

Middle Georgia State University
Center for Career and Leadership Development

(5/2019)

Introduction

In the last year our provost, Dr. Jon Anderson, has led us in making proactive steps to “...enthroned teaching and learning, elevate program-completion thinking, and extend research, scholarship and creative activities.” As a result of these efforts and the hard work of the administration, the faculty, and staff, we have increased enrollment and added stability to a budget that has endured continuous strain. Without a doubt these efforts were completed with the “institutional resolve, intentionality, and agility” encouraged in the 20/20 Vision: Toward a Clear-Sighted View of Greatness White Paper published by Dr. Blake in January 2018. Written “to prompt thought and discussion as we begin the process of building a new Strategic Plan,” Dr. Blake stated

notable increase (NACE, 2018). Typically, such a plan would be developed and delivered in conjunction with the university's career center which may be referred to by a number of names (i.e. Career Services, Center for Career Development, Career Resource Center) with the intent of appealing to students, parents, graduates, alumni, and community members.

At MGA this department is currently known as Career Services and will be renamed as the Center of Career and Leadership Development in fall 2019. The professional staff employed in Career Services at MGA, and the majority of institutions within the USG with our size in student population, possess a master's degree and a minimum of 1 year professional experience specific to higher education. They are trained to meet the demands of the faculty, staff, students, graduates, and employers. A well-balanced and thoughtfully constructed curriculum should foster require the completion of several academic career-enhancing milestones, yield a combination of quantitative and qualitative outcomes, outline the administrative functions required of stakeholders, and publicize engagement timelines that lead to a defined career path by major or degree.

While there are students that enjoy the flexibility of a loosely structured career program, it is often a higher number that are disadvantaged to some degree by the lack of structure and requirements. Absent a balanced curriculum, the following questions are commonly asked of the career advisors from stakeholders.

Students: I wish I had more work experience; every job of interest requires an internship or 1 year of work experience! Who can help me?

Employers: I want to create an internship for your school, but there is very little on your website. Who is the point of contact, how do you distribute info to qualified candidates, and what forms are needed?

Faculty: My academic department would like to entertain a partnership with company ABC. Is there any hist3(c)3(Tf1 0 0 1 355.03 304.97 Tm0 g0 G[()] TJETQq0.00000912 0 612 7)g]0.00000912 0 612 792 r

advisors extends off campus as well (i.e. coordinating internships, job shadowing opportunities,

therefore Career Services should be seen as a centralized location for the collection, storing, and dissemination of career development info to students, graduates, faculty, staff, administrators, and employers. At MGA we must build a more systematic, integrated approach, will aid faculty, staff, students, graduates, administrators, and employers alike to link together fostering a career prep curriculum that is sufficiently coordinated for specific majors and assess it routinely for improvement. The resources needed should be well publicized and assessments