

# Transforming Carleton's Career Center

Career Center Task Force Report, 10 March 2009

## EXECUTIVE SUMMARY

The Career Center at Carleton has long been viewed by students, faculty, and alumni as a part of the College experience that has needed to be strengthened. While this widely held sentiment is not an uncommon occurrence across higher education, it has been perhaps more true at Carleton than at most other liberal arts colleges.

Over the past four years, the College has been moving towards change in the status quo. Following a self-study and an external review, a new director was hired after a national search and new staff members have been added last academic year. These staff are shaping and implementing a new vision and model for helping students think seriously about their post-graduation life.

The proposed new model has several aims: actively serving students across a broad range of interests and disciplines, building a network of alumni and parent support, helping students learn to present themselves effectively, and engaging students early in their Carleton experience, as well as in the years immediately following graduation. Of these, building a network of external support has already been a high priority.

Under this model, with a platform managed by the new Center, these external constituency groups, in consultation with the Career Center, are setting their own goals and developing leadership teams that will ensure success. This approach is parallel in form to successful existing alumni initiatives. Relationship-building among students, alumni and friends of the college is the main goal. These relationships will foster learning experiences through which students may better understand, identify, and pursue their professional aims.

### Key goals of the initiative for the new Center:

- Create a culture on campus that seeks to make the Career Center a significant part of each Carleton student's experience.
- Create a sustainable platform through which students, faculty, alumni, and other friends of the College can effectively engage around a wide range of professional information, interests, and opportunities.
- Develop a broad curriculum, programs and opportunities that align with the wide-ranging interests of Carleton students.
- Strengthen ties between the Career Center and academic departments in order to better meet the needs of students and keep faculty informed about programs and opportunities for students.
- Capitalize on the College's proximity to alumni and parents in the Twin Cities.
- Form, manage and support an alumni advisory board that takes ownership for generating mentoring, experiential and employment opportunities for students across a wide range of fields and disciplines.

- Create a culture of engagement that enhances the already strong will of alumni and friends to contribute to the College, in this case encouraging recent graduates and friends to support the futures of their successors.
- Develop a staffing model that efficiently supports the programs and curriculum.

## I. THE EVOLVING CAREER CENTER

Career centers originally developed as placement services, linking graduates to employers. This model worked successfully for many years and is still the focus of many career centers, and of course job placement will always be an important objective for any educational institution. Over time, the changing economy and an increasingly diverse student body have placed new demands on career centers at almost all institutions. Arguably these pressures are heightened at liberal arts schools where the educational model is less career oriented than at other institutions. This situation suggests that liberal arts colleges are especially likely to need a new career center model that recognizes the wide range of student and alumni needs beyond job placement.

Among the challenges at Carleton:

### Student Engagement:

- Students are anxious about the “career” piece; this results for many in delaying serious thought about the future until senior year or beyond.
- Students need more and better information about the variety and nature of professional practice across fields and disciplines.
- Every program, service and opportunity through the Career Center is optional, making it easy for students to put off career considerations in the face of more immediate demands.
- Students and recent graduates can be uncomfortable with self-promotion, commonly a staple in securing employment and internships. Some students encounter a philosophical barrier wherein they view the search-and-selection process for employment as self-compromising.
- Opportunities that require student or family resources are not equally available to all students.

### Operational Effectiveness:

- Career centers are often staffed primarily by counselors, who ‘moonlight’ in delivering its many operational responsibilities (e.g., marketing and communications, systems technology and information management, event planning, relationship development).
- Staffing and other resource levels may well be unrealistically low; reaching the majority of students is a challenge.
- An 8:00-5:00 Monday-Friday availability may be poorly aligned with student schedules.

- Staff size will influence the model that can be implemented. Details below describe both a new model relying on existing staffing and an expanded model that will require new resources.

#### Other Constituents

- On-campus recruiting is inherently limited by Carleton’s Midwestern location.
- There is a limited successful history of collaboration with faculty.
- Several academic departments have achieved considerable success in building their own networks and referrals to career opportunities, but this can stretch the available time of faculty, potentially at the sacrifice of time for other kinds of engagement.
- Support is just beginning to be provided by the Center for faculty in aiding students to prepare for graduate or professional degree programs or compete for national and international fellowships.
- Services and programs are designed to support current students only; a critical mass of recent graduates and the “one or two years off” phenomenon are not served at all.
- Carleton’s Career Center is new to working across “open” communities and networks – alumni, parents, other friends.

## II. A MODEL FOR CARLETON

While a compelling argument can be made that many Carleton alumni to date have found successful and rewarding careers, there is little doubt that historically some parts of the student population have not been well served by the Career Center. Furthermore, both an increasingly diverse student body and an ever-changing economic landscape point to the need to move beyond a placement model. This objective is a priority that is passionately supported, and encouraged by the administration, alumni, parents, faculty and staff.

#### Mission

The Center seeks to support students and recent graduates as they identify, explore, test, and pursue opportunities in the initial stages of their professional lives. In designing and delivering support for a wide-range of campus and field-based experiences, the Center intentionally cultivates and supports relationships with and the direct involvement of our faculty, staff, alumni, parents, and friends of the College.

#### Building community

We support a model that centers on relationship-building. Most college Career Centers rely primarily on its internal staff to generate opportunities across communities – students, faculty, staff, alumni (some more intentionally than others), parents, and friends. The optimal model for Carleton is to engage those very communities *through* their members. The Center’s chief aim is to build ownership and participation within and across these communities. Furthermore, success built on this kind of platform will carry high potential for building momentum and achieving sustainability.

The cornerstone of this approach would rest with the development of three primary boards, each operating under a leadership structure within the model:

- An alumni board was formed in the fall of 2008 to set and reach specific goals and benchmarks for engagement by alumni (e.g., sponsoring Carleton-exclusive internships, externships).
- A student advisory board was initiated in the fall of 2008 to encourage students from all classes to use the Center's services and programs.
- A similar advisory board of faculty and staff members, possibly building on the current Career Center Committee, will be organized to help guide the work of the Center and build a platform and protocols for partnerships and collaborations within and beyond the campus community.

Going forward the Center will also work with other established committees and groups to cultivate engagement with additional constituencies and interest/affinity groups (e.g. the Alumni Council, Parents Advisory Council, Multicultural Alumni Network, Out After Carleton, International Student Alumni Network, etc.). Partnerships with other programs, offices, and departments will also be important (e.g., Office of Intercultural Life, International Student Programs, the Senior Class Dean, Chaplain's Office, TRIO, joint programs with academic departments). An intentional partnership with ACT, EthIC and the new service-learning initiative in the academic community holds great promise for mutually enriching initiatives.

Multiple levels of engagement/participation for alumni (and parents) have been identified (Appendix A), with advising/coaching as the baseline activity for all enrolling volunteers.

The critical role of the Center in this dimension of the model is to build and manage the platform in such a way to efficiently use the efforts of its partners, and ensure the sustainability of results. We believe that if well-managed, this type and level of engagement with the Center will become imbedded in the College culture.

As community building expands over time the Center should ensure informational programs and field-based opportunities that reflect the communities we serve and the volunteers we engage. With appropriate care and consideration, the Center's community building model will provide the flexibility to meet the needs of a changing student and alumni community in the years ahead.

### III. SCOPE OF PROGRAMS

In the new Career Center model, programming will include traditional on-campus opportunities which will be supplemented with a range of creative, off-campus opportunities. (For examples of how students might take advantage of these programs

over their four years, see Appendix B. For a quick “At a Glance” summary of the programs described below, please see Appendix C.)

*On-Campus:*

1. Educational programming

To prepare students for their professional lives beyond Carleton, the Career Center seeks to deliver content to students through a variety of mediums. (See Appendix D for a more detailed discussion of Career Readiness.)

Traditionally this content is provided in individual programs or in a series of presentations and workshops on such topics as résumé writing, correspondence, networking, interview skills, and career planning. In an effort to engage a greater percentage of the student body, the Center will experiment with an alternative model. The Center has begun to design and offer a holistic and sequential curriculum of educational programs, workshops, and supporting print and electronic resources that focus on targeted student interest areas (e.g., science and technology, helping professions, the creative arts), affinity groups (e.g., athletes, student groups), and class year groups.

*Primary elements of the curriculum will include:*

- A comprehensive instructional and coaching model on self-presentation
- Search strategy and action plan development
- Information sessions on specific fields or disciplines
- Workplace issues
- Life transition planning
- Development-appropriate programs for first-year students, sophomores, juniors, and seniors.

2. Special events

- The Center envisions multiple opportunities for hosting visitors on campus, including those visiting for other purposes (e.g., alumni and parent volunteers, individual parents visiting their students, Trustees).
- The Center plans to develop career-related programming that effectively engages Carleton’s alumni and parents in the Twin Cities area.
- Center staff will explore opportunities to identify select individuals and organizations with whom we aspire to build new relationships, and invite them to campus, adapting a variation on the Headley House model.

3. The “Chapter” model for pre-professional coaching and mentoring

A persisting challenge for the Career Center is providing advising, coaching, and mentoring for a significant proportion of the student population. This challenge stems partly from limited staffing of career counselors.

In fall of 2008 the “chapter” model was successfully implemented using Twin Cities based attorneys who regularly visited campus to meet with students interested in law.

4. Firesides

This program matches a third-term junior with an alum or parent for a year-long mentoring relationship as the student moves through the challenges and decisions during senior year.

5. Engagement Wanted

This innovative program seeks to use high tech tools to link students and recent grads to alums and parents that can provide helpful information and contacts.

6. Academic Department Liaison Model

To engage students in their time at Carleton and connect with the disparate needs of different majors, the Center will experiment with a model based loosely on the department liaison model that has worked so successfully for the reference librarians in the Gould Library. Departments will have a specific Career Center staff member who will serve as their liaison and will provide students, faculty and staff with information about programs and opportunities of interest to majors. Working with department chairs and/or department-appointed faculty career advisers, the Career Center liaison and student peer advisers would help to provide a framework for conversations about the interaction between the department and Career Center curricular opportunities. This should allow for enhanced coordination in regards to internships, alumni panels, etc. (See Appendix E for more details.)

*Off-Campus:*

1. The Twin Cities Initiative (a.k.a. Groundhog Days)

The Center and alumni and parent volunteers will cultivate group programs and one-on-one opportunities for students to explore and directly experience a variety of professional fields, disciplines, and industries.

2. Group Explorations: Carleton Scholars Programs

The vast majority of career-oriented programs are structured to present opportunities for one student at a time (e.g., internships). With the recent evolution of the Carleton Scholars programs, we have evidence of the value of these group-based programs that run during academic breaks, most often in December.

*Group programs present the following advantages:*

- Comfortable entry point for students just beginning their explorations of career and professional options
- Ideal format for an initial “taste of an industry” and providing students an opportunity to “sort out” their interests
- Excellent vehicle for marketing Carleton
- Ideal format for juniors/seniors in those fields and geographic regions to initiate searches for internships and entry-level employment
- A high visibility tool to engage alumni and parents

The Center should develop these types of programs to an appropriate level, keeping in mind cost-benefit realities, program mix and stewardship.

3. Traditional field experience programs for individual students

Different individuals often require experiences of different lengths of time. The Center has conceived a range of field-based program models that vary in length, and degree of immersion. This array of opportunities for both students and alumni includes but is not limited to:

- Informational interviews – hours
- Shadow experiences – days
- Sponsored Internships – five to sixteen weeks
- Service Fellowships – four to twelve weeks
- Fellowships – one to twelve months
- Post-baccalaureate internships – four to twelve months

4. Mentor Externships

This model, piloted over winter break 2008 with a continuing rollout through summer of 2009, provides students with a ten day to several week experience of working and living with an alumni host. This may well be the bread and butter element of a Carleton career-related model of field experiences. It makes sense from the student development perspective though it obviously makes greater demands on alumni volunteers. This kind of program is not typically part of a four-year model for increasingly in-depth student career explorations, but we believe it fits well in and around the Carleton experience.

5. Liability and risk management

Naturally as programming extends beyond the Carleton campus, further discussions of liability and risks will need to be undertaken with the assistance of other professionals from places like the Business Office, Student Life and the President's Office.

#### IV. RESOURCE LEVELS

It is clear that the College is committed to making a significant investment in a center that will help our students use their Carleton education to realize their professional and personal aspirations, and the task force strongly supports this particular investment as an institutional priority. The level of funding will naturally affect the nature and range of programming at the Career Center. We believe that the new model, with current resource levels, has and will continue to generate significant improvements in the services provided by the Career Center, but if Carleton is truly to have "a model of national distinction," as called for by President Oden, new resources will be necessary, both in staffing and operations. We understand that the current economic environment makes new resources anywhere in the college unlikely in the short run, but to fully realize the goals we have for the Career Center in the long run, it is important to acknowledge the need for additional resources.

Below we briefly describe the major budget items that will affect the exact form the new model will take, now and into the future.

##### 1. Organization and staffing model.

The starting point for implementing the new Career Center model is staff. Director Richard Berman was hired in spring of 2007 and began at Carleton in July of that year. While the number of FTE in the Career Center has grown only slightly, to just under seven, there has been significant staff restructuring. Several support staff positions were eliminated in the fall of 2007 and redesigned as professional staff positions. These new positions were filled during the 2007-08 academic year.

Reporting to the director are now three associate directors:

- a. Operations, including budget and finance planning (Michael Hendel).
- b. Campus Outreach (Deb Olien)
- c. External Communications, including Mentor Relations (Brent Nystrom).

Two program coordinators (Jessica Mueller and Brad Kmoch) report to the Associate Director of Operations, and one administrative assistant (Sue Bovbjerg) provides support for her 6 colleagues. Though there are also a number of student workers in the Career Center, this 6.8 person FTE staff will be running the new Career Center model for the foreseeable future. For additional organizational detail and specific unit responsibilities see Appendices F and G.

While the task force recognizes that the new model should be allowed to function for a period of time to determine its strengths and weaknesses, and that limited resources across the College will prevent any immediate increases in staffing, we have asked the director and his staff to consider how new resources might be used. Specifically, if new staff positions were available at some point in the future to expand the new model, how would those positions be used and what services would they deliver? Though obviously these details may change as we assess the performance of the new model, three positions that the Center would currently plan to add to the new model over time, subject to resource availability, would be:

- a. Coordinator of Fellowships and Advanced Study (as part of the Campus Outreach Division)
- b. Administrative Assistant (as part of the Operations Unit)
- c. Assistant Director of Mentor Relations (as part of the External Relationship Unit)

Further details are provided in Appendix H, with some general thoughts about the specific issues of Fellowship and Graduate school support are offered in Appendix I. Current support for these activities is shared among the Career Center, the Dean of the College's Office and faculty. This shared responsibility is unlikely to change in the near future given resource constraints.

Finally, for comparison purposes, Appendix J includes the staffing models for eight comparison schools. Not surprisingly, our wealthier competitors have larger career center staffs, while schools with similar endowments had staffing numbers (though not necessarily models) that are similar to Carleton's.

As a final note on staffing, it should be noted that as the new model develops over time, the operations budget should include a reasonable allocation for staff development, workshops and travel to maintain and improve the professional credentials of our essential human resources.

## 2. Technology

In building a new model for the Career Center, especially one that focuses on engagement of volunteers and seeks to serve recent graduates located across the globe, effective use of technological tools will be important.

Current technology resources provide the following services for the community:

- Carleton is presently among a minority of colleges that has an open-community level of access to the College's online alumni directory.
- Exploratory conversations are underway for improving the existing form and depth of self-reported data.
- The Career Center may also have the opportunity to use other web tools developed by other offices on campus. Possibilities include the MCAN developed online mentoring program that is waiting to be rolled out, or the

Alumni Affairs Office's new social networking platform for students and alumni to be launched in the spring of 2009.

- The Center recently worked with web services staff in implementing the new career-specific software suite, NACELink/Simplicity.

New resources will be needed to deliver the following services:

- Volunteer management software may be a needed complement as the alumni/parent/friends network is cultivated.
- Distance communications technologies (e.g., video conferencing capacity) might be needed to offer distance interviewing and career-related educational programming.

### 3. Off-campus programs and scholarship funding

With increased off-campus opportunities being an integral part of the new model, resources are needed both for general administrative support of these programs as well as start-up support for pilot programs and scholarship support for students with financial needs. For the 2008-09 academic year there were three Scholars Programs totaling 43 student participants (these numbers were similar in 2007-08) and, while final Externship numbers are not yet available for this pilot year, estimates are for 10-12 student participants. The average cost per student for the Scholars programs is \$800-900 and for externships is \$300-400. With an overall operating budget of under \$50,000, the Center's ability to provide opportunities for such a large number of participants in off-campus programming over the past two years has depended on external support from donors. If off-campus opportunities are to continue to be an integral part of the new model in the future, additional funding options (including more budgetary and/or external support or greater student contributions) will be required or fewer off-campus opportunities will be available.

### 4. Facility: Location and Name

Given the need for a higher profile within the Carleton community, the Center's present location in the basement of Sayles Hill is not ideal. With the relationship-centered new model, the College should consider an opportunity to create a physical space and operating hours that encourage students and alums to drop in. Space constraints on campus are obviously a challenge, but the Center might be located in more high profile public spaces like the library or the main floor of Sayles-Hill among other options.

While not likely to have a significant impact on resource use, it is also worth considering whether a new name might be another way to raise the profile of the Career Center at Carleton. The term *career* does not evoke positive reaction in most segments of the community, externally and perhaps especially, on campus. Yet, identifying an alternative is not an easy task. Historic terms such as "placement" or "vocation" meet with even less acceptance. Possible options that avoid these terms include the Mentor and Professional Services Center (MaPS ) or the Center for Graduate Success. One possibility would be to

borrow a page from the Arts Union playbook and initiate a cross-constituency naming contest, eliciting ideas from various vantage points at the same time we build and model inclusion.

## V. REPORTING LINE AND ASSESSMENT

The majority of career centers nationwide report within the division of student life. With the new model's many student-focused aspects, it makes sense for the Career Center to continue to reside in the division of student life, but also to make a commitment to review this arrangement in the future. Some institutions have their career center in the division of external relations or reporting to the academic dean of the college, and the new model at Carleton will strengthen ties to both these divisions through increased alumni involvement and more contact with academic departments. As the new model evolves, re-examining the Career Center's divisional home will be a useful exercise.

As with all units of the College, the institution has a strong and ongoing interest in the performance of the Career Center. An engaged and active Career Center Committee, as described in Section II above, is a starting point. In addition, periodic reviews of the Center, initially every three years, by a group representing constituencies from across the college community are essential to assess the performance of the new model. Details of the oversight structure can be worked out with the Division of Student life, but we recognize that ongoing assessment is an important part of maintaining broad institutional support for the work of the Center.

Opportunities for evaluation and outcomes assessment could well vary over time but might include some of the following:

- Numbers of externships, Scholars programs, internships, and entry-level employment opportunities may be tracked; similar data for trends in enrollment in graduate and professional degree programs can be tracked.
- As the model evolves, within five years we will be able to measure success in part through the growth of experiences sponsored by alumni who by then will have themselves personally benefited from new Career Center services.
- Surveys will allow us to measure levels of satisfaction and assessment of outcomes for specific services or programs.
- Existing surveys are already in place that assess overall satisfaction with the Career Center (e.g., COFHE survey).
- Analyses of alumni and parent giving and engagement as a function of interactions with the Career Center.
- Data on student engagement with the Center during their time at Carleton. Does the new model generate earlier or more frequent or more in depth contacts?
- Comparisons with peer college data and student satisfaction.

## VI. TIMELINE

The transition to the new model began with hiring of Richard Berman as the new director of the Career Center in the spring of 2007. Staffing changes and hiring for the first phase of the new model were completed in spring of 2008. Many of the pieces of the new Career Center model are in place already, with the Scholars Programs debuting in December of 2007 and the Externship Program starting in December of 2008. Other pieces are in the process of being put in place, including the Alumni Boards and the Department Liaison model. The new model for the Career Center will be substantially in place by the beginning of the 2009-10 academic year. For a more detailed timeline, please see Appendices K1 and K2.

## VII. BROADER VISION

While the focus of the Career Center in the short-run will naturally be to implement the new model, there are a range of other career-oriented issues that are likely to be important to students and alumni. Some of the ideas that the Career Center staff have considered are the following:

1. Rarely addressed in the work of Career Centers is the exploration of workplace issues. Centers have traditionally focused on helping students secure opportunities. The Center should also develop and execute a plan to offer programs for our graduates that focus on issues in the work environment such as gender, international and multicultural dynamics in the workplace. This presents an opportunity for a different kind of collaboration with faculty and alumni/parents.
2. A comprehensive senior transition program, offered to a limited number of seniors over recent years, should be further developed and available to a greater proportion of the senior class. This kind of program addresses life skills important in the post- college transition, including basic financial planning, adjusting to a new community, maintaining relationships and dual career couple dynamics, among other topics. This program could be developed in collaboration with other offices on campus, e.g. Campus Activities, Alumni Affairs, the Wellness Center, Senior Class Dean, etc.
3. We also suggest the Center explore cultivating opportunities for field-based faculty fellowships, short-term experiences to explore work and service venues with which they would wish to be more familiar. Ideally, alumni and parent sponsored experiences would be among the sites that are cultivated.

We are pleased by the energy and excitement surrounding the new model for the Career Center. We believe we are on track to create a “model of national distinction,” as President Oden called for in the original charge to the Career Center Task Force. This new model will not only serve current student and alums well, but we also expect it will pay long term dividends as relationships are strengthened between students, alums and parents, and across generations.

There is no shortage of creative ideas to help students shape their transitions from Carleton, the broader objective is that a transformed Career Center will enable all students to use their Carleton education “to lead lives of learning that are broadly rewarding, professionally satisfying, and of service to humanity.” (College Mission Statement.)

Task Force members:

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10 March 2009

## Appendix A: Alumni and Parent Involvement

The new model of the Carleton Career Center relies upon relationships with external constituents, and student engagement with alumni is at the heart of the model. A robust network of support helps students identify and broaden their interests and competencies through specific experiences that utilize the network, including co-curricular activities, internships, externships, fellowships, scholars programs and mentoring.

The leadership and responsibility for establishing, growing and supporting the alumni career network falls to an alumni volunteer board of directors, supported by the Career Center's Associate Director for Mentor Relations. The alumni volunteer board identified six main career areas that will serve to organize their work: Arts & Communication; Business & Entrepreneurial; Teaching & Educational Leadership; Government, Policy & Service; Science, Health & Information Technology; Interesting Other. A representative from the volunteer board serves on the Alumni Council for purposes of communication and collaboration among volunteers. In addition, the Parents Advisory Council has a Careers and Life After Carleton subcommittee, which works directly with the Career Center on both specific programs and longer-term strategies involving current and past parents.

## Appendix B: Possible Models of Student Interaction with the Career Center

### The Pre-professional Student

Year 1: Visit Career Center for introduction to the curriculum.

Year 2: Department Liaison Introduction after declaring major. Alumni contacts.

Year 3: Meeting with Career Center/ Pre-professional Adviser to plan for testing and application process. Participate in Chapter Model with Professional alums.

Year 4: Practice interviews. Professional school admissions process.

### The Private Sector/Business Student

Year 1: Visit Career Center for introduction to the curriculum.

Year 2: Department Liaison Introduction after declaring major. Alumni contacts.

Year 3: Scholars Program. Externship. Internship. Alumni/Trustees/Parents Networking.

Year 4: Department Liaison Senior Year Planning. Job search.

### The Public Policy Student

Year 1: Visit Career Center for introduction to the curriculum.

Year 2: Department Liaison Introduction after declaring major. Alumni contacts.

Year 3: Scholars Program. Externship. Internship. Chapter Model.

Year 4: Department Liaison Senior Year Planning. Job search.

### The Non-profit/Arts/NGO Student

Year 1: Visit Career Center for introduction to the curriculum.

Year 2: Department Liaison Introduction after declaring major. Alumni contacts.

Year 3: Scholars Program. Externship. Alumni interviews.

Year 4: Department Liaison Senior Year Planning. Job search.

Appendix C: The New Model at a Glance

<b>Programs</b>	Carleton Scholars	Carleton Chapters	Groundhog Days	Mentor Externships	Sponsored Internships	Firesides	Service Fellowships	Engagement Wanted
<b>THUMBNAIL DESCRIPTIONS</b>	Carleton’s highest-visibility program: “Taste-of-industry” tours, introducing variety of organizations in a field of interest (e.g., finance, public policy, medicine, green tech), including site visits, panels and receptions.	Students have access to one-on-one time, group discussion, and a casual and candid interview with just one of many Carleton luminaries in a given field.	Launching each February, right along with Punxsutawney Phil (then continuing year-round), students “burrow” their way to the Cities (or Rochester) to observe a Carl presently engaged in a particular field of interest.	Carleton’s signature program connects students with alumni for one-to-four-week “short internships,” most with a “focus project,” 80% including home-stays with their alumni hosts.	Funded full-length internships, sponsored by alumni, parents, and friends, supported through donor grants.	The career center “matches” a third-term junior with an alum or parent for year-long coaching and mentoring as the rising senior lands their “next big gig.” Includes on-line, phone, and personal contact.	The West family funds 10-20 students per year for “in-the-trenches” service projects across the globe’s developing nations. To date, these projects have been facilitated through third-party firms.	Similar to the “Employment Wanted” sections of old school newspapers, this high tech version models Match.com to connect current students and recent grads with alumni that offer to help in any way.
<b>CAMPUS/ ON-SITE/WEB</b>	On-Site	Campus	On-Site	On-Site	On-Site	On-Site, Campus	On-Site (Global)	Web
<b>GROUP OR INDIVIDUAL</b>	Group	Individual, Group	Individual, Group	Individual, Pairs	Individual	Individual	Individual	Individual
<b>YEAR(S) APPROPRIATE</b>	Variable based on discipline	All (F, So, J, Sr)	All (F, So, J, Sr)	All (F, So, J, Sr)	Jr, Sr	Sr	So, Jr	Sr

LENGTH (hrs, days, wks, etc.)	Days (3-4)	Hours	Days	Weeks	Months	June-June	Months	Hours
TERM OR PERIOD(S)	Dec., March	F, W, Sp	February 2nd and F, W, Sp	Dec., March, June, Sept.	Summer	Year-long	Summer	W, Sp, Su
STUDENT IMMERSION	Low	Low	Low	High	Moderate	High	High	Low
DEPTH OF MENTORING RELATIONSHIP	Low	Moderate	Moderate	High	Moderate	Highest	Low	Low
COST TO COLLEGE	High	Low	Low	Low	Moderate	Moderate	High	Low
VOLUNTEER GROUPS	A, P, F (alumni/parents/friends)	A, P, F	A, P, F	A	A, P, F	A, P	None, usually	A, P
RESUMÉ VALUE	Moderate	N/A	Low	High	High	Low	High	N/A
SKILL SETS DEVELOPED	Awareness, networking	Awareness, networking	Awareness, networking	Awareness, networking, work content, office context	Awareness, independence, networking, work content, office context	Awareness, networking, search tools/techniques	Awareness, independence, networking, work content, “office” context	Awareness, networking, concrete leads
COMMUNITY SUSTAINABILITY	High	High	High	High	High	High	Moderate	Moderate

## Appendix D: Career Readiness

Career Readiness is the ability to apply one's experiences and self-knowledge to the formation and pursuit of professional goals. It is the development of transferable skills and attributes that allow students to succeed in an ever-changing work culture. As students explore a range of interests and possibilities that are increasingly challenging and require higher levels of responsibility, they develop the essential attributes of flexibility, adaptability, self-confidence and maturity. By the conclusion of the college experience, students have a repertoire of knowledge, skills and attitudes to facilitate their transition from the world of academics to the world of work.

Career readiness emerges when students:

*Knowledge:*

- Understand that they can pursue professional opportunities that involve work which matters to them rather than settling for jobs they are merely qualified to do.
- Understand their values, interests, and aptitudes as developed and tested through experience.
- Understand that, more often than not, various career paths can be fulfilling, not just one.
- Understand the training and experience required for entry and practice in each of their potential/initial career fields.
- Know to look not only at the functional nature of career fields, but at their contextual natures.
- Know the steps necessary to identify, pursue and secure opportunities in fields of interest.

*Skills:*

- Are able to apply knowledge within the context of varied and unfamiliar circumstances.
- Can apply theory and concepts learned in and out of the classroom.
- Are prepared to translate knowledge across academic disciplines and fields of professional practice.
- Can articulate their beliefs, values and potential in the transition from *college* to *work*.
- Have acknowledged and tested their intuitive, interpretive judgment, and critical thinking skills.
- Can effectively use their oral, written and interpersonal communication skills.
- Are able to view problems and opportunities from a variety of perspectives.
- Are willing and able to solve complex problems.

*Attitudes:*

- Have developed a sense of hope and enthusiasm for the future, tempered by an understanding that the achievement of professional goals may not be immediate.
- Want to take initiative in personal and professional pursuits.
- Are tolerant of rejection and understand it is usually dissimilar from failure.
- Are willing to invest time, energy and faith in a process where success may not be guaranteed.
- Are curious to look past the face value of experiences and discover their meaning.
- Believe that educational success is a direct result of how they apply knowledge and skills rather than a culmination of what the College has or has not 'given' them.

- Understand that the transition from college to career involves the significant step from an introspective and comparatively passive experience (education) to the 'producing results' nature of a professional life (career).
- Wish to seek purpose and fulfillment in their careers, refusing to settle for less.

## Appendix E: Liaison Model—Brief Outline

**Goal:** strengthen ties between the Career Center and departments and between the Career Center and faculty

**Strategy:** for consideration by department chairs in early spring, with an invitation to participate in spring 2009 pilot

**Timing:** pilot with selected departments in spring 2009; broaden in fall 2009

### **CAREER CENTER ROLE**

In implementing the Liaison model, the Career Center will assign to each department a staff person whose job/function it is to communicate and partner with the department.

The outcome of the implementation of the Liaison model will be that department faculty staff and students have easy access to information and resources for preparing for the transition beyond Carleton.

### **DEPARTMENT ROLE**

The department chair (or designee) will intentionally describe their liaison interactions with department colleagues, and ideally with those additional faculty and colleagues across the college. The department chair will share with Career Center staff information that will assist the Career Center staff in understanding department needs.

### **STUDENT LEADER ROLE**

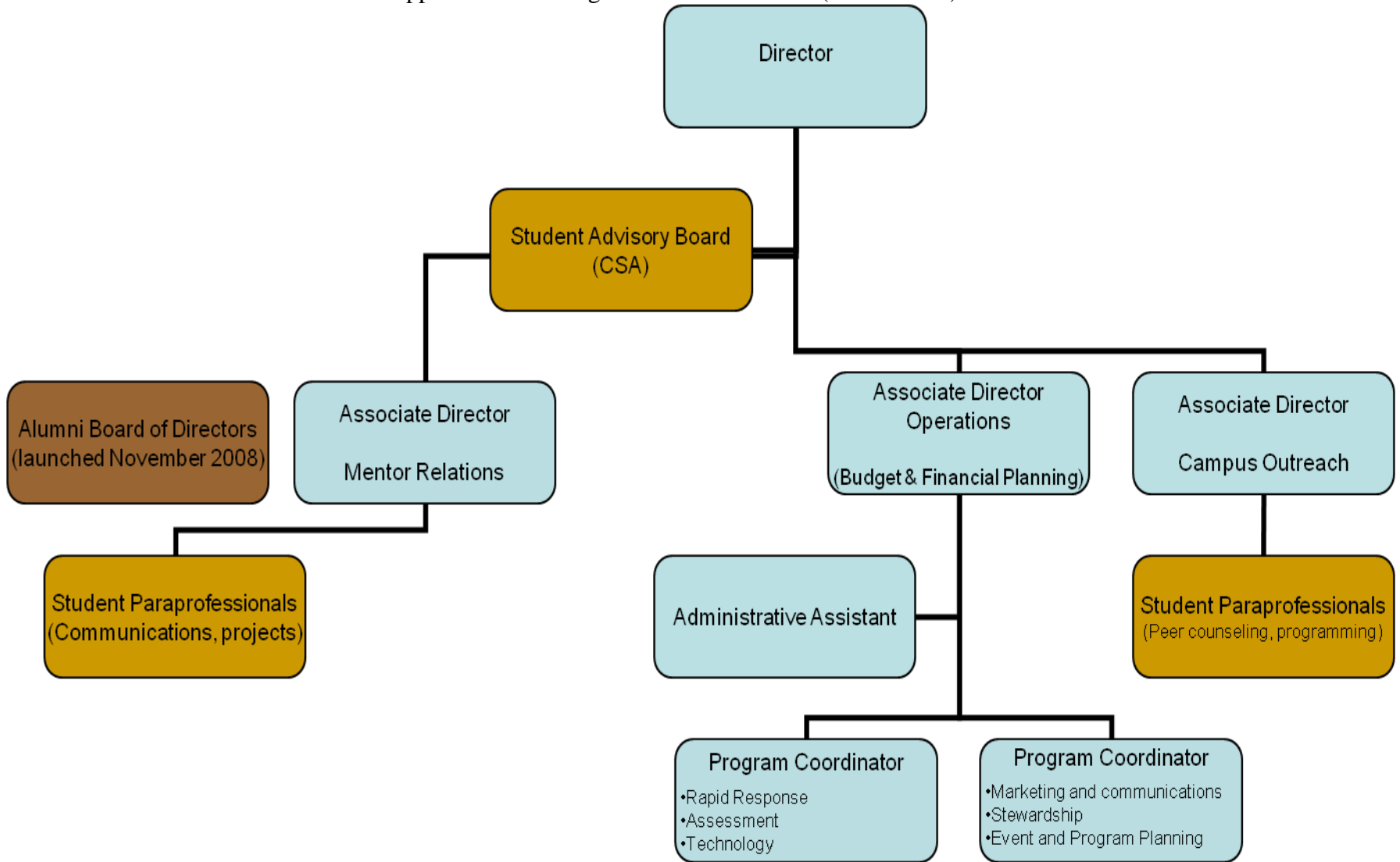
To supplement the efforts of the department chair and Career Center Liaison, departments would have the option of having available a work-study student leader to assist in communication between the Career Center and the department, and to assist faculty/staff in completing projects related to the Liaison model.

Such a student leader role could be a combination of the present SDA, departmental student workers, career assistants, or a new “Department-Career Center Liaison,” who would be assigned and supervised through the Career Center and available to work for the department/Career Center approximately 2-3 hours weekly, depending on need.

The outcome of the implementation of the DCCL position would be to make it manageable and feasible for the department chair (or designee) to successfully implement this initiative.

NOTE: a companion initiative might be to look at pilot efforts with “*Affinity Groups*”—athletes (e.g., football, frosh basketball, soccer), Posse groups (7 or 8), student leader, dorm or co-curricular groups (Mock Trial, prelaw, etc.)—that is, groups where strong identification already occurs.

Appendix F: Staffing Model for 6.8 FTE's (March 2009)



Appendix G: Three Units, Three Managers

<b>External Communities Manager</b>	<b>Operations Manager</b>	<b>Campus Outreach Manager</b>
<ul style="list-style-type: none"> <li>• Design, construct, and manage a national and global network of support for students and recent graduates.</li> <li>• Develop and manage relationships with alumni, parents, and friends (existing and new) that volunteer to help students and recent graduates.</li> <li>• Build, lead, and facilitate/monitor off-campus programs and a variety of field experiences (examples follow)</li> <li>• Collaborate with External Relations staff on all initiatives.</li> <li>• Steward all partner contributions and relationships, including a plan for appropriate acknowledgement and recognition.</li> </ul>	<ul style="list-style-type: none"> <li>• Design and carry out marketing and communication plans for on- and off-campus programs, events, and opportunities.</li> <li>• Coordinate technology efforts within the Center and serves as liaison with other campus and off-campus technology tools.</li> <li>• Lead planning and execution of all on- and off-campus events.</li> <li>• Provide students, alumni, faculty, and other partners with rapid response on identifying and using resources, troubleshooting problems, and scouting opportunities.</li> <li>• Lead Center in assessment and evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>• Lead “Liaisons” initiative to build and sustain strong faculty engagement.</li> <li>• Develop and deliver a comprehensive curriculum in self-presentation.</li> <li>• Work with individual students and student groups to build self-assessment, career awareness, and decision-making strategies.</li> <li>• Work with faculty, staff, alumni and parents in presenting effectively supportive programs and networking opportunities on-campus; build proactive and low-maintenance partnerships with academic departments.</li> <li>• Build on-campus mentoring and coaching initiatives.</li> <li>• Develop and manage ambitious programming schedule.</li> </ul>

## Appendix H: Future Staffing

Whenever the College's resources might allow, three additional positions will be vital to the Center's transformation. Under the new Career Center model and organizational structure, the next three positions at the Career Center, by priority, would likely be:

1. UNIT – CAMPUS OUTREACH  
REPORTS TO – ASSOCIATE DIRECTOR AND MANAGER OF CAMPUS OUTREACH  
TITLE – COORDINATOR OF STUDENT SUPPORT FOR FELLOWSHIPS AND ADVANCED STUDY

The new model of the Center recognizes the need to support Carleton students in developing and executing plans for post-baccalaureate employment and advanced academics/scholarship. A full-time professional staff member will focus on developing and delivering a comprehensive plan to support students applying for scholarly fellowships, graduate programs, and professional degree programs. This plan would serve students in a developmental approach across all four class years.

2. UNIT -- OPERATIONS  
REPORTS TO – ASSOCIATE DIRECTOR AND MANAGER OF OPERATIONS  
TITLE – ADMINISTRATIVE ASSISTANT

In the reorganization, three of four hourly staff positions were eliminated in efforts to professionalize the Center. The Center presently struggles with a lack of administrative support, with one hourly staff member being overwhelmed these task sets. The Center also needs to professionalize its reception function; the Center is now using students with anywhere from 4-10 hours per week of availability. Reception is the face of the Center, and requires more of a triage role.

3. UNIT – EXTERNAL COMMUNITIES  
REPORTS TO – ASSOCIATE DIRECTOR AND MANAGER OF MENTOR RELATIONS  
TITLE – ASSISTANT DIRECTOR

Building and sustaining support and involvement among alumni and other friends of Carleton requires more than one professional focusing on this unique and pivotal dimension of the Center model. The individual in this post would be involved in all facets of building community to support opportunities and connections for our students and recent graduates, but would focus on off-campus support that is not presently possible.

## Appendix I: Fellowships and Graduate Study

Current thinking from the Career Center on helping the College better support students pursuing national fellowships and admission to graduate/professional degree programs:

*Basic aims:*

*(1) design and implement a developmental approach to supporting students as they explore, apply to, and prepare for fellowship and advanced study opportunities;*

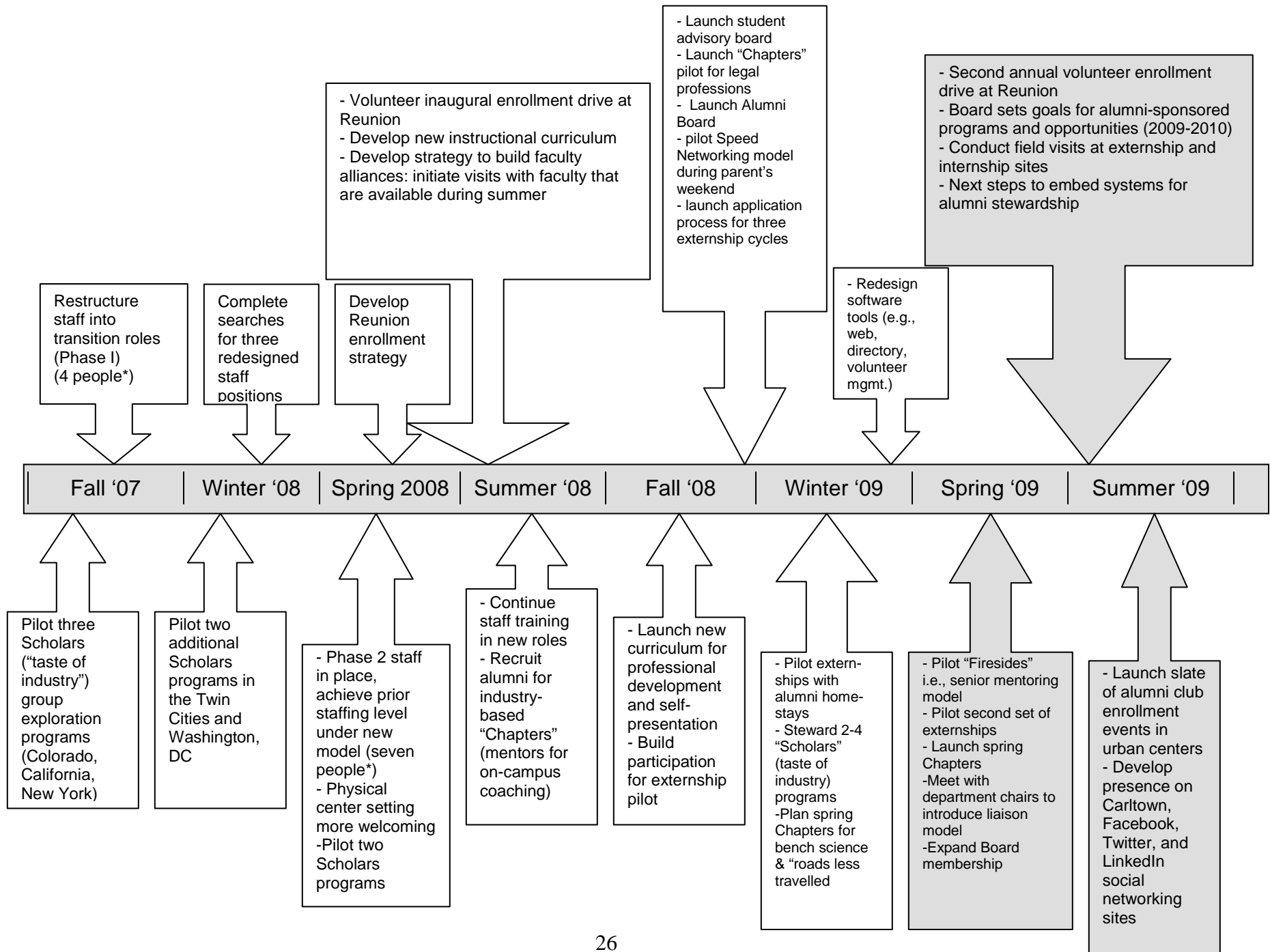
*(2) support faculty so they can focus their energies and available time on the more substantive elements of advising students towards these post-baccalaureate experiences.*

- Conduct an analysis of Carleton's current programs and support efforts for students and recent graduates
- Construct and complete a "best practices" analysis with 35 like colleges
- Develop a model for support that is coordinated through the Center but enlists the expert involvement of faculty, alumni and friends of the College
- Create a strategy and plan for cultivating relationships with institutions that present fellowship and advanced study opportunities

Appendix J: Staffing at Comparable Institutions and Carleton

	Amherst	Macalester	Middlebury	Oberlin	Pomona	Wesleyan	Wellesley	Williams	Carleton
Students	1683	1900	2350	2200	1520	2700	2300	2000	1986
Career Staff	11	7	13	8	9	13	17	10	7
Ratio	153:1	271:1	180:1	275:1	168:1	207:1	135:1	200:1	284:1
Position Titles	Dean, Director	Director	Exec. Director	Director	Director	Director	Director	Director	Director
	Dean, Co-Director	Associate Director	Senior Associate Director	Associate Director	Associate Director	Associate Director Career Dev.	Assistant to Director	Ass. Director, Recruiting	Ass. Director Mentor Relations
	Dean, Assistant Director	Assistant Director	Associate Director	Assistant Director	Assist. Director Alumni Career Services	Associate Director	Ass. Director, Alumnae Programs	Ass. Director, Science & Tech Advising	Ass. Director Campus Outreach
	Director of International Experience	Career Counselor	Ass. Director. Alumni Career Services	Assistant Director	Assist. Director Employer Relations	Ass. Director for Employer Relations	Alumnae Career Assistant	Assist. Director Pre-Law Advisor	Associate Director Operations
	Dean, Career Counselor	Department Coordinator	Assistant Director for Internships	Assistant Director	Career Counselor	Assistant Director	Associate Director of Internships	Assistant Director	Program Coordinator
	Fellowships Coordinator	Recruitment Coordinator	Ass. Director Career Services	Health Careers & Fellowship Advisor	Pre-Law Advisor	Health Professions Advisor	Assistant Director of Internships	Health Professions Assistant	Program Coordinator
	Graduate Assistant	Graduate Intern	Career Counselor	Administrative Technician	Marketing & Comm.	Alumni Career Consultant	Dir. Services Stipend	OCC programs and resources	Office Manager
	Recruiting Manager		Employer Relations	Administrative Assistant	Internship Coordinator	Career Counselor	Assist. Dir. of Internships	Assist. Director of Recruiting	
	Office Manager		Technology Coordinator		Office Manager	Graduate Intern	Director of Fellowship	Services and Credentials	
	Reception/ Publicity		Career Counselor			Credential Services	Ass. Director, Fellowships	Webmaster	
	Information Specialist		Employer Relations			Employer Relations	Director of Recruiting	Associate Director	Resource Coordinator
	Teacher Licensure Program		Internships Programs Coordinator			Project Coordinator	Assistant to Director of Recruiting	Not-for-Profit Programs, Prelaw Advisor	Librarian Director of Technology
			Office Manager			Department Assistant	Information Specialist		

# Appendix K: Transition Time Line for New Career Center Model Through Summer 2009



## Appendix L: Transition Time Line for New Career Center Model Beyond Summer 2009

Program targets beyond summer 2009 (most are resource-dependent):

- Launch four-year model for identifying and supporting pre-med, pre-law and fellowship candidates
- Determine new name for the center by September 2009
- Board launches alumni/parent volunteer recruitment effort , Summer/Fall 2009
- “Engagement Wanted” includes web-based search module, beginning Fall 2009
- New Scholars programs
- “Groundhog Days” launches in February 2010
- Expand pilots of the Mentor Externship program, goal of 100 for 2009-2010 year
- Offer six Chapters in each term for 2009-2010 academic year
- Add position focusing on advanced degree and fellowship
- Initiate program/model review in Spring 2011