business: Spartanburg Day School Library

My internship was with Will Strait at the library in Spartanburg Day School. My purpose was to pick up skills, practices, and experiences of what a school librarian will do in their day-to-day activities.

As a part of my experience, I have general responsibilities such as checking in/out books, processing and putting new books into the system, putting and delivering books on hold, weeding out books, creating book displays for month celebrations, etc. All of these activities are necessary in the cycle of the library ecosystem. Specifically, I am contributing my efforts into learning the high school fiction section as we are moving forward into shifting it into a more 'dynamic shelving' approach.

Dynamic shelving is a shelving strategy that adds visual interest to attract students to explore and pick up books. So, my goal is for us to shift away from a typical shelving system where books are lined in long, plain rows solely organized based on them being fiction and by last name to o a shelving system with front-facing books, that is colorful and eye-grabbing to the viewer, and is organized by genre or other ways besides the traditional way. I've found most kids come in asking questions such as, "Do you have any fantasy books?" or "What are the new releases? Where would they be?"

I plan on using my experience from this internship to help me with literature teachings and how my own library will look in my classroom, as I plan to become a teacher for young children. Picking out great and engaging books is crucial, in my opinion, to gaining a child's current and future engagement in literacy/reading as a whole.

Will Strait has been such a helpful mentor. He is guiding, kind, encouraging, and I am so thankful to have the opportunity to work with him and Spartanburg Day School as a whole.

Ashley Jeffcoat '24 is a Junior Child & Family Studies and Early Childhood Education major from Inman, SC. After graduation, Ashley plans to teach.



Author: Gregoire Legrand Internship Mentor: Cathy Gowan Faculty Advisor: Dr. Riaheen Farzana Organization/Business: SuperformanceSAS

As part of my studies at Converse University, I had to complete a technical internship in a company. The main objectives set by the school were to apprehend complex and technical missions, to confront the knowledge acquired in the major with the requirements of the professional world, and to apply the soft skills of communication, teamwork, autonomy and adaptability.

My internship, focused on finance and data analysis, started in June 2022 and ended in August 2022. I joined the analysis and journalism department. In addition to my initial training, I was trained in finance (analysis of company results, theory and psychology of markets, derivatives). I started my projects, first assigned by Romain Fournier, then I acquired enough autonomy to also submit project ideas to them for validation. When the activity allowed it, I exchanged with the other employees to automate tasks or facilitate follow-ups. I succeeded in carrying out most of the tasks that were entrusted to me. I was able to train myself in Google Analytics and Bloomberg in order to carry out certain specific queries.

This internship was positive on all levels. It allowed me to drastically increase my financial culture and knowledge. I was able to measure the importance of carrying out analyses on a field that I like. I was able to put my skills to good use and value my work, which is a real plus. Indeed, during all my studies I worked for myself. Being able to apply my skills in a dynamic and constantly growing company was very exciting. I am very grateful for the opportunity I had to do this internship.

I was able to implement the skills I had acquired during my studies and outside, and develop new ones. In addition to that, I gained autonomy and confidence in my work, and above all, I was able to actively participate in the life of the company. The missions I was given challenged me and pushed me to find new solutions, by leaving my comfort zone. I had to train myself to internal tools and Google Analytics, which required a certain flexibility and an ability to adapt. Today, my professional outlook has matured,

and it seems essential to me to integrate a part of finance and investment in my future job.

Gregoire Legrand '25 is a Sophomore Finance & Psychology major and Marketing minor from Annecy, France. After graduation, Gregoire plans to attend graduate school.



Author: Aaliyah Love Internship Mentor: Cathy Gowan

Faculty Advisor: Dr. Reed Chewning Organization/Business: Converse University Office of Event Services

In the summer of 2022, I interned in the Office of Event Services here at Converse University under the supervision of Ms. Debbi Thompson. My role as a Summer Camp Counselor fit perfectly within my degree of Child and Family Studies because I was able to meet people of various ages and backgrounds which made the experience more rewarding. No two camps were the same!

The key parts of my job insisted on me packaging keys for residents, checking in and out guests from residential buildings; as well as greeting guests, making sure they feel welcomed on their stay at our campus. Since I was one of the first faces for the camper to see, it was important to represent Converse with respect and authenticity! I was thankful to meet many leaders of various organizations, some of those of which I have never heard of and some of which I knew nothing about, but quickly learned more about. I was able to ask questions to adults of the Converse University MFA Creative Writing Program, ROTC leaders from multiple high schools in the area, and coaches of different sports for child athletes.

Throughout the experience, I found that leading large groups of people can be challenging, but rewarding after accomplished. I gained knowledge through my experience as an intern on google tools and took special interest in my ability to organize up to a hundred keys and names within a few minutes on Excel.

I was also able to connect with more parts of Campus that I did not know much about like the Alumni event coordinators! I would recommend this Internship to any major because they would be sure to find something to learn throughout the experience.

Aaliyah Love '23 is a Senior Child and Family Studies major and Studio Art minor from York, SC. After graduation, Aaliyah plans to work as an elementary education teacher in North Carolina



Author: LaDrea Lynes Internship Mentor: Cathy Gowan Faculty Advisor: Meirav Goldhour Organization/Business: Alfred Williams & Company

I was a commercial Interior Design intern for Alfred Williams & Company. I interned there from May 31st, 2022, to July 15th, 2022. I choose my internship to gain a better understanding of the design industry and the workplace, to learn new skills from experienced designers, and to get some experience in the world of the commercial design industry.

Alfred Williams and Company are a commercial design dealership in Columbia SC and many other locations. They were established in Raleigh, NC in 1867. They have been here for 155 years, and their mission is and has always been to "Define, Design, and Deliver spaces that matter." They do this by providing insight to define customers' needs, through knowledge of design to achieve clients' purpose of the space, and care to deliver unparalleled results for their clients. The company of Alfred Williams values "People, Integrity, Partnerships, Creativity, Accountability, and Community Engagement." They aim to be a team of problem solvers, who can help an "organization's purpose by delivering a workplace that supports the health and well-being of [their] people."

While I was an Intern at Alfred Williams & Company, I had the responsibilities of contacting vendors and ordering samples for projects, organizing the library, creating material binders for the client of the project, and creating presentations for the projects. I would also have to compare our plans and the vendors to make sure the vendors got everything correct before they sent it off. We also went out to different sites for measuring or pickups.

An individual project I worked on at Alfred Williams and Company was named Homeless No More. The clients were creating a place where the homeless could come for help and learn. For this project, I had to pick out three options for their space. I had to use two options with the furniture from our dealership storage and the last option with brand new furniture. I also had to find the specifications of these furnishings and make a presentation for them.

There were many things that I learned from my internship at Alfred Williams & Company. I learned from different positions in the company involved with the design process, like sales, designers, project managers, and business development. I learned how the design industry communicates with reps, manufacturers, project managers/contractors, and to specify fabrics.

LaDrea Lynes '23 is a Senior Interior Design major from Columbia, SC. After graduation, LaDrea plans to work at a residential firm in Columbia, SC.



Author: Robert Matthews

Internship Mentor: Cathy Gowan Organization/Business: Eastern Industrial Supplies

In the summer of 2022, I did my internship experience at Eastern Industrial Supplies, a family owned distribution company in the PVF (Pipes, Valves, and Fittings) industry based in Greenville, South Carolina with over twenty locations throughout the Southeast.

The internship was ten weeks long and started in mid-May and concluded during the final weeks of July. The internship program at Eastern titles their interns as "Industrial Sales Intern" and the primary focus of the program is to get the students familiar with and understand the ins and outs of the PVF industry and how the salesmen play a key role in the flow of the business. The internship is divided into different sections, where almost every week you are cycled through a different section of the company, varying from the warehouse, dispatch, counter sales, inside sales, and outside sales. The majority of the internship is split between the warehouse and inside sales. I'd say the warehouse is where the interns learn the most about the PVF industry and the different products that it contains. Just the Greenville warehouse alone contains over two thousand products, not including the products that Eastern orders that it does not stock on its shelves regularly.

During the internship, all of the interns were tasked with developing a project about how Eastern can improve its business functions. At the conclusion of the internship, all of the interns across the company come to the Greenville office where they present their projects to the senior leadership team, the CEO and his family. The interns can do their project on whatever they fancy, but it is recommended that the topic is run by your branch manager to make sure it is a topic that has not been done recently or that it has sufficient material to be presented on.

I did my project on how Eastern can recycle its waste better and how this will allow them to better manage their inventory levels. I'd recommend this internship to any business student who is self-motivated and hardworking who wants to get a glimpse into how distribution works in the plumbing industry.

Robert Matthews '23 is a Senior Business Administration major from Irvine, CA. After graduation, Robert plans to work full-time at the same company that he interned for.



Author: Aaliyah Morgan Internship Mentor: Cathy Gowan Faculty Advisor: Dr. Reed Chewning Organization/Business: Spartanburg Department of Social Services

I am doing my internship at Spartanburg Department of Social Services. This organization's purpose is to help assist clients who want to sign up for food stamps, to help children and families who may be in a rough situation, etc. This field has many job titles that you can dive into.

Throughout these nine weeks at my internship, I am being exposed to all the DSS job titles, so I can broaden my options to see what may interest me the most in this field. I already have an idea of what I'm interested in, which is the investigation part of DSS. As of right now the first two weeks I supervised a clerk position, and I learned their job title and what skill you have to be great at in this position. A clerk's job title is to assist clients with applying for food stamps and creating them a case worker for their food stamps request.

One skill I learned that's good to have while working as a clerk is communication skills. You have to learn how to talk to clients professionally at all times, even though you may have some sort of confrontation, I saw how they can handle clients who may act out of character professionally. I just started supervising Human Resources (HR) today, so I'm still learning that specific job title as of right now. I'm looking forward to learning a new job title.

Since I've been interning at the DSS office it has taught me to act professional in public as well because you never know who you may run into and I say that because networking plays a big part in today's society, so you never know who can help you go further in life, which is why I learned it's important to remain professional at all times.

Aaliyah Morgan '23 is a Senior Child and Family Studies major from Columbia, SC. After graduation, Aaliyah plans to work in social work.



Author: Abbigale Outlaw

Internship Mentor: Cathy Gowan Faculty Advisor: Dr. Amy Cox Organization/Business: Lexington County Recreation & Aging Commission

Over the course of my internship at the Lexington County Recreation & Aging Commission (LCRAC), I had the opportunity to learn a lot since I had not worked in an athletic administrative setting before instead I had only been a player or coach participating. Going in, I had a decent idea of what to expect because I had spent so much time around athletics and administration in the college setting. However, there were similarities and differences to the college athletic scene due to the fact that there was a larger staff on the recreation side of things. The big difference between athletics in an educational setting, specifically college or grade school, and recreational athletics is that there is no academic focus in the recreational side. This allows the recreational side to focus more on player development, fun, and competition. The recreational side also creates its own rules for its leagues, but the educational side is given rules to follow by bigger organizations, such as the NCAA or the South Carolina High School League.

As the internship progressed, I was able to improve my communication skills and creativity. I was able to improve my communication skills through phone, email, and face-to-face communication. Phone communication was the hardest for me because it was not a skill I had to use in my previous internships and jobs. Throughout the course of the internship, I was able to communicate with many different groups of people: the staff at LCRAC, umpires, adult softball league participants, and youth players. I also got the chance to increase my creativity through flyer creation, plaque designs, and tournament t-shirt designs. I also got to use some of the skills I had already learned from previous internships and work experience, such as organizational skills, data analysis, computer skills, and financial knowledge.

This internship experience definitely gave me a different perspective on sports management since most of my interaction with sports management professionals has been in an educational setting. Those who are working in an educational setting tend to have an impact in people from age 13-22, but those who are in a recreational setting tend to have more of a lifelong impact as they host youth and adult leagues. Overall, this was a great internship to show me the impact of those who work in recreational athletics versus those in an educational setting.

Abbigale Outlaw '23 is a Senior Mathematics and Business Administration major with a Sports Management Concentration and Data Science minor from Camden, SC. After graduation, Abbigale plans to attend the University of South Carolina School of Law.



Author: Brooke Perry Internship Mentor: Cathy Gowan Faculty Advisor: Dr. Kevin DeLapp Organization/Business: A Business Law Firm, LLC

While working at A Business Law Firm, LLC, I experienced the administrative and litigatory side of the law. While I cannot discuss details of the cases I worked on, getting hands-on experience was incredibly valuable before starting law school.

A Business Law Firm not only specializes in business law, but estate planning. They often say they are a law firm for all parts of a person's life. I witnessed couples give each other the legal right to make healthcare decisions for each other. I witnessed people draft wills. I witnessed young professionals start their first businesses. This helped me develop my communication and professional skills. The three attorneys were experts on how to be professional and personable at the same time. The legal profession can seem cold and overly-professional, however my experience taught me that lawyers must be sensitive and understanding of their clients' needs.

I also worked on organizing and creating corporate books. This project meant researching businesses on the South Carolina Secretary of State website, contacting business owners, and drafting corporate documents. This taught me the importance of record keeping and planning when it comes to small businesses. Corporate books are used to document the equity shares, existence, and meetings of a business. It is the legal foundation of a business.

Additionally, I got the opportunity to attend a trial. This was my first time in a courtroom. I heard opening statements, cross examinations, and witness statements. I was allowed to ask the attorneys questions and take notes. This is a rare experience for pre-law students and I learned that trial advocacy is mainly about persuasion.

The most valuable aspect of the law firm for me was the fact it was owned by female attorneys. As of 2022, around 40% of women are lawyers. Even less are women of color. For this reason, my internship was both an education and empowering experience.

Brooke Perry '23 is a Senior Philosophy major and Music minor from Spartanburg, SC. After graduation, Brooke plans to attend law school.



Author: Bella Pistilli

Internship Advisor: Cathy Gowan Organization/Business: Canucks Sports and Entertainment

My name is Bella, and I am a senior at Converse University studying sports management with a minor in marketing. While at Converse I have been a part of the women's field hockey team. These past two seasons I had the honor of being captain and leading the team to back-to-back conference championships. Something that makes me unique is that I am from Vancouver, Canada.

Over the summer I interned at Canucks Sports and Entertainment. The Vancouver Canucks is the NHL team in my hometown. I was one of ten interns in the company and the only girl intern in my department. I worked in the membership and sales departments. The company focuses on providing live entertainment in the form of concerts, events, lacrosse, and an ice hockey game. The company has also acquired two different Overwatch Esports teams.

During the internship, I had different tasks and projects that I helped bring to life. My main objective daily was to respond to emails and phone calls from current members. Their questions would cover a very wide range of topics typically. Throughout the summer the members took part in membership renewal. Many of the questions and concerns were about this. I was also able to help host in-person events in the arena. Including the seat relocation event for all return full and half-season members.

I am very grateful to have had the opportunity to complete this internship. It helped me discover my passion for working in professional sports. I love being able to create those everlasting memories for fans like someone had done for me at my first Vancouver Canucks game. It taught me many practical skills that I can use in my future career. As well as taught me skills and lessons about myself that have helped me grow.



Bella Pistilli '23 is a Senior Sports Management major and Marketing minor from Vancouver, Canada. Bella is undecided about her post-graduation plans.

Author: Leila Pontecorvo Internship Mentor: Cathy Gowan Faculty Advisor: Dr. Reed Chewning Organization/Business: Hannouche Family Chiropractic

The internship I am doing for the 2023 spring semester is at Hannouche Family Chiropractic in Spartanburg, South Carolina. My internship dates are from January 1st through April 20, 2023. Hannouche Family Chiropractic is a chiropractic office in Spartanburg that consists of one doctor, Dr. Nicholas. Dr. Nicholas' father Bill founded the family chiropractic office in 1979. Their goal is to create a safe place for people to discuss and address their medical needs. They believe that all healing can be done through the spine. They practice corrective chiropractic care and believe that a long series of treatments can ultimately improve your health over time.

From my observations the space is really inclusive and safe. The Doctor is only interested in helping his patients get better. They thoroughly explain their processes to their patients and have several testimonies to their work.

My focus this semester is on the benefits of chiropractic care for individuals on the autism spectrum. This is special to me because both my son and myself are neurodivergent. We both began to get regularly adjusted at the beginning of my internship in January and continue to get adjusted every week. I have watched my son's behavior improve since the beginning of my internship.

Chiropractic care is not something that I am particularly passionate about. My passion is with the neurodivergent community and different resources available to improve their quality of life. In my research I have found the benefits of craniosacral therapy and chiropractic care. I plan to use this research to help other neurodivergent folks find a safe place to get the care they need.

Leila Pontecorvo '23 is a Senior Child & Family Studies major from Oak Island, NC. After graduation, Leila plans to work in Continued Education.



Author: Sarah Purinton Internship Mentor: Cathy Gowan Faculty Advisor: Riaheen Farzana Organization/Business: AFL Telecommunications

From June-August 2022, I was the HR Admin. Intern for AFL Telecommunications, an industry-leading fiber optic manufacturer based out of Duncan, SC. Throughout my internship, I (as well as two other interns) worked on converting all paper employee files (AFL has over 5,000 employees just in the main Telecommunications division) to electronic copies, then uploading the copies into an HRIS system called UltiPro.

Prior to this internship, I had no experience in HR. This internship provided so much exposure to the language of HR, and I was able to see the day-to-day tasks for an HR employee. The paper employee files we were scanning were of various departments within HR, specifically the recruiting, payroll, benefits, and any employee management occurrences. I realized that I enjoyed the payroll side of HR, as it is pretty standard across the board, but the benefits department really interested me as well.

After this internship, it confirmed that I do want to pursue my masters in HR, and I'll be attending U of SC for that in the fall! I hope to obtain a job with a company that offers a rotational program within HR so that I can explore working in different departments. Though our project was just scanning employee files and uploading them into UltiPro, our HR department was able to take tours of the 5 AFL manufacturing plants along highway 290 in Duncan. It was very neat walking on the floors of these gigantic factories and seeing all of the machines running.

As the summer came to a close, we realized we did not complete the project in full, so my internship was extended through the end of this academic year 2022-2023! I'm so thankful that AFL took a chance on a college student who had no experience because I've come out much more exposed to HR than I would have by just taking classes!

Sarah Purinton '23 is a Senior Business Administration, Concentration in Human Resources major and Social Entrepreneurship minor from Spartanburg, SC. After graduation, Sarah plans to attend UofSC Masters of Human Resources program.



Author: Katie Roberts Internship Mentor: Cathy Gowan Faculty Advisor: Dr. Amy Cox Organization/Business: Gibbs Cancer Center and Research Institute

This past summer, I completed a six-week internship at Gibbs Cancer Center and Research Institute in Greer. I was given this opportunity by Kamara Mertz-Rivera, who was my professor last semester at Converse. Kamara is the Director of Clinical Research. I had my own cubical and a computer with two monitors, and the employees had made me a welcome sign. I was given a badge and had a name tag on my desk.

On my first day, they walked me around the floor and introduced me to everyone. Each employee introduced themselves by telling me their name, job description, and their typical day. Everyone was so nice and welcoming. They also gave me a tour of the center, and I realized that it is connected to Pelham. The hospital and center are beautiful and newly built. On my second day, they told me about the project I was responsible for. It was called an NCORP Benchmarking Project. I learned that an NCORP is an NCI Community Oncology Research Program. This nationally supported network brings cancer clinical trials and cancer delivery research studies to people throughout the community. There are seven research bases and 46 community sites, 14 of which are a minority under-served. The goal of my project was to go through all 46 NCORPs and compile their funding for 2019-2021 into a spreadsheet. I also had to find their affiliate and sub-affiliate sites. I was to look and see how the various NCORPs differ through funding, social media, accruals (putting a patient on a trial), their principal investigators, and overall, how they differ.

The data was gathered by going to different websites and pulling reports which were very time-consuming but also taught me how to navigate various systems. I also gained more experience with Microsoft Excel because I used it to key in all of my information. I created graphs and charts with data which was also very interesting to compare. While working on the project for the first couple of weeks, I learned how to file away cases, label them and put them into storage.

At the end of my internship, I was able to spend my last few days meeting with ten

directors and managers in departments throughout the hospital. This summer internship corresponded a lot with what I have learned in class, and it was a great experience to see how things are in the workforce.

Katie Roberts '23 is a Senior Healthcare Administration major from Inman, SC. After graduation, Katie plans to work in the healthcare industry in the Upstate.



Author: Jenna Robinson Internship Mentor: Cathy Gowan Faculty Advisor: Dr Meirav Goldhour Organization/Business: J. Banks Design

J. Banks Design is a commercial and residential design firm, as well as a retail store. It is based in Hilton Head Island, South Carolina but takes on projects nation and worldwide. Founded by Joni Vanderslice, J. Banks now has over fifty employees and has been in operation for thirty years. J. Banks' mission statement states that J. Banks is committed to being an industry leader, driven by excellence in interior design that exceeds customer expectations, provides top-quality products and services, challenges its associates with opportunities, and applies its resources to the betterment of our community." Its services include: Conceptual design, space planning, hard surface material selection and design including cabinetry, plumbing and appliances, wall and ceiling treatment design, millwork and interior trim selection, flooring pattern design and layout, 3-D renderings and interior elevations, construction documentation, furniture layout, furniture, fabric, artwork and accessory selection, purchasing, receiving, warehousing, delivery, and installation.

My role at J. Banks was as a design assistant to one of the residential designers at the firm, Nicole Long. I truly enjoyed working with her and the residential side of design. I assisted Mrs. Long by organizing client presentations, developing tear sheets and proposals, as well as anything else she needed doing. On a day-to-day basis, I could often be found creating presentations for clients that displayed their materials, textiles, hardware, and some furniture and cabinetry options. All the work I did was in tandem with a designer.

Through my internship experience, I gained skills in relation to working with a strict deadline. I was able to hone my ability to work with a partner over a series of projects. I also had to practice being flexible, as there were many days when changes needed to be made to many projects at once and would alternate from one project to another with efficiency. I realized through working at J. Banks that I need to develop my communication skills—to be unafraid to ask questions and become more confident in myself as a professional individual. I believe that since this experience, I have a more

concrete idea of where I want to specialize in my career. I truly enjoyed working in the residential field; however, I feel that hospitality design is where I may be best suited. Overall, I had an excellent experience with J. Banks Design Firm and look forward to working with them again in the future.

Jenna Robinson '23 is a Senior Interior Design major from Beaufort, SC. After graduation, Jenna plans to enter the professional Interior Design field.



Author: Bayley Robinson Internship Mentor: Cathy Gowan Faculty Advisor: Dr. Amy Cox Organization/Business: Spartanburg Regional Healthcare System

At my internship, I got to experience what it is like to be a healthcare administrator for three weeks. I witnessed a lot of the background work that goes into running a hospital and learned many things that I will use as I advance my career in healthcare.

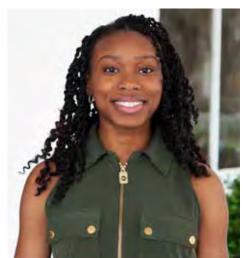
Before I started my internship, I had no idea what I was going to experience as a healthcare administrative intern. Some of my objectives were to see how the topics I learned in class applied to healthcare settings. There were some things that I saw and understood almost immediately because of the courses at Converse. For example, when I saw people using Epic, I knew it was an electronic health record that holds private patient information. I understood why administrators had to record the reasoning to access the files because of auditors and to avoid violations. Some things were harder to understand in class but seeing them used in a healthcare setting made more sense.

Insurance is something that I have a hard time understanding, but I know that it is necessary for hospital payments. When I visited the medical practice and saw how the Senior Referral Coordinator contacted the insurance companies to make sure insurance authorizes, I could understand the insurance process more. Seeing how the topics I learned in class apply to different departments was an eye-opening experience.

Another objective of this internship was to explore as many healthcare departments as possible. Visiting various departments gave me a new insight into the roles of healthcare administrators. I noticed that not all administrators are locked away in an office typing on a computer or attending meetings all day. They are outside their office on the unit floors getting to know their providers to understand and help them. In my classes, we discussed the importance of providers and administrators working together, but I did not understand how until this internship.

After visiting different departments and sitting in big departmental meetings, I understand the significance of communication between departments.

Bayley Robinson '23 is a Senior Health Care Administration major from Simpsonville, SC. After graduation, Bayley plans on enrolling in Converse's Masters in Management Program.



Author: Mia Sasser Internship Mentor: Cathy Gowan Faculty Advisor: Meirav Goldhour Organization/Business: Ethic, LLC

My name is Mia Sasser. I am an Interior Design major at Converse University, and I completed an internship at a remodeling firm in Charlotte called Ethic, LLC. I worked there from June 6th to July 27th, and while I was there, I worked as their CAD and Revit designer. At Ethic, they oversee all aspects of the project in order to ensure that it is done correctly and to the client's satisfaction. They do both new construction projects as well as remodels and additions.

Ethic brought me in to design a duplex project utilizing CAD and Revit. I was responsible for designing the duplex, putting together the construction documents, and coordinating with an outside realtor to make sure it fit what he was looking for. I was given the site plan and footprint of the duplex, as well as a list of what needed to be included in it, and worked back and forth between CAD and Revit. The construction documents I created will be sent to an engineering firm and will be used in the construction of the duplex once they reach that stage in the process.

While working for Ethic, the most important knowledge I had going into the internship was my skills working in CAD and Revit. After being given a hand-drawn plan for the footprint of the building, I was able to build the duplex in CAD and Revit using what I was taught in my classes at Converse.

One of the main ways that the internship expanded my knowledge was by teaching me more about architecture and the actual construction of the building. When putting together the duplex, I had to understand the way the floor system is put together, what a firewall is comprised of, and how it is constructed for a shared wall in a duplex, as well as the code requirements of a duplex.

This internship was a great experience, and I'm excited to see the duplex once the construction is completed.

Mia Sasser '23 is a Senior Interior Design major from Charlotte, NC. After graduation, Mia hopes to work at a commercial or hospitality-centered design firm in Charlotte.

60



Author: Emily Seconi Internship Mentor: Cathy Gowan Faculty Advisor: Dr. Mary Carlisle Organization/Business: Tidwell Jewelers

My internship was with a local jewelry store in Johnston, SC. During the course of my internship, I was able to learn about many different aspects about jewelry. I learned both hands on and by watching. I also got the opportunity to talk with a local artist about running an art business and get some first-hand insights.

Since my internship, I had the opportunity to make a ring of my own from start to finish. I was able to recreate a ring from a reference, by myself, in the computer system. Then I 3-D printed the ring and continued on with the casting process. This included sanding the 3-D printed ring, making investment powder, and melting the metal to put into the investment powder. In the end, I was able to clean up and finish the ring until it looked ready to be in a shop!

I also had the opportunity to visit a local jewelry artist's studio who has her own business making jewelry. She describes herself as a fabricator, and has a very different process than what happens at Tidwell's. She has a more creative and artistic touch to what she does and explained how the two sides of jewelry are different. She gave me a lot of insight on how she runs her business and a lot of the financial aspects that she has to work around.

Since this internship at Tidwell's I have been thinking a lot about the future and what pathways I might take. I thoroughly enjoyed my internship at Tidwell's because of the people and the work that they do. I do not have any concrete plans but, they said that we might have to talk in May about all my future endeavors.

Emily Seconi '23 is a Senior Studio Art major and Arts administration and Marketing minor from Aiken, SC. Emily is undecided about her post-graduation plans.



Author: Jeffrey Spinks

Internship Mentor: Cathy Gowan Faculty Advisor: Dr. Reed Chewning Organization/Business: Soteria Community Development Corporation

I am completing my Bachelor's in Child & Family Studies by doing my college internship with a prison re-entry organization (Soteria Community Development Corporation) in Greenville, SC. I have been shadowing an employee, Chris Pritchard, who is a mentor for the individuals who are attempting to re-enter society after serving a prison sentence in one of the South Carolina Department of Correction's facilities.

We have taken participants to do some of the following: obtain a birth certificate from SCDHEC, obtain a personal identification card or driver's license from SCDMV, establish an email using Google's email system, assist in job search activities, and other basic needs related to re-entering society after their incarceration. During my 120-hour college internship I plan to gain better insight into challenges that face individuals who are experiencing hardships with poverty & mental health and gain a better general overview of the organizations that are providing assistance to individuals experiencing hardships.

This internship has taught me a great deal about the criminal justice system in America from the perspective of the previously incarcerated individual. I have read the book titled "Reclaimed" by Jerry Blassingame, Founder & CEO of Soteria CDC, and become intrigued about the plight of previously incarcerated people after they have served their prison sentences and are trying to re-enter society. I have come to better understand the barriers that these human beings face and some of the facts have become more and more shocking to me. Here are a few from the following source: (https://www.prisonpolicy.org/reports/pie2023.html)

- 1. "The US locks up more people per capita than any other nation."
- 2. "At least 1 in 4 people who go to jail will be arrested again within the same year often those dealing with poverty, mental illness, and substance use disorders, whose problems only worsen with incarceration."
- "79 million Americans have a criminal record,...a stigmatizing label that comes with collateral consequences such as barriers to employment and housing." (79 million ÷ 332 million= ~24%) That's almost 1 in 4 !!!

I have also heard that Americans pay ~\$300/day for each of the ~2 million people who are incarcerated so that adds-up to a staggering \$600,000,000/day! I'm not sure what steps are necessary to remedy this mass incarceration issue, but I think we could start with a saying that is famous from America's past: "Houston, we have a problem."





Author: Jetta Turner Internship Mentor: Cathy Gowan Faculty Advisor: Dr. Amy Cox Organization/Business: Spartanburg Regional Hospital System

My internship role is in operations at Spartanburg Regional Hospital System. I complete many tasks including assisting with meeting preparation, pulling data, and even hands-on tasks like organizing the marketing closet.

During my internship, an opportunity came up to begin training/ working in the clinical research department. These departments are often meeting and are located right beside each other in the hospital. The clinical research department at Spartanburg Regional is a NCORP site. Due to the regulations of the department, I had to complete a fair amount of training. This included CITI training and Signal Path. I had to complete these programs in order to gain access to the data This training ensured that I understood the importance of the data I was handling and reviewed items such as the Belmont report.

After completing my training, I was able to begin my projects. I completed several projects during my time at clinical research. These projects include pulling data from excel spreadsheets to determine which studies were conducted at which sites for all grant years, preparing for the annual meeting with grant awarders, and recreating dated instruction power points. Some of these tasks were very time consuming and involved pulling data from several places. All of this required special access which I was granted from completing my training. The most important of these tasks would be preparing for the annual meeting. This determines how much of the budget will be allotted to clinical research for the next grant year. The hospital puts a lot of effort into this event. There are several presenters and the meeting lasts essentially all day. Two meals are catered during this event.

Overall, this experience was very informative. It was exciting to apply information I have learned over the course of my healthcare classes. I found myself constantly applying concepts I have learned in my coursework.

Jetta Turner '23 is a Senior Healthcare Administration major from Rock Hill, SC. After graduation, Jetta plans to enter the workforce.



Author: Neely Vander Ploeg Internship Mentor: Cathy Gowan Faculty Advisor: Dr. Amy Cox Organization/Business: Mobile Communications America

During my internship at Mobile Communications America, I had exposure to several different departments within their corporate office and got to experience how they run their telecommunications business.

As a finance intern, I reported to the Director of Corporate Development and helped him and his team research potential acquisitions. One of my main tasks was to take monthly financial statements from a potential acquisition, compile them into annual statements, and map them through MCA's chart of accounts to compare their performance to that of MCA.

I learned about the legal process of due diligence that must be followed during the process of an acquisition, and I helped my team keep the massive inflow of documents from the acquisition organized and easily accessible. I spent a lot of time in the online data rooms moving files around and comparing them to our master list of due diligence tasks to ensure the acquisition was sending the correct documentation. This gave me great experience in a sector I had never considered before, and I really enjoyed learning the complexities of mergers and acquisitions.

I assisted on some additional projects in the accounting department when needed; this encompassed a wide variety of tasks including setting up billing schedules, performing balance sheet reconciliations, and doing journal entries. I went through an online Excel course that taught me shortcuts and functions that will assist me in my accounting career. I got to use the concepts I had been learning in my accounting classes at Converse and apply them to real-world situations and see what corporate accounting looks like in practice.

Ultimately, my experience at Mobile Communications America was very valuable and educational. I learned the importance of real-world experience as accounting and finance in practice is very different than in the classroom and experienced a lot of personal and professional growth. This internship helped me solidify my career

aspirations and soothed some worries I had about working in a corporate office and fast-paced environment.

Neely Vander Ploeg '24 is a Junior Accounting major and Data Science minor from Moore, SC. After graduation, Neely plans to work in corporate accounting and go on to get her CPA license.



Author: Sydney Watson Internship Mentor: Cathy Gowan Faculty Advisor: Dr. Reed Chewning Organization/Business: Kids 'R' Kids Learning Academy

My internship was at the daycare, Kids 'R' Kids in Greer, South Carolina. I had a wonderful experience. Everyone is kind and welcoming every day! I was in the young toddler room, and I love that age group! They're so curious and want to learn new things.

I was taught patience, time management, and working with others as a team. It put me in situations where I had to think fast and move fast! Once when a fire alarm went off during nap, we had to get the babies up and take them outside. That day was so crazy, but everyone worked together so it wasn't as bad as it sounds. We do sign with the toddlers, crafts, and flashcards. I was there every day during the week from 7:30-4:30 give or take some days. I cleaned, and I washed the dishes. I filled out incident reports and talked to parents about their concern or questions.

The management is kind and helpful. Anytime I needed something or had a question the management was more than happy to help. I would also do cleaning and organizing. This experience taught me a better work ethic I feel like as well as a better sense of organization and time management. If I am late, the entire day gets shifted.

There is so much to be done in the morning that I knew I couldn't be late. I was also taught to slow down, to sit and really interact and play with the children. I was patient and careful around my toddlers. This is a new world for them—everything is unknown, and they deserve grace. I put myself aside and put them first. The young toddlers need constant reinforcement and reminders, but they also need love and attention, and they have a strong desire to be heard.

I wanted the children to feel safe and loved in my care. Structure is important to keep children feeling a sense of control. With a mixture of fun, love and structure I had an incredible experience!

Sydney Watson '23 is a Senior Child and Family Studies major from Mauldin, SC. After graduation, Sydney plans to work in counseling.



Author: Katie Watts

Internship Mentor: Cathy Gowan Faculty Advisor: Monica McCoy Organization/Business: Tyger River Children's Center

During my internship I was fortunate enough to work with Tyger River Children's Center, a childcare facility I had previously worked with throughout my college career. Tyger River Children's center is a religious-based facility that operates as an afterschool center during the school year and an all-day summer camp. I completed my internship over the summer and was able to maintain my position as a lead teacher in their third-grade class.

I started working with Tyger River Children's Center in June of 2020 as the lead teacher of their 5th-8th grade class and worked with many different age groups during my employment. By the time I began my internship, I had been the teacher of a very loving group of 3rd graders for nearly 2 years. For this particular group of kids, I started leading their group when they began their 2nd-grade year and moved up to teach the 3rd-grade class as they entered into it. Spending 5 or more hours each day for 2 years with this specific group allowed me to have a very unique experience and helped me to form close bonds with not only coworkers, and management but also the parents of my students and watch my students grow over time.

I was exposed to many different scenarios which required skills ranging from helping to solve conflicts between students to making breakfast for dozens of children. Working with TRCC helped me to leave my comfort zone and learn to resolve conflict, work with a large diversity of children, teach concepts in multiple ways to aid different types of learners, and generally be prepared for the myriad of situations that working with children will definitely provide.

This experience also showed me that "expect the unexpected," whether it is pertaining to a situation or what may leave an 8-year-old's mouth at the most random of times, is a pretty good motto to live by!

Over the course of my internship, my group attended many educational field trips, completed weekly curriculum, and participated in various activities that transformed

what could have been an ordinary summer into an opportunity that I will remember for a lifetime to come.

Looking back on my time at TRCC I am able to proudly say that it was one of the most rewarding experiences that I have had the pleasure to learn from.

Katie Watts '24 is a Junior Psychology/Child and Family Studies double major from Reidville, SC. After graduation, Katie plans to medical school.



Author: Brianna Whitby Internship Mentor: Cathy Gowan Faculty Advisor: Dr. Reed Chewning Organization/Business: E.P. Todd Elementary School, Spartanburg District 7

I learned many things during my internship at E.P. Todd Elementary. I learned that teaching can be very difficult but also can be fun. Having to multitask many objects while students ask you a billion questions and trying to help them all by yourself is extremely challenging. I don't know how my teacher does it. I feel as though she has a million things going on in her brain and yet she still has all of the answers.

I also learned that you cannot expect that students already know something. You can never assume that a student knows something, it is always better to start at ground zero then to assume a student knows something when they don't. This could seriously affect how they learn. Another thing that I learned is that you can't be best friends with your students. You can have a relationship with them and love them but there is a distinct line where you have to be assertive and maybe a little strict and to address certain behaviors in the classroom. I have learned this the hard way.

I have a student in the class who came into the class in September. She immediately attached to me because she was nervous about her first day at a new school. She was super sweet and shy that first day. However, since then, she has shown some behaviors that are unacceptable in the classroom that my teacher and I have had to address with her. She doesn't do certain behaviors when I am only in the classroom, which is unusual, but we believe she is trying to get attention that she may not get at home. We are using different techniques to decrease the behaviors. This child specifically is teaching me how to deal with behaviors like this, so I will know how to deal with them in my future classroom.

Brianna Whitby '22 is a Senior Early Childhood Education and Child and Family Studies double major from Largo, FL. After graduation, Brianna plans to teach.



Author: Brittany Wolfe Internship Mentor: Cathy Gowan Faculty Advisor: Dr. Larry Moore Organization/Business: Central Preschool of the Arts

My internship this semester was at Central Preschool of the Arts as a preschool teacher. I had the opportunity to teach a group of six children aged two. This internship has given me the ability to see how a preschool should be run, what is important to the development of young children, and how to interact with the families of the children I was working with.

Children have different needs and family dynamics that come into play with their development. Some children require more attention than others do or have to be taught in different ways than others. If you have never worked with children you would not be able to fully understand the extreme differences in young children. I had a student that was showing great developmental delays. I had to find a way to approach the parents and express my concerns without overwhelming them or overstepping my boundaries as a teacher.

The preschool is just a half day program and with the age of children served these children were what society considers "pandemic babies" so at first the days were long and hard. I worked hard to build a loving and trusting relationship with the children and their families, some cried most of the day but by the end of the internship I was able to have these children so confident in coming to school that they ran into the classroom ready to play and learn.

Central Preschool of the Arts has been such a wonderful internship for me. I have learned so much with the ladies I work with and the families I work with as well. If someone wanted to work with small children and their families in a positive environment I would strongly recommend taking an internship at Central. I can not thank the preschool enough for giving me an internship and helping me grow as a professional.

Brittany Wolfe '24 is a Junior Child & Family Services, Early Childhood major and ASL minor from Boiling Springs, SC. After graduation, Brittany plans to teach.



Author: Elizabeth Wypych Internship Mentor: Cathy Gowan Faculty Advisor: Dr. Reed Chewning Organization/Business: The Charles Lea Center

My internship was at The Charles Lea Center. The Charles Lea Center aims to help those individuals with disabilities and/or special needs build skills for their everyday life. I have had the opportunity to shadow their Activities Director, Andrew Ruyack. Working with him, he has taught me that the most important thing for an individual with disabilities and/or special needs is to build and create the bonds with the adults working with them so that they can learn the daily life skills they need. We have a daily schedule with them created a month in advance for the individuals to be able to interact.

As a part of the schedule, there is always an arts and crafts activity for the individuals to do. It could be anything from painting with shaving cream and food coloring to an upcoming holiday's craft. One of my favorite examples of this was the St. Patrick's Day Spirit week! The entire center came together for games, crafts, a talent show, and anything to show off their green for that week. On St. Patrick's Day there was a holiday party where a local McDonald's was more than willing to donate food for all the individuals and staff.

An important thing I noted during my time is that not all these individuals live with care takers, they can be in group homes or on their own. Andrew and I have gone and visited homes during my time to see how smoothly everything was going for those individuals and if they needed anything. It was an eye-opening moment experience seeing how the individuals construct their day to day lives. Some of these individuals get the opportunity to be a part of the Workability program, which is a program that allows the individual to work in careers they desire to pursue in different areas and companies.

During my time at The Charles Lea Center, I was given the opportunity to shadow others in the Center other than just Andrew. I was able to see what a care planner does hands on in order to help the individual and their family. It is an amazing line of work to put together a plan for an individual for not only at The Charles Lea Center but at their home as well.

This was not only an amazing opportunity to be given, but also challenging and a wonderful learning experience.

Elizabeth Wypych '24 is a Junior Child and Family Studies major from Jackson, NJ. After graduation, Brianna plans to attend graduate school.



Author: Lelia Zirkle Internship Mentor: Cathy Gowan Faculty Advisor: Dr. Reed Chewning Organization/Business: Spartanburg County Sheriff's Office

For my internship, I chose Spartanburg County Sheriff's Office for many reasons. The main reason is that I have such a large respect for those in law enforcement and ever since I was little, I have dreamed about a career in the Special Victims Unit. I started doing ride-alongs with night shift from 7pm to 7am. I was not required to stay for the entire twelve hours as I only needed a certain number of hours. After my first night riding with night shift, I was instantly hooked and extremely excited to continue.

Throughout my three-and-a-half-month-long internship, I experienced more than I thought I would. A few exciting things to witness firsthand were running priority to calls which means lights and sirens are activated, taking subjects to jail and seeing the booking process, and just simply being able to help those in possibly a very rough time in their life.

To me, law enforcement is here to protect and serve those in their community and I most definitely think that the Spartanburg County Sheriff's Office goes above and beyond to serve their community. I finished my internship extremely sad that I couldn't continue with the ride-alongs, but I left with the feeling that Spartanburg has the best of the best out protecting their community.

Since completing my internship, I have been in touch with two county recruiting officers for future employment after I graduate college so that I can have a career in something that I have a lot of passion for. This internship gave me so much new knowledge about law enforcement that I did not have before. Having this new knowledge will give me a head start with a career in law enforcement and allow me to have my "dream job" in the future. Without interning with the Spartanburg County Sheriff's Office, I do not think I would have realized how much I truly appreciate and enjoy law enforcement.

Lelia Zirkle '23 is a Senior Child and Family Studies major from Lexington, SC. After graduation, Lelia plans to get her masters degree in Criminology or Forensic Psychology and get a job in Law Enforcement.



ORIGINAL MUSIC & MUSIC PERFORMANCE



ORIGINAL MUSIC

Author: Emma Brooke Alley

Faculty Advisor: Dr. Valerie MacPhail Title of Piece: Manipulator

Emma Brooke Alley is passionate about her career as a singer/ songwriter and performer. She has studied classical voice under Dr. Valerie MacPhail at Converse University since the age of six. Emma



was accepted to and attended the South Carolina Governor's School for the Arts and Humanities for Voice during her high school years. She is now studying at Converse University to receive her Bachelor's of Music in Contemporary Music and Media, and also receiving Certificates in Vocal Performance and Music Business. Emma not only performs classical works, but she is a singer-songwriter and producer who is a part of the worship band at 4 Points Church, is working with Studio 101 in Woodruff, and is working to create her own band. Her plan is to continue to pursue her dreams of being a professional singer and performer.

Two years ago, Emma Brooke drew inspiration for "Manipulator" by navigating through years of experiencing people who attempt to manipulate others and wrote a song about her experiences. Whether it's colleagues, other musicians in her field, former friends or family members...we all know someone who tries to manipulate people. Emma Brooke's goal for "Manipulator" was to write a song to connect with listeners who had experienced similar feelings involving manipulative people. Originally, the song began with just the melody of the tag at the end of the chorus. Then, through the help of a local studio, Emma Brooke collaborated with local musicians and horn players to produce and create her first original song, "Manipulator". The dance-like melodies, bold horns and biting lyrics paint the picture of a lion and its manipulator within a circus setting.

Artist's Statement: Music is a universal language that connects people's souls and experiences in a way words may never can. As a singer, artist and performer, I want the music I create to encapsulate my soul and spirit so that others may connect to the message I want to convey, and to fill hearts and souls with music that makes them feel heard and understood. I sing and perform to use the talent that God has blessed me with to touch and inspire every soul in the room and beyond. The people around me,

the world and the voyage of life inspire me to create and move masses of people with music and message.

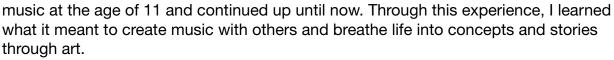
Emma Brooke Alley '25 is a Sophomore Contemporary Music with Media Applications major from Lyman, SC. After graduation, Emma Brooke plans to move to Nashville to pursue a career in professional singing and songwriting, traveling with her band and writing music.



ORIGINAL MUSIC

Author: Sean Giovannetti Faculty Advisor: Scott Robbins Title of Piece: Voyage, Mvmt II. Space

Music is the auditory expression of the soul and a reflection of our experiences as humans. This is what I have learned through my experience as a musician and a composer. I began my journey with



Personally, I have been inspired by music of all types. I only started composing recently, but I have already made great strides in my development as a writer. I want to push the limits of what can be accomplished compositionally. To this end, I try to take in as much media that I can, so that I can experience what the creators felt when they articulated their ideas. I also try to incorporate different styles and techniques in my music that are not regularly used by most classical composers. Music and art are constantly changing and growing, and I believe that composers should grow with it.

My piece is the second movement of a three-movement work titled Voyage. In these movements, my goal was to convey the emotion and atmosphere of a voyage at sea, in space, and in the sky. The second movement, titled Space, takes the listener on a journey through the depths of space. It uses low chords, representing the dark, vastness of space, high notes, representing the twinkling stars and planets, and harmonic lines that move back and forth, representing the ever changing nature of space. I drew musical inspiration from Hans Zimmer's Interstellar soundtrack and Gustav Holst's The Planets. I was also inspired by stargazing and imagining what it would be like to travel through the stars. I hope that listeners will be able to experience this while going on this voyage with me.

Currently, I am pursuing my Bachelor of Music in Composition at Converse University. After graduation, I plan on pursuing a Master of Music in Film Score. With these degrees and the attained knowledge, I plan on composing scores and soundtracks for film, television, and video games. I believe that writing for these mediums is a way of

breathing life into these works. If by any means, through this process of setting music to film, my compositions evoke emotion in even just one person, then I have become an accomplished composer.

Sean Giovannetti '25 is a Sophomore Music Composition major from Boiling Springs, SC. After graduation, Sean plans to pursue a Masters of Music in Film Score.





ORIGINAL MUSIC

Author: Jordan Owen

Faculty Advisor: Scott Robbins Title of Piece: Sounds of Valkyries Piano suite 1. Song of sky; 3. Waltz from the Alma Mater



As a musician of many disciplines such as composing, conducting, and Cello playing. My musical expression is shown in a multitude of

ways. As a musician, my philosophy of music is surrounded by art communication. Where I spend a lot of time communicating with fellow artists about artistic values and communicating to the audience a showcase of what we have discussed.

As a composer, my music is a representation of the 21st-century art form that brings the presence of 18th century art music to the music style of the present. Writing music that brings a sense of respect and enjoyment to listeners in a way that they cannot receive in any other way. Frequently writing in the style of romantic era music, I enjoy bringing melodies and rich harmonies to life. Through harmonic variations and key themes that sound enthusiastic and grand to the performer and listener.

Communicating through music is something that I plan to spend my life doing. Constantly learning new ideas and telling others of my own is something that is enriching and keeps me going. As a current composition student, having the freedom to express myself through music and connecting with others is a blessing that will never be taken for granted.

Sounds of the Valkyries is a three movement suite for Piano. The First movement "Song of Sky" is something that resonates with me as I am the first in my family to receive a 4 year college education. This first movement of my suite is supposed to represent the beautiful songs of Valkyries as they first ascend into the heavens. With a strong motive, it represents the strong will that Valkyries show as the protectors of their world. But also the strong will it takes to be a first generation student in one's family.

Jordan Owen '25 is a Sophomore Music Theory and Composition major from Flagler County, FL. After graduation, Jordan plans to pursue a Masters in Orchestra Conducting and Film Scoring.



Performer: Claire Cathey

Faculty Advisor: Dr. Chris Vaneman Title of Piece: Syrinx by Claude Debussy (1913)

Debussy's *Syrinx* is based on the myth of Pan – half goat, half man – who is said to have fallen in love with a nymph named Syrinx. As Pan courts Syrinx, her father, the god of water, turned her into water reeds so she could avoid his advances. Pan found her and sighed into the reeds, creating a beautiful array of sounds. He decides to cut the reeds into what is now known as a pan flute.

Pan continued to play the reeds, associating this with showing Syrinx his love for her. She was trapped, condemned to a life with someone she did not love back. This is truly one of the most symbolic and sentimental pieces I have ever played. The melody Pan produces represents the hopefulness he feels when he plays Syrinx's reeds, despite the knowledge that she's stuck like that for all of eternity.

The dynamics in this piece fluctuate like Pan's emotional state through all of this. The range of the composition and the chromatic passages symbolize Syrinx's cries for help just before she transitions into the reeds. There are sentimental pauses throughout the piece for contemplation. As someone who is constantly moving, these pauses are the hardest part to get right. My sheet music even has a note saying to just listen.

Syrinx is one of the most famous flute solos and is taught to flute students around the world for all of these reasons. I connect with this piece because it is really important not to just play the notes on the page, but to listen to the melodies and respond to the phrases. This music is more than just notes. It tells a story.

Claire Cathey '26 is a Freshman Music Performance major and Arts Management minor from Mt. Pleasant, SC. After graduation, Claire plans to go to graduate school for flute performance.



Performer: Rita Dunn

Faculty Advisor: John Wickey Title of Piece: La Source (Am Springbrunnen) by Albert Zabel (1897)

The piece I will be performing is called *La Source Am Springbrunnen*, written by the famous German composer, Albert Zabel. This is one of my favorite works to play because I have fond memories of performing the piece, and I personally think it is beautiful. I learned *La Source* at age fourteen when I studied the harp with my first harp teacher (Mrs. Rice) who studied harp at Furman University. She was a great teacher and friend who mentored and helped me perform in public when I was eight. She taught me the importance of using my musical skills to influence the people around me, and she got me to play for many events such as weddings, funerals, parties, etc.

This musical work, *La Source*, reminds me of Mrs. Rice when I play it. I am very glad she suggested I learn the piece since *La Source* is one of the best-known harp compositions in the world. The composer, Albert Zabel was an accomplished harpist for the imperial Ballet and Professor at the St. Petersburg Conservatoire. His compositions were written in the Romantic Era with *La Source* or translated, "The Fountain" being another Romantic work. This harp piece is beautifully written for the concert pedal harp and tells the story about a fountain. *La Source* has constant rolling arpeggiated chords and flowing notes which help the audience visualize the fast waterfalls from the fountain. The work starts out quiet with a little uncertainty then continues to crescendo and transitions to a major key with a loud volume.

I tried to take important approaches in preparing the music for the RISE Symposium by polishing the piece in sections. I also focused on making sure the music had dynamic contrasts-especially since there are many repetitious sections. My technique is vital in this piece; when arpeggiating, it is important to bring out the thumb in the right hand since that is the melody. If you don't bring out the thumb, the piece will have no melody which sounds boring.

Everyone can enjoy listening to this piece but with different viewpoints or understanding levels. For harpists, the piece is standard harp repertoire, so professional-skilled harpists would recognize the piece and understand the techniques

required to play the music. Other instrumentalists can have an overall understanding of the piece's character and dynamics. Non-musicians can enjoy listening to the music and appreciate the artistic sounding elements.

Rita Dunn '24 is a Junior Harp Performance major from Travelers Rest, SC. After graduation, Rita plans to earn her masters and doctorate degrees.



Author: Jaimee Inglett

Faculty Advisor: Dr. Chris Vaneman Title of Piece: Poem by Charles Tomlinson Griffes (1918)

I am a sophomore flute player here at Converse University. I adore playing the flute and one day in the future I want to be able to express and share my passion with other people. I want to one day have a flute studio and teach future students that music is a way to express themselves.

For today's piece I will be performing Griffes' *Poem. Poem* combines both lovely compound meter melodies and thrilling passages that contrast one another. I picked this piece because it is not only catchy and beautiful but it displays many capabilities that the flute can do. It genuinely is a very inventive and fun piece for the flute and I have so much fun playing it.

Jaimee Inglett '25 is a Sophomore Music Education major from Chesnee, SC. After graduation, Jaimee plans to get a masters in music performance.



Author: Aidan O'Donnell

Faculty Advisor: Steven Graff Title of Piece: Sonata "Pathetique" Op. 13, Rondo Allegro by Ludwig van Beethoven (1798)

The Pathetique sonata has a very special place in my heart. During my senior year of high-school, I remember discovering the piece after deciding to sit down and listen to a handful of Beethoven sonatas. I instantly fell in love with the work and brought it to my teacher at the time, Susan Davis, to get her input. Not long after, I had finished the first movement of sonata, and I was eager for more. It was also around this time that I was trying to decide what I wanted to major in when I got to college. I had been considering going into medicine, but music always caught my attention.

The timing was perfect as I was then contacted by the Petrie School of Music about auditioning for the music program at Converse. At the time, the sonata was the best piece I had to perform, so I auditioned with it and got into the Petrie School of Music. It was then that I decided majoring in Music at the University would be the best fit for me. The decision was big, as I was wanting to pursue this career in medicine, but my teachers and advisors were encouraging, ensuring me the music would make me stand out when applying to medical school.

Throughout my first year and a half at Converse, I have been able to work at achieving both of these goals. It was last semester that I looked back on everything that gotten me to where I am, and I thought of the Pathetique sonata. I figured, since it was the first movement that got me into the school in the first place, I should finish the entire sonata. With that goal in mind, and many hours spent in the practice room, I had learned all three movements of my first Beethoven sonata. Today, I have the honor of presenting the *Rondo Allegro (movement III)*. The piece is very dear to me, and I owe a lot to it.

Aidan O'Donnell '25 is a Sophomore Music major and Chemistry minor from Spartanburg, SC. After graduation, Aidan plans to attend medical school.



Author: Adrianna Stamile

Faculty Advisor: Courtney LeBauer Title of Piece: Violin Sonata No. 2 in A Major: I. Allegro amabile II. Andante tranquillo by Johannes Brahms (1886)

I first heard this Brahms sonata last semester, and I was mesmerized by the sweeping melodies and the depth of the chromatic mediants. I am playing it for my honors recital in May. Brahms wrote this work, his "Meistersinger" sonata, also referred to as his "Thun" sonata in the summer of 1886 in Switzerland, along with several other works. He was feeling very inspired at the time and said that the air was "so full of melodies that one has to be careful not to step on any." This sonata was written for piano and violin, and so the piano part is of equal importance to that of the violin.

Adrianna Stamile '23 is a Senior Violin Performance and Vocal Performance double major from Roebuck, SC. After graduation, Adrianna plans to attend graduate school for violin performance.



Author: Ethan Watkins

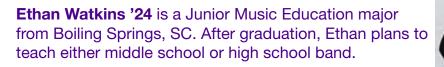
Faculty Advisor: Susana Lalama Title of Piece: Grand Russian Fantasia by Jules Levy (1880)

To be able to accomplish this feat, I practiced diligently throughout the past year. Throughout my entire journey as a musician, I have had many teachers and opportunities to learn and absorb what is needed for me to get to where I am today.

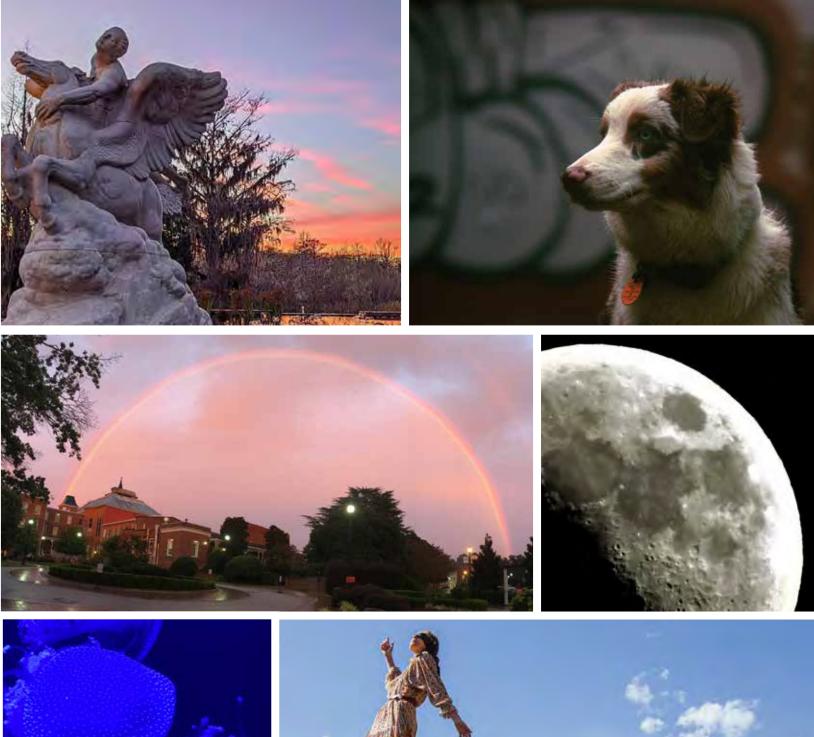
Grand Russian Fantasia is a challenging piece for cornet soloists, showcasing the technical and expressive abilities of the instrument and the performer. Levy's contributions to the cornet extended beyond his performances and compositions. He was also a teacher and author, writing several instructional books on cornet playing that are still used by students today. Levy's legacy continues to influence cornet players around the world, and his contributions to the instrument and its repertoire are widely recognized as groundbreaking.

The piece starts with an introduction that expresses an emotion of peace and calm which slowly builds into a climactic conclusion. An arpeggio landing finishes the introduction with the accompanist leading us further into the piece. The main theme is then shown which is taken from a Russian folk song changing the style and feel of the piece immediately into a more upbeat and fast tempo. Variations 1, 2, and 3 expand upon this, with a more complex version of the theme using techniques such as double tonguing and triple tonguing moving through 8th notes, 16th notes, 32 notes and triplet notes.

The conclusion of the piece finishes magnificently with a virtuosic cadenza which allows the performer to express their range and skills, all leading up to a final note that will leave the audience shocked and impressed. To be able to accomplish this feat, I practiced diligently throughout the past year. Throughout my entire journey as a musician, I have had many teachers and opportunities to learn and absorb what is needed for me to get to where I am today.



PHOTOGRAPHY CONTEST SUBMISSIONS







Artist: Emily Cooke Title: One Earth as it is in Heaven

"Pegasus" by Laura Gardin Frasier oversees the sunset at Brookgreen Gardens' Night of a Thousand Candles.

Title: Moonshot

"Diana" by Augustus Saint-Gaudens lines up to take a shot at the rising moon.

Emily Cook '25 is a Sophomore Special Education - Learning Disabilities major from Lexington, SC.





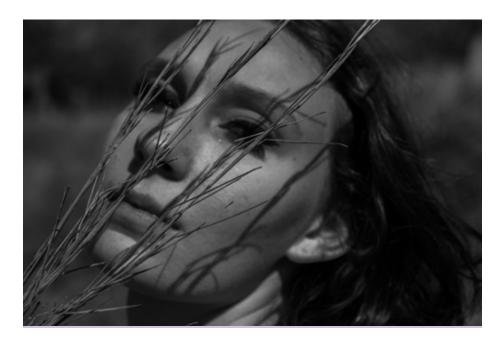
Artist: Haley Dunn Title: Last Quarter Cold Moon Shown is the last quarter moon of the year - the "cold moon."

Photo taken on December 21, 2021 with a Canon PowerShot SX540 HS.

Haley Dunn '23 is a Senior Biology and Philosophy double major from Chesnee, SC.



Artist: Evelyn Fitz Title: Falling - Mt. Nebo, Spring 2021



Title: Heather - B&W



Artist: Erin Kitchenka Title: Perspective This image juxtaposes nature and architecture on the Converse campus and exemplifies the beauty of each.

Title: Darkness and Light The dark of the tree in the foreground is contrasted with both the brightness of the sunset and the rainbow and the artificial light streaming from the windows of the residence halls.





Title: *Rainbow over Fleming Hall* I took this photo one evening on campus and thought it captured the unique beauty of Converse and nature.

Erin Kitchenka '23 is a Senior Politics and Psychology double major and Dance minor from Colorado Springs, CO.



Artist: Chesney Miles Title: Beautiful sunset in Blue Ridge, Georgia (left)

Title: Amazing sunset off the coast of Clearwater Beach, Florida (below)



Title: A sea turtle at the Georgia Aquarium in Atlanta, Georgia (left)

Chesney Miles '26 is a Freshman Psychology major and ASL and Business double minor from Fleming Island, FL.





Artist: Samuel Treharne Title: Search Party (left) Lost on the woods looking for an escape route.

> **Title:** *Falling apart* (below) Parts and pieces of something beautiful that used to be whole. ***COVER ART CONTEST WINNER**



Title: *Wynorrific* (left) Beauty peeking through horror and destruction.

Samuel Treharne '25 is a Sophomore Sport's Management major and Art minor from South Carolina.





Brianna Tucker

Natural Beauty (left) A woman displays how her culture is discriminated in society and what they see in what they ignore.

Blackheart (below)

A self portrait symbolizing the needs of equality and how an expression says more than words.



A Memoir of Love (left) A very emotional piece of a heart, as if it was a display of what the craving of attention truly feels like.

Brianna Tucker '25 is a Sophomore Music Education - Instrumental major and Biology minor from Spartanburg, SC.

SPECIAL AWARDS

Artist: Donald Medley

First Generation College Student Original Art First Place

Title of Piece: Next Generation Medium: Charcoal and Chalk Pastel on Paper

The piece, "Next Generation", is a 30"x23" drawing done in charcoal and chalk pastel. It features three figures which have their skin rendered in the charcoal and their clothes and accessories rendered in the chalk pastel. The style was inspired by three artists. These include Amy Sherald, Ludovic Nkoth, and JC Leyendecker. When viewing Sherald's art, one can identify her work due to a common archetype being the grayscale skin tones of her figures while everything else is in color. I wanted to include this in my piece to draw attention to the character and personality that comes through in the figures' facial expressions. Nkoth also involves figures in his art. However, his almost carefree rhymes he employs throughout his work inspired my execution of what to do with the clothes of my figures. To bring it all together was JC Leyendecker's use of shapes within his work. He emphasizes shapes and interprets values and form into often simple shapes. This is something I intended to come through in every aspect of my piece.

I intended for this piece to be a reflection of a first generation student in consideration of their family and the people before them. In conceptualizing this work, an interesting thought was centered around the idea of "change in generational opportunities". Looking at the figures, they are positioned in a stacked, close proximity. It starts in the back with the eldest, then goes down to the youngest in front. I did this to communicate change. That when you look down the generational line there is difference. I wanted the difference to be so evident

that when looking at the student, you see there is a sense of an unbeaten path. He is doing something that looks so different from the others that he is leading the way, which is why he is in the front. Although, as mentioned before, there is a tight proximity to the figures such that it can almost be deemed as suffocating. The intention was to express pressure. While there is an exciting promise of new opportunities, there is a weight of pressure that comes from the generations before you.

Donald Medley '25 is a sophomore Studio Arts major from Rock Hill, SC. After graduation, Donald plans have a career as a professional artist working in Charlotte, Greenville, or Spartanburg.



SPECIAL AWARDS

Artist: Adilaya Wilkins

First Generation College Student Original Art Honorable Mention

Title of Piece: Unmasked Medium: Charcoal, Graphite Pencil

I chose to submit my portrait drawing of a young Robin Williams to the Rise Symposium First Generation Student Contest, which I have entitled, "Unmasked," to represent Robin Williams' ability to show true vulnerability despite his various struggles. This portrait is predominately drawn with graphite pencils, which helped to control the values in my shadows. I drew this portrait using different pencil grades, charcoal sticks for the hair and shadows, and a white conté stick to make the highlights pop. I used a reference photo and created a graph that I measured onto bristol paper to make sure I drew everything in the correct perspective. After around fourteen hours of drawing, the portrait was complete!

This portrait drawing meets the theme, "I am First: Being the First in My Family to Attend College," because I do not just see an image of Robin Williams, but one of the first art pieces I have created that I am genuinely proud of, while being at Converse college. When presenting this drawing for my final, the professor didn't say anything to me, he just gave me a fist bump, which was a better compliment than anything he could have said. I never thought that I would be able to draw something this well and realistic, so it made me excited to continue furthering my education and seeing how much I can grow in my artistic abilities.

This drawing symbolizes the joy that I feel for pursuing my goals, rather than letting the fear of failure get the best of me. I hope that continuing my education and investing in what I love to do will inspire my younger siblings to pursue their dreams as well.

Adilaya Wilkins '24 is a Junior from Union County, SC, majoring in Studio Art and minoring in Arts Administration and Management. After graduation, Adilaya plans to to become an art therapist and professional artist.



SPECIAL AWARDS

Artist: Jordan Owen

MINORITY COMPOSER AWARD

Title of Piece: Sounds of Valkyries Piano suite 1. Song of sky; 3. Waltz from the Alma Mater

As a musician of many disciplines such as composing, conducting, and Cello playing. My musical expression is shown in a multitude of ways. As a musician, my philosophy of music is surrounded by art communication. Where I spend a lot of time communicating with fellow artists about artistic values and communicating to the audience a showcase of what we have discussed.

As a composer, my music is a representation of the 21st-century art form that brings the presence of 18th century art music to the music style of the present. Writing music that brings a sense of respect and enjoyment to listeners in a way that they cannot receive in any other way. Frequently writing in the style of romantic era music, I enjoy bringing melodies and rich harmonies to life. Through harmonic variations and key themes that sound enthusiastic and grand to the performer and listener.

Communicating through music is something that I plan to spend my life doing. Constantly learning new ideas and telling others of my own is something that is enriching and keeps me going. As a current composition student, having the freedom to express myself through music and a sum at a sum

music and connecting with others is a blessing that will never be taken for granted.

Sounds of the Valkyries is a three movement suite for Piano. The First movement "Song of Sky" is something that resonates with me as I am the first in my family to receive a 4 year college education. This first movement of my suite is supposed to represent the beautiful songs of Valkyries as they first ascend into the heavens. With a strong motive, it represents the strong will that Valkyries show as the protectors of their world. But also the strong will it takes to be a first generation student in one's family.

Jordan Owen '25 is a Sophomore Music Theory and Composition major from Flagler County, FL. After graduation, Jordan plans to pursue a Masters in Orchestra Conducting and Film Scoring.





JUDGES

Many thanks to our panel of judges for the 2023 RISE Symposium Awards.

Best Research Poster – History and Politics Eddy Woodfin, Angela Elder, Laura Brown

Best Research Poster – Science and Mathematics Edna Steele, Madelyn Young, Ed Griffin

Best Research Poster – Social and Cultural Research Jeff Howard, John Theilmann, Laura Zeisler

First Generation College Students Original Art Award Daphnie Glenn, Kristin Lacey, Neval Ertürk

Best Musical Performance David Berry, Doug Jenson, Erin Templeton

Excellence in the Performing Arts & Production Meg Hanna-Tominaga, Jenna Elser, Melissa Owens, Allison Roux

Best Original Composition in Music, Liz Eggerding

Best in Internship Poster – Education Category Kaitlyn Stembridge, Director of Academic and Career Enrichment Services, USC Upstate

Best in Internship Poster – Non-Profit Category Sarah Wilson, Constituent Services Representative, Office of U.S. Senator Tim Scott

Best in Internship Poster – Industry Category Rachel Hansen, Marketing Manager, Contec Healthcare

Minority Composer Award, Susana Lalama

RISE Symposium Photo Contest Andrew Blanchard, Leah Anderson, Doug Bush, Deb Peluso, Ashley Lazevnick, Edward Griffin

Model Programs Outstanding Research Award Eddy Woodfin, Angela Elder, Laura Brown

Joe P. Dunn Excellence in Research Award Edna Steele, Laura Brown, Jeff Howard

Students' Choice Award, Valkyries



Dr. Joe Barrera

Assistant Professor of Mathematics Department of Mathematics and Data Science Student(s) Mentored: Angela Brobson



Dr. Maddy Behravan Assistant Professor of Physics Department of Biology, Chemistry, and Physics Student(s) Mentored: Brooke Daniels, Jessica Holder



Dr. Mark Bohler Assistant Professor of Biology Department of Biology, Chemistry, and Physics Student(s) Mentored: Kaitlin Brown



Dr. Mary Carlisle Associate Professor of Art and Assistant Chair Department of Art and Design Student(s) Mentored: Emily Seconi



Dr. Reed Chewning

Associate Professor; Director of Middle and Secondary Education Programs; Director of Clinical Experiences Student(s) Mentored: Anna Allen, Jessica Besu, Zahra Cross, Sarah Goodin, Celene Han, Shania Heyward, Ashley Jeffcoat, Aaliyah Love, Haleigh McSwain, Aaliyah Morgan, Leila Pontecorvo, Jeffrey Spinks, Brianna Whitby, Elizabeth Wypych, Lelia Zirkle



Dr. Amy Cox

Associate Professor of Marketing and Chair Department of Economics, Accounting and Business Student(s) Mentored: Abbigale Outlaw, Katie Roberts, Bayley Robinson, Neely Vander Ploeg



Dr. Joe Dunn

Charles A. Dana Professor of History and Politics and Chair Department of History and Politics Student(s) Mentored: Gretchen Berry, Angela Brobson, Ainsley Cua, Sierra Feser, Hayley Gordon, Steven Greer, Marisol Gutierrez, Pashion Israel, Chelsea Palotta, Muriel (Ellie) Schindler, Keira van Zyl, Samantha White



Dr. Neval Ertürk

Professor of Biology; Associate Provost of Research and Engagement Department of Biology, Chemistry, and Physics Student(s) Mentored: Anna Powell, Kelsy Jean White, Kelsie Glass, Nathaly Camargo



Dr. Riaheen Farzana

Assistant Professor of Business Administration Department of Economics, Accounting and Business Student(s) Mentored: Gregoire Legrand, Sarah Purinton



Dr. Lee Givins Assistant Professor of Education, Director of Professional Leadership Program Education and Graduate Studies Student(s) Mentored: Jennifer Wright



Prof. Meirav Goldhour

Carrie Cathcart Owings '33 Assistant Professor of Interior Design Department of Art and Design Student(s) Mentored: Ryan Finazzo, Leonor Fleming, Joscelyn Gallego, LaDrea Lynes, Jenna Robinson, Mia Sasser, Maddie West



Cathy Gowan Director of Internships and Career Services Career Development Cathy served as the Internship Mentor for all Internship participants.



Dr. Mirko Hall

Professor of German Studies and Chair Department of Languages, Cultures and Literatures Student(s) Mentored: Delaney Coldren



Dr. Emily Harbin Associate Professor of English and Chair Department of English Student(s) Mentored: Delaney Coldren



Prof. John Jeter Adjunct Instructor of Music Business Petrie School of Music Student(s) Mentored: Yarelis Cardona



Dr. Richard Keen Professor of Psychology and Chair Department of Psychology Student(s) Mentored: Kelsie Glass, Anna Powell, Kelsy Jean White, Nathaly Camargo



Dr. Susana Lalama Associate Professor of Music Education and Director Petrie School of Music Student(s) Mentored: Ethan Watkins



Dr. Valerie MacPhail Associate Professor of Voice and Assistant Director Petrie School of Music Student(s) Mentored: Emma Brooke Alley



Dr. Amanda Mangum

Assistant Professor of Math Department of Mathematics and Data Science Student(s) Mentored: Jovana Mitic, Sydney Wilson



Dr. Monica McCoy Professor of Psychology Department of Psychology Student(s) Mentored: Katie Watts



Rebecca Parrish Director of Institutional Grants Institutional Advancement Student(s) Mentored: Delaney Coldren



Dr. Scott Robbins Professor of Musicology and Composition Petrie School of Music Student(s) Mentored: Sean Giovannetti



Dr. Shirley Sealy

Assistant Professor of Education; Director of Administration and Supervision; Chair of Education, Education and Graduate Studies Student(s) Mentored: Lisa Dunagin, Sarah Kennedy, Michelle Roman, Stacey Walker



Dr. Erin Templeton Dean of the School of Humanities, Sciences & Business; Professor of English Department of English Student(s) Mentored: Caroline Polson



Dr. Chris Vaneman

Dean of the School of the Arts; Associate Professor of Flute Petrie School of Music Student(s) Mentored: Claire Cathey, Jaimee Inglett



Dr. Chris Varnon Assistant Professor of Psychology Department of Psychology Student(s) Mentored: Amber Cox, Entum Knickerbocker, Abeeha Sajid



John Wickey Adjunct Instructor of Harp Petrie School of Music Student(s) Mentored: Rita Dunn

SPONSORS

The *RISE Symposium*, which celebrates scholarly and creative opportunities for Converse students, has been made possible by the contributions and funding of the following organizations, and university programs. We are deeply appreciative for their support!

Embracing Diversity:

How Can We Learn to Respect & Appreciate Different Cultures?

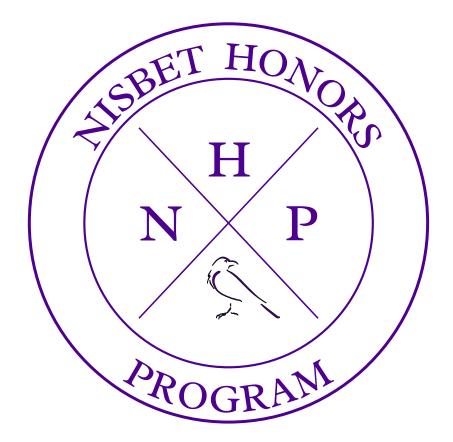


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ABOUT CONVERSE

Converse University empowers students to become transformative leaders who see clearly, decide wisely, and act justly.

Converse was founded in 1889 by citizens of Spartanburg, SC, who aimed to create an educational experience for women, and in fall 2020 it welcomed its first undergraduate coeducational incoming class. The University encompasses the School of Humanities, Sciences, and Business; the School of the Arts; the School of Education and Graduate Studies; and the Converse College for Women.

Converse students experience deep scholarship, transformative mentorship, experiential learning, and wonderful support for and belief in each other.

Through this unique formula, Converse is a creator of opportunity for its students through a personalized education that also includes the professional and technical skills graduates need to be successful in their careers.

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