

CAREER AND ACADEMIC ADVISING

INTEGRATION TASKFORCE REPORT



JULY 2019

Career and Academic Advising Integration Task Force Charge

Integration of Services: establish cohesive career and advising functions for all undergraduate students

Professional Development: institute initial and ongoing cross-training and development for academic advisors and career counselors

Graduation Plan: revision of existing plans to include elements related to life and career goals with requirement for annual reflection, revision, and submission

Professional Staff Roles: reevaluate existing administrative staff JAQ's to reflect integration and shared responsibilities

Career and Academic Advising Integration Task Force Membership

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Full Taskforce Meeting Dates:

- January 22, 2019
- February 15, 2019
- March 11, 2019
- May 4, 2019
- June 18, 2019

Based on the Work of the Taskforce We Propose

Based on what the taskforce has gathered and learned about what is working and recommended from benchmarked schools, and given our BGSU's context and goals, we need to ensure:

- A comprehensive and consistent staff training program, particularly regarding philosophy and intended student outcomes
- Right-sized staffing and caseloads to allow for the meaningful conversations in small groups and 1/1 settings
- Faculty roles and expectations are clear, and use of accountability measures are in place to ensure consistency
- Maximizing of faculty members'/mentors' expertise at the right/appropriate times in students' educational career
- Offices across campus are equipped with language and concepts to reinforce "life design" and integrated planning messages with students
- Maintenance of strong employer relations and to further leverage alumni network
- Appropriate on-ramps for students to become engaged with the content and planning process (SOAR, welcome, learning communities, summer bridge/link programs, residence hall programming, etc.)
- Principles of "life design" embedded throughout the students' experience
- Curricular integration when and where possible (i.e., entry course for undeclared students, short-term course for major changers – by choice or challenge, upper-class capstone courses)
- Coordinated opportunities (and support) for experiential learning and prototyping experiences
- A dynamic and intentional method for documenting, editing, and exploring a "career and life plan" through an integrated technology system.

And in order to accomplish these goals, we propose:

- Fully centralized office/unit, located conveniently for students, focused on the following core services:
 - Life design/advising/coaching/mentoring of all undergrads and alumni
 - Employer relations (particularly and including alumni), employment event management
 - Promotion of all types of experiential learning and maintaining strong partnerships with experiential learning offices
 - Programming and support for students regarding academic, career, and life plans/design to support post-graduation plans from graduate school to full time employment.
 - Coordination of campus-wide conversations, curricular "coaching" and development, providing training/development regarding life design (for staff, faculty, colleagues, partners, etc.)

- Staffing model to support these initiatives and services, including:
 - Additional advising/career/coaching staff be hired to serve students at a ratio of 300:1 across all undergraduate populations
 - The development of a career ladder for the coaching staff, based on training and certification
 - Level 1: primarily devoted to academic course planning, transactional advising, and perhaps resume and introductory career development
 - Level 2: the use of certified life design coaches, including facilitation of linkages with alumni, work with program faculty, and careful collaboration with capstone courses
 - Campus-wide training and coaching
 - Employer relations
 - Technology innovation and support
- Incentives (sliding scale compensation based on ratios) for faculty mentors affiliated with the unit
- Financial support for substantive and transformational professional development
- A physical location and one-stop space for the coaching of all students
- A network for coaching (advising) staff to maintain relationships with faculty and remain current with curricular changes and developments

	Centralize, Comprehensive Staff Training & Coordination	Adjusted Staffing Caseloads	Clear & Consistent Faculty Roles	Other Staff Equipped with DYL Language	Strong Employee / Alumni Relations	Strong Onboarding of Students	Embedded Life Design Across All 4 Years	Curricular Integration	Dynamic, Intentional Documentation of DYL Plan	Experiential Learning Opportunities
James Madison University		✓			✓			✓	✓	✓
Wake Forest University					✓			✓	✓	✓
Agnes Scott College			✓		✓		✓	✓	✓	
DYL Book & Stanford Institute				✓		✓				✓
Existing BGSU Practices		✓			✓	✓		✓	✓	✓

Origins and work of the Taskforce

During BGSU's year-long Focus on the Future strategic planning and reaffirmation process, during which priority initiatives were developed, the highest priority was given to the integration of career and academic advising. Subsequently, in the fall of 2018, members of a BGSU working group were identified to work on the coordination of career and academic advising, with the goal of further enhancing our institutional success strategies.

In preparation for the work to begin, in December 2018, a small team representing both Academic Advising and the Career Center on the Bowling Green State University campus were sent on an initial site visit to James Madison University, a national benchmark in career and academic advising. Upon their return, notes and findings reports were collected from each participant in the site visit. In January 2019, a two-day retreat for academic advisors and career center staff was held at Stoneridge Country Club in Bowling Green, Ohio. During the retreat, a summary of the *Focus on the Future* process and outcomes was shared with participants. Discussion included the James Madison site visit and the work that a taskforce would do.

From these discussions, and based on planning meetings with President Rodney Rogers, a taskforce was formed with representation of the multiple stakeholder groups that might design this effort: academic advisors, career center staff, faculty engaged in internships and co-ops, co-op and business experience offices from the colleges that had them, and representatives of both the Bowling Green campus and the Firelands College. The charge to the taskforce was as follows:

Integration of Services: establish cohesive career and advising functions for all undergraduate students

Professional Development: institute initial and ongoing cross-training and development for academic advisors and career counselors

Graduation Plan: revise existing plans to include elements related to life and career goals with requirement for annual reflection, revision, and submission

Professional Staff Roles: reevaluate existing administrative staff JAQ's to reflect integration and shared responsibilities

Full taskforce meetings took place monthly from January 2019 through June 2019, and smaller workgroups within the taskforce met regularly to focus on specific topics. The report that follows summarizes the work and recommendations of the taskforce in the following major sections: Current Advising and Career Organizational Model; Taskforce Early Deliberations and Research; How These Strategies and Approaches Could be Incorporated at BGSU; and Recommendations for Implementation. A final section provides a listing of the resources that would be necessary for implementation.

I. Current Advising and Career Organizational Model

Centrally Coordinated, De-centrally Delivered

The existing organizational advising model at BGSU is designed to reflect the unique and respective cultures and curriculum of each academic college. In this model:

- Daily administration and delivery of advising services is provided across eight advising centers, with a professional academic advisor assigned to students within their respective colleges or department.
- Leadership, advocacy, and coordination of advising assessment and technology, advisor training, development, and recognition, and implementation of best-practices in academic advising is provided through the Office of the Provost.

Staff Advisors and Faculty Mentors

In an effort to provide a continuum of support throughout our students' experience, this model designates administrative staff as professional academic advisors, primarily serving students across their first 2 years, and faculty members serving as academic mentors as early as student's first year, with particular emphasis on students' final 2 years.

These approximately 35 professional advisors across the university serve as students' primary point of contact as they transition to the university. Academic advisors assist students in developing a graduation plan, navigating program curriculum and pre-requisites, understanding academic policies, and connecting to university resources. Student to advisor ratios generally exceed 300:1 (first and second year students), yet many students continue to seek support and guidance from academic advisors beyond their second year raising the effective ratio to around 500:1 in many instances. In addition to meeting with assigned students for academic planning, advisors conduct outreach to students identified as at-risk, participate in various university and college recruitment events and strategies, conduct specialized graduation checks for student athletes and other groups, and monitor enrollment and retention of first year students.

These large caseloads and the increasing demand on time beyond academic advising often limit advisors' ability to provide depth and breadth of holistic support and guidance to their assigned students. Contact with students is often necessarily limited to 30 minutes per student in face-to-face meetings, particularly during the more demanding months of the academic year regarding course scheduling.

Faculty mentor involvement in students' experience is incredibly valuable and critical to student success. There are many cases across campus where this aspect of the model is proving to be effective and successful. However, implementation has been inconsistent across and within colleges. In addition, providing training and development for faculty mentors on policies, technology, and curriculum has been challenging and somewhat ineffective over the past 5 years.

Career Center Integration

The Career Center integrates a student's academic experience with their career goals. The staff designs and implements annual events such as job fairs, etiquette dinners, and career boot camps on- and off-campus to support a student's experiential learning, full-time employment, or graduate school search. The staff conducts presentations to campus partners, student organizations, and classes, with nearly 400 events and presentations offered this academic year. The staff also serve as liaisons to the Colleges to build and strengthen faculty partnerships and outreach and oversee data collection for nearly 100 experiential learning courses focused on co-ops, internships, practicums, and clinicals. In addition, the staff provides 60 minute one-on-one consultations and 15 minute drop-in's for students and alumni with 12 different appointment types. These consultations are offered during regular office hours and extended hours on the weekdays and Saturdays.

The Career Center manages and promotes platforms for students and alumni to enhance their career development and preparation including Big Interview, BGSUConnect, FOCUS, GoinGlobal, and Handshake. Each platform has different levels of management and engagement, with Handshake contributing to the highest level as all student and alumni career documents, such as resumes, are individually reviewed by a staff member prior to approval and posting. The staff engages students in career preparatory curriculum through courses for undecided and major focused students including AMPD 2720, BGSU 4900, COOP 50, CS 2900, and UNIV 1310. The staff outreaches to current students regarding experiential learning programs with employer partners including the Washington Center and Disney College Program and markets the Career Center's resources and services to prospective and incoming students through admissions events and SOAR. The staff also oversees the Falcon Internship Guarantee program, which has contributed to the persistence efforts of the Deciding Student Program.

In addition to the above employer partnership programs, the staff oversees employer outreach to seek new organizations interested in recruiting Bowling Green State University students and alumni with a current database of nearly 10,000 employers. The staff reviews and approves all employer accounts, experiential learning postings, and full-time employment postings on the recruitment platform, Handshake, for students and alumni. The staff has reviewed over 34,000 postings since the platform launched last year. They also oversee and manage the Falcon Partnership Program and Employer Advisory Board, as well as facilitate all on-campus interviews and employer site visits. In addition, they support the facilitation of four Ohio Means Internships and Co-Ops Grants.

Despite good intentions, and strong efforts, on a part of staff in the Career Center and across campus, data shows that limited numbers of students participate in or complete activities related to their next step after graduation. These next steps can include graduate/professional school, the first job, or additional training.

II. Taskforce Early Deliberations and Research

To lay the appropriate groundwork, the taskforce engaged in initial deliberations and brainstorming that led to a consideration of the following four key questions:

- Why have this discussion?
- What issues do we need to consider?
- Based on what we already know, what ideas should we consider?
- Who will be impacted?

These discussions led to an understanding of shared concerns and to a sense of need for new directions. The taskforce also completed draft documentation of current touchpoints with students for both Career Center staff and advisors and others in the colleges. This process resulted in the decision to benchmark other institutions, to consider the approach used in Burnett and Evans' book *Designing Your Life*, and to consider the Work on Purpose curriculum.

A. Benchmarking Other Institutions.

In addition to the visit to James Madison University, taskforce members held conference and web calls with representatives of Wake Forest University, Johns Hopkins University, and Agnes Scott College. The goal was to learn from these institutions, not duplicate what each was doing, in order for BGSU to be 'first in class' and a leader in this area among institutions that fit the BGSU profile.

Members of the taskforce conferred with Agnes Scott College regarding their model, which had been highlighted at the American Association of Colleges and Universities (AAC+U). The goal was to determine how that institution works to ensure that every student has a life/career plan, how every student engages with alumni, and how they are integrating Academic and Career Advising. The same issues and questions were investigated with the Career Center staff at Wake Forest University.

- Does academic and career advising produce better results with separate content experts in both career and academic advising, or combined?
- How can student career goals, student and employer return on investment (ROI), and student success best be identified and developed at BGSU through advising?
- What technical systems can be used to best integrate data available for decision-making regarding career/academic advising?

Discussions with these two institutions revealed that their Academic and Career advisor roles were separated. But, given scale and the unique nature of both campuses, the taskforce discussed whether the same approach would be most effective for BGSU as we work to avoid unsuccessful advising and ensure the highest level of advising is incorporated into the student's experience.

It was learned from these institutions that the most effective and unbiased decisions are made when data is collected, analyzed, and discussed in groups. They created a campus-wide database (Wake Forest uses Microsoft Power BI) utilizing data collected from first destination surveys,

and existing university systems (Handshake, Navigate, CSS, etc.) powering a dashboard that enables staff and faculty to easily access shared data and make college-specific decisions leading students to their career success/outcomes. The thought was that this technology solution holds promise for BGSU.

Additional suggestions based upon discussions with Agnes Scott College were gathered. The NACE 7 Career Readiness Competencies were discussed as one benchmarking document. Their thinking was that Faculty and academic programs need to be made aware of what skills and traits employers seek in future candidates for their available positions. As well, there is a need to monitor the job market carefully and be sure to educate students for those opportunities. (Agnes Scott, James Madison & Wake Forest). It was also deemed important that the taskforce determine what models are within BGSU, with a focus on what is going well.

Prevailing realities that were addressed included the facts that students attend college to improve their careers and think about next steps after graduation and that parents, alumni, and students want a strong return on investment (ROI) for their time at BGSU. Universities and Colleges help students grow and develop through the completion of degrees, but this is not enough. Given these, their thinking was that career services should be seamlessly housed in academic affairs, providing a cohesive support system for students whose goal in college is to identify and secure a sustainable career and life plan after graduation.

Discussions with Johns Hopkins pointed the taskforce in some different directions from Wake Forest and Agnes Scott. Colleagues from Johns Hopkins emphasized the purpose of Life Design is for students NOT to plan. After all, they believe, life and career are often not planned – it's trial and error. In Life Design, students prototype their way by having great experiences (that part they plan) in order to have great post-graduation experiences. Decisions are made around the following:

- A consideration of the immersive experiences the student will have in college
- Assurance that the 'life and career plan' (such as BGSU's Falcon Flight Plan) is really about co-curricular activities, experiences, and plans
- At least two immersive experiences (such as a campus job, internship, study abroad, research project, etc.) to which students can apply to the information they have / are learning in the classroom
- A process that includes mentoring and is interdisciplinary in nature

According to John Hopkins, these are building blocks to people's careers – the process is not linear, just like people's careers aren't linear. Most of us aren't doing the job / career we thought we would at the age of 18. And we need to remember that planned happenstance theory is important in all of this. In this way, the Falcon Flight Plan would become a tool to build those experiences that are going to help us lead a full life. Ultimately, we need to stop talking about jobs and careers and start talking about happiness and purpose – this needs to be a campus-wide culture shift

Accordingly, the culture on campus needs to become more about designing your life, not simplified to a "job search" for the position after graduation. The focus should be less on

employers for that first job after graduation, and more on awareness of the broad opportunities that will provide for a fulfilled life, long into the future. This means, of course, that our language, word choice, and narrative would need to be the same across campus.

That each of the offices and roles on campus involved in this discussion reports to the provost is a good thing. The seamless merging of career coaching and advising is the perfect chance to think about what to put in an office or initiative like this. The central focus of the work needs to be about optimizing the learning experiences of students. It needs to be about giving them opportunities to do prototypes, develop curiosity, find influencers, to engage in co-curricular learning so as to build flight paths to their potential futures.

If we don't take this chance to come together to do this, it's a missed opportunity. It's undergraduate research, study abroad, creative activities, all colleges and their staff involved in career and post-graduation opportunities. Every campus is different – we need to think about where students draw their identity from, where they spend their time, get their friends, etc. We need to think about the flow and experience of the students and what will work, rather than shoving offices together. At John's Hopkins University they think of this as a chance for students to augment their learning rather than a plan.

We need to be aware of the key part equity and inclusion play in this – this model is less transactional and less about 1:1 meetings. More about connections, utilizing technology, and creating a culture where EVERYONE will complete immersive experiences and build relationships with mentors (faculty, staff, employers, depending on where they find their thing). Ultimately, *Life Design* is the framework – you can't just train the staff and hope it works.

B. A Consideration of the book *Designing Your Life* by Bill Burnett and Dave Evans

As the taskforce weighed innovative approaches to the integration of career and academic advising which would help BGSU students design meaningful and fulfilling lives, they also considered how the design thinking approaches promoted in the book *Designing Your Life: How to Build a Well-Lived, Joyful Life* by Bill Burnett and Dave Evans might be incorporated.

The main takeaways gleaned from the book are that students should be taught to do the following:

1. Think like a designer (Prototyping) and be a curious student, try new things, reframe problems, trust the process, and ask for help.
2. Ask the right questions. Radical Collaboration is asking others (advisors/faculty, etc.) to help you design your life.
3. Utilize “wayfinding” by incorporating useful tools such a Good Time Journal
4. Plan.

The book and materials from the author assume that a paradigm shift is needed to help students design their lives. This shift would entail a holistic approach to career and academic advising.

Students need additional time and more significant touchpoints over the 4 years they are with us to reflect on their life design and intentionally plan experiences they hope to have.

In order to implement such a paradigm shift, it is clear that BGSU would need more personnel (career/academic coaches or advisors), each with a more standard and reality-based case load of the NACADA recommended 350 total students. This process would entail training and the revising of JAQ's.

Careful work and training also would need to happen in order to engage Faculty Mentors. Their connections to the fields outside the university, and to the various entities that compromise the possible next steps needs to continue to play a role with the students and their decision making. The faculty must be engaged in the process. Ultimately, a Triangle (holistic) approach where Faculty/Career and Academic Advisor/Student are actively communicating with each other will be important.

Our touchpoints with students will need to start through the admission process and early discussions at SOAR. Using the BGSU learning communities to assist in designing students' lives provides significant time and relationship building with many of our students. Early move-in 'link' and bridge programs provide other means.

C. A Consideration of the Work on Purpose Curriculum

One other source of inspiration and knowledge for the taskforce was the *Work on Purpose* (WOP) curriculum. This curriculum was created by Echoing Green, a non-profit with a 25-year history of funding innovative social enterprise ventures. After review, it appears to be a natural connection to the life design work we are seeking to engage in. This curriculum takes students through activities that help them do three things: 1) illustrate ways to identify their personal purposes, 2) identify their public purposes and encourage the exploration of world impact as well as the identification of social/environmental issues, and 3) develop the strength and drive to take-action in order to pursue their personal and public purposes. In other words, where "heart meets head lies the hustle." WOP was piloted on our campus by the Center for Community and Civic Engagement in 2016-2017 through BGSU 1910 and during an advising retreat. Supporting materials are therefore easily accessible and found to align with core components of *Designing Your Life*. Investigation into the developmental appropriateness of WOP, paired with Task Force feedback, led to suggestions for integration into the lifecycles of traditional and continuing/post-traditional students.

While visiting James Madison University (JMU) in 2018, BGSU staff had learned about the 'Into, Through, and Out' model. First-year programming ("Into") is career-centric and highly developmental advising. "Through" (2nd and 3rd-year students) emphasizes comprehensive career readiness while "Out" engages students in active job and internship activities up to and through graduation. If BGSU structured the application of Work On Purpose (WOP) after the James Madison University (JMU) model of 'Into, Through, and Out' it is highly plausible that students could benefit from the curriculum.

BGSU will need to continue to work through assessment planning in order to document the impact of these efforts. We need to use pre and post student success indicator assessments (i.e., LASSI, PsiCap) for all pilot groups so that may inform career-advising practices later. It will be important to pay attention to scores that assess hope (psychological capital) as this is an indicator of academic and career success as well.

III. Ideation: How These Strategies and Approaches Could Be Incorporated at BGSU

Over the course of a number of taskforce meetings and separate working group sessions that occurred in between those sessions, a set of key topics emerged that needed further discussion and research in order to develop new directions. The following sections represent the submissions and summary statements from each of those respective subgroups and members of the taskforce.

A. Creation of a Requirement for Students to Participate in Life Design and Career Planning with Their Academic Career Advisor and Others

The taskforce believes that BGSU needs to incorporate components of ‘life design’ based on the Designing Your Life model. To do so, we will need to continue to involve campus partners in the conversations, and recognize varying developmental levels of students. Some recommended touch points that should be included are the Falcon Flight plan or a similar academic, career, and life planning guide, with completion of touch points reviewed during academic and career advisor consultations that happen each year of students’ four years with us. Currently, students have to “opt in” for career-related resources and services, so they may go their entire time at the University and not meet with a career advisor. This is not acceptable. There should be a requirement for students to meet with an academic career advisor—trained in both areas-- as part of the integration. This requirement would go throughout their time at the University to ensure that developmental conversations are taking place as the student progresses on their academic, career, and life journey. More so, this would ensure that students are not only focusing on their course schedule and major plan, but also on preparing for an experiential learning or full-time employment search. Other requirements should focus on experiential learning activity/course participation, and common class (similar to UNIV 1310 or BGSU 1910) for all students.

It would be the responsibility of all campus partners to be a part of ensuring the successful implementation of student requirements. For example, if a student is renewing their scholarships, this renewal might include a requirement related to the Falcon Flight Plan discussion. Curricular areas need to be explored and work done to incorporate career and life planning. The concept of life design and career planning should extend beyond meeting with an academic and career advisor and also be applied within courses. This approach would ensure that a student’s plan is incorporated both inside and outside of the classroom setting. This also would involve a faculty training component to ensure consistency between departments.

During the James Madison University site visit, the Bowling Green State University administrators in attendance learned about an Academic Advising Board. This board was a group co-chaired by the Director, University Advising and Director, Career and Academic Planning. As part of their group's efforts, the board worked to engage in conversations about advising across the University and helped to define a common language for all staff and students. This type of common language on campus would be beneficial to ensure clarity between faculty, staff, and students when discussing the Falcon Flight Plan or other student requirements.

To implement this requirement, an area that would need to be considered is student tracking. Does a current system exist that can effectively track all student requirements? Will SSC/Navigate and Handshake suffice? Do we need to explore something like Wake Forest's use of Power BI? If not, is there a system that can be customized to meet these needs? The University has multiple systems across multiple departments that track student meeting notes, event attendance, career portfolios, and other areas. It will be important to ensure there is a single system to monitor and track all requirements.

B. The Need to Focus on Student Touchpoints During their Journey

It was important for the taskforce to define what a touchpoint is to ensure common language and understanding is occurring. To better understand this, the definition that was used is as follows, "A touchpoint is any interaction (including encounters where there is no physical interaction) that might alter the way that your customer feels about your product, brand, business or service." This definition is based on the one proposed by Laura Patterson, the President of VisionEdge Marketing. We also need to be aware of the different channels in which touchpoints can occur. A channel is the method in which a touchpoint occurs. Examples of channels could include at the front desk in the office, in an advisor office, e-mail and text communications, signage, websites, multimedia, and more.

After reviewing many resources, current BGSU interactions with students (touchpoints) were identified. The group also investigated and reviewed the NACADA and NACE competencies. In order to understand how current touchpoints are occurring with students we developed a survey that we handed out in the Student Union and our offices. Based upon our survey responses, many of the interactions that students recall having during their time at BGSU involve in-person appointments, emails, and events.

As a result, there is now a list of recommended touchpoints that will be needed going forward. These include common classes (BGSU 1910/UNIV 1310), revised graduation/life/career plans, a common set of activities or workbook, required consultation appointments, assigned alumni mentors, and online advising help.

It is also recommended that the university invest in technology tools that can make these touchpoints easier and adaptable for both the student and staff. It will be important to look at current university processes and systems. Much of what the Academic Advisor works on is behind the scenes administrative work (ex. putting in DARS exceptions, graduation checks, athletic clearance, forms, and multiple requests from various offices around campus for information).

In an initial first phase we can begin talking about the importance of academic, career, and life planning at Presidents Day, Preview Day, and other recruitment events. We can also publish our graduation/life plans for perspective students. These can be used in place of a generic check sheet. We can implement a common set of documents that can be used in the advising and career conversations and begin developing a common first class to strengthen and re-envision how BGSU 1910 looks. We may also be able to begin using more technology to advise students that are not on campus (chat functions, skype). Finally, in a phase two we can fully implement a graduation/life plan, and ensure intentional career advising into the academic advising meetings.

C. Development of a Process and Document for Academic, Career and Life Plan: The Falcon Flight Plan

As we work toward fulfilling Objective 1.1 of the Focus on the Future Strategic Plan, it will be necessary to develop and introduce a process and document for students' "Academic, Career, and Life Plan." This holistic plan should include not only intentional course planning, but more importantly, relevant and valuable experiential learning opportunities, a self-examination of students' work- and world-views, a reflection on the skills necessary for post-graduation success, and a summary of their respective post-graduation goals.

This document would guide students' experiences in and out of the classroom, and also serve as a vehicle for considering multiple versions of their future. We need to develop a standard template for students that can serve as a guiding document for their experience. The template will help students respond to prompts about their career goals, soft-skill development, etc. and it can also incorporate their graduation plan. This document could be standardized for all students, but allow the unique nature of each academic program to play out. Ideally, this could be an electronic document that students and staff could view online.

There are important points we will want students to consider in the career and life plan (Flight Plan), including how NACADA and NACE competencies and Life Design principles fit into the model. It will be important that existing graduation course and degree plans are included seamlessly.

Students should be introduced to this document, the BGSU Flight Plan, sometime in the middle of their first year at BGSU. They would be required to submit a Flight Plan and update the plan periodically—at least once a year. There will need to be careful incentives and consequences related to the completion and updates to the plan. The Flight Plan is intended to capture students' course sequence/plans *and* their co-curricular activities--an exploration of their future. In the absence of a universal and comprehensive technological tool, we would need to ensure that there are edits, careful attention to deadlines (i.e. applying for study abroad, or applying for funds through CURS).

The Flight Plan needs to be tied to the current graduation plan initiative, as opposed to serving as an additional requirement. A more thorough review of current "graduation plans" would be helpful to ensure that we are mitigating what we currently do and working to make a universal shift across campus. The responsibility for working with students to create and update these

plans should fall to the academic/career advisor, and with input from faculty mentors. Faculty mentors and alumni need to play a key role in helping to develop and review plans. There must be an opportunity for experiential learning requirements and reflection to be incorporated into the plan.

We will need to establish and train all faculty and staff utilizing the plan on a common language and to utilize a shared system to track and ensure consistency between areas. We need to ensure the career planning side of the plan takes into consideration a graduate school track. The Career Center currently works with students on graduate school search preparation, personal statement assistance, and more – not all students pursue full-time employment post-graduation. The “career” portion of the plan can vary greatly.

Currently, students have to “opt in” for career-related resources and services. There should be a consideration for incorporating different required activities from the career services perspective such as a resume review and upload, Handshake profile completion, annual internship and job fair attendance, mentor/mentee connection on BGSUConnect, mock interview completion through Big Interview, an AI tool, and the list goes on.

Our First Year Experience, including First Courses in the Major, BGSU 1910’s, and UNIV1310, must incorporate academic, career, and life planning and be required for all first-year students. This class could incorporate some of the common activities that should be considered as part of the Falcon Flight Plan from the career services perspective.

D. The Need to Build in Additional Time During Orientation to Adequately Introduce the Flight Plan Requirement

Bowling Green State University currently utilizes a one-day SOAR model that provides up to 16 dates between June 1 and July 4 for students and guests to select from. The capacity for each date is approximately 250 students, and the total attendance each day averages 575 people when guests are factored in. The four primary objectives of SOAR are: 1) Be introduced to the student’s academic college and leave with a fall schedule, 2) Understand the cost of attendance as well as when and how to pay the bill, 3) Know the importance of student engagement in and out of the classroom with some ideas on how to get engaged during the first 1-2 weeks of the fall semester, and 4) Identify the next steps that need to occur between SOAR and the start of the fall semester.

The first step in the life design model involves reflective activities that help a student answer the question: “where am I now”. In order for BGSU to successfully work through that step with all incoming students, we believe we would need to return to a two-day orientation model and/or completion of electronic course registration tasks ahead of time. Peer institutions in Ohio (Kent, Ohio University and Miami) already utilize a two-day model. James Madison University uses the pre-work (completed utilizing technology tools) to open up the orientation for work on these other areas connected to career planning. Additional time would provide for more extensive work on the students Flight Plan.

E. Incorporation of Life Design Thinking Into Opening Weekend Activities

Bowling Green State University expects new students who live on campus as well as those who commute to participate in Opening Weekend programming. Social programming is provided for residential students on Thursday evening following move-in. The required components of Opening Weekend begin on Friday morning and continue through Saturday evening. Sunday contains optional programming for students (e.g., last minute advising and sessions on how to work on campus). Friday and Saturday include academic programming (e.g., Convocation, Get with the Program, and First Class) as well as Student Affairs topics and social events (e.g., alcohol and other drug awareness, sexual assault prevention, campus traditions, diversity and inclusion, as well as freedom of speech and expression).

The Convocation provides a strong opportunity for the content and speakers to focus on life design. This should also be true of Get with the Program and/or First Class sessions. Opening Weekend Group Leaders should focus some of their small group time on the topic of life design.

IV. Recommendations for Implementation

A. Professional Development for Current Academic Advisors

A needs assessment of current staff on skills related to life design, career coaching, and academic advising in relation to the proposed model, will need to be developed and completed.

Determining what training is needed for current Academic Advisors in preparation for a proposed seamless merging of career services and academic advising will need to emerge from that needs assessment, and we will need to lead to a specific action plan. However, we can develop a multi-phase implementation for training that utilizes life design, career coaching, NACE competencies and NACADA Core Competencies, as well as assess advisors' current knowledge of design thinking, life design, and career development.

The multi-phase implementation of such training would start with advisors conducting self-assessment of their career development knowledge, as well as be given time to consider students' needs in more detail. However, a general training on career development for academic advisors would be useful, and including the Career Center staff would likely be appropriate so the entire team is utilizing the same language with students and beginning to build rapport. For example, the Global Career Development Facilitator certificate is one such credential that is through the National Career Development Association (NCDA) and is one of the more prevalent and well-known credentialing programs; in fact, a few states recognize the GCDF for professional career advancement or employment. However, there are other options that could provide a strong curriculum and/or credential for career development. Certainly, there is also a need to learn and understand the tools the Career Center currently utilizes, such as Handshake, Occupational Outlook Handbook, other career-related websites and technology, as well as industry-specific information, theories, and possibly nuts and bolts information like resume critiques. Again, much of this can be considered in a second phase of training and be more specific once we have a sense of what the integration will look like at BGSU.

As we reposition staff as Academic/Career advisors we will need to continue to refine job duties and position descriptions. The advisors will critique resumes and cover letters; organize and conduct mock interviews; and organize and/or administer career assessments. This will mean they will need to obtain particular certifications, while also doing their important work providing course and academic advising.

We will need to assure that faculty have the appropriate training necessary to successfully work with life design and career planning. Included will need to be awareness of the various stages of life design and career decision making happening from the first year through the senior year.

B. Additional Professional Development for Career Center Staff

A needs assessment of current staff on skills related to life design, career coaching, and academic advising in relation to the proposed model, will need to be developed and completed. As we think about some of the career center staff becoming Academic and Career Advisors, the focus on what life design and academic advising components a career center staff member will need to learn to facilitate academic consultations becomes important. Through the review of the current academic advisor role at Bowling Green State University (BGSU), it appears that the main aspects to cover in training would focus on the following: life design, the Appreciative Advising (NACADA) model, academic registration and process for BGSU, specific academic program requirements, important “check-in” advising stages, and the various database systems.

Models at other institutions have focused their integration on data sharing, division of student advising based upon academic year/college, and office sharing. Wake Forest University’s academic advisors have been trained in basic career inquiries and refer to a career component “checklist” to answer basic questions, but will refer students to a career coach for more in-depth advising. To create synergy and collaboration at Wake Forest University, academic advising and career coaches share office space, thus allowing students to visit only one office for career and academic advising.

During the discussions regarding their research, the taskforce shared their agreement and confirmation for pursuing the NACADA Core Competencies and the Appreciative Advising Model as a focus of potential training for current Career Center staff. In addition, they determined a need to ensure that the career service staff is adhering to NACE competencies in relation to career outcomes and employer relations.

Moving forward we need to integrate the career and academic advising roles. We need to gather data on goals/measurable “success” and to document how BGSU is attempting to achieve a full integration model. We need to carefully confirm that the model is serving all student populations. And we will need to be aware of how integration is changing the structure of each current role.

C. Modifications to the Standard Operating Advising Procedures (SOAP)

Currently, advising at BGSU functions under standard operating advising procedures—called the SOAP. The SOAP will be impacted by the proposed changes. First off, SOAPS (Standard Operating Advisor Protocol) are merely sets of instructions designed by the academic advising community to describe recommended protocol for some of the tasks academic advisors do. For

example, there is a SOAP that outlines the expectations for how professional advisors are expected to document their meetings with students, utilizing the Navigate system. As expectations change, then there will surely be a need to revise current SOAPS or to develop new ones to document expected processes for advisors.

After review of the NACADA Core Competencies for Advisors and NACE Core Competencies, the conclusions were that while basic professional expectations for professionals in academic advising and career counseling share many common traits, the training, student outcomes, and professional tasks are very different.

With this in mind, consideration should be given to the opportunities BGSU provides students to engage with the Career and Life Planning process. Currently, academic advising is mandated during the first year. Students are unable to register for classes without some kind of communication with their assigned advisor. There is no such mandate for meeting with Career Center staff. Ultimately, twice yearly meetings with an Academic/Career/Life Design advisor will need to be established.

Furthermore, job descriptions for professional academic advisors in the colleges and support areas such as Pre-Professional Programs, Trio-SSS, Military and Non-Traditional Student Services, Thompson Family Scholars, and College Credit Plus will need to change to require cross-training or other initiatives.

We should move to centrally organize Academic/Career/Life Design Advisors while physically locating them in various parts of campus and sometimes in each college. All current career and co-op functions should be pulled into this central structure for reporting purposes, while physically locating the individuals where appropriate.

While needing to be centrally structured, the BGSU College of Business and College of Technology, Architecture and Applied Engineering have positions that could serve as models that, with the addition of life design and academic advising components of where we should head. This model also mirrors the approach to academic advising – each college reporting up through a structure to the Assistant Vice Provost for Academic Affairs. The professional advisors guide students through their chosen academic programs and now will add career coaching and life design aspects. Creating this kind of broader, centralized structure would enable each college to develop their career outcome strategies in collaboration with staff who have the knowledge and training to create appropriate and well-planned career activities that fit the profile of the students in the colleges. The life planning and career search process is very different for students in fields like Art or Music compared to Business, Teacher Ed, or Architecture. Expanding the offices, no matter where located, to focus on academic, career, and life Design planning and advising will be a useful way for connecting the faculty, staff and students with the outcomes for the specific degree programs.

Each academic program will need to demonstrate faculty involvement in the life design and career planning process for students pursuing their majors. Many programs already do this (e.g., HDFS Building Connections Day where students attend a workshop and luncheon to hear from a recent alumnus, interview with internship sites, and connect with employers, just to name one).

These programs need to be centrally coordinated and involve faculty and staff from advising and career (employer relations) staff. The faculty members with the disciplinary expertise should be most engaged with their students to help them move into the next phase of their lives in graduate/professional school or on the job market.

Resources Needed

- *A Director of Career and Life Design Training*—to lead workshops, work with advising offices, ensure fidelity of implementation.
- *Advisors*—advising staff at both the Bowling Green and Firelands campuses will need to be increased to move toward professional Academic, Career, and Life Design advisors for all four years. Move to a 300 to 1 four-year student ratio.
- *Development of an Advisor Career ladder*—senior level advisors who have demonstrated career and life coaching training and skills, would do focused training and work in collaboration with program coordinators and faculty. They would still conduct Year 1, 2, 3 and 4 academic, career and life planning advising activities, and assist with capstone courses.
- *Beginning level advisors* would conduct Year 1, 2, 3 and 4 academic, career and life planning advising activities, and entry level course and workshop efforts.
 - Advising staff would need to be trained on *Designing Your Life* and in life design and design thinking. Part of their work expectations would be to serve as the training team for these aspects of the initiative.
- *The Career Center* would need to be renamed. (“The Academic and Career Advising Center’)
 - The Deciding Student Program and UPAS advising staff would be integrated into the newly named space.
 - *The Career Center staff would be divided into two categories.* Some staff would serve as Career and Academic Advisors would need to be trained on *Designing Your Life* and in life design and design thinking. They would provide services to students, coach training, conduct student outreach/mandatory workshops, and teach UNIV 1310 sections to Deciding Student Programs participants. Two 2 GAs from the College Student Personnel program should be included in this category.
 - The other category of Career Center staff would become focused on Employer Relations, and especially on alumni relations as part of that work with employers. Additionally, two GAs from College Student Personnel program should be included in this category.
- *An operating budget would be needed for:*
 - Mandatory workshops for students, faculty and staff operated through a train the trainer model.
 - Faculty for collaboration in mandatory advising sessions