

**MINUTES**

**CS Internal Advisory Committee**

**Date:** Tuesday, January 28th 2020

**Time:** 10am-12pm

**Location:** OM 435

**Present:** Leo Bodensteiner (Huxley), Cristina de Almeida (CFPA), Dawna Drum (CBE), Craig Dunn (Graduate School), Effie Eisses (Career Services), Nicole Hoekstra (CSE), Johann Neem (CHSS), Mary Sass, Jenny Spurgin (Career Services), Peggy Watt (CHSS)

**Time Topic Presenter**

10am-10:30am Welcome/Introductions Mary/All

**Mary Sass (MS)**

* Welcomed and thanked the group.
* **Introduction:** Joined WWU in 2006. Is a faculty member of the Management Department (CBE).
* **Career Advocacy:** Has a background in HRM, and learned early on in career that students need guidance when identifying career opportunities and preparing for those opportunities. Became involved with Career Services in 2006 and co-created the Fall Business Career Fair (with Effie Eisses). Continues to remain active in Career Services and is a member of the CS External Advisory Board.
* Mary’s role as chair is to coordinate meetings, etc. and communicate with both internal and external stakeholders. She will not represent a specific unit on this committee.

**Leo Bodensteiner (LB)**

* **Introduction:** Joined Huxley in 1994 as Assistant Professor of Env. Sciences.
* **Career Advocacy:** Acted as Chair during the 2008 recession—saw the impact for students. Works mostly with Juniors/Seniors and teaches the capstone course—students are close to graduation and are making decisions about future career paths. Recognizes that competition exists (UW) and that WWU students need to distinguish themselves through resumes, cover letters, professional conduct. His goal is to help guide students so that they have less anxiety during the end of their educational programs.

**Craig Dunn (CD)**

* **Introduction:** Joined CBE in 2005 as Visiting Professor of Management; accepted Associate Professor position the following year. Currently Wilder Professor of Business & Sustainability.
* **Career Advocacy:** Sees himself as advocate for students, job placement and career services. Helped pass a fee to fund career services for MBA students (when he was MBA Director). As Interim Dean of CBE, asked Mary & Effie to write a report about career services and used information from that document to present an $800K decision package for a decentralized career services model (done with Eileen Coughlin). Package received attention but was not funded.

**Johann Neem (JN)**

* **Introduction:** Joined WWU in 2005. Is a professor in the History Department.
* **Career Advocacy:** Stated that history majors aren’t meant to be career oriented and acknowledged that students often don’t know what to do with a liberal arts education. He has CS representatives visit his classroom but knows that many students don’t follow through with CSC to get the support they need. Stated that if students get that first job they are fine and that students who get CS help are better able to translate their skills to employers; those who don’t seek help struggle. Johann wants students to start thinking about career pathways earlier.

**Cristina de Almeida (CD)**

* **Introduction:** Faculty member in CFPA. Teaches design.
* **Career Advocacy:** Design students expect to have the skills to find jobs. The department commits significant resources to helping prepare students for the job market. They run an internship program—committed to finding 12 internships (since 2013). Finding internships is stressful because they must be relevant and paid. Cristina is interested in other possibilities as it is critical in their discipline and would like to expand to BAs.
* **Pricing of internship credits – something to discuss later; possibility to do something to avoid summer fees and tuition burden.**

**Nicole Hoekstra (NH)**

* **Introduction:** Joined WWU in 1998 as faculty member in Plastics & Composites Engineering (Engineering & Design).
* **Career Advocacy:** Nicole mentioned that the role of faculty includes career readiness—they want students to be ready to hit the ground running. Early on, Nicole duplicated CSC services without realizing it (e.g., entire classes about interviews). She found it very helpful to learn about what CS did and now refers students to CSC rather than trying to provide the expertise. Nicole also mentioned that in her field, an industry advisory committee might dictate class content, but not pedagogy.

**Peggy Watt (PW)**

* **Introduction:** Joined WWU in 2005 as Journalism faculty. Peggy returned to Western (she is an alum of journalism and political science).
* **Career Advocacy:** Peggy mentioned that her department is fairly tied to an industry and that career advising is part of the mission. A professional advisory board helps department stay connected to industry and the board considers curriculum changes. For example, Peggy indicated that there are several tracks in journalism – visual journalism was added after encouragement from the board. Students are required to complete an internship and Peggy is interested in how to better support/fund internships (e.g., offer fellowships, etc.)

**Dawna Drum (DD):**

* **Introduction:** Joined WWU four years ago—Accounting. Taught in Wisconsin before joining WWU.
* **Career Advocacy:** Teaches skills-based accounting classes. When Dawna started teaching, she reached out to employers about technologies and skills necessary for success in accounting careers. She developed her classes around industry feedback, and is passionate about advising students for success when graduating. Dawna was a first-generation student from a small town in Wisconsin—she can relate to the student perspective and their concerns. She is particularly interested in ensuring that students have the polish needed to successfully navigate the transition between school and work.

 **Effie Eisses (EE)**

* **Introduction:** Effie has had several roles since joining WWU roughly 16 years ago. She came from industry (HRM), and has used that knowledge in all of her WWU jobs. She is very excited to be the Director of Career Services, and sees this as an opportunity to lead positive change across the university.
* **Career Advocacy:** Effie was a first-generation student who grew up in Vancouver BC. Has little guidance when selecting degree program—ended up joining the School of Commerce at UBC. Effie believes that she had some good luck when navigating her education. But, she realizes that we can’t rely on luck. That is why she is so passionate about providing students with resources to help them identify post-graduation goals.

**Jenny Spurgin (JS)**

* **Introduction:** Joined Career Services approximately 7 years ago. Focuses on employee outreach. Manages career fairs, employee connections, etc.
* **Career Advocacy:** Jenny has an undergraduate and graduate degree from WWU. She had classes that provided professional readiness skills, and realized how much she benefitted from that education (when compared to friends who didn’t get that guidance). Jenny has an opportunity to interact with hiring agencies. She is familiar with the types of jobs that exist, and the skills/knowledge/abilities needed for success. Additionally, Jenny works with colleges to develop and host events for students and employers.

10: 30am-11am Introduction to Career Services Effie/Jenny

* **Effie Eisses:** CSC is small and mighty—they have a very dedicated team. Effie briefly described the career services decision package that the University submitted to the state legislature. The package was not funded, but she is excited about the amount of support that the package received across campus. Effie is happy that many on campus acknowledge that CSC is under-resourced and that some student needs go unmet. When Effie became CSC Director, she wanted to follow on the momentum created by the decision package. She met with the Provost and Council of Deans to discuss an internal advisory board, and received unanimous approval to launch this committee. Effie drafted a charge, but believes that CSC exists to support WWU students. Therefore, she wants the committee to make the charge their own. She wants the CSC to understand what colleges do to support careers for graduating students, and hopes this committee can share information and data to make the case for resources.
* **Jenny Spurgin:** Jenny provided an outline of CSC services, outlined the organizational chart and detailed some data that CSC collects. She also discussed the CSC annual report and mentioned how the data collection has changed over time.

11am-11:45am Purpose/Vision of CSIAC All

* **Mary Sass:** Mary led a brainstorming session around the CSIAC goals, tasks, deliverables, etc. She mentioned that we likely need to gather more information from the colleges so that we can have a better understanding of career activities across campus. Additionally, she mentioned that ultimately, we may have recommendations for the colleges.
* Comments from the brainstorming session:
	+ CD: We need to add an advocacy role to the charge– advocating for an expansion, resources, etc.
	+ NH: Recommended that the committee start with a discussion of what the issues are (e.g. what is our problem?) to help shape what should be on the next agenda. Agrees that advocacy is an important role for this team, but recognizes that we need to determine what we are advocating.
	+ JN: Stated that advocacy piece is explicit, but recognizes that he is not sure what we are advocating for yet. Indicated that one goal might be to create a structure or process to help every student find a **path** after graduation.
		1. All agreed that identifying different paths is a good way to frame our discussions.
	+ MS: Suggested that another goal be defining what the committee envisions the WWU graduate looking like. Suggested that we need to balance the immediate and future needs of our students.
	+ NH/DD: Brainstormed a process that the committee might use.
		1. Collect what is currently done on campus
		2. Assess the efficacy of those practices
		3. Modify and/or replicate practices and provide guidance so all colleges can adopt
* EE: Suggested that another goal might be reviewing and amending the next decision package. Wanted emphasis placed on internal and external communication about decisions/actions of CSIAC. Mentioned working with CS External Advisory Board.
* MS: Followed Effie’s communication statement saying that we should look at a broad range of stakeholder groups (e.g., Board of Trustees)
* NH: Wanted the committee to clearly outline how the committee will inform administrators in the colleges about what’s going on.
* JN: Johann supported Nicole’s statement. Recognized that people aren’t necessarily reading information sent to them. Stressed that we need to ensure we are getting the information out through other channels.
* NH: Suggested that a goal should be to identify communication channels. Also recommended that the committee clearly outline milestones for year 1 and 2. Some include:
	+ Meet/present to board of trustees
	+ Identify external advisory committee touchpoints
	+ Participate in revising decision package
	+ Identify opportunities to communicate back to colleges, advisory boards
	+ Determine what information is needed and how the committee will gather information

11:45am-12pm Logistics Mary/All

**Meeting Times/Dates**

* Tuesday, Feb. 11th, Tuesday, Feb. 25th & Tuesday, March 10th: 10am-11:50am in OM 435
	+ Jenny will send meeting requests.
* Next quarter schedule set ASAP to get arrangements made.
	+ Mary will create Doodle poll to narrow down times.

**Vacancies: Student Representative/Fairhaven College**

* Mary requested that committee members reach out to possible Fairhaven representatives.
* Mary will create student representative job posting and send to committee.
	+ CSC will fund a student position.

**SharePoint Access**

* We will use SharePoint for all documents.
* Jenny will send the invitation for SharePoint access.

**Career Connect WA Visit**

* Career Connect WA (<https://careerconnectwa.org>) is interested in meeting with this committee to discuss partnerships. Mary will work with both to schedule a meeting.

**Action Items**

* Mary will update the charge by integrating details from brainstorming session
* A small group (to be identified) will work on further modifying the charge. This group will bring the updated charge to the committee (likely by 2/25 meeting).