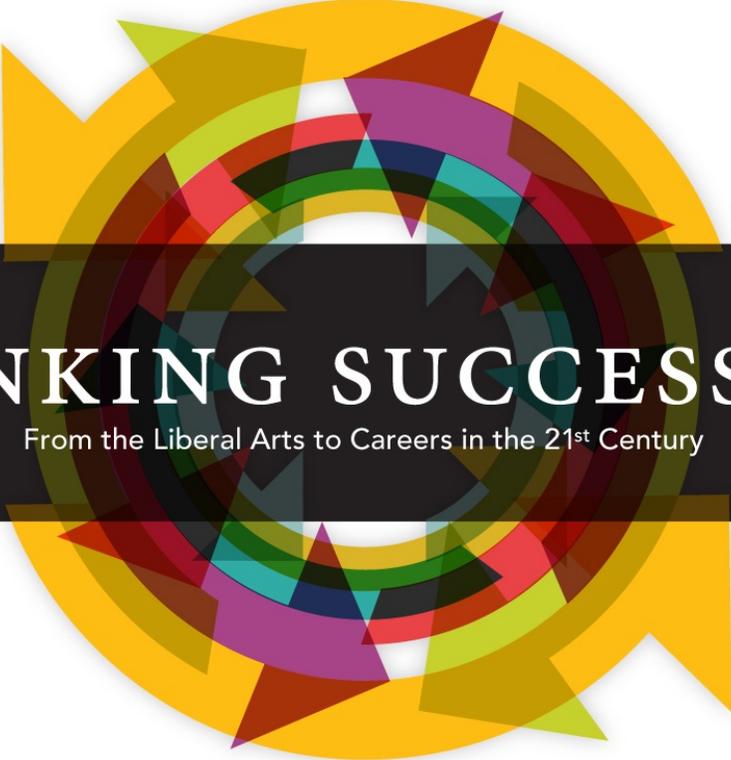


A Roadmap for Transforming the College-To-Career Experience

A Crowdsourced Paper

Edited by Andy Chan and Tommy Derry, Wake Forest University



RETHINKING SUCCESS

From the Liberal Arts to Careers in the 21st Century

Open Letter to Higher Education Influencers

Over the past year, I have had many conversations and debates regarding the value of a liberal arts education. Many have turned to the strategies higher education institutions can employ to maximize their value proposition through enhanced personal and career development for their students. It seems that my experience, while probably occurring at a higher frequency than others', is not unique. With discussions taking place around dinner tables, in high schools, in college dorms, in the national media and among politicians, this topic is very clearly at the center of higher education's future.

Many regard post-graduate employment as the primary measure of value provided by higher education institutions. While this is an oversimplification of the purpose of college, it is nonetheless an essential metric that prospective students and their families want to know. They fear that despite the major investment required for a college education, the experience will still result in underemployment or even unemployment. Now there are many existing tools, offered through private companies as well as via the Department of Education's College Scorecard, to help families make more educated decisions about choice of college based on factors such as cost, graduation rate, loan default rate, median borrowing and employment. Yet despite the challenging trends indicated by the data, many schools seem to be evolving slowly.

While transformational changes have occurred in the world of work, many college career offices look and function the same way they did twenty years ago. When we think about how dramatically the world of work has changed, it is remarkable that the methods utilized to prepare students to enter it have remained static. Yet instead of investing, schools slashed career office budgets by an average of 16 percent this past year while prospective students and families pleaded for increased support to help find gainful employment.¹ Unless we can demonstrate to prospective students and their families that the four years spent at college will result in better employment prospects, there will continue to be those who disparage a college education as a waste of money.

It was at the Rethinking Success conference hosted by Wake Forest a year ago that national thought leaders from a variety of disciplines, employers, 74 premier higher education institutions and others discussed these very themes. Many ideas were examined, but everyone agreed on one point: schools must reexamine their existing models and construct new methods to help students successfully enter the world of work. In order to seriously affect systemic change, there must be institutional prioritization, including senior administration and faculty commitment, as well as partnerships between the career office and influential groups around campus, particularly academic, advancement, communications, information systems and alumni relations offices. Engaging and educating faculty and parents in the process is essential as they are the greatest influencers of student mindsets and decisions after peers. In this manner, a "college-to-career" community must be cultivated to equip students to successfully navigate the path from college to the workforce.

Our conference was a catalyst for transformational change in higher education. It provided a stimulus for higher education leaders to seriously consider making the career development process a mission critical priority. However, many institutions are struggling to make this commitment. To this end, we have developed a "Roadmap for Transforming the College-To-Career Experience" through observation of similar themes at innovative schools. We hope it inspires you to take action on your campus to implement innovative solutions to the challenges faced in today's demanding and competitive global world.

Andy Chan

¹ National Association of Colleges and Employers 2011-2012 Career Services Benchmark Survey

Contributors to the Paper

Ron Albertson – Director of Career Services, Reed College

Dale Austin – Director of Career Services, Hope College

Kelley Bishop – Assistant Vice President, Division of Student Affairs, Michigan State University

Tom Brinkley – Executive Director for the Student Professional Development Center, Elon University

Kate Brooks – Director of the Liberal Arts Career Center, University of Texas-Austin

Dr. Christy Buchanan – Associate Dean of Academic Advising, Wake Forest University

Jennifer Collins – Associate Provost for Academic Initiatives and Professor of Law, Wake Forest University

Sheila Curran – CEO and Chief Strategy Consultant, Curran Career Consulting

Meredith Daw – Assistant Vice President and Executive Director of Career Advancement, University of Chicago

Joseph DuPont – Dean of Career Services, Brandeis University

Dr. Mary Foskett – Professor of Religion and Director of the Humanities Institute, Wake Forest University

Dr. Chris Howard – President, Hampden-Sydney College

Pam Keiser – Executive Director of Career Services, Bucknell University

Sue Leadem – Private Investor and Community Volunteer, Wake Forest University

Noah Leavitt – Assistant Dean for Student Engagement, Whitman College

Dr. Leo Lambert – President, Elon University

Marty O’Connell – Executive Director, Colleges That Change Lives, Inc.

Dr. Peter Powers – Dean of the School of Humanities, Messiah College

Dr. Mark Presnell – Director of Career Center, Johns Hopkins University

Michael Selverian – Former Managing Director, Gamma Capital Advisors Ltd.

Conference Background and Purpose

During three dynamic days in April 2012, more than 250 higher education administrators, faculty members, corporate executives and national thought leaders gathered at Wake Forest University to discuss and evaluate the role and value of a liberal arts education in the 21st century world of work. The conference came at an opportune time as critics accused liberal arts institutions of not adequately providing the return on investment students and their families demanded amidst rapidly increasing tuition costs and a weak job market. In the face of these critiques, the conference provided an abundance of evidence and testimonials praising the relevance and necessity of the liberal arts education to the world of work and shared best practices from leading institutions that are prioritizing personal and career development as a crucial component of the institutional mission.

In order to continue the discussion and share the message with internal and external constituencies, Andy Chan, the Vice President of Personal & Career Development at Wake Forest University and the primary organizer of the conference, encouraged the attendees to contribute to a crowdsourced paper. For conference attendees, this document provided a collaborative method to continue the momentum established at the conference through shared ideas, stories, and recommendations. As a result, conference attendees continued to learn from each other as new programs, offices, visions, partnerships and initiatives were introduced at campuses across the country.

Since April 2012, the crowdsourced paper has been populated with ideas, opinions, innovations and advice by the conference attendees. Insights have ranged from office reorganization to new initiatives targeted to specific student groups. Due to the differences in campus culture and institutional needs and resources, the attendees frequently took different insights back to their institutions to spark transformational change. On account of the range of types of initiatives and the variety of schools at which they occurred, this outcome paper is especially significant as it provides a more comprehensive picture of what leaders at different institutions, with different campus cultures and resources, are doing to tackle this important issue.

To construct this paper, interviews were conducted with 20 conference attendees to elicit their thoughts regarding the conference and the steps they have taken since returning to their respective campuses. Other attendees contributed directly to the crowdsourced paper or provided Wake Forest with their key insights and summaries to be included in the document.

We are eager to now communicate the ideas and energy shared at Rethinking Success among the original 74 institutions that attended the conference. The second purpose of this paper is to share the concepts discussed in April with those unable to attend and to provide a roadmap for transformational change for the industry at a time when higher education desperately needs innovation. All institutions, from large research universities to small liberal arts colleges, face challenges from students, parents, alumni, government officials and employers regarding the real value of college, especially in the light of high, and ever-rising, tuition prices and a challenging, competitive and ever-changing employment market. The accounts in this paper demonstrate how current leaders frame the issues and the methods they are pursuing to address the current and future challenges. These institutions and innovators are on the leading edge of the higher education industry as they develop a number of personal and career development programs and initiatives to intentionally and successfully connect liberal arts graduates to the world of work. We hope that by summarizing and sharing the discussions it will benefit the overall U.S. higher education sector as it continues to rethink and redefine its relationship to the world of work in the 21st century.

Conference Atmosphere

Entering the Spring of 2012, the liberal arts education was threatened by economic factors and a long trend of poorly articulating its relevance to the job market. Low job placement rates and ever-increasing tuition price tags opened the door for critics to portray liberal arts institutions as overpriced and under-delivering. In conjunction, some national leaders, especially those in politics, called for increased vocational education that would correlate directly to a line of work and the elimination of academic degrees that they declared worthless. Additionally, there were 39 percent fewer liberal arts colleges in 2012 than 1992,² signifying an alarming trend that students were more interested in pursuing higher education alternatives that were perceived to lead to a job more directly.

Prior to the conference, Dr. Phil Gardner, the Director of Research for the Collegiate Employment Research Institute at Michigan State University surveyed employers to understand their perceptions of students from the liberal arts education (arts and science). According to 815 employers surveyed, the value of a liberal arts education was confounded by conflicting factors. While a plurality, and in some instances majority, of employers rated liberal arts students as “better prepared” or “prepared the same” when compared to non-liberal arts students in 20 of 24 key professional skills and competencies, the same employers indicated that liberal arts students did not meet their expectations in “describing their skills and competencies, being prepared for the recruiting process, and possessing some ‘technical’ skills.” Gardner’s report indicates that liberal arts students were equipped with needed workplace competencies, yet they were not receiving the necessary assistance from their institutions in two key ways: 1) articulating and demonstrating their abilities in order to perform well in the job search and interview process, and 2) learning several key technical and professional skills that are highly valued – and often required – by employers.³

Factors like these propelled students and their families to scrutinize their educational choices more closely. Many families were operating under the misconception that a liberal arts degree does not provide a marketable preparation for the world of work. Surprisingly, little was being said or done to debate these claims. Few higher education leaders or institutions boldly proclaimed the value of liberal arts education as their defenses were easy to dismiss with economic data and fear mongering.

Consider the experience of last year’s graduating class of 2012. These students’ entire college careers were shrouded by the dark cloud of economic insecurity that began in 2008 – the fall of their freshman year. Throughout their time in college, fear and politics dampened the perceived value of their education and their optimism for the future. From one side, parents gripped by fear over their ability to pay for their children’s education, not to mention save for their own retirement, steered students towards “practical” academic disciplines with perceived higher rates of employment for new graduates. (Ironically, schools offered little or inaccurate employment outcome data for graduates so these decisions were based on unreliable facts.) From another angle, politicians demanded lower tuition costs, higher graduation rates, and a technically skilled workforce as solutions to our foundering economy. All the while, state and local governments slashed support for higher education, college and university endowments took a dive, and the purveyors of liberal arts degrees found themselves reacting defensively, which did little to help students, families, taxpayers or universities. In this environment, students’ choices such as college, major and career felt like life-or-death decisions.

² Jaschik, Scott. "Disappearing Liberal Arts Colleges." *InsideHigherEd.com*. Inside Higher Ed, 11 Oct. 2012. Web. 13 Mar. 2013.

³ Appendix A, B.

It was in this atmosphere that Rethinking Success convened to demonstrate the value of the liberal arts education and provide practical solutions to the challenges faced by liberal arts institutions. The question was begged: Is higher education fulfilling its role to intentionally prepare students for life after college?

By engaging national thought leaders – including former Secretary of State, Condoleezza Rice; Moody's Analytics Chief Economist, Mark Zandi; former Proctor & Gamble Chairman, A.G. Lafley; and presidents, provosts and scholars from 74 leading colleges and universities – the conference addressed these issues from multiple angles. In true liberal arts fashion, it brought together constituents with different points of view, involving economists, employers, students, higher education leaders, national thought leaders and cultural change agents. Through the discussion and panel conversations, ideas were sparked, strengthened and shared.

Pre-Conference Goals

With the state of higher education in mind, the attendees arrived at Wake Forest with numerous goals for the conference. Rethinking Success provided a unique opportunity for the attendees to set personal aspirations and aims for their particular institutions, while discovering what was happening on the leading edge of the career development industry. Preconference goals of interviewed attendees included:

- Collect and benchmark best practices and ideas from career development industry leaders and from peer institutions;
- Gather ideas, data, broad trends, and perspective from national thought leaders outside the higher education industry;
- Connect with innovative thinkers in the career development field;
- Reflect strategically on their own particular offices, resources and their roles in their institutions;
- Acquire new articulations of the values of a liberal arts education, especially in the context of the 21st century's world of work;
- Build excitement among team members and key leaders to promote personal and career development as an institutional priority.

Conference Insights

Over the three days, attendees shared, debated, examined and absorbed numerous ideas and sifted through designs and concepts that could be applied to their respective institutions. Through expert panels, keynote speeches and informal conversations with one another, the attendees departed with numerous insights and takeaway points. In order to ensure the concepts at the conference would be applied upon return to campuses, a significant portion of the final day was devoted to attendees sharing their key takeaway points in small groups so as to cement their learnings and determine their top actionable items. To avoid a lengthy list, these insights have been divided and consolidated into three meta categories: institutional leadership, career office vision and innovation, and higher education value proposition.

Institutional Leadership

A top insight reported by a number of attendees is that institutional leadership and support is absolutely essential in order to create an environment where personal and career development is mission critical. The programs highlighted at the conference for their innovation and transformative initiatives have received considerable backing by the leaders of their institutions and the different constituencies in their communities as evidenced by the resources at their disposal. Each program has received authentic

commitment from their administrations and boards of trustees, but additionally has cultivated partnerships with academic departments and other administrative centers on their campuses. Kate Brooks, Director of the Liberal Arts Career Center at the University of Texas-Austin and author of numerous books on liberal arts college student career development, succinctly summed it by stating, “University prioritization is the first step for meaningful change to occur.” The conversation must be initiated at the highest levels in order to bring all the institutional resources to bear upon this critical aim.

A second insight by conference attendees suggests there is cause for optimism as we look to the leaders of the higher education system. As Michael Selverian, the former Managing Director of Gamma Capital Ltd., noted, “University and college presidents, administrators and career development officers are keenly aware that the price and value of a liberal arts education is being questioned. Rather than reacting defensively, they are deeply examining their programs” and defining key objectives to frame personal and career development as an imperative component of higher education’s mission.

The first objective of this framework is to clarify and perhaps redefine the true definition of a liberal arts education. As barriers between individuals and information continue to decrease due to globalization and technology, liberal arts institutions can no longer define themselves by the information of which they used to be the exclusive distributors. A liberal arts education must be “defined by its aims, not by the disciplines it encompasses” according to Davidson University’s President, Dr. Carol Quillen.⁴ It is because of those aims – the ability to take a critical and creative perspective to a situation, to structure and defend an argument, to take a global viewpoint – that employers actively seek liberal arts graduates.

The logical next step is an examination of an institution’s programs and initiatives, both academic and extracurricular, to determine whether the aims of the institution are being met. In many cases, this involves confronting hard truths that in fact, many institutions are not fully endowing their students with the abilities that have been promised. University and college leaders are recognizing the need for deliberate and intentional cultivation of the skill sets that are at the core of liberal arts graduate. To quote Dr. Chris Howard, President of Hampden-Sydney College, “Many great institutions are considering and debating these issues not only because it is the right thing to do, but because the market has made us think strategically about our function.” It is no longer enough to assume that the traditional curriculum or traditional college experience will provide current students with the abilities and value promised to them with admission – and especially at the tuition prices being charged.

Sheila Curran, the Managing Partner and Chief Strategy Consultant of Curran Career Consulting, captured the collective optimism of the departing conference attendees in her reason for hope: “The most encouraging takeaway [from the conference] was that people in positions of power are thinking about this in a serious and intentional way. While precise solutions have not been specified, it is understood that [liberal arts institutions] cannot continue business as usual.” Now that the problem has been recognized, serious attention can be devoted to find institution-specific solutions.

As Curran notes, there is not one all-encompassing solution for all liberal arts institutions. Each college or university must develop solutions that fit its vision, values, culture and resources. In addition, it would be incorrect to state that a single college or university has a perfect system in place. Even the innovative programs presented at the conference are still in the early stages of development. However, it

⁴ Chan, Andy. "View from the Top." Heart of the Matter. Wake Forest University, 12 Apr. 2012. Web. 03 Dec. 2012. <<http://andychan.opcd.wfu.edu/2012/04/defending-the-liberal-arts/>>.

is encouraging to examine the impact these programs are making even in the initial phases of their implementation.

Career Office Vision and Innovation

Innovation always originates from one place: vision. In order to get somewhere, you must know where you want to go. Leaders who are successfully engaged in transformative change made clear that the first step is to create a bold vision and establish goals, both short-term and long-term. The Executive Director of the Student Professional Development Center at Elon University, Tom Brinkley, explained that “the conference highlighted the relative importance of the different components of a successful career office [with] strategy and office vision rank[ed] first.”

However, as the times change, so must the vision adapt and evolve to fit new circumstances. Dale Austin, the Director of the Career Development Center at Hope College, explained the need to “step back and engage in big picture thinking *on an ongoing basis*.” While creating a vision and setting goals at the outset of a transformative process is critical, it is equally important to continue returning to that vision to adapt, refine, specify or expand where needed. The best career offices have vision or mission statements that clearly and boldly state their function and goal. Below are a few examples:

Hope College: Within the context of Hope College’s mission statement, our staff is committed to providing opportunities and resources to facilitate student’s exploration of both self and career, and acquisition of experiential learning in order to take on professional roles through lives of leadership and service in a global society. We believe that our mission is largely achieved through intentionally developed relationships with faculty/staff, alumni, parents and employers.

Washington University in St. Louis: We support students and alumni as they transform their passions, education, and skills into purposeful career paths by teaching lifelong career development strategies and by connecting our diverse students, alumni, and employers.

Wake Forest University: *Vision* – To inspire, challenge and prepare all students to find careers that reflect their values and lead to lives of connection and meaning. *Mission* – To teach and equip all Wake Forest students to navigate the path from college to career with clarity, competence and confidence.

While creating and implementing a vision, it is imperative that new goals align with their institution’s goals and values. Innovation does not call for a rejection of the past, but rather true innovation leverages heritage and tradition to better construct new and exciting initiatives. Dr. Peter Powers, the Dean of the School of the Humanities at Messiah College, reminded his colleagues that colleges and universities “must build on who we already are” in order to effectively innovate and bring transformational change to campus.

For authentic transformation to occur, a dramatic break from the past in this area is necessary. For most colleges and universities, the career office has been traditionally branded “Career Services.” Much can be derived from a name and when examining the “Career Services” title, the type of office that is conveyed is not accurate. As the Assistant Vice President of Student Affairs & Services at Michigan State University Kelley Bishop explained, ““Career Services” as a brand is now misleading. We can no longer be considered a placement shop as our mission evolves to educating students about themselves

and the world of work. Our name must reflect this new vision.” As each career office creates a bold new vision, a name change often occurs to re-brand the office’s newly defined purpose and aims.

While an office re-christening and re-branding is a necessary step, it is only the beginning. Career office and administrative leaders must harness their imagination, creativity, commitment and trust in their colleagues and institution to affect meaningful change. The director of the career office at Reed College, Ron Albertson, described his key takeaway as “Dream BIG. It’s amazing how one’s perspective and posture can change when you shift from a ‘limited resources’ mentality to one that allows you to dream and extol the importance of the college-to-career conversation in the liberal arts context.”

Albertson points to the crux of this crucial takeaway: resources cannot dictate vision. If vision is limited by the current set of circumstances, transformative change will not occur. A vision that inspires, that addresses a challenge, and that unites constituents will find backing, both financial and otherwise.

If institutions reorient their priorities to achieve visions like these – visions that define a successful outcome as learning about oneself and thereby discovering one’s fit in the world of work – there will be remarkable benefits to students, the schools and society. President Nathan Hatch of Wake Forest University remarked, “As a collegiate university, our greatest aspiration is also our most sacred responsibility. We must sustain and consistently renew our holistic community of learning. In doing so, we will provide for students the one thing they most desire: to narrow the gap between their professed ideals and the lives they lead.” Ultimately for career offices, this means creating and executing visions that prioritize the developmental process to teach, engage and equip students to find the unique intersection between who each student is and where they fit in the world of work.

Higher Education Value Proposition

While the Rethinking Success conference was organized for liberal arts institutions, the concepts discussed are vital to the U.S. higher education system as a whole. The conference indicated that the distressing trends experienced by liberal arts institutions are occurring across the higher education industry. All institutions are being challenged to explicitly demonstrate how student time spent on their campuses translates to a better result upon graduation – essentially, clear articulation of the value proposition. All are clamoring, “Prove that it’s worth the investment.” Especially in an environment where student indebtedness averages continue to rise to the point where some even describe it as the next sub-prime bubble, these challenges to higher education will continue for years.

However, there is a very tangible connection between a college education, especially a liberal arts education, and a student’s value proposition to the world of work. If the future of America’s higher education system is to remain bright, the proponents of a college degree must actively and continuously articulate, as well as concretely prove, the connection between higher education and the world of work.

In fact, in this time of economic uncertainty, the need for graduates of liberal arts colleges and universities is unparalleled. As Elon University’s president, Dr. Leo Lambert, states, “There has never been a more pressing need for graduates of liberal arts universities, for men and women who can think critically and analytically, write well, digest complex material, take a global perspective, and develop comprehensive solutions.” A.G. Lafley, the former CEO and Chairman of Procter & Gamble and member of President Obama’s Job Council, echoed Lambert’s sentiments asserting, “The formula for businesses trying to compete in today’s economy is simple: hire employees with mental agility,

leadership and passion to navigate constant change – in other words, hire those who are liberally educated.”

In support of this claim, countries like China, Singapore and South Korea are investing in liberal arts curricula in the hopes of developing nimble, adaptable, innovative and creative thinkers.⁵ In contrast, it appears that American opinion is moving in the opposite direction. Politicians increasingly fuel fear and pessimism by questioning the value of a liberal arts education both in terms of cost and content and are trumpeting the need for a technically skilled workforce as a solution to a floundering economy. It is in this environment, that proponents of liberal arts education must demonstrate their connection to the world of work and innovate to meet the demands of the time. Until the value proposition is more clearly defined and articulated, the American public will continue to question the value of higher education, and especially, the liberal arts.

Post-Conference Conversations and Impact

Conference attendees were encouraged to carry the conversation back to their respective institutions and continue the dialogue within their communities. As was noted earlier, the conference was meant to be a catalyst for industry leaders to return to their campuses filled with enthusiasm, purpose, and the means to carry out transformational change. Since it is essential that strategic plans accommodate and even tap into an institution’s tradition and goals, this step was critical to the cultivation of institutional prioritization regarding personal and career development.

As each institution is unique, so were the conversations that took place. For some schools, the conversation began with demonstrating the need for career development to be mission critical; for others, the conversation centered on partnering with existing campus offices. Despite the dialogue differences, it is clear that Rethinking Success conference inspired conversation and action.

At Reed College, the dialogue was shared through career office Director Ron Albertson’s use of conference materials to articulate the importance of their office’s efforts to establish a community of partners dedicated to the career success of their students. These materials have allowed him to search for and successfully hire an Assistant Director of Career Services for Strategic Partnerships, introduce the career development function to the new college president, and argue for a new classification of their assistant director positions. All of these conversations have thrust career development towards being an essential and strategic mission of the college instead of a provisional service.

The conversation has continued at Michigan State University with enthusiasm as it has used some of the conference materials and concepts to plan a conference to be held in April 2014 for Big 10 institutions at IBM’s Almaden facility in San Jose, Calif. The conference will discuss re-casting the purpose of an education and adapting curricula to better reflect the insights and themes discussed at the Rethinking Success conference. It will focus on IBM’s T-professional model, which conceptualizes that graduates should have a breadth of knowledge across many disciplines, but also a deep interest and learning in one or two specific areas of focus. The fact that this conference will be based on ideas discussed at Rethinking Success again demonstrates the relevance of the conference topics to all types of institutions across higher education.

⁵ Keohane, Nannerl O. "The Liberal Arts as Guideposts in the 21st Century." *Chronicle.com*. Chronicle of Higher Education, 29 Jan. 2012. Web. 13 Mar. 2013.

Dean Peter Powers at Messiah College's School of the Humanities has sustained the discussion with his academic departments. He has challenged his faculty to conduct effectiveness evaluations of their majors examining how well faculty communicate the relevance of their subject of study and how well the major can be connected to the rest of their lives. In some departments, faculty discovered that students could not satisfactorily market themselves based on their experiences within their major. These departments are now preparing and implementing programs to intentionally instruct students how to articulate the value of their major and the skills they are developing. Through these conversations, Dean Powers is engaging faculty in the solution while taking substantive steps to address the challenges facing the School of the Humanities.

Similarly, Hampden-Sydney College, under the direction of President Chris Howard, has continued the discussion with the inclusion of the faculty. They have engaged their faculty through the intellectual prism of debate by encouraging them to join in the conversation with their students. Professors in their biology and religion departments are conducting dinner groups that lead students on an odyssey of the mind to explore their interests through vocational questions. These vocational questions are geared towards self-reflection and played an important role in [Hampden-Sydney's C-Day](#) (Convocation, Calling, Career, Community, Ceremony, Celebration), which occurred at the beginning of this academic year. Numerous offices around campus came together in order to create a day for students to explore their interests and forge connections with a special emphasis on career development.

Selected Innovative Programs Across the Country

While transformational change and innovative initiatives are occurring on many campuses across the higher education industry, this paper highlights a few programs where transformation has taken shape.

Elon University

Tom Brinkley, the Executive Director for the Student Professional Development Center (SPDC), which houses both the Office of Career Services and the Office of Corporate and Employer Relations, has instituted transformational change at Elon University through a number of programs. One such avenue has been increasing the resources and attention paid to first generation students as they represent 10 percent of Elon's freshman class. The key to this initiative has been walking the fine line of addressing these students' particular career development needs without singling them out from the balance of the freshman class. To do this, the SPDC has ensured that first generation students receive invitations to events like The Elon Network, connecting them with key advisors, faculty and staff, teaching them what networking is and how to do it, and allowing them to opt into a number of additional career programs. This type of attention begins the first day on campus as the office holds a special orientation session for first generation parents. During this session, the office demonstrates how they will create an environment where their students can be successful both while at Elon University and afterwards.

Another avenue has been through increased peer-to-peer connections in which students assist their classmates in the career development process. This is principally done through one major event each spring titled, "The Elon Network." This spring marked the third year of this event, which is entirely student-run with only marginal support from the office. During this daylong event, more than 700 students share their stories along different stages of the career journey. This event dramatically reduces student fear and anxiety while adding a networking component and informal advice from juniors and seniors who have participated in desirable internships.

Third, Elon University has developed a [Bridges program](#) to assist recent graduates who want to live and work in Los Angeles or New York City. Eight to 10 young alumni are selected through an application process, which determines their desire to live and work in each city. Over nine weeks, student participants are exposed to the city and given career guidance and support from dedicated staff members. The graduates take a series of classes on topics such as cover letter writing, interview guidelines and how to network while being introduced to the city through a series of activities. This experience costs \$4,500, which includes housing and other support. While this program was just introduced in 2012, there has already been marked success. All of the students who traveled to Los Angeles and New York to participate in the pilot program have found employment. In 2013, the number of applications for next year's programs tripled demonstrating student excitement for this new initiative.

Finally, the SPDC has introduced the [College 2 Career Student Rewards Program](#), also known as C2C. Through this program, students receive rewards for gaining experience in building resumes, connecting with employers, interfacing with graduate school representatives and internship coordinators, and other beneficial activities that they can "cash in" for prizes such as iPads or gift cards when they complete the program. In their first year, students are expected to perform activities such as building a resume and LinkedIn profile, conducting an informational interview and taking a career assessment. In each successive year, additional components are required until students complete the program. At the end of each academic year, all members are invited to the recognition gala and etiquette dinner, which acknowledges the achievements and progress of the students and announces new resources and upcoming events. While the program is laid out over the course of four years, some students are consolidating the experience into two or three years if they did not begin their freshman year. In its opening year, more than 500 students enrolled in the program and number is continuing to climb.

Hampden-Sydney College

Over the past two years, Hampden-Sydney College has begun the process of reevaluating the career development of its students. Under the direction of President Chris Howard and the Associate Dean for Career Education and Vocational Reflection Rucker Snead, the office has engaged in considerable internal review and external benchmarking as it has sought to find practices that would benefit its students. Through the process, the office has been renamed Career Education and Vocational Reflection, a move away from Career Services, and upgraded Snead's position from the director level to associate dean. However, the office did not stop with just a name change; it has completely reframed the way it approaches student career development.

As the new title suggests, the office has placed reflection at the center of its interactions with students. In many ways, Hampden-Sydney has successfully adjusted the question posed to students from "What do you want to do?" to "Who are you and what are your interests?" Starting in their freshman year, Hampden-Sydney men are asked to consider "Who am I?" and "What is my purpose, passion and calling?" Snead has enlisted the support of all the offices on campus to incorporate these leading questions into their programs. Even when alumni speakers come to campus, they are asked to address these questions in their presentations. This coordinated effort is in its second year and the office is optimistic as it transforms the way Hampden-Sydney men view their connection to the world of work.

An additional program rolled out in the last few years has been [Tiger Tracks](#), which are career pathways to assist inquiring students in navigating the path from college into different industries. The Tracks are designed to bridge the gap between academic majors and careers by providing a roadmap of classes, extracurricular activities, resources and alumni connections to help students achieve their goals. To develop these Tracks, Hampden-Sydney identified desired career outcomes of its student body and used the pre-law and pre-health tracks as models. The office also enlisted the support of faculty and alumni in developing the roadmaps, which facilitated faculty buy-in to the process. Not only do these Tracks provide actionable content for students set on a particular career field, they allow students to explore the options in the world of work. There are now fifteen Tiger Tracks available online and in PDF form.

Hampden-Sydney is also dedicated to the success of their students once they reach their post-graduation destinations. In a new initiative this year, 35 juniors and seniors attended the inaugural Professional Development Institute in January before classes started. These students assembled on a Saturday and Sunday for a series of classes and workshops designed to prepare them for success upon leaving Hampden-Sydney. The workshops included “Dress for Success,” “Networking,” “Personal Finance and Financial Planning,” “Strategic Thinking – How to Plan Your Life,” and “Training the Street,” which was an investment valuation and modeling seminar delivered by former investment banker analysts. Again, faculty and staff were involved in different aspects of the weekend so as to garner support for the program and professional development moving ahead.

Hope College

Dale Austin, the Director of the Career Development Center (CDC) at Hope College, has implemented a number of programs to better prepare students for the world of work. One of his principal undertakings has been to establish a common language and process for student self-exploration across campus. A major initiative has been to create a pilot program with the Residence Life staff to have several residence halls with first year students to take the [Clifton Strengths Finder assessment](#). Additionally, CDC will be initiating contact with all First Year Seminar faculty advisors to incorporate the Strengths tool in their fall First Year Seminar course. Austin envisions that Strengths Finder will play a significant role in the advising process as students and their academic advisors interpret the assessment results together and match a student’s strengths to academic coursework. In order to fund the assessments, Austin has partnered with the Student Activities office in order to make the assessment accessible to every first year student.

Strengths Finder has already been incorporated into the classroom at Hope College. The CDC has coordinated with the Director of the Center for Faithful Leadership to bring personal and career development directly into the courses of this program. In these classes, students practice their elevator pitches, participate in mock interviews and take the Strengths Finder assessment to better understand themselves. About 75 students have been exposed to these resources through the leadership minor offered by the program and the response from these students has been extremely positive. Students have consistently reported feeling more confident about themselves and their academic and career direction after learning more about themselves through the assessment.

In the midst of implementing these changes, Austin has also led his team in examining and re-working their office mission and vision. Over the summer, the staff of the office and the Vice President for

Student Development participated in retreats focused on clarifying the mission of the office and how the needs of students could be better met. These retreats resulted in substantial changes, one of them being the renaming of the office from Career Services to the Career Development Center. As the name suggests, the office concentrates on active engagement with and development of students as it assists them to take action on their own behalf. Austin has also recognized that the type of goal setting and vision creation that occurred over the summer is not enough. In December 2012, the staff of the Career Development Center participated in an off-site, end of semester retreat to reflect on their performance and ways to improve. Austin credits the Rethinking Success conference for reinforcing the importance of intentionally taking time to step back and continuously reflect.

Messiah College

Dr. Peter Powers, Dean of the School of Humanities, utilized the conference as a way to inspire transformational change amongst his faculty and staff at Messiah College. Powers was able to bring colleagues such as the chair of the Philosophy Department to the Wake Forest conference, which allowed them to participate in the discussion and hear the concepts first hand. As a result, the conversation traveled quickly to Messiah's campus where substantial work is being done to help students better articulate the value of their education. Powers has challenged each academic department to think intentionally about this important function by posing two questions: 1) What are we already doing to assist students in articulating the value of their education and 2) What can we do to better help students in this endeavor? Through Power's charge, each academic department is conducting an internal review to determine how well their students in each major can explain the connection between what they are learning in their discipline and the world of work, as well as what actions the department can take to make these connections more vivid. Powers has specifically asked each department to review whether it would be feasible to add new requirements for internships or other experiential opportunities within the major, especially experiences that would help students better articulate career goals, skills and abilities, and their relationship to the major.

Every department has taken action. The Philosophy Department interviewed seniors within their major regarding the value of philosophy degree only to learn that there was a definite weakness in their ability to connect their education to the world of work. As a result, the department now focuses on helping students effectively convey the value of majoring in philosophy at Messiah College to potential employers. One method they have utilized is embedding mandatory action items in their major requirements such as attending certain career events and completing specific career development tasks. A newly added item has been reflection papers in which students are asked to communicate the value of their major, a certain class or other learning experience. By composing their thoughts into a written statement, students take the necessary time to define and organize their thinking in a more coherent and persuasive position that can be effectively delivered in interviews and networking.

The Modern Languages Department has also added programs to better prepare its graduates for the world of work. One method is a portfolio system in which students collect their work over the course of their time in the department. This portfolio can then be taken beyond their campus experience and into the world. Through the use of portfolios, students are reminded of their accomplishments and developed skills that help them directly translate their coursework into relevant examples and stories for interviews. In addition, faculty members have added components to their senior seminar classes to promote the

variety of career fields their students can enter. In one Spanish senior seminar class, students traveled to different locations and spoke to Messiah alumni who majored in Spanish and are now employed in different industries and performing different functions. This was an eye-opening experience for students as they discovered the different types of potential opportunities available to them and were encouraged to engage in the career process.

Finally, the [History Department](#) had been incorporating career development components into their requirements even before the Rethinking Success conference. In fact, each history major is required to participate in an experiential learning experience such as an internship, study abroad or work study, with more than two-thirds of students choosing an internship. The department also offers a one-credit course entitled “Introduction to Historical Studies” in which one-third of the class is focused on career concerns. This course is offered in the first semester in order to introduce important career concepts to students early in their college experience.

Michigan State University

Michigan State University has taken a holistic approach to student development. In order to provide students with intentional attention and access to key university resources, Michigan State has developed “[Neighborhoods](#)” in which MSU resources are brought to students where they live. Between 95-98 percent of on-campus, first-year students live in one of the five neighborhoods where academic support, health and wellness, intercultural and residential resources are provided to students in an effort to help them grow, discover themselves and the world around them, and develop long-lasting relationships. These relationships are also formed with the staff as each Neighborhood has its own team providing continuous and familiar support to students.

The cores of these Neighborhoods are the Engagement Centers, which serve as the main access points to the resources offered to students. The Engagement Centers have been named very intentionally as Michigan State hopes these areas will encourage students to connect on a number of levels. The Engagement Centers host workshops in all areas of college life such as how to use the library effectively and managing personal finances, but it also hosts career-related programs such as resume building and how to search for an internship. Through the Neighborhood concept, Michigan State realizes the need to address students as whole human beings with multiple areas of need and they are beginning immediately in the first year students step foot on campus.

University of Chicago

Featured as a model at the Rethinking Success conference, the University of Chicago continues to be an exemplary institution in terms of creating innovative programs for students’ personal and career development. Under the direction of Meredith Daw, Assistant Vice President and the Executive Director of the Career Advancement office, the University of Chicago has put in place several innovations and continues to add more each year.

One such initiative is the [eight pre-professional tracks](#) designed to complement the liberal arts experience in business, law, journalism, health professions, science and technology, the arts, education professions, and public and social service. These tracks are entitled “Chicago Careers in…” and are run by program directors who have worked extensively in those industries. Due to this structure, more than

80 percent of the staff in the Career Advancement office have experience outside of higher education allowing for increased credibility with students and stronger relationships with employers in those respective fields. Another feature of the program is the partnership with graduate programs at the University of Chicago. Undergraduate students are not only able to take courses in these graduate programs, but are mentored by graduate students as well. Through these initiatives, University of Chicago students are well prepared for the highly competitive job search and graduate school admissions process.

After the conference, the University of Chicago introduced a new program to develop sophomores more intimately and intentionally. Over the course of this semester, students were divided into groups of five to eight based on their interest areas and paired with appropriate advisors. Over a period of five weeks, these advisors assisted students in their career exploration and provided skill-building workshops on topics such as cover letters, resumes, informational interviewing and job search techniques. These small groups have been successful, as students have had the opportunity to be reflective and share in the process with peers who have similar interests. Students have benefited from hearing the successes, frustrations, worries and obstacles their classmates have encountered which has helped them not to feel unique and alone in their challenges and anxiety. Additionally, the students appreciate the collective brainstorming and feedback sharing with each other as they become actively engaged in each other's success. As this program continues into the future, the University of Chicago would like it to expand to accommodate all class years.

Wake Forest University

Transformational change at Wake Forest came from the top. In 2009, as part of his strategic plan, President Nathan Hatch envisioned a campus culture in which personal and career development would be a mission-critical component of the undergraduate student experience. He imagined and set out to ensure an undergraduate experience in which students would gain not only an academic education, but also a career education by utilizing all four years to learn about themselves and their options in the world of work. Soon after, he appointed Andy Chan as the Vice President for Personal & Career Development, the only known cabinet-level career development professional in higher education. Assuming President Hatch's vision, VP Chan conceived of an innovative, well-resourced office designed to successfully prepare students for the world of work in a comprehensive way. By audaciously aiming to impact every student and to activate the entire college community, a new paradigm for personal and career development was launched.

Fast forward to 2013 and the new Office of Personal & Career Development (OPCD) has made huge strides. At a time when the average college has slashed its career office budget by 16 percent⁶, Wake Forest is investing heavily in this critical area. Over the last three years, Wake Forest has raised more than \$10 million to invest in a state-of-the-art office, unique "College-to-Career" courses, enhanced employer relations, and quadrupling the size of its team to address not only career development, but also mentoring, leadership, innovation, creativity, entrepreneurship, family business and professional development. The approach is paying off as 95 percent of the class of 2012 was either employed or attending graduate school six months after graduation, according to [first destination survey respondents](#) (78 percent of the student body).

⁶ National Association of Colleges and Employers 2011-2012 Career Services Benchmark Survey

In this new model, Wake Forest begins the personal development process early. Starting with the first day freshmen set foot on campus during orientation activities, students learn about the process and the importance of utilizing their entire college experience – and not waiting until their senior year. As the name of the office communicates, students must first engage in their personal development and understand the importance of assessing and knowing their own interests, values, beliefs, personality, strengths and goals. Students are encouraged to study themselves and learn frameworks for self-understanding, to explore their personal interests and desires, and think about their values and purpose – asking “Who am I and who do I want to be?” before “What shall I do?” Students achieve this through assessments and mentoring conversations with their respected and influential “adult fans” such as faculty, parents, advisors, mentors, counselors and coaches.

Students also have the opportunity to earn course credit for this self-assessment work. With financial and staff support from the OPCD, the academic Department of Counseling offers a series of four “[College-to-Career Courses](#)” with the first focusing on self-discovery. Entitled “Personal Framework for Career Exploration,” this course provides thought-provoking activities, readings and reflections to help students understand their personal strengths, interests, values and beliefs, which strengthen their abilities to make sound career decisions. In the second course, “Options in the World of Work,” students begin the crucial task of understanding the range of careers available and consider which careers will best align with their interests and needs. “Strategic Job Search” is the third course in which students learn about and create professional documents such as resumes and cover letters while learning how to network and interview effectively. In the final course, “Professional and Life Skills,” students consider the concept of a holistic life and learn the practical aspects of independent living such as personal budgeting, basic financial planning, choosing health and insurance benefits and understanding the dynamics and expectation of the 21st century global workplace.

Wake Forest is also innovative in its expansive use of LinkedIn in the career exploration process. Wake Forest students are taught and encouraged to learn about the world of work through proactive networking and researching. The OPCD has enabled students to utilize LinkedIn to connect with alumni, parents and employers to learn about various careers and industries. During counseling appointments, workshops, courses and instructional videos on the OPCD website, students learn how to create a LinkedIn profile and are taught how to utilize this resource to find informational interview contacts. Additionally, the OPCD has created a LinkedIn group called the “[Wake Forest Career Connectors](#)” designed exclusively to connect Wake Forest students with helpful faculty, staff, parents, and alumni in different careers around the globe. Currently, there are more than 6,300 members in the group including approximately 2,000 students, 75 parents, 130 faculty and staff, and 4,100 alumni, and it continues to grow and evolve daily.

To supplement this digital approach, Wake Forest encourages in-person career exploration outside of campus as well. In new initiatives this year, the OPCD has taken students across the country on a series of career treks and set up job shadowing opportunities for students over fall, winter, and spring breaks. Partnering with Stanford University and the University of Chicago, Wake Forest offered [career treks](#) to students in Washington, D.C., Chicago, and San Francisco. Fifteen students from each school attended each trek where they became familiar with companies in the respective cities, expanded their

professional network and were able to explore the city as a potential destination for themselves after college. With similar objectives in mind, Wake Forest also offered a job shadow day with companies in North Carolina for more than 60 students over fall and spring breaks. Wake Forest alumni have played a significant role in providing opportunities like these to students.

A signature feature of the Wake Forest model is its College-To-Career Community. The OPCD partners with faculty, advisors, parents and alumni to provide career guidance and support to Wake Forest students. This community complements the resources and programs offered by the OPCD and enables students to ask for and receive important information from the people they trust most. Over the last three years, the office has met with hundreds of faculty and partnered with every single academic department in the college to provide a career-related event. Many departments are now hosting as many as five events a year in partnership with the OPCD. On an individual level, faculty are also given support in their roles as advisors and mentors. The OPCD has a dedicated staff member who works with faculty to provide them with resources and advice which can then be passed along to students, helping them connect their academic disciplines to the world of work.

A final, yet crucial component of the OPCD's offerings has been the detailed, transparent reporting of [student outcomes](#) – by academic program and by major. All constituencies highly value this information for making decisions about major and career direction. Subsequently, the perception of the career office rises when these constituencies have data that reflects the mantra that a liberal arts education is highly valued. Through this reporting, all community members begin to buy into this new approach as they see evidence that it is working and they can see the wide range of career outcomes of their own students within their major.

Whitman College

Transformational change at Whitman College has been led by Noah Leavitt, the Assistant Dean for Student Engagement, through a variety of avenues. The first has been partnering with the new Associate Dean of Faculty, Lisa Perfetti, to better incorporate service-based learning into existing curricula. Perfetti joined Whitman with deep experience in service-based learning and an understanding of the benefits to students especially regarding their preparedness for the world of work. Leavitt and Perfetti have begun conversations to design a procedure for faculty to develop off campus components into their courses, especially through relationships with members of the community. These discussions are particularly timely as Whitman's student government recently passed [a resolution](#) requesting an increase service-based learning in their classes. In part as a response to this resolution, a research initiative has been launched to fully explore the merits and effects of service-based learning on students and the proper role it should hold in students' development.

Second, Whitman has created a new Fellow position in the career office based on the [Wake Forest Fellows program model](#), in which recent graduates work for different administrative offices for one year in project management roles. The Fellow has been an effective addition to the office staff for a number of reasons: 1) as a recent graduate, the Fellow already understood the Whitman and student culture and therefore has been able to design effective marketing solutions; 2) the Fellow has contributed to the office and website redesign through his technology expertise and social media savvy; and 3) the fellowship is not a permanent position thereby not a significant financial burden on the office budget. At

Whitman, the Fellow leverages technology to market their resources more effectively to students, especially with a focus on social media. In the past semester, the Fellow has created a new Facebook account, which houses calendars, stories, and events for the office, and revamped the office website to add meaningful content and manageable navigation. During the spring semester, the Fellow built and redesigned the website with a new [content management system](#) and set up LinkedIn as a networking tool for the office.

Finally, Whitman has piloted a [Community Fellows Program](#) that provides eight paid internships to current juniors and seniors in different organizations in Walla Walla, Wash., over the course of a full academic year. The program was founded because of a concept discussed at the Rethinking Success conference that suggested employers prefer students who have long term immersion in organizations and who work on projects for more than just one semester in length. The extended timeframe of these positions enables interns to become more involved in their internship and allows them to foster lifelong skills more thoroughly. This program has been appreciated by the eight students, all of whom value the work experience and the introduction to areas to which they would not be exposed at Whitman, such as court systems or business. If additional funding for this program becomes available, Whitman hopes to expand the number of internships next year.

Roadmap for Transforming the College-to-Career Experience

Through the conversations both at and after the Rethinking Success conference, it became clear that many leaders wanted to know what is required to successfully enable and implement transformational change in the area of personal and career development (PCD). To this end, Andy Chan offers a roadmap for transformational change:

1. Develop a bold vision and mission for Personal and Career Development.
 - The mission must be aligned with the institution's educational mission so that personal and career development is mission-critical.
 - Think and dream BIG. Release any resource-constrained mindset. When visioning, do not think about how it will get done and who will do it.
 - Consider the following core questions:
 - Are we wholly committed to educating and supporting ALL of our students?
 - Are we “career educators” who intend to provide holistic PCD education striving to provide lifetime employability? Or are we “career services professionals” providing job search training and first destination placement?
 - Will the entire university ecosystem be part of the solution that intends to build bridges and cultivate a “College-to-Career community” among our community of influencers (faculty, staff, parents, alumni, employers)?
 - Do we want to extend our reach and impact beyond PCD to include professional development (e.g. professional competencies, innovation and entrepreneurship, leadership, mentoring) and coordinate these teams under one leader?
2. Secure backing from institutional leadership.
 - Secure support, access, visibility and collaborative partnerships from academic and administrative leadership, especially the president, senior administration and faculty, to achieve the bold PCD vision and mission.
 - Each leader must agree to communicate the PCD mission constantly, accurately and consistently to all constituencies (students, administration, faculty, parents, board). The traditional concept of “career services” must die. Also, eliminate the use of “placement” or “matchmaking.”
 - Leadership must provide necessary resources and/or support to raise funds, hire staff and build new facility in central location.
3. Strategically position the personal and career development leadership role.
 - PCD leader must desire and be able to perform core responsibilities: visionary and strategic manager, bridge-builder and fundraiser.
 - PCD leader must report to appropriate institutional leader, e.g. President and/or Provost (academic leader for the faculty); and generally not Student Life.
 - PCD leader must be set up for mutually respectful relationships with key administrative and academic leaders, specifically the following – in order of importance:
 - Academic (departments and academic advising);
 - Advancement/development;
 - Alumni relations and communications;

- External communications (public relations, marketing and web experts);
 - Information Technology;
 - Admissions;
 - Student life; and
 - Religious life (e.g. Chaplain).
4. Strategically transform, build and align personal and career development organization and staff.
 - Re-brand the office to communicate new mission and remove “career services” brand.
 - Hire necessary staff for key PCD management roles:
 - Career education and counseling/coaching;
 - Employer/alumni relations;
 - Office operations (e.g. IT/website management, budgeting, communications, HR and staff development, metrics and reporting);
 - Professional development (innovation, creativity, entrepreneurship, leadership, mentoring, professional skill development);
 - In each area, utilize technology in order to scale and provide resources to engage all constituents by affinity groups and target student populations.
 5. Gather and report personal and career development outcome data to all constituents.
 - Design reports to be easy-to-understand, transparent and accessible.
 - Segment data by major and program.
 - Acquire longitudinal data to include alumni career paths.
 - Be transparent and accurate, especially with regards to percent of students reporting.
 - Implement additional methods to measure engagement, feedback and outcomes.
 - Publicize and report broadly each year.
 6. Engage and equip College-to-Career community of influencers with a focus on faculty and parents.
 - Share outcome data broadly and publicly.
 - Share stories for how students secure opportunities and reinforce the role of influencers.
 - Share methods for curriculum design concepts, mentoring, coaching, research resources and networking so influencers are equipped to appropriately teach and guide students.
 - Leverage LinkedIn and/or alumni directory and teach/motivate students to access alumni network for informational interviewing, career exploration and job connections.
 7. Implement programs so personal and career development is a mission critical component of a student’s college experience.
 - Engage, educate and connect with students at the outset of their first year. Communicate a clear roadmap and milestones with methods to motivate high student engagement and action throughout all four years.
 - Develop and offer credit-based and/or required career development courses/programs.
 - Tailor educational communications and events based on each student’s interests and class year.
 - Provide many opportunities for students to connect with and learn from a wide variety of employers, master the job search skills and process, and perform work.

- Track each student's status and progress on select milestones – to provide tailored messaging, support, reporting and accountability.
- Provide transition support for recent graduates.

Conclusion: A New Vision for Personal and Career Development in Higher Education

In almost every college or university's vision statement, there are two related components that constitute its mission. One calls for providing a quality education to its students, while the other focuses on students' preparation for life after college. The former is well executed by many higher education institutions as they truly are providing students with an education that expands their perspectives, equips them to think creatively and critically, and teaches them to communicate effectively. However, too few are adequately preparing their students for life, and especially the life of work and careers, after graduation.

The good news is that higher education institutions are beginning to realize that the second half of the equation must be addressed. More schools are incorporating experiential learning and "outside of the classroom" experiences to help students transition from an academic setting to real world application. In turn, many institutions are turning to career offices to assist students in making this transition from classroom to career. Yet, as our attention turns towards this half of the value proposition, we must be careful not to exclusively focus on the career office as the panacea, nor believe that first destination results are all that matters.

While important, first destination results cannot be the sole metric used to measure an institution's preparation of students for the world of work. We must look beyond first destination results and strive to teach the mindset and skills required for lifetime employability in this very dynamic and ever-changing world. Based on what we have seen in our own lifetimes, we know that many of the future jobs of our college graduates do not even exist today. Coupled with the fact that generational experts expect current students to have over twenty jobs in their lifetimes, the mission of the personal and career development industry must be to educate and equip students to strategically and successfully navigate transitions. If we focus too heavily on short term placement and first destination results, we will mislead and fail ourselves, our students and other constituents.

Personal and career development must focus less on first destination results and place a greater emphasis on educating and equipping students to successfully learn this "life-giving" process and how to navigate the inevitable transitions. To succeed, everyone on campus must take part in this movement and create a new ecosystem designed for these outcomes. We must assume a long-term perspective and strive to teach students to develop the mindset and skills for building a successful life and career – well beyond their first job. While this may be a difficult message for students to accept – as many prefer to be handed that first job - it is one that is necessary.

As the Chinese proverb says, "Give a man a fish and you feed him for a day. Teach a man to fish and you feed him for a lifetime." We must deliver on our promise and teach our students how to fish for a lifetime. It's now time for us to fulfill our respective missions and truly prepare our students to lead lives of meaning and purpose – and be employable for life. We cannot afford to wait any longer – and our students cannot afford for us to wait either.

Appendix A

Comparison between Arts and Science (A&S) students and non-A&S students on Skills and Competencies

Skills & Competencies	A&S Students Better or Much Better Prepared (%)	A&S and non-A&S Students Prepared the Same (%)	Non-A&S Students Better or Much Better Prepared (%)
Communicate effectively through writing	65	32	3
Communicate effectively orally	60	35	5
Work in a diverse environment	42	53	5
Create original ideas and innovations	40	52	8
Use persuasion & justification in order to provide direction for the organization	36	57	7
Think critically	34	46	20
Engage in continuous lifelong learning	34	59	7
Understand impact of organization's practices in a global (economic, societal environmental) setting	33	58	9
Navigate boundaries (collaborate with others inside & outside the organization)	33	61	5
Build & sustain working professional relationships	32	61	7
Acquire knowledge	31	58	11
Develop further professional competencies quickly	30	54	16
Embrace change	30	64	6
Contribute to a team	29	67	3

Take the initiative	26	64	10
Manage & synthesize different sources of information	26	60	14
Solve problems	23	57	20
Demonstrate mastery of their academic discipline	21	57	22
Balance work and life	21	73	6
Analyze, evaluate, and interpret data and information	20	43	37
Plan & manage a project	18	61	22
Utilize computer software & related technologies	17	53	29
Manage time & priorities	16	69	15
Perform with integrity	14	85	1

Appendix B

Employer Expectations of Arts & Science Students during the Recruiting Process

	Mean	Usually to Always Meet Expectations (%)	Occasionally Meets Expectations (%)	Rarely to Never Meets Expectations (%)
Projecting a positive image in the interview	2.15	80	19	1
Possessing well-rounded skills that are valuable to our organization	2.29	69	26	5
Describing confidently their skills and experiences	2.42	59	34	7
Being prepared for the recruiting process	2.59	50	37	13
Possessing technical skills that our organization values	2.59	50	37	13
Expressing clearly their career interests	2.64	46	40	14
Having appropriate pre-professional experiences	2.67	44	42	14
Expressing realistic expectations for first job	2.83	38	41	21