

# **Preparing for Life After UVM: A Career Success Action Plan**

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This broad goal of the career preparation enhancement initiative is to build a distinguished campus-wide career culture that strengthens connections between the University's preparation efforts and UVM students, faculty members, academic advisers, parents, alumni, and employers. Very few initiatives have the capability to involve and bring together so many different constituencies in service of the advance of the University.

The state of career preparation for our students has been studied a great deal. There are a number of good reports, studies, and surveys that help us form a clear picture of the career landscape for our students. (These studies, and other forms of consultation and site visits informing this document, are listed in Appendix A.) They also contain a number of prescriptions for what is to be done. What follows then is not another report. It is, rather, a *plan* for carrying out the best and most feasible prescriptions for improving preparation for success in careers or graduate and professional school for our students. Intended to serve as a stand-alone document, this plan nonetheless omits much of the motivation and background material that previous studies already go over. While "careers" is often used as shorthand in what follows, it should be understood that the focus is on preparing students for a vibrant and engaging life after they leave UVM, and this includes preparation for graduate or professional schools.

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## A. Vision and Strategy

A focus on careers recognizes that when students enter the UVM family they begin by acquiring their degrees but they remain lifelong members. Preparing students for life after UVM is an important commitment we make to our students. Our mission and vision statements codify this responsibility. The UVM mission includes the aspiration to “prepare students to be accountable leaders who will bring to their work dedication to the global community, a grasp of complexity, effective problem-solving and communication skills, and an enduring commitment to learning and ethical conduct.” It is this aim (made explicit in the fourth goal following the vision and mission statements) that is addressed by a plan for career preparation, which is one way we can ready UVM students for their roles in the world.

A focus on careers carries other benefits for UVM as an institution. It allows us to compete successfully for students in a tough demographic environment, thereby helping with enrollment challenges. It builds distinction and distinctiveness. The Art and Science consulting group compared UVM’s career efforts to those at seven other institutions,<sup>1</sup> holding that were we to implement a comprehensive careers plan, it would allow us to “not only meet an important need, but play a leadership role in doing so.” It helps to address the concerns of students and their families about college cost, debt, and post-graduation employment opportunities, thereby building the view a UVM education is a good investment for many reasons, including career impact. It fits nicely with an emphasis on experiential learning opportunities such as undergraduate research, service-learning and outreach activities, internships, and study abroad. These practices lead to increased learning and so form the basis for greater student success and satisfaction,<sup>2</sup> leading to improved student retention within UVM, a key measure of success. Engagement in many of these practices is valued by employers.<sup>3</sup> It also allows us to be attractive to minority and low-income students, who are particularly sensitive to the

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<sup>1</sup>Viz., The College of William & Mary, James Madison University, Miami University of Ohio, University of Colorado, University of Connecticut, University of New Hampshire, and Wake Forest University.

<sup>2</sup> Kuh, G.D. (2008) *High impact educational practices: What they are, who has access to them, and why they matter*. Washington, DC: American Association of Colleges & Universities.

<sup>3</sup> “Raising The Bar: Employers’ Views On College Learning In The Wake Of The Economic Downturn, A Survey Among Employers Conducted On Behalf Of The Association Of American Colleges And Universities.” Washington, DC: Hart Research Associates, January 20, 2010.

career impacts of university attendance.<sup>4</sup> And local internships and employment build goodwill and enhance the image of our students in surrounding communities.

There are thus many good reasons to pursue this initiative. President Sullivan has made “enhancing career advising” a key part of his Strategic Action Plan, which has been endorsed by the UVM Board of Trustees: “Ensure optimal academic support to achieve academic and career success.”<sup>5</sup>

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<sup>4</sup> Swail, W. S., Redd, K., & Perna, L.W. (2003). *Retaining minority students in higher education: A framework for success*. San Francisco: Jossey-Bass.

<sup>5</sup> Goal I.B. in “Enhancing Quality and Affordability: Strategic Action Plan,” Sullivan to Board of Trustees, November 7, 2012.

## B. Communications Plan

It is important to mark the change in our emphasis and commitment to career preparation in order to engage students and the rest of the UVM community with it.

	<i>Recommendation</i>	<i>Timeline</i>	<i>Status</i>	<i>Responsible</i>
1	<b>President Sullivan makes an announcement</b> outlining his promise to students regarding career preparation as one element of a high-quality and affordable education. (This promise could have a pithy title and point to other points of distinction: see G.5 below for a related recommendation.) The audience for this announcement is broad but the timing allows prospective students to hear about and respond to the University's commitments as they make their decisions on where to attend. <b>Other UVM senior leaders reiterate and emphasize this area of focus in their communications and activities.</b>	March 2013		Tom Gustafson, Abu Rizvi, deans, VPs.
2	<b>Run stories in other UVM publications</b> on this initiative reflecting the many constituencies who should be involved. For example, a cover story in the <i>Vermont Quarterly</i> , with President Sullivan's words featured prominently, along with a sidebar showing how alumni can become involved, would promote the engagement of our alumni. Other publications and outlets should be considered.	Summer 2013		Tom Gustafson
3	<b>Career Services</b> revises the look, feel, and organization of its <b>website</b> over the winter break. It continues to revise the content of the website through the spring and summer months, achieving an overhaul by the beginning of the fall semester.	January – August 2013		Pamela Gardner
4	Coinciding with other initiatives to make <b>departmental websites</b> more informative for prospective and current students, each department should	January – August 2013		Deans, Chris Lucier, UVM

	include sections, consistently displayed from department to department, on experiential learning opportunities and careers. Examples: follow the <i>Academic Website Review Report</i> (11/15/12) developed by Chris Lucier's office.			Web Team
5	Include an <b>"After Graduation" tab</b> on the UVM webpage, which will include overall satisfaction and career placement data, along with career services and alumni information. Example: Lafayette College – <a href="http://www.lafayette.edu">http://www.lafayette.edu</a> , far right tab	by Fall 2013		UVM Web Team, John Ryan, Alan Ryea
6	<b>Develop handouts and web-based versions of the four-year plan</b> (see G.1 below) and pinwheel schematic showing student tasks for the first two and last two years of their undergraduate careers.	By Fall 2013		Pamela Gardner
7	<b>Hire a communications and marketing specialist</b> to develop and implement a plan for engagement of students and others in career preparations efforts, including keeping website up-to-date and electronic and social-media outreach efforts effective, monitoring their use with tools such as Constant Contact, a weekly newsletter to students, advertising in shuttle buses, digital and print signage around campus and in the Davis Center, involving student interns as ambassadors (see G.4), and other efforts to involve the many stakeholders who should be play a part in career preparation, and to assess and respond to this contact. <i>Such a position is under consideration in Student Life</i> and could also be used to promote other student success services.	By Fall 2014		Tom Gustafson, Annie Stevens, David Nestor, Brian Reed, Pamela Gardner
8	Establish an <b>advisory faculty-staff council on career development</b> consisting of a faculty members, student services personnel, and other parties to establish a two-way flow of information and advice between UVM careers effort and the many stakeholders that should play a part in it, including employers.			Deans, Student Services Collaborative, Faculty Senate, Foundation
9	Make a <b>presentation to UVM Foundation</b> staff on the new initiative and	April 2013		Abu Rizvi, Alan

	reach out to Alumni Association Board and parent programs.			Ryea
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### C. Internships and Co-ops

These are supervised work experiences with intentional learning goals in which students apply their classroom knowledge and reflect during and after the experience on what they are learning. The reflection and learning goals are assessed. *Internships* are often part-time during the semester or full-time during the summer and may or may not carry academic credit or compensation. *Co-ops* are usually full-time work during the semester and may or may not be combined with summer employment; they almost always carry some credit and salary and are well known in business, computer science, and engineering. Half of employers say that students should have at least one internship experience (Michigan State’s Employment Research Institute), which is described as an “integral and ever-important part of the college recruitment scene.” Employers will draw “approximately 40 percent of their new college hires” from their internship and co-op programs, with this proportion rising to 70% if hires include those who have been in any internship or co-op program, demonstrating the “central role that experiential education plays in the recruiting process” (NACE website).

*Internships, co-ops, and other forms of experiential education are the most important pathways to employment for college graduates.* It is widely agreed that our approach in this area could benefit from development, harmonization, and growth.

	<i>Recommendation</i>	<i>Timeline</i>	<i>Status</i>	<i>Responsible</i>
1	Develop a <b>legal framework</b> for addressing issues arising in internships.		Complete	Pamela Gardner, Lucy Singer
2	Develop a <b>university-wide definition</b> of internships and a <b>process</b> for engaging students in them. Develop standard and consistent <b>criteria for granting credit</b> , including a reflective component. (Employers often require academic credit so that they can meet US Dept of Labor standards.) Currently, there is a patchwork of programs, different from college to college, and	Spring 2013		Deans, Brian Reed, Abu Rizvi,

	this is confusing for students and potential employers. The University policy should encompass and rationalize different approaches. Example: U Pittsburgh – <a href="http://www.as.pitt.edu/fac/teaching/guidelines-arts-and-sciences-undergraduate-academic-internships">http://www.as.pitt.edu/fac/teaching/guidelines-arts-and-sciences-undergraduate-academic-internships</a>			Faculty Senate
3	Develop a practice whereby <b>students can begin an internship over the summer and complete the analysis and reflection aspect the following fall semester</b> as a readings and research course so that credits are paid for and financial aid applies. This should make it much more feasible to gain credit for summer internships. This does not preclude students earning academic credits over the summer. Example: Brown U – <a href="http://www.brown.edu/campus-life/support/careerlab/undergraduates/internships/credit/internship-credit">http://www.brown.edu/campus-life/support/careerlab/undergraduates/internships/credit/internship-credit</a>	Spring 2013		Deans, Faculty Senate
4	<b>Pilot co-op program</b> in School of Business Administration	2013-14 academic year	Under way	Lauck Parke, Sanjay Sharma
5	<b>Begin reinvigorated internships program</b> in the College of Engineering and Mathematical Sciences partnering with Vermont Hitec Inc.	Spring 2013	Already initiated	Chip Cole
6	<b>Pilot Food System Intern Program</b> , a Vermont-based initiative, collaboration with CUPS, Center for Sustainable Agriculture, VT Businesses for Social Responsibility, and Northeastern Organic Farm Association, over the next three years. Have program director develop increasing levels of external support, so as to aim for sustainability following the pilot period. Serve 80 interns over three years. Proposal is found in Appendix C.	2013-2015		Doug Lantagne, Matthew Myers, UVM Extension
7	<b>Hire an internship specialist</b> to be housed in Career Services to deepen internship program, develop web materials, develop placement opportunities with firms, organizations, alumni, and parents, track activity and outcomes, promote communication between academic units, develop handbook with standards, procedures and forms, document interns' stories, and conduct programming to prepare students for internships. Given the importance of	By Fall 2013		Pamela Gardner

	internships to student career success, and given that only 0.25 FTE in Career Services is devoted to this effort, such a hire is crucial.			
7	Develop close relations with Burlington and surrounding municipalities and businesses located there by <b>hiring an economic development expert</b> to provide and structure internships and other experiential education opportunities; promote expansion of entrepreneurial activities by students and faculty; and attract funds, in-kind resources, time, and expertise from the business community to expand experiential education opportunities. <i>This position was under consideration in University Relations with some emphasis also on housing issues.</i>	By Fall 2014		Joe Speidel, in consultation with Tom Gustafson and President Sullivan
8	Develop funded endowments for grants, competitively applied for, for students who need funding in order to undertake unpaid or poorly paid internships. These <b>summer experience grants</b> should help students who otherwise would need to work over the summer in jobs not relevant to their eventual careers. Example: Wesleyan University – <a href="http://www.wesleyan.edu/careercenter/grants/scholarships/wes_summer_experience_grant/index.html">http://www.wesleyan.edu/careercenter/grants/scholarships/wes_summer_experience_grant/index.html</a>			Various deans with UVM Foundation



#### D. On-Campus Student Employment

Employment of students on campus is an important way to provide financial support to them and to allow them to build skills towards further employment. Federal Work Study (FWS) employment as well as non-FWS employment should both be increased and emphasis placed on ensuring that the jobs do indeed build skills and provide experiences that will be useful in the student's career trajectory and, ideally, academic growth. Given that many students need to work for financial reasons and the University needs student employees, there is a chance to meet the needs of students and of UVM. There is also an opportunity to make on-campus student employment a more intentionally purposeful part of student development. The Student Employment Task Force report (see Appendix A) provides further rationale, detail, and analysis.

	<i>Recommendation</i>	<i>Timeline</i>	<i>Status</i>	<i>Responsible</i>
1	Hire <b>student employment coordinator</b> to run student employment program so as to emphasize work that builds skills, create and enforce a student employment handbook, and to run a <b>financial literacy program</b> for students. Currently, the only aspects of student employment that are being overseen are the HR and compliance functions (hiring, payment).	By Fall 2013		Chris Lucier and Marie Johnson in consultation with Pamela Gardner
2	Expand opportunity for career-related <b>work-study</b> jobs. Emphasize that jobs should be enhance student skills (be "internship-like"). We can also <b>modestly expand the number</b> of such jobs given that our current allocation of federal funds since we can support 1600 students rather than the almost 1500 that are hired. Also <b>expand off-campus FWS jobs</b> at nonprofits.	Fall 2013		New Student Employment Coordinator
3	Expand <b>non-FWS options</b> . This is especially important for those who are not eligible for FWS and for international students, who have very restricted employment options.	Fall 2013		Student employment coordinator
4	Establish a <b>single database for listing all jobs and internships</b> , on or off campus, instead of the two separate systems that currently exist in SFS and Career Services. Ideally, the Career Services database would list work-			Pamela Gardner, Marie Johnson

	study and on campus student employment opportunities.			
5	Explore <b>student-run businesses</b> on campus. A good way to ensure that students gain relevant skills is if they are involved in all aspects of an enterprise. Such enterprises are another way to involve students with faculty mentors. These could include a credit union, retail, and other possibilities. Example – Georgetown U. <a href="http://thecorp.org">http://thecorp.org</a> and <a href="http://www.guasfcu.com">http://www.guasfcu.com</a>	2013-14 academic year		Student employment coordinator
6	Support a <b>culture of entrepreneurship</b> among students. This can be done via the curriculum and co-curricular activities in business and small business programs. Additionally, showcase and support organizations such as UVM Start, <a href="http://uvmstart.org">uvmstart.org</a> , which aggregates student-proposed start-up projects and tries to fund them with alumni seed money.	throughout		Deans, VPs

#### E. Enhancing Employer Interest

There should be a greater number of employers on campus interacting with our students, staff, and faculty around employment, internships, and co-ops. We should have an employer presence in our career preparation efforts consistent with UVM's size and the variety of its colleges and schools.

	<i>Recommendation</i>	<i>Timeline</i>	<i>Status</i>	<i>Responsible</i>
1	<b>Hire an employer relations specialist</b> to plan, coordinate and implement programs and strategies designed to cultivate and assist employers looking to recruit UVM students for internship and full-time opportunities, such as on-campus recruitment programs, career fairs, networking and employer events. Currently, there is little central staffing dedicated to this effort.	By Fall 2013		Pamela Gardner

## F. Other Career Exploration Opportunities

There are many ways for students to learn about the world of work beyond internships, co-ops, and employment. In fact, most students need an exploratory period in which they learn about how their skills and interests intersect with different types of work. This developmental task is a vital part of the career plan since students need to learn how their emerging academic interests relate to possible employment opportunities. They need to be able to test and, possibly, reject certain avenues in order to arrive at a robust direction.

	<i>Recommendation</i>	<i>Timeline</i>	<i>Status</i>	<i>Responsible</i>
1	Pilot a competitive job shadowing or <b>externship program</b> . Students would apply to matched with alumni and parent professionals. Externships would be one- or two-days visits during which students learn about particular occupations, how their academic trajectories might lead to them, and form important networking relationships. An ideal time for externships would be a week during the winter break. Example: Boston College – <a href="http://www.bc.edu/offices/careers/externship.html">http://www.bc.edu/offices/careers/externship.html</a>	January 2014		Pamela Gardner
2	Consolidate and increase <b>developmental coursework</b> in the colleges and schools around careers. Currently, students can learn about “Me and My Career in Business” in the School of Business and in other professionally oriented colleges and schools. They can also take career-relevant coursework in Psychology, Anthropology, and other liberal-arts departments. The Environmental Studies program has a robust set of experiential and capstone learning opportunities. These offerings should be expanded so students can take coursework that allows them to explore career options in particular disciplines and disciplinary groupings. Develop a <b>module on career planning</b> and the use of CIELO (see	2013-14 academic year		Deans, Pamela Gardner

	recommendation H.1) for inclusion in appropriate <b>first-year experience and other coursework.</b>			
3	Build on the <b>Winter Career Institute</b> series of online one-credit courses offered by Continuing Education. This year these courses have been increased from 1-2 per year to 6 this year, in topics now including English, journalism, marketing, early childhood, nonprofits, and Anthropology. Students may take these from home using spring semester credits.	Winter term 2014		Alison Maynard
4	Systematically ask students to sign up for <b>LinkedIn accounts</b> . This is a way for students to create a professional online presence. It also allows students to sign up for the UVM Career Connection group, establishing them as a part of network of over 3,000 UVM graduates. They can ask questions of participants, receive LinkedIn content, and UVM Career Services can provide relevant content through Career Connection. It initiates students into a relevant online community.	Fall 2013		Pamela Gardner

### G. Promoting Student Engagement in Career Preparation

No career preparation plan will yield results if students do not take part in it. It is vital that the campus develop an expectation that students will engage in career development activities. Such an effort would involve a greater emphasis (beyond valuable personal counseling) to a model that also involves enhanced curricular integration, high-volume and high-visibility workshops, early, frequent and easy access by students, greater involvement by parents, alumni, and employers, greater alignment with University areas of emphasis (see recommendation C.7), and a significant communications and outreach effort (see section B). Academic advising plays a crucial role here. Clear academic advising and student engagement in strong academic programs are essential to student career success. Students are confused when academic and career advising do not work together. The main attributes sought by employers have academics as their basis: engagement and success within a major, deep content knowledge, broadly applicable as well as focused skills, and co-curricular and experiential opportunities that reinforce academic learning. Professors and professional advisors have a strong impact on student choices and direction. Accordingly, for the career initiative to be successful academic advisors, being a key part of a broad-based campus-wide effort, should encourage students to follow the steps contained in the four-year career plan and take an active interest in the development of their career trajectories, referring them to appropriate offices as needed. The following steps intend to lead towards the goal of greater student engagement in career preparation activities.

	<i>Recommendation</i>	<i>Timeline</i>	<i>Status</i>	<i>Responsible</i>
1	Advise students to follow a <b>four-year career development plan</b> . Students must be engaged in June Orientation before they begin UVM, and during each of their four years, with clear directions for what to do during the academic year and the winter and summer breaks. Aim to reach students early with frequent and easy access to opportunities. The detailed plan, which serves as the basis for advising students on these matters, is laid out in Appendix B.	Summer 2013		Multiple parties, including academic advisors, Career Services and deans.
2	As an incentive towards completion of the four-year plan, <b>require completion</b> of the tasks from earlier parts of the four-year plan as	Fall 2013		Pamela Gardner

	prerequisites for on-campus Interviewing, one-on-one appointments, and the like, from later parts of the plan			
3	<b>Modify NACELink</b> , the current career information system, to allow students to respond to a checklist of items on the four-year plan. This creates a record that is valuable for advising and monitoring progress. <b>Explore enterprise-level solutions</b> (e.g. Starfish) to gathering and managing an accessible and actionable database of student information germane to advising and retention matters, of which career advising would be one issue.	Summer 2013		Pamela Gardner, and for enterprise-level solutions, also John Ryan, Chris Lucier, Annie Stevens, J. Dickinson
4	<b>Triple the number of student interns</b> working with Career Services. This would add ten student interns. Student workers should be trained to critique resumes and cover letters and provide other basic services and also to serve as ambassadors in order to build a student culture of involvement with career matters. Other students will respond well to their peers and this program would build student expertise and competence in this area.	Begin hiring in Fall and complete expansion during the 2013-14 year2014		Pamela Gardner
5	<b>Connect career preparation to other experiential learning opportunities.</b> Students learn academic and career-relevant skills whenever they apply knowledge and test the interest gained in classrooms. Undergraduate research, service learning, study abroad, as well as internships and co-ops all have this dual career and academic purpose and should be <b>addressed together in academic advising</b> to determine appropriateness for the student. This relates also to recommendation G.7 below on advisor development. These experiential opportunities together with a career development program could form the core of a <b>commitment by President Sullivan to the entering class</b> , mentioned in recommendation B.1. Example: U of Maryland, President's Promise:	June 2013		Academic advisors, President Sullivan

	<a href="http://www.presidentspromise.umd.edu/home.cfm">http://www.presidentspromise.umd.edu/home.cfm</a>			
6	<b>Increase developmental and exploratory programming.</b> Many students need first to discover career interests, relate them to academic interests, personal goals, skill sets, and values, before traditional career advancement advice will make sense. This is particularly true of students in non-professional academic programs. Programs and curricular offerings should be expanded in the following areas, keeping in mind that 60% of students in the SGA Survey (see Appendix A) indicated that a professor or class had been influential in affecting career direction and that 80% said that they would like greater integration of career matters in the curriculum.			As below
6a	<b>Continuing Education.</b> Greatly increase the number of offerings of <b>winter break one-credit, online courses</b> showing connections between academic areas of study and career paths. In 2013, these now involve six offerings (in English, journalism, marketing, early childhood, nonprofits, Anthropology), up from two last year. Spring semester credits may be applied towards this coursework. This Winter Career Institute can be expanded significantly to cover all the main areas of career focus.	Winter 2014		Alison Maynard, working with academic units
6b	<b>Within degree programs.</b> Continue and expand career-related <b>developmental coursework in colleges and schools.</b> (A list of such courses is included in the May 2012 Career Development Work Group report.) Professional colleges and schools typically have accreditation-mandated curricular and co-curricular programming. They should also consider career curricular options for non-majors, e.g., Business Careers for Non-majors. Proposed for the 2013-14 academic year are one-credit advising courses in CAS for each of the four years of an undergraduate student's career; these can have a significant career development focus.	continuing		Academic deans
6c	<b>Through Career Services.</b> Continue and expand developmental	continuing		Pamela Gardner



	coursework and co-curricular programming. Coordinate with colleges, schools, and the Foundation to provide expertise and assistance.			
6d	<b>Through the UVM Foundation.</b> Coordinate timing of winter career events involving alumni and parents so they come at a predictable time for students. The typical time nationally is during the winter break. Expand options for students to include Burlington, Boston, Hartford, New York, Philadelphia, and Washington. This would require sharing and working out of responsibility for these events between Career Services and alumni chapters. Example: Georgetown U. – <a href="http://careerweb.georgetown.edu/winterbreaktour/">http://careerweb.georgetown.edu/winterbreaktour/</a>	2014-2015		Pamela Gardner, Alan Ryea
7	<b>Provide training for advisors</b> so as to link academic and career advising and to monitor student progress. Academic advising should include key aspects of career advising. Advising students to pursue many of the items of the four-year plan requires no special career-development expertise and aligns well with academic advising as such. Nonetheless, this will be a departure for some at UVM. Thus, <b>begin a program of faculty and professional advisor development</b> through the Center for Teaching and Learning focusing on this integration and a coherent system of four-year advising and tracking of student progress. <b>Coordinate this effort with the Faculty Senate's</b> Student Affairs Committee's advising recommendations in preparation.	Beginning Fall 2013		Academic advisors, deans, Student Services Collective, J. Dickinson, Brian Reed, Faculty Senate
8	Engage students in experiential learning opportunities <b>by developing certificate programs that combine academic and experiential learning</b> components. Such programs provide a curricular armature, the opportunity for integration and reflection, and additional academic oversight of experiential learning. A few possibilities are certificates in research experience, entrepreneurship, and arts engagement. Example: U of Kansas – <a href="http://www.servicelearning.ku.edu/rep/rep.shtml">http://www.servicelearning.ku.edu/rep/rep.shtml</a>	Fall 2013		Brian Reed, Gayle Nunley, Abu Rizvi

## H. Central and Accessible Physical Location

Each study of UVM's career services effort has highlighted the importance of a central campus physical presence for career-related services. There is widespread feeling among students that the location of Career Services on campus makes it difficult to access its services. Almost 50% of students responding to the SGA Survey (see Appendix A) said they didn't know or weren't sure where Career Services was located. At the moment, moving Career Services as a whole isn't feasible, but it is important to establish a satellite office with a career-focused presence in a more central location. The University should continue to consider options for a more central and larger location focused on career development and advising.

	<i>Recommendation</i>	<i>Timeline</i>	<i>Status</i>	<i>Responsible</i>
1	Establish as a <b>satellite office</b> , a <b>center for Career and Integrated Experiential Learning Opportunities (CIELO)</b> for students in the Davis Center. As seen elsewhere in this document, there is a strong connection between experiential learning opportunities (such as undergraduate research, service learning, study abroad, internships) and career development efforts. This flexibly staffed and furnished space should allow for individual and drop-in consultations, referrals, and thematic and timely sessions on topics such as resume and cover letter critiques, getting involved, engaging in the community, developing elevator pitches, choosing a major, finding a summer job or research opportunity, building an online presence, and so on. The center should have operating hours during the afternoon and early evening, when student traffic is the highest. CIELO might house, at various times, representatives of Career Services, Study Abroad, Undergraduate Research, Leadership and Civic Engagement or other experiential learning proponents, or their events.	Fall 2013		Regarding physical space: Abu Rizvi, Kerry Castano.  Regarding programs: Pamela Gardner, and directors of related offices
2	Explore ideas for a <b>central and larger location</b> focused on career development and advising, including employer facilities such as interview	By Spring 2014		Tom Gustafson, Brian Reed,

	rooms. Such a <b>new or renovated building</b> could also house experiential learning, academic assistance, advising, and other student services, leading to student convenience and cross-training and professional community for staff. Gauge donor interest in such a project and relate to other projects being considered, such as a Center for Academic Engagement or a Student Success Center. There are many examples and models among other institutions. Some examples: William and Mary – <a href="http://www.wm.edu/offices/career/?svr=web">http://www.wm.edu/offices/career/?svr=web</a> , Boston University – <a href="http://www.bu.edu/facilities/fmpprojects/student-activities/center-for-student-services/">http://www.bu.edu/facilities/fmpprojects/student-activities/center-for-student-services/</a>			deans, Brian Reed, Rich Bundy
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## I. Particular populations

Particular populations of students need specialized attention.

	<i>Recommendation</i>	<i>Timeline</i>	<i>Status</i>	<i>Responsible</i>
1	<p><b>Graduate students</b> have two career preparation needs. One need is support for figuring out how their academic interests relate to career possibilities. Those who are in the College of Medicine or who are pursuing particular professional degrees (e.g., DPT) have a well-developed system of support already in place. Similarly, those students who intend to pursue academic careers benefit from mentoring by their academic advisors. What could be developed further is a system of <b>advising for students pursuing research degrees who do not intend to enter the academic labor market</b>. Such opportunities are not well understood by students, who require developmental programming to understand career possibilities before they can pursue them. This programming, appropriate for a cohort size of 250-300 students, should be tailored to serve STEM as well as non-STEM students. The second need is for a polished approach to the career search process. Graduate students <b>need job interview training as well as CV and cover letter preparation</b> advice. The first need could be addressed within the Graduate College using funds it has along with a modest graduate student fee increase. The second need can be covered with existing resources within Career Services.</p>	<p>2013-14 academic year for first need</p> <p>Fall 2013 for second need</p>		<p>Cindy Forehand for first need</p> <p>Pamela Gardner for second need</p>
2	<p>Students in the <b>prehealth (premed, prevet, predental)</b> tracks already have a well thought-out system of advising and support in place, which should be maintained. Similarly, students in <b>prelaw</b> have a clear program in place. Finally, students pursuing <b>graduate school</b> following UVM are</p>	ongoing		Pamela Gardner

	served well by their academic advisors and Career Services, which advises students on when to go to graduate school, the relation to career paths, how to approach faculty members, etc.			
3	Address the career needs of <b>international students</b> . International students are planned to grow from 1-2% to 5-7% of the student body. Their ability to gain employment in the U.S. is legally constrained as is their ability to access certain sorts of pre-employment training. Since they face a special set of circumstances, they require specialized assistance. We should support the recommendation in the internationalization proposal asks for the hiring of a <b>career counselor for international students</b> , who should also expand experiential learning opportunities abroad for domestic students.	By Fall 2014		Chris Lucier, Pamela Gardner

## J. Accountability and Tracking Progress

In order to effect significant change, universities (a) *identify goals* to pursue, (b) make a *strong commitment* to them, (c) devise *and take actions* in pursuit of the goals, (d) *gauge their progress* by looking at a systems of metrics, and (e) *hold relevant administrators accountable* for progress. There are of course feedback loops in this process and course corrections should take place. Nonetheless, if this Plan is adopted and funded as proposed, we will have covered steps (a) - (c). Of course, we should understand that implementing a focus on careers should begin forthwith but will be a multi-year effort. The following recommendations address steps (d) and (e).

	<i>Recommendation</i>	<i>Timeline</i>	<i>Status</i>	<i>Responsible</i>
1	<b>Measure career development activity</b> , including number of students pursuing internships, co-ops, and other experiential learning opportunities, taking career-relevant coursework, attending workshops, posting resumes, attending Career Services events including off-campus events, and dollars raised to support students. Conduct annual student satisfaction and outcomes (including winter and summer activities) surveys. This would form a set of dashboard indicators.	By Fall 2013		Pamela Gardner, John Ryan
2	<b>Measure career development outcomes</b> conforming to the emerging standard, which is a six-month-out survey (rather than a year-out survey). This allows us to track progress and for prospective students to compare our results with others. This information should include salary levels and be broken down by college and relevant demographic categories. We should aim to increase the response rate to the survey to 35-50% through raffles and other incentives. Example: Worcester Polytechnic Institute – <a href="http://www.wpi.edu/Images/CMS/CDC/CareerOutcomes2011NewPics2.pdf">http://www.wpi.edu/Images/CMS/CDC/CareerOutcomes2011NewPics2.pdf</a>	Fall 2013		John Ryan

3	<b>Accountability.</b> For a campus-wide initiative involving many different parties, the overall responsibility for the initiative would lie with the Provost of the University. However, the responsibility in terms of implementation is widely shared. The deans and vice presidents of University would be responsible for those aspects of the Plan that they affect and implement.	Ongoing		Provost
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## **Appendix A: Consultation**

### Reports and Survey

- Comments on UVM Career Services by Thomas Shandley, VP for Student Life and Dean of Students, Davidson College
- Report of the Art and Science Group, LLC: Comparative Assessment of Career Service Operations at UVM and Peer Institutions (February 9, 2012)
- Career Development Work Group Report (prepared for the Student Success and Satisfaction Initiative, May 15, 2012)
- Report of the Student Employment Task Force (December 1, 2010)
- Survey of Undergraduate Students on Career Matters by the SGA (November 2012). Note: 334 respondents, not representative by year but roughly representative by college/school.

### Discussions

- Director of Career Services
- All academic deans and/or their representatives
- Associate deans group
- VP for Enrollment Management
- Associate Provost for Curricular Affairs
- Associate Provost for Faculty Affairs and Internationalization
- VP for University Relations and Campus Life
- President of the Faculty Senate
- Chair of the Senate Student Affairs Committee
- Graduate College Associate Dean
- Head of UVMStart
- Director of Center for Teaching and Learning
- Associate Vice President for Alumni Assoc. & Dev. Svcs.
- SGA President



- SGA Chair of Academic Affairs Committee
- Assistant Provost
- Director of Capital Planning and Management
- Director of Operations and Event Services, Davis Center
- Director of Student Financial Services
- Director of UVM Center for Leadership and Innovation
- Student Services Collaborative
- Coordinator, School of Business Co-op Initiative
- Professor Luis Vivanco, Anthropology
- Professor Jack Gierzynski, Political Science
- Matthew Myers, UVM Extension
- Professors Amy Seidl, Ibit Getchell, and Stephanie Kaza, Environmental Studies
- Pamela McDermott, President, McDermott Ventures
- Director of Local Government & Community Relations
- Director of Institutional Research
- Student Success and Satisfaction steering committee
- Provost
- President

Site Visits to Career Centers (thanks to the generosity of Pamela McDermott, '73)

- *George Washington U.*, 1/16/13 (with Tom Gustafson and Pamela Gardner). Hosts: Robert Snyder, Interim Director of GW Career Center; Peter Konwerski, Senior Associate Provost and Dean of Student Affairs; and Marva Gumbs Jennings, Managing Director of Interdisciplinary Career Services Initiatives.
- *U. of Maryland*, 1/16/13 (with Tom Gustafson and Pamela Gardner). Host: Erin Rooney-Eckel, Associate Director, University Career Center and the The President's Promise.
- *Boston U.*, 1/25/13 (with Annie Stevens). Hosts: Kimberley DelGizzo, Director, Center for Career Development; Denise Mooney, Associate VP of Enrollment Management and Student Affairs; and Steve Jarvis, Associate Dean for Student Academic Life, College of Arts and Sciences.

- *Northeastern U.* (with Annie Stevens), 1/25/13. Host: Maria Stein, Director of Career Services.

## Appendix B: The Four-Year Plan

### FOUR-YEAR CAREER DEVELOPMENT PLAN

Developing your career is more than just engaging in a job search. Career development means acquiring skills and understandings that will serve you over a lifetime and must be undertaken during each of your four years at UVM. This is a foundation that will serve you well long after you've graduated.

#### FIRST YEAR: LEARN ABOUT YOURSELF

*Identify your interests, values, and skills*

Goals for the year	Strategies	Resources
<ul style="list-style-type: none"> <li>• Get to know UVM</li> <li>• Discover your interests, values, and skills.</li> <li>• Explore majors and careers.</li> <li>• Develop strong communication skills and a positive work attitude.</li> </ul>	<ul style="list-style-type: none"> <li>• Get engaged &amp; find your place at UVM <ul style="list-style-type: none"> <li>○ Learn about your community— <a href="#">go to concerts and plays</a>, talk with people who are different from you, ask lots of questions, and discover answers.</li> <li>○ Join <a href="#">campus clubs and organizations</a> and <a href="#">volunteer</a>.</li> <li>○ Get to know faculty and staff members.</li> <li>○ Take classes that introduce you to different areas of study.</li> </ul> </li> <li>• Find your academic focus <ul style="list-style-type: none"> <li>○ Discuss courses with your advisor.</li> <li>○ Consider various majors or affirm the one you've chosen.</li> <li>○ Talk to faculty, alumni, career counselors or</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• After class or during office hours, ask faculty members questions about career paths, research, or courses.</li> <li>• Distribution requirements can provide opportunities to experience different disciplines</li> <li>• Review catalogue <a href="#">course descriptions</a></li> <li>• Explore online career assessments, or make an appointment in Career Services</li> </ul>

	<ul style="list-style-type: none"> <li>mentors about possible majors and careers</li> <li>Discover the major-career connection <ul style="list-style-type: none"> <li>Explore <a href="#">career options by major</a>.</li> <li>Use <a href="#">interest inventories</a> to consider your aptitudes and career options.</li> <li>Read textbooks, newspapers, books, blogs, or journals in interesting career areas.</li> <li>Visit counselors in Career Services to learn how to make the most of UVM's opportunities and begin a plan.</li> </ul> </li> <li>Begin using career resources <ul style="list-style-type: none"> <li>Draft a <a href="#">résumé</a></li> <li>Log onto <a href="#">Catamount Job Link</a>—UVM's database of jobs, internships and employers.</li> <li>Attend two Career Services <a href="#">workshops or programs</a> (Resume Building, Internship Hop, Alumni Networking, etc.) .</li> <li>Identify four skills employers value, and plan how you can acquire them at UVM.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Ask career counselors, faculty, alumni, family members or friends about good resources</li> <li></li> </ul>
<b>Winter Break</b>	<ul style="list-style-type: none"> <li><a href="#">Talk to professionals</a> (family, friends, acquaintances or alumni) about their work.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<b>Following summer</b>	<ul style="list-style-type: none"> <li>Try to work, volunteer, or job shadow within an area of interest.</li> </ul>	<ul style="list-style-type: none"> <li>Career Services staff will help</li> </ul>

## SOPHOMORE YEAR: SET AN ACADEMIC DIRECTION

*Find ways to develop and focus your interests, express your values, and use your skills*

Goals for the year	Strategies
<ul style="list-style-type: none"> <li>• Decide on a major or affirm your choice</li> <li>• Become familiar with a range of career options</li> <li>• Plan for or take part in experiential learning opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Commit to academic success               <ul style="list-style-type: none"> <li>○ <a href="#">Declare a major</a>; visit Career Services or your school/college for help.</li> <li>○ Map out class schedules for the next three years, remembering to plan study abroad and experiential learning options.</li> <li>○ Meet with a faculty or staff member regularly to discuss your academic progress.</li> <li>○ Read articles and journals related to your major.</li> <li>○ Talk with faculty about their discipline, research, classes or interests</li> </ul> </li> <li>• Engage in experiences to clarify interests, develop skills, contribute to the community, and/or deepen career knowledge               <ul style="list-style-type: none"> <li>○ Join campus committees and/or organizations and identify paths to leadership positions.</li> <li>○ Meet with a career counselor to match interests, values and skills to possible career choices</li> <li>○ Research local, domestic, and international <a href="#">internships</a>.</li> <li>○ Explore experiential learning opportunities: <a href="#">study abroad</a>, <a href="#">undergraduate research</a>, <a href="#">service learning</a>, practicum, design and capstone projects, <a href="#">internships</a>, and cooperative education.</li> <li>○ Consider joining <a href="#">Alternative Break</a> or other <a href="#">service opportunities</a></li> <li>○ Attend Internship Hop or <a href="#">Job Fair</a>; <a href="#">search for a summer job or internship</a> in your career interest area.</li> </ul> </li> <li>• Enrich your career preparation</li> </ul>

	<ul style="list-style-type: none"> <li>○ Choose two Career Services workshops or events [insert new event calendar hyperlink] that give information on career opportunities, getting experience, job searching or further schooling.</li> <li>○ Use UVM Career Connection to find an alumni mentor.</li> <li>○ Learn about <a href="#">graduate and professional schools</a> for the possible future enrollment.</li> <li>○ Update your résumé</li> </ul>
<b>Winter break</b>	<ul style="list-style-type: none"> <li>● Explore careers by taking an online, one-credit UVM Career Institute course.</li> <li>● Spend time with a professional in a field you are exploring or pursuing.</li> <li>● Consider attending a UVM networking event</li> </ul>
<b>Following summer</b>	<ul style="list-style-type: none"> <li>● Work, intern, conduct research or volunteer in your field of interest.</li> <li>● Begin to build a strong network of people who can support your career efforts.</li> <li>● Continue to explore career and service opportunities.</li> </ul>

## JUNIOR YEAR: ESTABLISH AND TEST A CAREER DIRECTION

*Zero in on a career direction, evaluate, and gain experience*

Goals for the year	Strategies
<ul style="list-style-type: none"> <li>• Hone your career interests</li> <li>• Develop job search skills</li> <li>• Expand and deepen academic knowledge</li> <li>• Acquire entry-level occupational skills</li> <li>• Take part in experiential learning opportunities</li> <li>• Deepen relationships; cultivate references</li> <li>• Excel in your chosen studies and experiences</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Assess and prioritize abilities and interests</a> <ul style="list-style-type: none"> <li>○ <a href="#">Identify preferred work settings</a> (e.g., corporate, small business, non-profit) as well as geographic options.</li> <li>○ Use <a href="#">Career Services</a> for <a href="#">internship assistance</a>, to explore your career interests, and/or receive coaching.</li> </ul> </li> <li>• Deepen your knowledge of and connection to career ideas           <ul style="list-style-type: none"> <li>○ Engage in experiential learning opportunities: <a href="#">study abroad</a>, <a href="#">undergraduate research</a>, <a href="#">service learning</a>, practicum, design and capstone projects, <a href="#">internships</a>, and/or cooperative education.</li> <li>○ Join and use the UVM Career Connection to conduct informational interviews and network, building professional relationships.</li> <li>○ Spend one-on-one time with a professional at his/her occupation.</li> <li>○ Use the Career Services Library or online resources to research career options and employer prospects.</li> <li>○ Explore post-graduate service programs</li> <li>○ Participate in mock interview opportunities</li> <li>○ Attend career-related panel discussions, information sessions or networking events</li> <li>○ Develop a resume and cover letter that markets career-related qualifications and have Career Services critique it.</li> <li>○ Complete at least one internship locally, domestically, or internationally.</li> <li>○ Peruse weekly Career Services emails.</li> </ul> </li> <li>• Work closely with faculty and advisors</li> </ul>

	<ul style="list-style-type: none"> <li>○ Identify potential graduate/professional schools and programs, if applicable</li> <li>○ Review plans for remaining academic coursework and gaining experience</li> </ul>
<b>Winter Break</b>	<ul style="list-style-type: none"> <li>● Explore careers in a specific area by taking an online one-credit UVM Career Institute course.</li> <li>● Spend one-on-one time with a professional in the career you are pursuing.</li> <li>● Attend UVM career networking events in Boston or NYC.</li> </ul>
<b>Following Summer</b>	<ul style="list-style-type: none"> <li>● Obtain additional career-related experience (internship, research, informational interview/job shadow) in your career interest area.</li> <li>● If applicable, prepare for or complete graduation school examinations.</li> <li>● Research and visit potential graduate/professional schools.</li> <li>● Research deadlines and applications for post-graduate service programs.</li> </ul>

## SENIOR YEAR: IMPLEMENT YOUR PLAN

*Prepare to begin your post-UVM career*

Goals for the year	Strategies
<ul style="list-style-type: none"><li>• Complete academic requirements and gain career-related experience</li><li>• Implement a job search and secure a position. Or apply to graduate/professional schools and finalize the process.</li></ul>	<ul style="list-style-type: none"><li>• Develop short-term and long-term post-UVM goals— consider both personal and career goals.</li><li>• Consider finances needed after graduation— housing, transportation, clothing, food, loan repayment.</li><li>• Join appropriate professional associations related to your field.</li><li>• Activate your network of friends, faculty, family, former supervisors and alumni, inquiring about openings, possible employers or additional referrals (about 70% of jobs are filled through personal contacts).</li><li>• Meet with Career Services staff and/or mentors regularly.</li><li>• Pursue academic success<ul style="list-style-type: none"><li>○ Confirm your remaining degree requirements early in the year— avoid surprises.</li><li>○ If applicable, prepare and submit graduate/professional school applications and plan to take relevant entrance exams.</li><li>○ Attend and present at conferences or events in your field of study.</li></ul></li><li>• Begin your job search.</li></ul>



	<ul style="list-style-type: none"> <li>○ Determine a focused job search strategy, identify potential organizations and continue to develop your network.</li> <li>○ Consider short-term <a href="#">employment fellowships</a></li> <li>○ Participate in Career Services' on-campus recruiting program, Job Fairs and networking events.</li> <li>○ Attend <a href="#">Senior Series</a> workshops.</li> <li>○ Refine your résumé and cover letter</li> <li>○ Scan <a href="#">Catamount Job Link</a> weekly, or set up a search agent.</li> <li>○ Approach key faculty and supervisors for references.</li> <li>○ Prepare an "elevator pitch" to introduce yourself in a minute or less.</li> <li>○ Practice interviewing with Big Interview [insert link]; get a critique at Career Services.</li> <li>○ Update your resume and cover letter to feature your career-related qualifications.</li> <li>○ Secure references from faculty, staff, or former employers who can attest to your qualifications. Contact them 4 to 6 weeks in advance.</li> <li>○ Develop lists of potential employers related to your occupational field.</li> <li>○ Apply, follow up, interview; send thanks.</li> </ul> <p>Evaluate offers, seeking advice of advisors, mentors, career counselors or family, if desired.</p>
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<b>Winter Break</b>	<ul style="list-style-type: none"> <li>• Attend UVM career networking events in Boston or NYC, or follow up with your own connections.</li> <li>• Practice for job or graduate school and interviews</li> </ul>
<b>Following summer</b>	<ul style="list-style-type: none"> <li>• Celebrate your new job or graduate/professional school placement with a note to all your networking contacts.</li> <li>• Continue to keep in touch with Career Services; stay active in Career Connection, building your connections and helping more UVMers.</li> <li>• Pursue and complete graduate/professional school training or post-graduate service opportunities</li> </ul>