

A COMMUNICATIONS PLAN FOR CAREER DEVELOPMENT PROFESSIONALS:

ADVISING STUDENTS IN THE ARTS AND HUMANITIES

A CREATIVE PROJECT

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## ABSTRACT

Title: A Communications Plan for Career Development Professionals: Advising Students in the Arts and Humanities

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The purpose of this creative project was to create a communications plan for the Career Center at Ball State University geared toward constituents of the Colleges of Fine Arts and Sciences and Humanities, particularly those majors in the arts and humanities. This communications plan could also serve other institutions, and is designed to entice and engage both students and faculty in the arts and humanities with the professional staff of the Career Center. Research has shown that undergraduate as well as graduate students in the arts and humanities subjects find themselves positioned on an ambiguous career path. These students have been more reticent to seek out the services of Career Center, and faculty members have been reticent to collaborate with staff of the Career Center. Finding new ways of communicating with these constituents to show them how the resources and services offered at the Career Center can enhance the education of arts and humanities students and potentially engage more students.

An examination follows of current trends and best practices in how contemporary career centers in colleges and universities in the United States assist students in the arts and humanities with career preparation. During a time when the value of humanities, arts, and liberal arts education is questioned, liberal arts educators and advocates are finding themselves in a

defensive position for the liberal education and for the arts and humanities disciplines. By engaging more students and faculty, career development professionals can advocate for the arts and humanities and reach more students.

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## CHAPTER ONE

### INTRODUCTION

For several decades, career development professionals at institutions of higher education have worked with college students in all major areas of study to assist them with their career development and preparation for life after college (Rayman, 1993). Career services professionals have revealed both the importance liberal arts education has in preparing college students to be successful adults as well as the challenges for career services professionals in engaging students with liberal arts or humanities majors, and in collaborating with faculty (Lowe & Virgil, 1983; Rayman, 1999).

Developing a strategic communications plan directed toward the faculty and students within the arts and humanities majors could help bridge the divide, draw more students to career services, and help faculty understand the nature of career development and that these services help to support and complement students' academic learning. The creative project was developed within the framework of Ball State University's Career Center in conjunction with the College of Fine Arts and College of Science and Humanities, where the arts and humanities majors dwell, to communicate with these students and faculty to engage them to utilize career services and increase collaboration. These communications and resources could be used in any career center serving liberal arts or humanities students.

#### **Statement of Purpose**

The purpose of this creative project was to craft a communications plan to engage students and faculty in the arts and humanities at Ball State University, motivating them to utilize the existing services and resources of the Career Center. The career services professionals would initiate the communications with students and faculty, encouraging them to participate in Career

Center programs and utilize its services and resources. The communications pieces would also help faculty to understand the benefit to their students of collaborating with staff of the Career Center, and the potential of support to their curriculum and teachings.

### **Significance of Study**

The Ball State University Career Center is a centralized office serving all undergraduate and graduate students as well as alumni across disciplines. Students in arts and humanities majors tend to seek out the services less frequently than other majors (such as business majors), and faculty members seem reluctant to collaborate with Career Center staff. This communications plan could be an initial step in bridging a gap, motivating more students to seek out career services, and helping both students and faculty understand what those services are and how they can effectively complement academic study. These communications could also serve other career services centers in other institutions of higher education.

### **Scope and Limitations**

The communications plan was designed to entice both students and faculty in the arts and humanities at Ball State University to engage with professionals at the Career Center and increasingly utilize the center's resources and services. In addition to the implementation of the communications plan, the Career Center staff responsible for liaising with these majors should create a strategic plan to track its effectiveness. He or she should acquire data indicating the number of arts and humanities students currently coming to the Career Center for services such as drop-in advising, scheduled appointments, scheduled campus programs, and how many faculty have requested classroom presentations or other services. This data can be compared to subsequent semesters' data to see if the communications plan increases the participation of arts and humanities students with Career Center programming and/or faculty collaboration. If an

increase is not obtained, further study would need to be conducted to determine if the language is not effective, or if there are other significant factors which might contribute in preventing liberal arts students from engaging with Career Center programs and services.

### **Definitions of Terms**

1. **Communications plan:** A collection of written materials such as emails to faculty and students written in terms arts and humanities students could relate to, enticing them to engage with Career Center programs and services. The communications plan would also present current documents utilized by the Career Center which are rewritten to appeal to arts and humanities majors.
2. **Cardinal Career Link:** The online career services manager software which tracks communication between students and Career Center staff as well as allows students to apply for on- and off-campus jobs, schedule appointments, and create and upload job search documents such as résumés.

### **Organization of the Paper**

This creative project is organized in four chapters. The second chapter provides a review of the literature related to liberal arts and humanities education in conjunction with career education, including examples of what some colleges have done to complement liberal arts education with career development. The third chapter includes the methodology used, and the fourth chapter presents examples of communications that could be utilized by professionals of Ball State University's Career Center.



## CHAPTER TWO

### LITERATURE REVIEW

#### **Summary of the Project**

For many years, the question has been posed by various college and university stakeholders regarding what a college education should include (Miller, 1984). The question is even more pressing as college graduates seek an adequate return on their investment to a college education, namely, employment. Parents today are asking about the worth of a college education and what, exactly, are they paying for. This has made the role of career services increasingly critical (Rayman, 1999).

Many also question the relevance and value of a liberal arts degree or a major in the arts or humanities; they wonder how it can be applied to the practical world of work, especially with college costs rising and students becoming more vocationally oriented in their pursuit of higher education. About a century ago, liberal arts degrees comprised about 70 percent of college students, and by the 1990s, that figure diminished to about five percent (Hersh, 1997). This project will explore what can be gained from a liberal arts education and a degree in the humanities, how career development enhances liberal arts, and ways in which career services professionals can engage students majoring in liberal arts or humanities to be well prepared for life after college.

#### **Roles of Career Centers in Academe**

Many university career centers originated in the late 1940s to assist returned veterans enrolled in college with vocational preparation, such as the Career Counseling Center at the University of California, Los Angeles, established in 1947 (Goodyear & Healy, 1988). Initially, offices of career preparation assistance were called “placement offices” but as their roles have

expanded, the name of such a unit on a college campus may be called a career center, career development, career planning and placement, career services, or some combination of those (Rayman, 1993). The roles of career services professionals have evolved and continue to do so, and they vary from institution to institution based on a variety of factors such as their place within the structure of an institution, and where career services fit within the mission of the institution.

Rayman (1999) outlined imperatives for career services professionals for the 1990s and revised them for the next millennium. He claimed that the first imperative continued to hold true, that career services professionals should “acknowledge the lifelong nature of career development and initiate programs and services that enable and encourage students to take responsibility for their own career destiny” (p. 176). Ultimately, the stages of career counseling and development, which progress through the college years, empower the student to continue the process beyond college, fostering the practices of a lifelong learner.

Savickas (2003) noted that career counselors, as differentiated from career advisors, operate within the domain of psychological counseling to foster career development in stages with their clients, to integrate in to their career-planning process the individual’s “abilities, interests, and goals” (p. 88). He argued that career centers should learn from data gathered to ameliorate outcomes. Rayman (1999) echoed this idea calling on the need for structured assessment practices in this “era of accountability” (p. 182).

Additionally, career centers should “strengthen [their] professional identity and that of career services within the academy” (Rayman, 1999, p. 178). Rayman claimed there existed confusion in the academic setting about what the methods, philosophy, and roles of career centers actually are. Many still imagine career services to be placement offices, but in addition

to connecting students to potential employers, career services professionals offer individualized counseling. This personal interaction is especially important in the face of increased use of technology in classrooms and career centers. Rayman (1999) also called upon career development professionals to “forge cooperative relationships with faculty, advising professionals, other student affairs professionals, administrators, parents, and student groups” (p. 179) for effective delivery of services and resources.

### **Liberal Arts and Career Development: An Overview**

Liberal arts students and humanities degree seekers, although their research focuses on a specific topic within their discipline, develop a rich set of skills such as intellectual development, critical thinking, researching competence, written and oral communication, and the capacity for lifelong learning, all which prove useful in many fields and facets of life (Collins, Knotts, & Schiff, 2012; Fong, 2004; Gehlhaus, 2007; Hook & Kahn, 1986; Knapp, 1969; Solomon, Ochsner, & Hurwicz, 1978). The liberal arts education was designed originally to foster these attitudes and skills, not with the intention to train for specific vocations (Knapp, 1969). The ideal college education would combine the liberal arts with career development, a necessary integration for students’ holistic development and preparation for life after college (Levine, 1980; Pickering, 1986).

Certainly, many majors at four-year universities allow for students to pursue a direct career path, such as nursing or secondary education; in fact, experiential learning is woven into the curriculum (Thoni & Olsson, 1975). Liberal arts or humanities majors, however, have a more ambiguous career path and can benefit from the guidance provided by career development professionals. Liberal education should “merge career preparation, socialization, and personal development of undergraduates” (Stanton, 1976, p. 297).

Liberal arts education and studies in the humanities prepare students for a satisfying life beyond college, to be effective citizens and humans, and to appreciate the richness of human experience (Miller, 1984; Stanton, 1976; Thoni & Olsson, 1975). Career development and liberal arts education “have not always dwelt comfortably together” (Thoni & Olsson, 1975, p. 672); however, career development professionals contend that career development is intricately woven into the process of human development in general (Rayman, 1993). The study of philosophy, for example, involves self-inquiry, for a “source of enlightenment and guidance” (Miller, 1984, p. 28). Self-examination is the first key stage in career development, commonly referred to as self-assessment using tools which reveal an individual’s values, skills, interests, and goals (Rayman, 1993).

Not only are career advising and a liberal arts education not at odds, but the career development process is related to the realization and development of one’s self-concept (Baratz, 1977; Super, Stareshesky, Mattin, & Jornaan, 1963; Thoni & Olsson, 1975). This important part of human development is integral to the overall goal of a liberal arts education. A college education providing a liberal arts curriculum or a focus in the humanities allows the student to acquire “habits of intellectual discipline and broad comprehension” (Miller, 1984, p. 26). Educators should broaden their understanding of career education to understand that it involves helping students to prepare for all of life’s pursuits beyond simply a career choice. Hook and Kahn (1986) argued the liberal arts integrated with career counseling and experiential learning is “the best guarantor of a career beneficial both to the individual and society” (p. 47).

The stages of a career development process offer challenges to students, a necessary element for growth (Sanford, 1966) and a concept which is also integral to a liberal arts education (Heath, 1968; Thoni & Olsson, 1975). Following self-assessment comes exploration,

through the curriculum and complementary experiential educational opportunities such as internships and volunteering. This hands-on learning in a practical work setting offers the ability to apply knowledge in a real-world setting giving students a clearer picture about their enjoyment and aptitude for working in a particular environment (Thoni & Olsson, 1975). Colleges and universities, in the education of the whole student and within the cadre of career development, should provide and institutionalize internships and other applied learning opportunities for liberal arts students (Knapp, 1969).

Those students who complete an internship in college are more likely to secure employment after graduation; in fact, 63 percent of paid interns were offered at least one job offer in 2012 after getting their degree (National Association of Colleges and Employers [NACE], 2012). To further the benefit of the internship, students need to be able to synthesize the knowledge gained from their applied experiences with their curriculum; this will facilitate “students’ integration of academic knowledge and professional knowledge” (Pierson & Troppe, 2010, p. 12).

### **Career Development for Liberal Arts and Humanities Majors**

In the 1960s, liberal arts colleges began to see the need for intentional career guidance, “to help students identify and develop their educational and career objectives and to assist them in utilizing the resources of the College and the larger community in the pursuit of those objectives” (Knapp, 1969, p. 560). Macalester College’s Office of Career Planning and Placement implemented career development practices to complement their liberal education with experiential opportunities such as internships and community service programs. Since this time a challenge has been to understand how a liberal arts education as well as the major translates to the professional world and life after college. At Macalester College,

We found many faculty members and students wedded inordinately to the notion that a student should relate his [*sic*] vocation to his academic major—a notion that is somewhat antithetical to the liberal arts philosophy. We heard one student after another lament, “what am I going to *do* with my major?” There is no single answer. It will range from “nothing directly” to “a great deal” depending on how much one is attracted to the vocational implications of the major. (p. 565)

Boardman (1980) created a handbook for liberal arts students at the University of Georgia advocating students begin their career development and decision-making process early in the college career and detailed opportunities for career development in a handbook “to help students appreciate the scope of the liberal arts education, to provide concrete information from the academic frame of reference and from work settings, and to emphasize that planning ahead can lead to competence and predictability of choice” (p. 28). Exposing students to the potential careers for liberal arts students is also important. Lowe and Virgil (1983) established a daylong event at Rutgers, The State University of New Jersey, consisting of eight panel discussions for this purpose and to inspire students to begin their career planning process. The results of their panel discussion saw nearly half of student attendees stating that the event provided new ideas of potential fields, and 20 percent indicated the presentations helped them to clarify their career goals. Pickering (1986) conducted comparative studies of career counseling methods at Old Dominion University and found that comprehensive career development programming which combined career courses, peer mentoring, and guided independent study was effective for liberal arts students whose goals and needs differed.

Pierson and Trope (2010) implemented an integrated model at Mount Holyoke which saw the “liberal arts as the best preparation for sustained career and life success” (p. 12). They

created an interdisciplinary minor called, “Nexus: Curriculum to Career,” which offered courses, hands-on learning, followed by critical reflection. The last step, they found, was crucial in being able to articulate for themselves and to employers the skills they gained throughout the experience.

In the 1970s, about one third of liberal arts graduates went on to advanced degrees to continue on within academe (Walsh, 1976). That figure has not changed significantly over the years; in 2012 the National Association of Colleges and Employers surveyed more than 59,000 undergraduate students, and about 28 percent indicated they would like to continue on to graduate school (NACE, 2012). Most career paths for liberal arts students, however, are unconventional. Employment opportunities in academe for humanities scholars have been scarce since the baby-boomer generation graduated from college (Solomon et al., 1978). In the 1960s, less than 10 percent of humanities PhDs found work outside academe, while in the subsequent decade, that percentage grew to 20. Nonetheless, at the postdoctoral level, the majority of humanities scholars remained in academe whereas only about half PhDs in the sciences found academic jobs, the other half took jobs elsewhere. However, students seeking PhDs in the humanities usually do so to continue their research and because they want to teach. Those students who cultivate flexibility will be well served if a job in academe is difficult to secure.

Humanities graduate students should utilize career services, and

stronger links between placement offices, professional societies, and graduate students in the humanities should therefore be established. . . . Perhaps a first step in convincing students to make use of university placement centers is for faculty themselves to become familiar with placement facilities. (p. 57)

Fong (2004) posited that in this ever-changing economy, and one where 30 percent of jobs which undergraduates will eventually perform have not yet been created, college students should be prepared for “lifetime employment” (p. 10). He explained a way to reach this goal is to integrate career education with the liberal arts. He further argued this is a modern necessity:

The integration of liberal studies and professional education, not their divergence, is the new shape of this trope for our century. . . . [This integration] will enable students not only to make a living but also to make lives that are personally fulfilling. (p. 10-11)

The connections career centers have to employers in a variety of fields are useful to undergraduate as well as graduate students and are opportunities for students to consider especially bearing in mind the decline of available jobs in academe. Students should seek advice from career services professionals in addition to faculty, especially for jobs outside academe. Their professors know little about “the nature of jobs other than faculty positions” (Solomon et al., 1978, p. 57). Faculty themselves should also become familiar with the services provided by career centers; however, “it would be unreasonable to expect innovation and adjustment to be initiated by faculty alone” (p. 78). Peirson and Trope (2010) found reluctant faculty at the beginning of their interdisciplinary minor at Mount Holyoke, but the initial “fears of diluting our liberal arts mission [seem] to be waning . . . and faculty are beginning to recognize how students returning from these summer experiences deepen discussions in their classrooms” (p. 14).

### **Summary**

A liberal arts education or a major in an arts or humanities subject offers a rich education for individuals and prepares them well for a life after college by cultivating skills which are vitally important in the professional world. Students need a well-rounded education, and career development in conjunction with a liberal arts education or study in the humanities provides that.



To engage students as well as faculty in taking full advantage of career development programming, a solution could be a strategic communications plan to reach out to these constituents and help them to understand the services and resources available. Beyond a marketing oriented outreach, the programming and resources offered to liberal arts and humanities students could be structured in a way they can relate to with examples of career-related materials, such as sample résumés, utilizing language they would appreciate and be motivated to utilize.

## CHAPTER THREE

### METHODOLOGY

#### **Statement of Purpose**

The purpose of this creative project was to craft a communications plan to engage students and faculty in the arts and humanities at Ball State University, motivating them to utilize the existing services and resources of the Career Center. The career services professionals would initiate the communications with students and faculty, encouraging them to participate in Career Center programs and utilize its services and resources. The communications pieces would also help faculty to understand the benefit to their students of collaborating with staff of the Career Center, and the potential of support to their curriculum and teachings.

#### **Methodology**

The first stage of the creative project included preliminary research, reviewing the existing literature on the role of career centers in academe, liberal arts and humanities education in collaboration with career development, and examples of career development implemented in liberal arts or humanities curriculum as well as the benefit of those educations working in tandem. The next stage involved conducting informal interviews with career development professionals at various institutions of higher education in the United States who currently implement successful advising strategies at liberal arts colleges or for students in the arts and humanities. Questions asked focused on the general career advising process, unique advising practices for arts and humanities students, challenges seen in engaging with these students, and ideas for creative ways in which to enhance liberal arts or humanities students' involvement with career development. These colleges and universities were selected based on recommendations made through professional networking and colleagues' recommendations. An examination of

these schools' websites was also completed to analyze their communication approach and creative ways of engaging students in career development activities.

### **Design of Project**

The communications plan was designed to entice both students and faculty in the arts and humanities at Ball State University to engage with professionals at the Career Center and increasingly utilize the center's resources and services. Although degrees in arts and humanities and a liberal arts education prepare students for lifelong learning and cultivate numerous transferable skills, the general view of liberal arts education with career development has not always been a congruent one (Miller, 1984; Stanton, 1976; Thoni & Olsson, 1975). Students themselves may have this presupposition or may lack career confidence, so the importance of engaging arts and humanities students is great, especially when liberal arts educators find themselves in a defensive position in an economic climate which values the more concrete career path, and where parents want assurance of the value of their child's college education. A communications plan geared toward faculty and students in the liberal arts and humanities may increase the students' participation in Career Center programs and services, increasing their preparedness for life after college.

Components of the communications plan include a survey for students, emails or letters to faculty, using language and references they might appreciate, explaining what the Career Center services and programs are and how they support and complement their curriculum. These letters would also explain what some opportunities for collaboration would be and ask for input from the faculty in order to further tailor career development programs and services for their students. Another component would be an email or letter to students using similar language and references (e.g., to literature, philosophy, and history) they could relate to, and showing the

correlation between career development and the philosophical inquiry they engage in as part of a humanities discipline. Communications directed toward students are also tailored to particular ages or class level (for first-years through seniors). Additional pieces include a PowerPoint presentation on résumé writing for arts and humanities students. An example of a resume for liberal arts and humanities majors is presented in the communications plan as well, with an explication of transferable skills they develop in their major.

Communications can be created and implemented as a template in Cardinal Career Link which the Career Advisor could email to an individual student or to a group of students (such as a student organization or a class). A spreadsheet showing Career Center services should be created to track which communications were delivered, to whom and how many, who responded to them, and what the resulting participation was. This information can be tracked through Cardinal Career Link for assessment purposes.

### **Summary**

The development and implementation of this creative project will expand the partnership between Career Center professionals and faculty and students of the arts and humanities at Ball State University. As a result, faculty and students will have a better understanding of how career development programs and services enhance their curricula, enable them to articulate the transferable skills acquired through arts and humanities disciplines, and prepare them to enter a professional life with enhanced career clarity and confidence. These communications could potentially increase the number of students who utilize Career Center services, preparing them for success, and therefore provide compelling anecdotal and empirical evidence to future students at Ball State University who are considering majoring in the arts or humanities.

## CHAPTER FOUR

### A COMMUNICATIONS PLAN FOR CAREER DEVELOPMENT PROFESSIONALS: ADVISING STUDENTS IN THE ARTS AND HUMANITIES

#### **Project Summary**

This project was created to develop a communications plan for Career Center advisors at Ball State University and potentially other career services professionals. The goal of this creative project is to provide new and imaginative ways for career services staff members to engage with faculty and students in the arts and humanities, encouraging them to participate in career development activities and programs, and indicate to Career Center staff how collaborating could benefit their students' unique needs.

The communications plan involves a survey for students to determine their awareness and use of career services as well as their outlook on career readiness in relation to their chosen major. Other pieces include emails to be sent to faculty and students, a PowerPoint presentation on résumé writing, a sample résumé, and an example of a table showing what information should be tracked to determine the effectiveness of these communications.

The elements of the communications plan include the following:

- Online survey to be emailed to arts and humanities majors, page 23.
- Email message to faculty in the arts and humanities inviting them partner with the Career Center to enhance their students' learning and development experience, page 26.
- Email message to arts and humanities majors, inviting them to a résumé workshop geared toward their majors, page 29.
- Presentation on résumé writing for arts and humanities majors, page 30.

- Example of a résumé for a senior, page 31.
- Example of a spreadsheet indicating what information should be tracked from the beginning of these communications, after one semester and after two semesters, page 33.

### **Survey for Students in the Arts and Humanities**

Thank you for participating in this survey! This survey is geared toward junior and senior students majoring in the arts or humanities. The information obtained through this survey will remain confidential and will be used to inform the resources and services offered by the Ball State University Career Center for students in the arts and humanities. Any questions may be directed toward (Contact information of the liaison to the arts and humanities and Career Center).

- 1) What is your major? (Select from among a list: Acting, Animation-Art, Art, Art Education (Visual Art), Art History, Ceramics-Art, Classical Culture, Classical Languages, Communication Studies, Dance, Drawing-Art, English (Creative Writing, English Studies, Literature, Rhetoric and Writing, French, French Education, German, German Education, Glass-Art, Graphic Design, History, Integrated Studies, Japanese, Japanese Education, Journalism, Journalism Education, Latin Education, Metals-Art, Music, Music Composition, Music Education, Music Media Production, Music Performance, Musical Theatre, Painting-Art, Philosophy, Photography, Printmaking, Religious Studies, Sculpture, Spanish, Spanish Education, Studio Art, Telecommunications, Theatre (Design, Education, Production, or Studies), Visual Arts Education.)
- 2) What influenced you to choose this major? (Please select the option that is the truest.)
  - a. This is the area of study which most interests me, at which I excel, and about which I want to learn all I can.
  - b. I can see myself pursuing a career in this area.
  - c. A combination of A and B.

- 3) Have you heard of the Career Center at Ball State University? (Yes/No)
- 4) Are you aware that a Career Advisor has been assigned to you based on your major?  
(Yes/No)
- 5) Have you had an appointment with an Advisor in the Career Center? (Yes/No)
- 6) Have you utilized other Career Center services? (Yes/No. If yes, select all that apply:  
Drop-in advising; Student employment services; Attended a Career Center workshop;  
Attended Resumania; Attended a Career Fair; Searched for resources on the Career  
Center website; Observed a presentation by Career Center personnel in my classroom)
- 7) Has the Career Center helped you to prepare for experiential learning opportunities  
(outside the classroom) that have complemented your major? (Yes/No)

Please indicate your level of agreement, from agree to disagree, or undecided.

- 8) I would like to meet with a Career Advisor to assess my skills, interests, and values to  
figure out what I really want to do for a career. (Disagree, agree, not applicable)
- 9) I would like to learn about professional opportunities that people which my major have  
pursued. (Disagree, agree, not applicable)
- 10) I don't think I need to meet with a Career Advisor because my faculty advisor has helped  
me sufficiently. (Disagree, agree, not applicable)
- 11) I don't think I need to meet with a Career Advisor because I'm planning on going to  
graduate school after completing my Bachelor's. (Disagree, agree, not applicable)
- 12) How do you prefer to be contacted? (Please select your first preference.)
  - a. Email
  - b. Text message
  - c. Phone call



13) What year have you completed at Ball State?

- a. First year
- b. Sophomore
- c. Junior
- d. Senior

Thank you for completing this survey!

### **Email to Faculty in the Arts and Humanities**

The following email may be sent from the Career Advisor who is the liaison to arts and humanities to faculty in these areas. The email may be sent at the beginning of the year to faculty members as an introduction to the career advisor and career services, and may serve as an initial invitation for collaboration with the Career Center.

Subject: Was Socrates the first Career Advisor?

Greetings, esteemed colleague!

Welcome to the start of a new academic year. I am (name), an Assistant Director and Career Advisor for students majoring in arts and humanities, specifically these majors:

- (List specific majors as these may be divided between more than one Career Advisor as determined by the Career Center.)

George Saunders, author and creative writing professor at Syracuse University, was quoted in a *New York Times Magazine* article saying it was erroneous to view writing programs as,

too narrowly careerist. . . . Even for those thousands of young people who don't get something out there, the process is still a noble one — the process of trying to say something, of working through craft issues and the worldview issues and the ego issues — all of this is character-building, and, God forbid, everything we do should have concrete career results. I've seen time and time again the way that the process of trying to say something dignifies and improves a person\*.

Indeed, as a Career Advisor, I would agree with Professor Saunders. The learning process he describes can only be enhanced by career development whose stages involve self-

assessment (“know thyself!”) and exploration, development of skills, and pursuit of concrete goals.

My goal is to enhance students’ learning by complementing their academic study through guided one-on-one advising; workshops and programs geared toward their interests, questions, and goals; and helping them to prepare for experiential learning opportunities. These experiences may take the form in immersive learning projects, volunteering, internships, or job shadowing to further develop their skills and offer real-world experience, putting their academic learning into practice.

Career development practices in conjunction with a degree in the arts or humanities offers not only excellent preparation for students in their lives after college, but also enriches their person on every level. I hope I may have the pleasure of speaking with you soon to determine how I might assist your students in their learning, exploration, and success in reaching their personal, academic, and career-related goals.

Sincerely,

(Advisor’s name)

Contact information

\*Quote retrieved from Joel Lovell’s article, “George Saunders Has Written the Best Book You’ll Read This Year,” *The New York Times Magazine*, January 3, 2013, [http://www.nytimes.com/2013/01/06/magazine/george-saunders-just-wrote-the-best-book-youll-read-this-year.html?pagewanted=1&\\_r=1&nl=todaysheadlines&emc=edit\\_th\\_20130](http://www.nytimes.com/2013/01/06/magazine/george-saunders-just-wrote-the-best-book-youll-read-this-year.html?pagewanted=1&_r=1&nl=todaysheadlines&emc=edit_th_20130)

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Follow up communications may be sent to faculty, and person-to-person meetings should be arranged so the Career Advisor can learn more about the professors’ methods and goals for

their students, as well as what kinds of programming the professors would find beneficial, and in what ways they would be willing to collaborate.

### **Email to Students in the Arts and Humanities**

The following email may be sent to students inviting them to attend a résumé workshop geared toward arts and humanities students.

Subject: Creative Writing Workshop: *The Résumé?*

Calling all students in the arts and humanities! You may have heard that you need to “market” or “sell yourself,” and to do so you need a well written, competitive résumé. Well, this is not false, but here’s another way to approach it: Creating a well written résumé is an exercise in creativity, autobiography, and persuasive writing. You might even consider the résumé a poetic form! As Goethe wrote, “it is by working *within limits* that the artist reveals himself.”

A résumé workshop designed specifically for you will be offered soon. Join the Career Center and learn how your unique skills and abilities make you competitive candidates for your next goal, whether that’s an internship, graduate school, or a full-time job.

Date:

Time:

Location:

Employers are seeking applicants possessing the skills your major helps you develop. Learn how to creatively and persuasively present yourself on paper as the ideal candidate for a position.

You need not RSVP, but please contact us with any questions!

Career Center

Lucina, 220

[careercenter@bsu.edu](mailto:careercenter@bsu.edu), 285-1522, [www.bsu.edu/careers](http://www.bsu.edu/careers)

### **Résumé Workshop for Arts and Humanities Students**

The résumé workshop geared toward students in the arts and humanities contains language those students might relate to. For example, instead of referring to the résumé as a marketing tool or document used to “sell oneself” as one commonly hears, the language in the presentation refers to the document as an example of persuasive, creative, and succinct autobiographical writing. The examples contained provide those which majors in arts or humanities might pursue, including an internship and study abroad (fictitious) examples. See Appendix A for the PowerPoint presentation.

## Résumé Example

### Charles Cardinale

123 Muncie Lane, Muncie, IN, 47300; Cell: (765) 555-1234; [charliecard@bsu.edu](mailto:charliecard@bsu.edu);

[www.charliecard.com](http://www.charliecard.com)

#### OBJECTIVE:

To obtain an internship with *The New Yorker* magazine during spring semester, 2013 where I may demonstrate and continue cultivating my writing and research abilities, as well as my creative, adaptive, interpersonal, and intercultural skills.

#### EDUCATION:

**Ball State University**, Muncie, Indiana

Bachelor of Arts in History; minors in English and music, May, 2014

- GPA: 3.5/4.0
- Award: Recipient of the Dr. T. M. Anderson Scholarship

#### EXPERIENCE:

**Mainz University**, Mainz, Germany, Sept 2012 – May 2013

##### *Study Abroad*

- Participated in a complete immersive exchange program speaking only German on a daily basis with fellow students and faculty
- Led a group research project with three other students on local history culminating in a presentation for 100 peers and faculty in German
- Completed 50 hours of volunteer work with a shelter for women and children in Mainz, serving as support to the counseling staff, developing interpersonal, intercultural, and crisis management skills

**The Chronicle of Higher Education**, Washington, DC, Jan – May 2012*Intern*

- Reported and wrote four full-length features and copy for daily news articles for the newspaper and blog
- Researched special projects working with a team of five journalists and presented a report on findings
- Ensured accuracy, complete details, and excellent writing quality

**Target**, Muncie, IN, Sept 2010 - Dec 2011

## Sales Associate

- Created attractive merchandise displays to promote multiple lines of clothing wear
- Trained and supervised four new hires in the sales department, ensuring their grasp of company procedures, maintaining excellent customer services



### Sample Spreadsheet to Track Participation

Through Cardinal Career Link, the Career Advisor liaised to the arts and humanities majors can keep track of how many students and in what majors participate in advising, programs, events, and other services. The advisor should look at the numbers prior to the strategic communications being put in place, and if those numbers change after time.

Name	Major	Event	Program	Advising	Drop-in advising
		(Date)	(Date)	(Date)	(Date)

The list can be sorted according to name to determine if there are duplicates (i.e. students who have participated in more than one event or who have come in for repeated advising sessions). These statistics can be generated periodically to assess changes.

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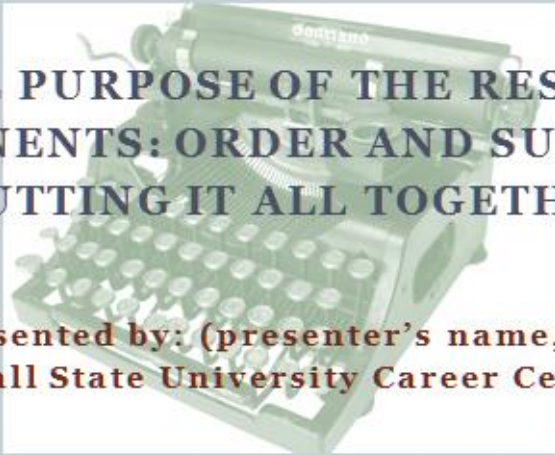
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APPENDIX A

**PowerPoint Presentation on Résumé Writing for Arts and Humanities Students**

Slide one:

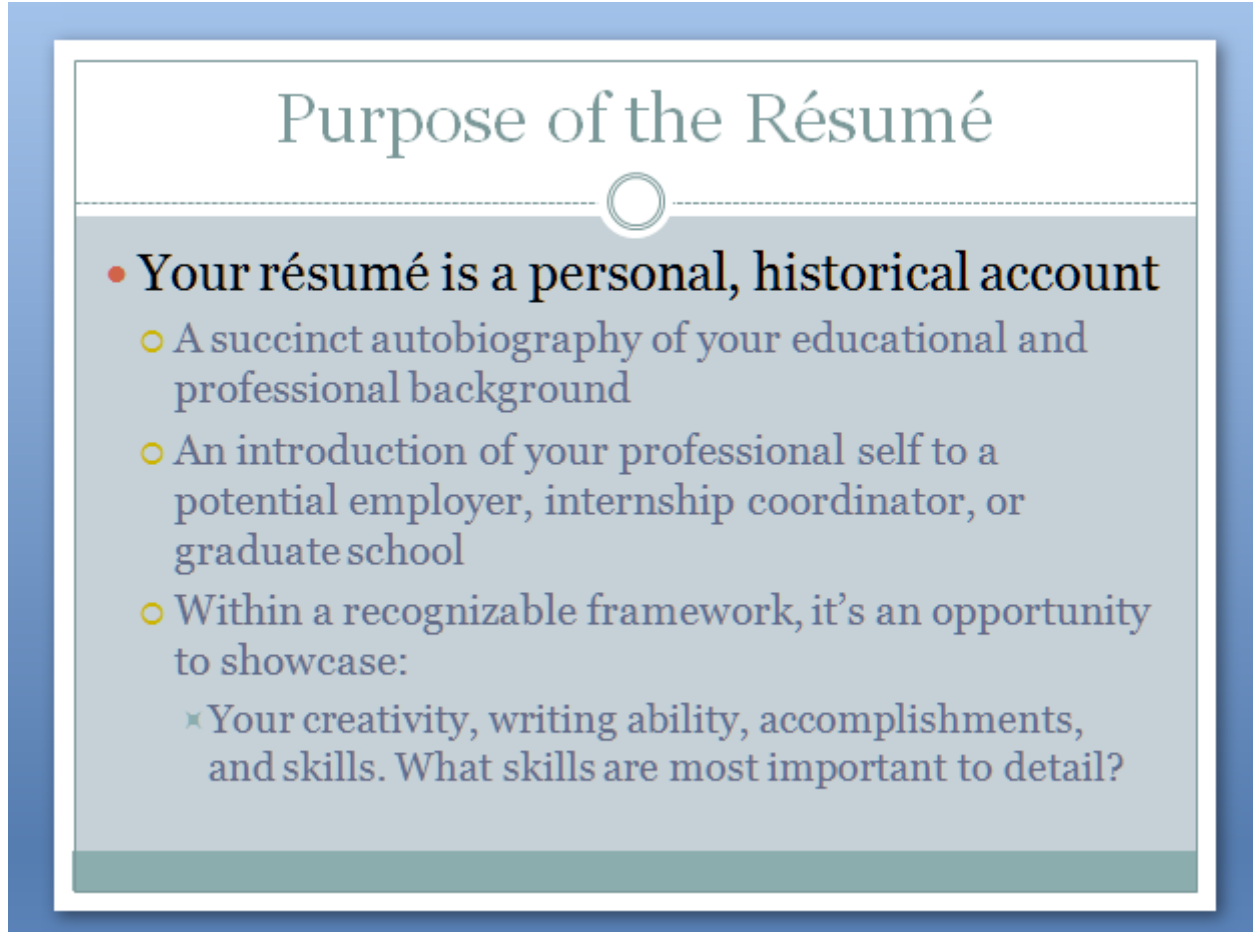
# Creative & Persuasive Writing: The Résumé



- THE PURPOSE OF THE RESUME
- COMPONENTS: ORDER AND SUBSTANCE
- PUTTING IT ALL TOGETHER

Presented by: (presenter's name, title)  
Ball State University Career Center

Slide two:



## Purpose of the Résumé

- **Your résumé is a personal, historical account**
  - A succinct autobiography of your educational and professional background
  - An introduction of your professional self to a potential employer, internship coordinator, or graduate school
  - Within a recognizable framework, it's an opportunity to showcase:
    - ✦ Your creativity, writing ability, accomplishments, and skills. What skills are most important to detail?

*Note.* Students have probably heard the resume referred to as the opportunity to “sell” or “market” themselves. For arts and humanities students, using different language may make it a more approachable and interesting task.



Slide three:

**Skills Employers Value in Employees  
(NACE's\* Job Outlook 2012 Survey)**

- **Collaborating with a team**
- **Communicating verbally**
- **Making choices and resolving difficulties**
- **Acquiring and evaluating information**
- **Organizing and prioritizing tasks**

\*National Association of Colleges and Employers

*Notes.* These are the kinds of skills arts and humanities (and liberal arts) students are adept at developing through their academic curriculum.

From “Job Outlook: The Candidate Skills/Qualities Employers Want” by the National Association of Colleges and Employers, 2012,

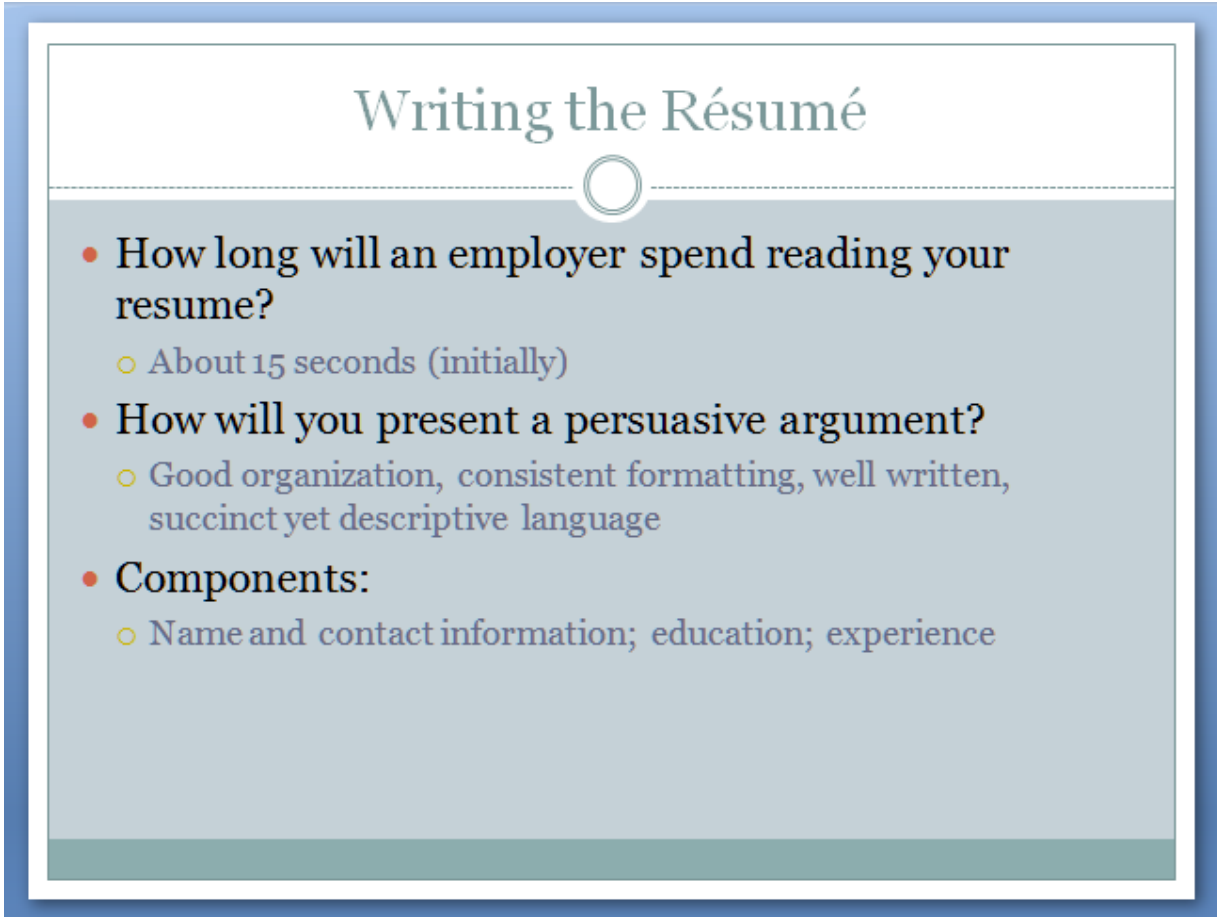
[http://www.naceweb.org/s10262011/candidate\\_skills\\_employer\\_qualities/](http://www.naceweb.org/s10262011/candidate_skills_employer_qualities/)

Slide four:

## Experiences to Include

- “Relevant” and “Other” experience sections, such as:
  - Part-time work; student organizations; internships; immersive learning projects; volunteer activities; community involvement; study abroad; leadership activities; and relevant course work
- Integrating experiential learning opportunities to your academic program better prepares you for life after college, and strengthens the argument you present in your résumé (that you are the ideal candidate).

Slide five:



The slide is titled "Writing the Résumé" in a teal serif font, centered at the top. Below the title is a decorative horizontal line with a small circle in the center. The main content area has a light blue background and contains three bullet points, each with a red circular marker. The first bullet point asks how long an employer will spend reading a resume, with a sub-point indicating about 15 seconds initially. The second bullet point asks how to present a persuasive argument, with a sub-point listing good organization, consistent formatting, well-written, and succinct yet descriptive language. The third bullet point lists components, with a sub-point listing name and contact information, education, and experience.

## Writing the Résumé

- How long will an employer spend reading your resume?
  - About 15 seconds (initially)
- How will you present a persuasive argument?
  - Good organization, consistent formatting, well written, succinct yet descriptive language
- Components:
  - Name and contact information; education; experience

*Note.* The 15 seconds idea: Employers spend a brief amount of time surveying the resume to decide if they want to read it more closely (which, naturally, might take longer than 15 seconds).

Slide six:

## Essential Information: Name & Contact

<b>First and last name</b>	<b>Charles Cardinale</b>
Address	123 Muncie Lane, Muncie, IN, 47300
Phone number	Cell: (765) 555-1234
Email address	charliecard@bsu.edu
Web address	www.charliecard.com

Generally, not too much creativity is shown in this section; however, fine art or graphic design students may wish to add signature flourishes they have designed themselves to this section. This can be a great addition, as long as the visual element does not detract from the information.

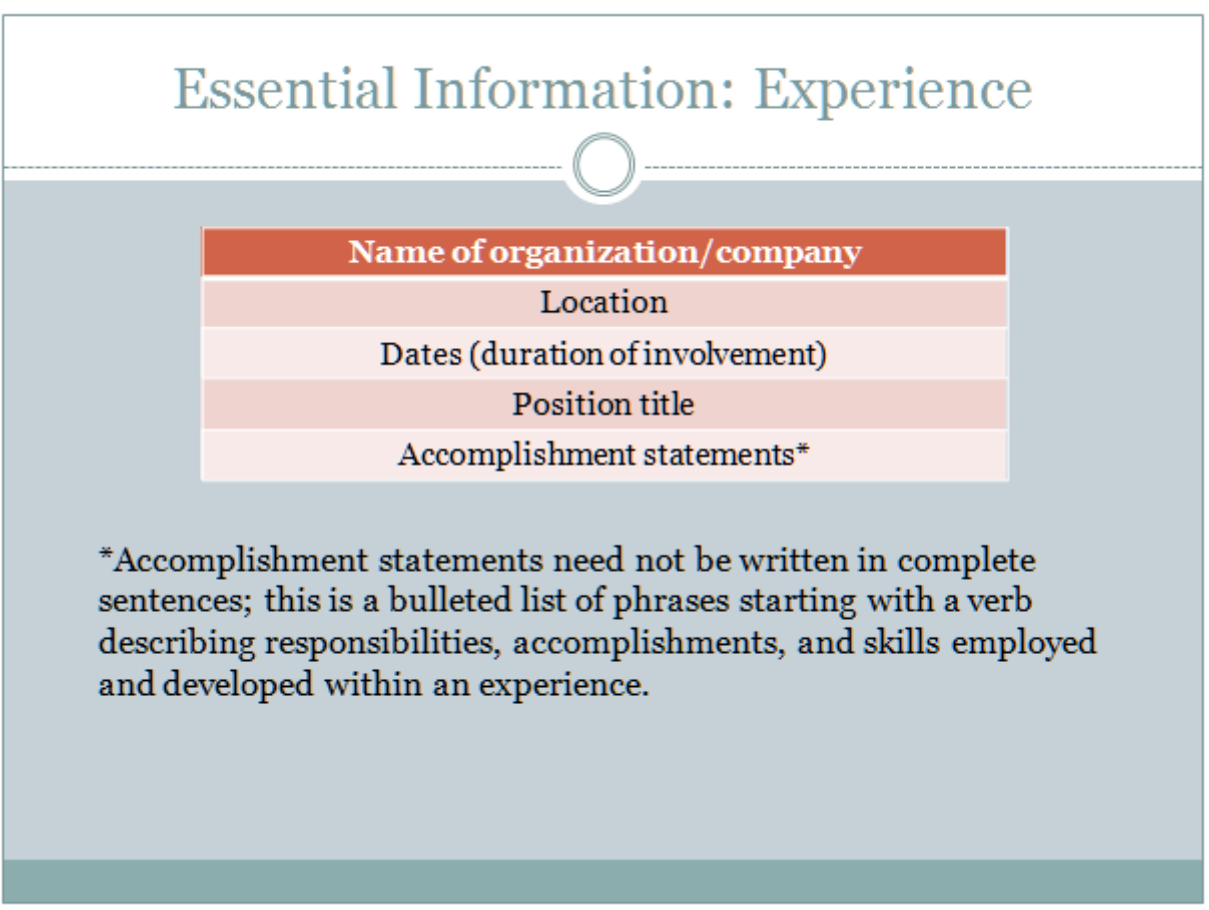
Slide seven:

## Essential Information: Education

<b>Name of institution</b>	<b>Ball State University</b>
Location	Muncie, Indiana
Name of degree, major, minor	Bachelor of Arts in History; minors in English and Music
Date of completion	May, 2013
GPA (optional)	GPA: 3.5/4.0
Awards, scholarships (optional)	Recipient of the Dr. T. M. Anderson Scholarship

Slide eight:

## Essential Information: Experience

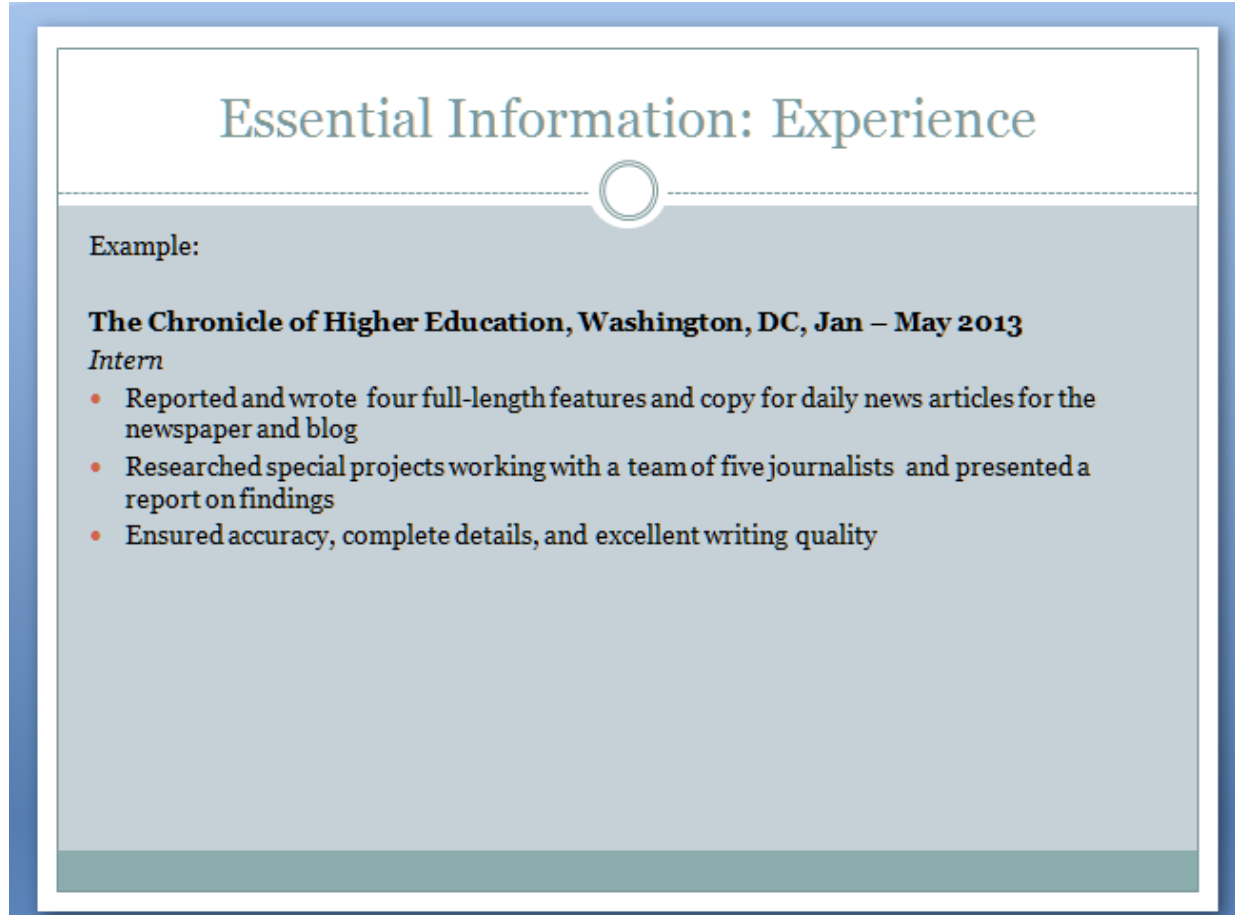


<b>Name of organization/company</b>
Location
Dates (duration of involvement)
Position title
Accomplishment statements*

\*Accomplishment statements need not be written in complete sentences; this is a bulleted list of phrases starting with a verb describing responsibilities, accomplishments, and skills employed and developed within an experience.

*Note.* You can be flexible with the ordering of information. For example, if you want to first highlight the position title, you could include that prior to the organization name.

Slide nine:



Essential Information: Experience

Example:

**The Chronicle of Higher Education, Washington, DC, Jan – May 2013**  
*Intern*

- Reported and wrote four full-length features and copy for daily news articles for the newspaper and blog
- Researched special projects working with a team of five journalists and presented a report on findings
- Ensured accuracy, complete details, and excellent writing quality

*Notes.* The above example is fictional, based on an internship posting found at JournalismJobs.com: [http://www.journalismjobs.com/Job\\_Ad\\_Intern.cfm?JobID=1491725](http://www.journalismjobs.com/Job_Ad_Intern.cfm?JobID=1491725)  
Provide hand-outs of a complete resume example.

Slide ten:

## Essential Information: Experience

Example:

**Mainz University, Mainz, Germany, Sept 2012 – May 2013**

*Study Abroad*

- Participated in a complete immersive exchange program speaking only German on a daily basis with fellow students and faculty
- Led a group research project with three other students on local history culminating in a presentation for 100 peers and faculty in German
- Completed 50 hours of volunteer work with a shelter for women and children in Mainz, serving as support to the counseling staff, developing interpersonal, intercultural, and crisis management skills



Slide eleven:

## Creating your Document

- **For assistance in getting started, visit the Career Center for:**
  - Sample resumes in the Career and Experiential Learning Lab in LU 235, 8 AM – 5 PM, Monday - Friday
  - Visit with an advisor during “Drop-in Career Advising”
    - × M,T,W – 1-3 PM and Th, & F – 10 AM to Noon;
  - Make an appointment for individual career advising through Cardinal Career Link

Slide twelve:



Contact the Career Center

• Questions?

Career Center  
Lucina, 220  
careercenter@bsu.edu  
765-285-1522  
[www.bsu.edu/careers](http://www.bsu.edu/careers)