

Final Report of the Purposeful Work Working Group

Bates College
September 2014

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Working Group Members

Co-Chairs: Darby Ray, Michael Sargent

Faculty: Rebecca Corrie, Rebecca Fraser-Thill, Rebecca Herzig (spring/summer 2013), Emily Kane, Nathan Lundblad (summer/fall 2013), Paula Jean Schlax, Robert Strong, Mara Tieken, Thomas Tracy, Crystal Williams

Staff: Ellen Alcorn, Jeremy Cluchey, Marianne Cowan, Colleen Coxe, Kent Fischer, David McDonough, Kevin McHugh, Christina Patrick, Carl Steidel, Megan Taft

Students: Caroline Richards '14, Tenzin Namdol '15

Staff Coordinator: Christina Estabrook

“I write to announce the creation of a working group to develop a conceptual case for ‘purposeful work’ as a core concern of the liberal arts, and to create a plan for a specific set of steps we will take as a college to translate that conceptual commitment into action. By purposeful work we mean to include work in its many forms as well as the broad array of professional pursuits our students and graduates choose.”

*— President Clayton Spencer
in an email to faculty and staff, May 23, 2013*

Executive Summary

Preparing students for lives of purposeful work lies at the heart of the liberal arts mission. For today's students, who are likely to hold a number of different jobs over the course of their careers, and who may well end up doing important work that hasn't yet been invented, a distinctive kind of education is needed. Such an education, designed to support flexible and creative engagement with a changing world, has deep roots in proven ways of cultivating human capacity through teaching the liberal arts.

The Purposeful Work initiative at Bates College helps students to identify and cultivate their interests, values, and strengths, and to acquire the knowledge, experiences, and relationships necessary to pursue their aspirations with imagination and integrity. Work is understood to be purposeful when it contributes meaning to an individual's life and has relevance beyond the individual. (See *Appendix A: Conceptual Case*¹)

The programming recommendations of the Purposeful Work working group (some of which are already being implemented) articulate the initiative's invitation to students to:

- **Explore** their interests, aspirations, commitments, and strengths in relation to possible worlds of work;
- **Experience** resources and opportunities that build their knowledge, skills, and networks;
- **Engage** those skills, experiences, and relationships in purposeful work now and in the future.

The Liberal Arts and work

Recent studies show that a liberal arts education cultivates exactly the kinds of sensibilities and skills demanded by 21st-century life and work: critical thinking, strong written and oral communication, creativity, collaborative problem solving, cross-cultural understanding, personal integrity, and ethical responsibility.

In particular, in 2013 the Association of American Colleges and Universities released the results of a survey that asked employers to identify the skills employees need to be successful in their careers. Employer responses demonstrate the importance of liberal arts skills and abilities for today's worlds of work:

- 93 percent of respondents reported "a demonstrated capacity to think critically, communicate clearly, and solve complex problems is more important than [a candidate's] undergraduate major."
- More than 9 in 10 stressed the importance of demonstrating ethical judgment and integrity, intercultural skills, and the capacity for continued new learning.
- Employers want more colleges to emphasize five key areas: critical thinking, complex problem solving, written and oral communication skills, and applied knowledge in real-world settings.
- Employers favor graduates who know how to conduct research using evidence-based analysis and to apply that learning in real-world settings.²

¹ See also FAQ from Bates Communications Office.

² "It Takes More Than a Major: Employer Priorities for College Learning and Student Success"; An Online Survey Among Employers Conducted on Behalf of: The Association of American Colleges and Universities by Hart Research Associates. April 10, 2013.

While many institutions of higher learning offer programs to facilitate postgraduate employment, the Purposeful Work initiative at Bates is unique in its focus on the whole person and in its belief that fully engaging in one's work should be the goal both while in college and beyond.

Recommendations

Endeavors related to Purposeful Work are already occurring at Bates in both the curricular and cocurricular arenas; however, the range of practices in terms of access, quality, and institutional coherence varies greatly. The Purposeful Work initiative will address these inconsistencies through its recommendations, the most significant of which are:

- Any Purposeful Work program should help students identify, cultivate, and communicate their self-awareness, drive, inquisitiveness, collaboration skills, imagination, and decision making capabilities, among others.
- Include programming in new student orientation to introduce students and parents to Purposeful Work as a core concern of the liberal arts.
- Improve the first year seminar program so that it helps students understand and integrate the diverse kinds of work they will undertake during their college years.
- Adopt a cohort academic advising model from first year through the major declaration.
- Design and implement a robust, sophisticated and integrated Purposeful Work Internship Program across industries and geographical regions.
- Continue and expand Short Term course offerings through Practitioner-Taught Courses.
- Leverage the Purposeful Work Infusion Project to expose students to worlds of work within the classroom and in cocurricular activities.

Over the next two years, a Purposeful Work project team will focus on program design and evaluation, and it will determine whether it would be warranted to establish an office or center for Purposeful Work at Bates College. Reaching this goal will require sustainable funding; the full support of a number of strategic partners across campus; a focus on eliminating organizational inefficiencies; improvement in communication channels; and thoughtful assessment of outcomes, coupled with iterative development.

Purposeful Work at Bates

The Purposeful Work initiative at Bates invites all students to connect liberal arts values and skills to the pursuit of meaningful work, beginning when they enter Bates and extending to graduation and beyond. Through a four-year program of exploration, hands-on experience, mentoring, and reflection, students will develop the knowledge, self-awareness, confidence, skills, and relationships needed for a lifetime of meaningful and engaging work.

In this context, “work” is broader and more expansive than “career” and should be valued regardless of the compensatory, professional, or esteem status of the work.

When fully developed, Purposeful Work will include a curricular and cocurricular platform involving cycles of exploration, reflection, and skill-building; Practitioner-Taught Courses during the college’s five-week Short Term; and a structured, Bates-specific network of internships.

The concept of purposeful work can shed light on both current and future work. Students’ work here and now, in and out of the classroom, can be enhanced by applying the lens of purposeful work. So, too, can their aspirations and preparations for meaningful careers and lives after graduation be enriched through the Purposeful Work framework.

All members of the Bates community — students, faculty, staff, alumni, parents, and off-campus allies — can and should be partners in the pursuit of purposeful work.

Purposeful Work working group

The Purposeful Work working group took as its task to develop:

- Recommendations for a curricular and cocurricular platform involving cycles of exploration, reflection, and skill-building;
- Recommendations for integration and implementation across campus, ensuring scalability and sustainability, including overall implementation strategy;
- A written case for Purposeful Work at Bates;
- Practitioner-Taught Courses in Short Term (*pilot*);
- Purposeful Work Infusion Project (*pilot*);
- Internship program design.

See Appendix B: Working Group’s Approach

Evaluation of existing practices at Bates

Many of the academic departments and programs and the cocurricular and extracurricular programs at Bates are actively involved in endeavors relevant to Purposeful Work — for example, advising students about graduate school, grants, fellowships, and internships, as well as about work in a variety of fields. That said, processes across the college vary in intensity, consistency, and quality, and many departments and programs have varying outlooks about the use of internships and the job market in general.

To begin evaluating practices on campus, the working group developed a questionnaire to consider the ways in which Bates prepares, advises, or “coaches” students regarding the paths they can follow at Bates and beyond. The questionnaire was distributed to 32 academic department and program chairs. Seventeen participated in the questionnaire, a 53 percent response rate. A separate questionnaire went

to cocurricular and noncurricular units, with an 89 percent response rate.³ A separate inventory of student fellow programs and student leadership programs was also completed.

Additionally, preliminary work was conducted with the Student Employment Office to inventory jobs available on campus. Existing data on internship opportunities via the Bates Career Development Center were reviewed to better understand the internship and fellowship opportunities currently available to students in order to aid internship program design.

Key lessons

A review of questionnaire responses illustrates a range of current practices that fall along the following continua: system versus ad hoc, group versus individual, selective versus open access.

In the curriculum, we found:

- Processes and support systems are highly mixed across campus. Some academic departments and programs offer regular career advising, career panels, and/or internships. Others do not offer anything and/or wait for the individual student to raise the topic of careers.
- The question of whether Bates should grant academic credit for Purposeful Work internships needs to be addressed.
- A good deal of alumni data is collected through the departments and programs for reports and reviews. Methods to centralize access to this data should be developed.
- The Department of Physics and Astronomy is developing an alumni board on careers. This could be a model for other departments and programs.

Outside the curriculum, we found:

- Bates is engaging in endeavors related to Purposeful Work in strong pockets. For example, the Bonner Leader Program is an excellent model that informed many of our recommendations, with an eye toward scale and broad access. The program is grounded in a developmental model that enables students to explore and integrate academic pursuits, vocational interests, civic and ethical values, and personal passions over time. Bonner calls its model EC² — Explore, Commit, Explore, Commit — with each term corresponding to one of a student's four years in college.
- More collaboration is needed across departments and programs. Building cross-functional groups among nonacademic departments might address duplications of effort and identify more and better methods of working together.
- The building of skills and knowledge is widely cultivated, but it is unclear whether students are aware of this and/or if they are able to articulate their acquired skills in an application or interview.
- Across the questionnaires and surveys, we identified a need for a system such as an e-portfolio, that allows students to maintain and store examples of their work, as well as to facilitate goal setting, planning, and reflection on academic, extracurricular, and career development. Such a system will be designed to serve as a reflective and curational tool and could also provide academic advisers and staff with a more holistic understanding of individual students, which could be useful for retention and student success efforts in addition to whole-student advising.

Focus groups were also held to discuss students' ideas regarding work after Bates and ideal preparatory programming. Four key lessons emerged:

³ Compiled questionnaire responses are available upon request.

1. Greater access to career-related mentorship and support would be valuable.
 - Students recognize that many resources exist on campus to support them as they plan for work and life after Bates, but they are not always clear about how to access them.
2. Connections and community draw students to Bates.
 - When students explained what drew them to Bates, the notions of connection and community were prominent. By connection, sometimes students who mentioned such ideas referred to a connection with another individual, small set of individuals, or a place. In a number of cases, this connection was to someone from their high school who preceded them and attends or attended Bates. Other times the reference seemed to be to a wider sense of Bates community.
3. Yes, internships! But where and which ones?
 - Students were universally enthusiastic about growing the number of Bates-sponsored internships and about increasing their diversity of region and industry. They also desired clear access points and centralization for their searches.
4. The Bates curriculum demands a lot — for better or for worse.
 - Students felt that the Bates curriculum demands a lot of them, and they develop immensely as a result. That said, they had concerns about the experiences that may be getting crowded out.

See Appendix C: Focus Group Summary

Additional helpful insights came from two psychology classes. *See Appendix D: Insights from Psychology 350: Examining College Life* for details.

Evaluation of existing practices at other institutions

The working group identified a mix of peer liberal arts colleges, Network for Vocational Undergraduate Education (NetVUE) member schools, and other institutions that have well-regarded programs designed to prepare students for fulfilling lives and careers after graduation.

Each institution was evaluated for strategic goals, institutional oversight, key campus partnerships and program components including internships, reflection opportunities, and overall outcomes. When possible, interviews were conducted to discover issues in either executing or overseeing the program, as well as any surprising outcomes.

Liberal arts colleges: Bowdoin, Carleton, Connecticut, Grinnell, and Occidental colleges

NetVUE member schools: NetVUE is a nationwide network of colleges and universities formed to enrich the intellectual and theological exploration of vocation among undergraduate students. We focused specifically on Davidson, Macalester, and Hope colleges, and the “Faith and Work Initiative” at Millsaps College.

Additional colleges and universities with well-regarded programs:

- Clark University and its Liberal Education Effective Practice (LEEP) learning model;
- College of Wooster and its Advising, Planning, Experiential Learning program (APEX);
- The Pathways program at Hobart and William Smith Colleges;
- Wake Forest University’s Office of Career and Professional Development, which includes the Mentoring Resource Center; the Center for Innovation, Creativity and Entrepreneurship;

leadership development through the Office of Campus Life and Leadership; and the Family Business Center.

Key Lessons

- Programs that brought about the most systemic change were supported and made a priority by senior leadership, administrators and faculty. These programs also capitalized on partnerships between career development offices and key groups around campus, including academics, advancement and alumni relations, communications, and student affairs.
- Few programs consider the whole student in core program design. Their focus on postgraduate careers and lives results in programs whose primary characteristics are careerist in nature. Programs that include robust reflection models and increased focus on advising are more in line with the Purposeful Work initiative.
- Successful programs tend to partner closely with advancement to determine the best ways to cultivate donors in terms of giving inclination and/or willingness to share their networks, time, and talent. While involvement of alumni and parents is important, consideration of scale and staffing capabilities is critical to building strategic and sustainable partnerships.
- All programs need substantial sources of funding.
- Consideration of program oversight is dependent on the individual characteristics of the institution. While oversight varied, a significant number of the assessed programs were overseen by the Dean of Faculty's office. Some viewed integrated offices as central to the program and held frequent meetings with those offices — for example, academic advising, career development, experiential learning, registrar, learning centers, and entrepreneurship offices.

See Appendix E: Peer Comparisons

Recommendations

Specific recommendations by the Purposeful Work working group were developed as several key projects were being piloted: Practitioner-Taught Courses, the Purposeful Work Infusion Project, the internship program design, and the entrepreneurship speaker series. Following is an accounting of the recommendations and a summary of the pilot programs.

Skills

We invite students to identify, cultivate, and communicate work-relevant skills.

- ***Develop programs that create awareness of work-relevant skills***
 - In addition to core liberal arts abilities, Purposeful Work programs must help students identify, cultivate, and communicate their:
 - self-awareness
 - drive
 - inquisitiveness
 - collaboration skills
 - imagination
 - decision making abilities
 - networking
 - resilience
 - perseverance
 - openness

Explore

We invite students to *explore* their own interests, aspirations, commitments, and strengths in relation to possible worlds of work. Toward this end we make the following recommendations:

➤ ***Revise New Student Orientation***

- Use concurrent sessions for parents and students to introduce them to Purposeful Work as a core concern of the liberal arts and a lens through which to view their pursuits both during and after college.
- Use the Compass Personality Assessment as a first step toward students' exploration of self and world in the context of purposeful work.
- Identify and deploy a tool or resource to help students understand what kind of learners they are (e.g., the Highlands Ability Battery or the Barsch Learning Style Inventory).

➤ ***Revamp First-Year Seminar program***

- Institute a Workshop for First-Year Seminar (FYS) instructors, to invite and equip them to use Purposeful Work concepts and language as they help students understand and integrate the diverse kinds of work they will undertake during their college years.
- Incorporate an informational interviewing assignment into First-Year Seminars that exposes students to diverse possible academic and post-baccalaureate futures.
- Use the StrengthsQuest assessment as a first step toward students' identification and analysis of their strengths.

➤ ***Institute cohort advising***

- In partnership with the offices of Equity and Diversity and of the Dean of the Faculty, adopt a cohort advising model from first year through the major declaration, allowing for more frequent and broader-based adviser-advisee connections without substantially increasing adviser workload.
- Through workshops, invite faculty advisers to consider the use of Purposeful Work concepts and language for helping their students understand and integrate the diverse kinds of work they undertake and skills they develop during their college years.
- Consider expanding the cadre of advisers to include interested and qualified staff.
- Encourage a college-wide review of advising, including consideration of:
 - What we mean by "advising" at Bates and how it relates to mentoring;
 - New models that either better align or leverage existing advising structures — both in the curriculum and beyond;
 - New approaches or pilots.

➤ ***Launch Purposeful Work speaker series***

- Launch a series titled "Purposeful Work: Voices in ..." to bring different worlds of work into view (e.g., healthcare, communications, international affairs, the arts, activism, human services, STEM, digital and computational fields).
- The speaker series "Purposeful Work: Voices in Entrepreneurship" was piloted in the winter semester and Short Term 2014. See page 21 for details.
- Invite departments and programs to use the Purposeful Work brand for their relevant programs and to include a Purposeful Work dimension in their programming where possible.
 - For example, the Department of Theater and Dance "Beyond the Bubble" series is a good fit for the Purposeful Work brand.

- When speakers come to present research and/or scholarly expertise, consider also a Purposeful Work program such as a lunch with students in which the speaker reflects on his or her vocational journey and thoughts about purpose and work.
- Encourage and support collaborative faculty, staff, and/or alumni events to highlight a range of career options and paths related to specific majors.
 - For example, “The Meandering Path” event sponsored by the Department of Psychology with support from BCDC.
 - Take advantage of opportunities when alumni and parents are already on campus (e.g., Homecoming, Parents & Family Weekend, Alumni Council and Trustee meetings)
- Consider an annual panel linked to Practitioner-Taught Courses.
- Offer campus-wide speaker events once or twice a year.
- Ensure diverse perspectives, people, and fields.

See Appendix H: Entrepreneurship Speakers and Topics; and Appendix I: Speaker Series Proposal

➤ ***Improve and increase job shadowing opportunities***

- Shift focus of Career Discovery in Practice (CDIP) experiences to first- and second-year students.
- Ensure better evaluation and alignment of student interests with CDIP opportunities.
- Continue to increase number of on-campus, local, and Maine-based shadowing opportunities.
- Enhance access through funding of transportation and housing.
- Pay explicit attention to students’ awareness of networks.

➤ ***Build out the Purposeful Work Infusion project***

- Expose students to worlds of work within the classroom and in cocurricular activities through structured discussions, self-reflective opportunities, and speakers from fields relevant to the course or activity. Piloted in 2013-14; see page 19 for details.

See Appendix J: Curricular and Cocurricular Infusion Evaluations (from Poster Event)

➤ ***Leverage alumni and parent networks***

- In partnership with Advancement, provide a menu of ways alumni and parents can get involved with the Purposeful Work initiative. Consider strategies for including diverse groups.
- Consider creation of an alumni Purposeful Work event, perhaps during Homecoming, in partnership with Advancement.
- Partner with alumni business networks to develop more and better off-campus career programs and develop more student-employer site visits by interest area in targeted cities.
- Create robust access points for alumni and parent networks with special attention to students without inherited networks.

➤ ***Provide mini-grants for student clubs and organizations***

- Make funds available for Purposeful Work programming (e.g., exposure to worlds of work; skill-building workshops) for student groups, modeled after Harvard Center student mini-grant program.
 - Ensure diverse perspectives, people, and fields.
- **Develop JA/RC programming**
 - Offer a suite of Purposeful Work programming ideas and opportunities to facilitate relevant residence hall activities.
 - Offer a mini-grant program to incentivize and facilitate residence hall programming around Purposeful Work.
- **Integrate Purposeful Work into off-campus study**
 - Partnering with the Off-Campus Study Office, offer workshops and other opportunities for students to use Purposeful Work as a framework for preparing for and reflecting on their study abroad experiences.
 - Consider social media options to encourage student reflection on work in other contexts. Include recent graduates.
 - Explore options for internships abroad, perhaps for academic credit (e.g., the Department of Biology and programs in biological chemistry with Memorial Sloan Kettering).
- **Host an autumn Purposeful Work showcase**
 - Organize a Mount David Summit-like event each fall to showcase internships, job shadows, Infusion Project outcomes, mini-grant projects, Practitioner-Taught Courses, and other Purposeful Work-related activities happening on campus.

Experience + Engage

We invite students to *experience* resources and opportunities that increase their knowledge, skills, and networks; and to *engage* those skills, experiences, and relationships in purposeful work now and in the future. Toward these ends we make the following recommendations.

- **Improve and expand workplace opportunities through the Purposeful Work Internship Program**
 - Design a robust, sophisticated, and integrated internship program across industries and geographical regions. Program design underway – see page 17 for details.
 - Enhance scope and reflective aspects of internship experience.
 - Enhance access to funding and to paid internships.
 - Develop additional partnerships such as the existing arrangement with Koru to provide real-world work experience and career mentorship. Confirm Bates’ financial support to ensure programs are accessible to all students. Venture for America and Innovate for Maine are other examples of partnerships already in place or evolving. See page 21 for description of Koru partnership.

See Appendix K: Internship Program Design

- ***Improve and expand fellowships, apprenticeships, and fieldwork***
 - Expand current successful programs such as the Harward Center's paid fellowships during the academic year and summer.
 - Improve access to summer and academic year fellowships, apprenticeships, and fieldwork experiences through enhanced funding and/or course credit. In particular, for federal work-study students.
 - Retain and centralize these categories of student experience as complements to internships.
- ***Improve and expand Practitioner-Taught Courses***
 - Continue to offer Short Term courses taught by alumni and experienced practitioners in areas of student interest not available in the regular academic program. See page 16 for details.
 - Consider offering business-oriented Short Term courses through outside vendors — e.g., the Fullbridge Program's entrepreneurship course.

See Appendix L: PTC Course Catalog Descriptions

- ***Improve and expand student employment opportunities at Bates***
 - Improve access to student employment options, including heightened visibility of work opportunities (e.g., through a job fair) and prioritization of federal work study students.
 - Take advantage of student employment as a site for intensive student and staff development.
 - Expand opportunities for students to learn about and participate in the work of the college.
 - Build the capacity of supervisors to engage a diverse range of student employees in goal-setting, skills-building, and self-reflection exercises so students can capitalize on campus work experiences.
- ***Emphasize skills-identification in new and existing programs***
 - Partner with the Harward Center to incorporate skills-based learning and self-presentation skills into all community-engaged work.
 - In partnership with BCDC and the Office of Intercultural Education, enhance programs designed to increase students' command of skills important for career preparedness, including but not limited to workplace ethics, dressing for success, negotiating compensation, etc.
- ***Develop avenues for networking opportunities and training***
 - Develop programming on how to build and nurture networks, with special attention to students without inherited networks.
 - Orient alumni and parent networks toward students who do not have their own.
 - Partner with BCDC to enhance and expand networking programming.
 - Leverage the e-portfolio system to help teach what a network is, to create a system for matching alumni with students as mentors, etc.
- ***Develop 'Bates at Work' narrative***
 - Develop, and use actively and frequently, an ongoing inventory of diverse Bates stories of engagement in purposeful work on and off campus. Use these stories to inspire pursuits of purposeful work.

- Use Bates at Work posters developed by students in ACS 220 during Short Term 2013 as a model.
- ***Offer certificate programs during Short Term***
 - Offer noncredit skills-building programs during Short Term in topics such as Excel, coding, conflict management, and leadership. Design these programs to ensure diverse participation.
 - Some may be considered as EXDS; similar to or even offered as Practitioner-Taught Courses.
 - Develop funding for such programs to ensure access,
 - As appropriate, engage on-campus expertise to create and staff these programs (e.g., ILS).
 - More broadly, consider whether some Purposeful Work components could be better supported through a relevant partial course credit system.

Additional suggestions and action steps

In addition to the formal recommendations itemized above, the Purposeful Work working group also suggests other items, actions steps, issues, and tactics the college should elevate as priorities as the Purposeful Work initiative takes root across campus. These additional priorities include:

- ***Faculty Participation***
 - Develop workshops, discussions, and other programs to build faculty skills for supporting students' meaningful engagement with work and decision making about the future, and to facilitate faculty interest and investment in Purposeful Work. Partner with the Office of the Dean of the Faculty to explore how to reward faculty participation.
 - Use a mini-grant program to incentivize curricular integration of Purposeful Work priorities.
 - Improve communication practices and networks to ensure campus awareness of Purposeful Work priorities and opportunities.
 - Consider ways to connect the Purposeful Work initiative more specifically to Academic Affairs. For example, visits to chair meetings and to department and program meetings to highlight what the faculty is already doing and to encourage enhanced efforts in this direction.
- ***Staff Participation***
 - Develop workshops, discussions, and other programs to build staff skills for supporting students' meaningful engagement with work — particularly in the context of student employment — and students' decision making about the future.
 - Within the context of programming, such as of curricular infusions and speaker series events, encourage staff to share their own stories of seeking and finding purposeful work.
 - Use a mini-grant program to incentivize cocurricular integration of Purposeful Work priorities.
 - Consider that many Bates staff members would benefit significantly from programming aimed at maximizing the purposefulness of their own work. Such programming would build their capacity to serve as role models for students and effective supervisors of student work.
 - Recent programs aimed at staff (e.g., “Love Your Work, Love Your Life” during Staff Enrichment Week) have been well-received and demonstrate the need for further such work with staff.

- *Informational Systems*
 - Develop an e-portfolio system to facilitate program tracking, student goal-setting and reflection, advising, assessment, and job search activities.
 - Develop a fitting web presence for the initiative.
 - Use common Purposeful Work language across the campus.
 - Use advising — pre-major and major — to help students navigate the initiative.

- *Branding and Audience*
 - Understand the Purposeful Work audiences. Working with BCO, consider who the audiences are and how best to reach them. Audiences could include Bates community (faculty and staff), students, alumni, parents, and employers.
 - Define and use a common language and key messages for Purposeful Work.
 - Improve communication to ensure campus awareness of Purposeful Work priorities and opportunities.
 - Create web presence for Purposeful Work
 - Reframe existing web presences to align with Purposeful Work across departments, programs, and divisions. For instance:
 - Add work stats to stats pages in every publication and to every department page
 - Use the “Transformer” for Purposeful Work language
 - Launch a project to create “Productive Failing / Creative Quitting” video shorts with interviews with alumni and faculty.
 - Capture stories of transition beyond Bates and capture how Purposeful Work continues for young alumni.

See Appendix M: Compendium of Common Language for Purposeful Work

Piloted Programs or Work in Progress, 2013–14

Practitioner-Taught Courses

The 2014 Practitioner-Taught Course (PTC) pilot project was designed to build on the history of Short Term as a space in the Bates calendar for innovation, experimentation, and new opportunities as it intersects with the Purposeful Work initiative. The goal was to offer a set of three to five Short Term courses taught by practitioners outside the faculty as an opportunity to add new expertise to the curriculum and to expand offerings to students beyond existing departments and programs. The courses were linked to key areas of student interest as prioritized by a variety of campus stakeholders, including the BCDC’s assessment of skills and career fields of particular strategic value for our students. The practicum courses focused on the development of specific work-relevant skills. Final projects / products contributed to career exploration and preparation for future work.

After the development of guidelines and processes approved by the faculty Educational Policy Committee (EPC) and the Curriculum and Calendar Committee (CCC), we developed four PTCs for the Short Term 2014 pilot year:

- EXDS s15A. Graphic Design. Taught by Brandy Gibbs-Riley ’96
- EXDS s15B. Health Care Administration. Shannon Banks ’85
- EXDS s15C. Social Change Organizing and Advocacy. Craig Saddlemire ’05, Sarah Standiford ’97, Aditi Vaidya ’00
- EXDS s15D. Digital Innovation. Ben Schippers ’04, Will Schenk

Each practicum received at least 30 applications for 16 available seats, and in the end 71 students were enrolled because some instructors were willing to let in a few students above the limit. Potential instructors, both alumni and non-alumni, showed great interest in the program as well, suggesting many opportunities for successful courses in future years.

Outcomes

An assessment of the pilot, with quantitative and qualitative data collected at multiple time points from students, instructors, and associated staff, was completed in June. The assessment was overseen by an advisory group of faculty and staff. Professor of Sociology Emily Kane, who was also the Short Term Curricular Innovation Project Coordinator, prepared a separate assessment report for EPC and CCC. Kane and Marianne Cowan, Associate Director of Special Projects, have prepared a longer report for future managers of the PTC program.

The assessment report documents that student participants were overwhelmingly positive about the PTC program and their specific PTCs. For example, 99 percent of students agreed that PTCs are a valuable addition to the options available during Short Term and 96 percent agreed that their particular PTC would be a good one to offer again in the future. For nine out of 10 specific goals linked to the Purposeful Work initiative, students rated their PTC experience as “meeting” or “exceeding” their hopes.

Practitioner instructors were also overwhelmingly positive in their rating of the experience. As detailed in the full assessment report, the broader institutional impact of the PTCs was explored as well, and many positive results are documented.

Next steps

Based on the data collected and reported in the separate assessment, the Short Term Curricular Innovation Project Coordinator recommended to EPC that the PTC program be continued indefinitely as a regular offering, with further assessment ongoing. This recommendation was accepted by EPC in June 2014.

As justified more fully in the report for future managers of the program, the pilot project coordinator and the associate director of special projects recommend that the administration of the PTC program be shared by the Purposeful Work initiative and the Office of the Dean of the Faculty in order to ensure the efficient and effective operation of the program in relation to the goals of the Purposeful Work initiative and the broader goals of the Bates curriculum that are overseen by the faculty.⁴

See Appendix L: PTC Course Catalog Descriptions

Purposeful Work Internship Program

The Purposeful Work Internship Program (to begin in the summer of 2015) will be integrated into the Bates experience, culture, and brand, as all students will be encouraged to undertake at least one paid internship in order to explore diverse worlds of work. Through internships specifically designated for Bates students as well as positions independently secured by students, interns will test their passions, build their skills, reflect on what they learn, and connect their experiences on and off campus.

⁴ EPC and CCC Short Term Curricular Innovation Project Assessment Report available upon request.

The program will be characterized by:

- Depth of experience, as students and employers will enter into internships with clear responsibilities and goals such that students are positioned to build their knowledge, skills, experiences and relationships;
- Diversity of experience, as the program will provide internships in a range of industries and markets through specific Bates-employer partnerships as well as opportunities that students secure via Bates resources or create independently;
- Equity of experience, as all students who seek internships and fulfill the program requirements will have the opportunity to secure one that is Bates- or employer-supported;
- Clarity and quality of service, as the information, expectations, and resources provided to students and employers will be clear, easy to navigate, and timely so that both parties can maximize the experience.

Expected outcomes

Our goals will measure both scale and perception of quality from our key constituents: students and employers (many of them alumni). In Year One (Summer 2015), our goal is for 250 students to have Purposeful Work Internships, including approximately 50 through formal program employer partnerships, close to 100 supported by Bates College funding, and others secured by students via Bates resources or independently and underwritten by employers. We seek formal commitments from 50 employer partners to host Bates interns.

In Year Two (Summer 2016) and beyond, we anticipate expanding to 500 students participating in the program (approximately 100 through formal program employer partnerships, 175 supported by Bates College funding, and others secured by students via Bates resources or independently and underwritten by employers) and 100 formal employer partners. We will assess students' level of agreement that their internship was a critical component of their pursuit of purposeful work and employers' level of agreement that they had a positive experience, seeing Bates students as competitive hires.

The program will encourage students to explore, self-assess, and prepare prior to starting their internships through activities such as taking the Compass Personality Assessment, accessing resources for writing resumes and cover letters, and creating learning objectives. Such steps will be required for students applying for Bates funding. Upon completion of their internships, students will be prompted to engage in reflection and connection activities, such as completing a brief online evaluation form and presenting at a fall event.

Action steps

To maximize the potential of this program, we will need to:

- Implement an endowed gift fundraising strategy to ensure sustainable funding over time.
- Implement strategic collaboration between Purposeful Work Internship Program staff, BCDC, and Advancement to identify and cultivate critical alumni, parents, and friends of the college as intern hosts and funders.
- Leverage and update existing BCDC offerings so that students participating in this program consistently access reflection, skill-building, and counseling resources.
- Employ existing and new technology to ensure smooth operational systems.
- Ensure that information about field experience opportunities is disseminated across departments (e.g., Purposeful Work Internship Program, Harvard Center community projects and fellowships, Research Fellowships) to make it easier for students to navigate options.

- Add an Assistant Director of the Internship Program in 2015–16 to ensure sustainable program implementation.

See Appendix K: Internship Program Design

Purposeful Work Infusion Project

Through curricular and cocurricular programs, the Purposeful Work Infusion Project exposes students to worlds of work, questions of identity and purpose, and reflection on decision making about work. The project is funded during the 2014 calendar year by Bringing Theory to Practice, a project of the AAC&U, whose grant funding focuses on enhancement of student flourishing.

The Infusion Project at Bates draws heavily from The Engelhard Project at Georgetown University as a model of successful curriculum infusion, but with a focus on work instead of health and wellness. This focus was chosen because when an individual enjoys a high level of so-called Career Well-Being, he or she is likely to also thrive in other critical domains of their lives — physical, social, community, financial (Harter and Rath, 2010). Using one’s strengths and interests at work results in an enriched whole person. Accordingly, for intervention and assessment, the Infusion Project targets flourishing / mental health, engaged learning, career identity, and career self-determination.

Six classes and six leadership groups participated during winter 2014. Sixteen classes and six leadership groups are slated to participate during fall 2014. In addition, the Purposeful Work Infusion Project disseminated information about career well-being through Staff Enrichment Week during June 2014, offering two sessions of a hands-on workshop to staff and faculty titled, “Love Your Job, Love Your Life.”

Curricular Infusion Participating Faculty and Courses

Winter 2014

Lee Abrahamsen	BIO 341: Virology
Rebecca Fraser-Thill	PSYC 341: Advanced Topics in Developmental Psychology
Jill Reich	PSYC 280: Emerging Adulthood
	PSYC 350: Examining College Life
Mara Tieken	EDU 281: Perspectives on Education
Tom Tracy	PHIL 214: Ethics and Environmental Issues

Fall 2014

Lee Abrahamsen	BIO 314: Virology
Cynthia Baker	CMRE 235: Introduction to Hebrew Bible
Raluca Cernahoschi	GER 350: Margins and Migrations
Anita Charles	EDUC <i>TBD</i> : Basic Concepts in Special Education
Carol Dilley	DANC 151: Intro to Dance Composition
Rebecca Fraser-Thill	PSYC 235: Abnormal Psychology

Nancy Kleckner	BIO 103: Sensory Biology
Su Langdon	FYS 395: The Sporting Life
Mike Leonard	PE <i>TBD</i> : Weight Training
Georgia Nigro	PSYC 240: Developmental Psychology
Eden Osuscha	ENGL 392: Advanced Poetry Writing
Melinda Plastas	FYS 419: Tobacco in History and Culture or PTWS 347: Gender and the State
Michael Reidy	THEA 132: Theater Technology
Susan Stark	CMPL 231: Ancient Greek Philosophy
Mara Tieken	EDUC 231: Perspectives on Education
Tom Tracy	FYS 309: Matters of Life and Death or PHIL 112: Contemporary Moral Disputes

Co-Curricular Infusion Participating Groups and Staff Leaders

Winter and Fall 2014

Bonner Leaders	Ellen Alcorn
Multifaith Chaplaincy Fellows	Raymond Clothier
OIE Fellows	Ben Hughes
Athletic Leaders and Junior Leaders	Mike Leonard
EcoReps	Julie Rosenbach
Dean of Students Office Student Leaders	Lee Seguin

Outcomes

Data from the winter 2014 semester indicated higher scores on the Engaged Learning Index (ELI) after the curricular and cocurricular infusions than before the infusions. The scores were particularly higher on the meaningful processing subscale of the ELI. In addition, flourishing/mental health was higher after the cocurricular infusion than before it. Open-ended questioning of students and participating faculty/staff indicated high enthusiasm for the project, with students making such statements as, “This [infusion] makes the [course] information more relevant” and “[The Infusion Project] gives an idea of how to look for a career that would be fulfilling.”

Action steps

We recommend scaling the project to include 10 to 15 faculty members and five to eight cocurricular groups per semester indefinitely, ensuring a diversity of topics while recruiting participants. On the curricular side, faculty should be encouraged to infuse topics related to Purposeful Work throughout the semester instead of as one-time, drop-in events since a one-time approach produced fewer significant

outcomes compared to the classes that offered multiple or ongoing infusions during winter 2014. We also recommend that workshops with participating faculty be held three times per semester instead of just once, based on interview feedback. On the cocurricular side, we recommend that workshops be as hands-on as possible, based on student feedback. Participation in Staff Enrichment Week should be continued and other infusion opportunities for staff and faculty should be actively explored. Since grant funding from Bringing Theory to Practice will end after fall 2014, alternate sources of funding need to be investigated immediately.⁵

See Appendix J: Curricular and Cocurricular Infusion Evaluations

Partnership with Koru

In 2014, Bates was one of 13 colleges and universities partnering with Koru, a Seattle firm, in the launch of a program designed to give students the opportunity to hone skills needed for forward-looking, high-growth employers like Zulily, REI, and others.

Koru's programming is designed to foster personal effectiveness, business foundations, and job-specific fundamentals, including business and marketing analytics and networking ability. The intent, to provide hands-on workplace experience that will allow students to develop skills specific to career success, is an ideal counterpoint to the skills a Bates education fosters.

Koru asks industry leaders to serve in roles designed to help Koru participants perform as their best selves by coaching, mentoring, and teaching. Two Bates alumni currently serve in these roles: Frank Barbieri '89, Chief Product Officer of Transpera, Inc. and Fisher Qua '06, Director of Health 3.0, Washington Health Foundation.

Entrepreneurship Speaker Series

The semester-long *Purposeful Work: Voices in Entrepreneurship* speaker series was piloted as a model for a speaker series. The five-event series:

- Offered different perspectives on what entrepreneurship can look like in its various forms;
- Gauged interest in and filled a gap on a topic that seems to be growing in popularity;
- Assessed interest for a potential Short Term workshop or other offering (e.g., PTC) that aligns with Purposeful Work goals;
- Allowed a diverse range of speakers to share milestones, key takeaways, lessons learned, and pathways to potential networking/mentoring relationships for students and alumni;
- Expanded the reach of the Bates Entrepreneurs Club in a meaningful way.

An Entrepreneurship Project Steering Committee of alumni, staff, and faculty developed the series. It was determined that five events during the semester would offer an ideal lead-in to a field trip (MIT and Cambridge Innovation Center) during Short Term. Feedback was culled from on-site surveys at each event, and templates for planning and execution were created for future replication as the speaker series is scaled up to expand into other industries and topics.

Action steps

⁵ Final report to grant agency will available by mid-January 2015.

- Preparing guest speakers:
 - Provide questions, guidelines, and feedback to the speaker to facilitate planning and development of the presentation;
 - Encourage the sharing of details about the speaker's personal and professional experiences (as appropriate) and decision-making processes and outcomes at various points of her or his career. Students deeply appreciate concrete examples and stories with details that demonstrate pathways and progression for the speaker from Bates to their current role;
 - Present a takeaway for students: a definition of a concept, a principle, or a philosophy;
 - Set a conversational and candid tone to break the ice quickly; direct students to participate from the start of the talk;
 - Incorporate structured and interactive activities into the presentation with a reflective component that relates specifically to students' personal experiences.
- Students:
 - Establish a student advisory circle to seek input, assist with marketing, and provide logistical support for events;
 - Handpick a student to host each speaker throughout the visit;
 - Consider offering students informational interviews with speakers as a high-impact activity;
 - Provide resumes, questions, and statements of interest to speakers in advance;
 - Plan a dinner for the speaker if appropriate; invite select students, faculty, and staff; provide structure to facilitate the conversation.
- Faculty and staff:
 - Recruit a mix of faculty and staff to maximize the reach for event promotion and attendance;
 - Invite a faculty or staff member to introduce the speaker; provide talking points that offer context within the Purposeful Work speaker series framework;
 - Facilitate a curricular tie-in by inviting the speaker to attend a class, if appropriate.

Additional ideas to consider:

- Assess student interest in industries to determine other potential themes for speaker series (presented as Purposeful Work: Voices in...). These topics do not necessarily need to align with specific academic departments and programs; themes that span multiple academic units may draw a wider audience, as well as fill a perceived gap in offerings at Bates. A few examples of popular interests for Bates students that would likely generate substantial interest: healthcare, communications, international relations, the arts, activism, human services, and STEM industries, particularly digital technology.
- Identify an appropriate number of events for each theme (dependent on total number of themes that will be covered) to be offered throughout the course of a semester. Be mindful of high stress periods and saturation levels in relation to other campus events.

See Appendix H: Entrepreneurship Speakers and Topics

Resource Implications

To proceed in the directions the Purposeful Work working group has identified, Bates will need to devote appropriate resources to the critical tasks at hand. As part of the planning effort, we suggest prioritizing the working group's recommendations, including the identification of the level and sources

of new funding necessary to achieve the stated goals and a human capital strategy for staff (existing and new) on campus to realize the recommendations. We expect that Purposeful Work will be funded by grants, resources from the Catalyst Fund and other advancement support, and will be developed in tandem with the college's regular budgeting process.⁶

As a first step, we have developed a document organizing the recommendations according to resource implication.

See Appendix N: Recommendations by Resource

Implementation and Evaluation

After the recommendations contained within this report are published, the next stage will focus on program design and implementation of this plan.

We suggest a project team be established to develop the work proposed in this report. The staff in the organizational structure proposed below will oversee all components of the initiative and ensure institutional cohesiveness and collaboration. Their work will begin with a two-year period focused on program design, including an evaluation of whether it would be warranted to establish an office or center for Purposeful Work at Bates College at the completion of that period.

Guiding principles for the two-year program design period:

- Share responsibility with a variety of campus partners. Through the director, the Purposeful Work project team will evaluate how to implement components of the recommendations, identify where interdependencies exist within the college, and how the project team interacts with internal and external stakeholders
- Focus on key student priorities and on helping students to act reflectively as they *Explore, Experience, and Engage*
- Eliminate organizational inefficiencies
- Improve channels of communication
- Evolve with institutional priorities over time

This project team will be composed of an individual leading the program design, another member supporting the program design and Practitioner-Taught Courses, and a third leading the internship program.

The project team will turn principally to existing offices and structures, campus leaders, and governance bodies to bring the Purposeful Work working group's recommendations to fruition. These strategic partners are listed below.

See Appendix O: Purposeful Work Project Team Proposal

Strategic Partners

The breadth and scope of the initiative make institutional and strategic partnerships integral and necessary. Specific campus partners include:

⁶ Preliminary cost projections available upon request.

- *Bates Career Development Center*: BCDC provides students with career-related resources including career coaching and exploration, skill-building and training.
- *Harvard Center for Community Partnerships*: Community engagement is a hallmark of the academic and cocurricular programs at Bates. Through community-engaged learning and research, students develop the intellectual, ethical, and personal skills needed for lifelong civic responsibility and purposeful work.
- *Office of Equity and Diversity*: This office's involvement is needed to ensure that students from historically underrepresented backgrounds take an active part in the initiative and that all students (including majority students) are well-prepared for successful work in a diverse world.
- *Office of the Vice President for Academic Affairs and the Dean of the Faculty*: This office's involvement is needed to ensure that the development of any Purposeful Work programs support the academic and intellectual life of the college.

Other important partners will include the offices of the Dean of Students, College Advancement, Student Employment, and the Department of Athletics.

We recommend the consideration of a standing Purposeful Work advisory group, perhaps composed of faculty, staff and students. At a minimum, it should include the strategic partners noted above.

Assessment

In partnership with the Office of Institutional Research, Analysis and Planning, an assessment plan should be developed for each program component we launch. This plan should build on assessment efforts already underway, including Practitioner-Taught Courses, the Purposeful Work Infusion Project, and the Internship Program, and will consider how to use existing datasets such as the Senior Survey.

Strong assessment will create and evaluate (a) high-level goals for the entire Purposeful Work initiative and (b) specific goals for each programming component.

Conclusion

As the college moves forward with the Purposeful Work initiative, this report can serve as documentation of the conceptual and programmatic thinking of the working group.

The members of the working group look forward to serving as resources and advocates for the initiative as it unfolds in the months and years ahead. We are confident Purposeful Work will become a distinctive strength of the college and that it will contribute to the Bates mission of educating the whole person.

Appendices

Appendix A: Conceptual Case

Appendix B: Working Group's Approach

Appendix C: Focus Group Summary

Appendix D: Insights from Psychology 350: Examining College Life

Appendix E: Peer Comparisons

Appendix F: Mapping Purposeful Work – 4 Year+ Adventure

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Appendix H: Entrepreneurship Speakers and Topics

Appendix I: Speaker Series Proposal

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Appendix L: PTC Course Catalog Descriptions

Appendix M: Compendium of Common Language for Purposeful Work

Appendix N: Recommendations by Resource

Appendix O: Purposeful Work Project Team Proposal

Appendix A: Conceptual Case

PURPOSEFUL WORK: BATES COLLEGE

September 2013

Not for public distribution. This draft is for internal Bates discussion only.

In a world rich with serendipity, the path from classroom to career is less direct than we might imagine. A liberal arts education launches students into society with a prepared, discerning, and adventurous mind, cultivating capacities for creative and humane engagement with a changing world. Recent studies show that such a time-tested liberal education – with its commitment to broad learning, humanistic goals, and independent and complex thinking – cultivates exactly the kinds of sensibilities and skills demanded by 21st century life and work: critical thinking, written and oral communication, creativity, collaborative problem solving, cross-cultural understanding, and personal integrity and ethical responsibility. ***Purposeful Work*** signals our ongoing commitment as an institution to be a community in which all members (students, faculty, staff, alumni, and off-campus partners) work to cultivate a world worth sharing with each other and with future generations.

We conceptualize Purposeful Work as any sustained endeavor that organizes and energizes behavior, confers a sense of meaning, and has relevance beyond the individual, regardless of the compensatory, professional, or esteem status of that work. The intellectual, social, physical, emotional, and spiritual work undertaken by our students is not merely anticipatory of the “real” work they will someday do in “the real world,” and it is not pursued solely for material gain or individual achievement. It is real work, and it matters now, to each member of the community. The challenge of living well amidst change, unpredictability, and vulnerability, as well as the desire to define a self within a community and to take up work that matters, are as real in a college community as in any other. The Bates liberal arts curriculum invites and challenges students to create their own work in the world. Students’ immersion in the complex work that sustains the whole of Bates, on campus and in the wider community, is necessary to maintain our thriving community, as well as to prepare each individual for participation and leadership in an authentic life and career.

Daily life at Bates requires a rich diversity of work. Students’ primary task of learning depends on a network of labors, and part of their job as students is to develop an understanding of and appreciation for the work of others. Their teachers and mentors are not limited to the faculty but include staff from across the college as well as alumni, parents, and others from the immediate community and beyond. In this company, students learn to appreciate the intelligence, skill, and commitment demanded by all manner of work, as well as the collegiality and collaboration needed for communities to thrive. As students reflect on these experiences, they begin to discern their own future work as part of this interconnected enterprise.

The ***Purposeful Work*** initiative encourages Bates students to cultivate their highest skills and deepest-held aspirations, as well as a keen awareness of their place in communities of work, where relationships facilitate their success and offer opportunities to contribute to the world beyond themselves. Traditional support systems for personal formation and career development are complemented by newer approaches, including Practitioner-Taught Courses, multi-year mentoring communities, expanded job shadowing and apprenticeship opportunities, and enhanced opportunities for alumni and community involvement. All students, not just those with inherited networks of advancement, have access to a wide range of work-relevant knowledge, connections, and possibilities. All are invited and equipped to pursue

paths of excellence and productivity in which individual and community, self and world, are yoked together for the good of each and the flourishing of all.

These sensibilities flourish during four years of opportunity-rich work at Bates College. Here, the skills demanded by contemporary worlds of work are honed within a community that urges collaboration and independence, risk-taking and tolerance for failure, self-reflection and the courage to re-invent – all of which characterize success today.

Appendix B: Working Group's Approach

The yearlong work of the working group occurred in three stages. The arc of the work across these three stages illustrates the group's attempt to balance a commitment to the whole student experience with the need for a sharp focus on purposeful work.

1. The group began by focusing on students and the student experience, asking what kinds of experiences Bates should offer to help students explore self, world, work, and their future. The group also paid attention to understandings of student development, especially the cognitive and emotional capacities of 18-22 year olds. Eventually, the working group created the "4-Year+ Adventure," a model of student experience that illustrates various stages or moments in a student's journey toward the discernment and cultivation of their passions, values, and strengths. This model emphasizes the variability and non-linearity of student experience even as it identifies typical stages of that experience for students at a school like Bates. With this model in hand, the working group considered the programs and priorities already in place at Bates and attempted to map those onto the model in order to identify institutional strengths and weaknesses vis-à-vis the ideal student journey toward purposeful work.

See Appendix F - Mapping PW To 4 year+ Adventure

See Appendix G - Existing Student Programs by Phase

2. The institutional mapping project described in #1 exposed a need for the working group to abandon its original focus on "the whole student" experience and move toward a narrower focus on the "purposeful work" experience or journey. In effect, while the 4-Year+ Adventure model shed important light on the breadth and complexity of student experiences, it was found to be so broad as to encompass almost the entirety of student life and programming. If purposeful work was not to be conflated with purposeful life, a finer-grained approach would be needed. The working group decided on a new conceptual framework, organizing its work around the following topical areas: Exposure, Experience, Capacities/Skills/Abilities, Reflection/Self-Assessment, Mentoring, Pathways, and Language.

For each topical area, the working group systematically identified a purposeful work goal, reviewed peer-institution practices and current Bates practices, and developed a set of tactics and recommendations.

3. The final phase of the group's work reached back to the 4-Year+ Adventure model, but with a rigorous focus on purposeful work. Without losing the language and spirit of the original model, the group embraced a more elegant and streamlined programmatic frame featuring the watchwords *explore, experience, and engage*.

More detail about each is available upon request.

Appendix C: Focus Group Summary

Compiled by Michael Sargent, Co-chair of the Purposeful Work working group
November 19, 2013

During the week of November 18, 2013, student focus groups were held to discuss students' ideas regarding work life after Bates and programming to prepare them for it. There were 12 students in attendance at each session, varying in gender, race and ethnicity, country of origin, year in school, and major.

Below are the most important themes identified, with exemplary comments referenced. Note that this document simply represents an effort to catalog what was said and identify the emergent themes, not to endorse these ideas as necessarily valid or broadly representative of student opinion. Following each section, the document also poses questions for the working group, based on that theme.

More Access to Career-Related Mentorship and Support Would Be Valuable

Students see many existing resources on campus to support them as they plan for work life after Bates and know that they are expected to reach out to these resources on their own. At the same time, many of the students recognized that they don't always know how to access them. Additionally, they see specific needs that they would like to see better addressed. Exemplary comments include the following:

- *There are many resources at the College of which students avail themselves. In addition to making appreciative comments regarding help from the BCDC, students indicated that they reach out to a wide range of faculty, staff, peers, and alumni, apparently on an ad hoc basis. Students mentioned faculty (including FYS advisers), staff (including Ellen Alcorn, chaplains, deans), and even former Bates President Nancy Cable (who apparently reached out to a student to offer help).*
- *Still, students want even more mentorship on careers, including from faculty.*
- *Although students want more career-related mentorship from faculty, they recognize challenges in getting such support from faculty:*
 - *Students assume (rightly or wrongly) that faculty aren't interested in offering such support*
 - *When faculty have background knowledge and contacts in a given career domain, students may not be aware of this fact*
 - *Faculty are extremely busy with other demands (teaching and research, primarily)*
 - *Students perceive that outside of the classroom, faculty don't congregate in the same places as do students (e.g. they noted that faculty eat at the Den instead of Commons)*
- *Students believe that they have too little access to mentors with deep knowledge in specific career-related areas. At least one international student referred to few, if any, individuals on campus with deep knowledge of the facts on the ground related to employment opportunities in her home country. She said there were many job opportunities at home, but she didn't find them through Bates. Another student spoke of a lack of access to individuals with deep technical expertise in specific career domains, especially those related to STEM fields.*

- *A different international student spoke of the challenges of getting a visa after graduation. This suggests potential dilemmas for international students. If they wish to return home after graduating, their opportunity to learn about opportunities back at home and forge connections may be limited. If they wish to stay in the U.S., they face the challenge of obtaining a visa that will allow them to stay.*
- *Multiple students perceived too much emphasis on business-related fields in career development support at the College.*
- *Many students explore career options without starting at the BCDC (e.g., searching Google for possible internships or jobs) and only contact the BCDC to assist with the “how do I land this?” issues (e.g., polishing their resumes).*
- *Students were very excited about the possibility of Practitioner-Taught Courses, as that would connect them with experts in potential career domains of interest. One student did predict (and apparently with some concern) that self-selection would occur in which students who are thinking about their life after Bates would populate those courses disproportionately.*

Such comments raise a number of questions that it could be fruitful for the working group to consider:

- As valuable as the ad hoc, informal networks of on-campus support are, is access to such networks as equitable as it can be? If not, what can realistically be done to ensure wider access?
- What more can be done to support international students? Is this a fundraising opportunity for Advancement, to recruit funds targeted to (a) better connect students to the employment-related “facts on the ground” in more countries (perhaps using online resources and collaborating with peer institutions), and (b) offer more resources to international graduates who need assistance with visa issues?
- Is there more that can be done to get students to the BCDC sooner, when they are exploring options, rather than after they’ve homed in on them?
- Is there more that could be done to facilitate faculty members’ ability to support students’ career aspirations? Would e-portfolios help during advising sessions? Would the infusion model that we’ve discussed help? What else?

Connection and Community Draw Students to Bates

When students were asked what drew them to Bates, the notions of connection and community emerged prominently. Sometimes each student who mentioned such ideas referred to a connection between himself or herself to another individual, small set of individuals, or a place. In a number of cases, this connection was to someone from their high school who preceded them and attends(ed) Bates. Other times the reference seemed to be to a wider sense of Bates community.

- *Bates is attractive because it is a “small, supportive community.”*
- *“...came here for the community.”*
- *“...close relationships with professors.”*
- *Proximity to student’s home afforded the opportunity to maintain those ties.*

While this might not seem directly relevant to Purposeful Work, it does suggest that students perceive a strong community among Bates students, faculty, and staff. In thinking about ways to increase

mentorship opportunities, it does appear that, if this perception maps onto a reality that persists after graduation, then this connection to Bates and to Batesies could be leveraged in efforts to better engage alumni as mentors. In other words, there may be low-hanging fruit there to be picked as we look for mentors. For instance, Emily Kane's success in recruiting alumni as instructors for Practitioner-Taught Courses may demonstrate how excited alumni will be about helping current Bates students.

Yes, Internships! But Where and Which Ones?

Students were universally enthusiastic about growing the number of Bates-sponsored internships, for all the reasons that we are excited. But they also offered some caveats:

- *Students who get internships don't always find them helpful. Often you are a "gopher." Students don't just want a "resume builder." They want internship experience that is more "practical." It's important for students to report back to the BCDC on the quality of their internship experience.*
- *Most internships are on East Coast, requiring housing for students from other parts of country.*

These comments raise still more questions:

- At one point we discussed a "Beds for Bobcats" or "Couches for 'Cats" program wherein alumni could support Bates students who needed housing by offering a spare room, at least for a job interview. Do we want to recommend something more robust to help students manage internship related housing?
- What more can we do to increase the number of internships in parts of the country and world where we don't currently have many?
- Do we have any fresh ideas on how to increase the likelihood that students have a meaningful internship experience? (This clearly seems like a place where the wisdom and experience of BCDC would be critical.)

The Bates Curriculum Demands A Lot: For Better and For Worse

Students felt that the Bates curriculum demands a lot of them and they develop immensely as a result. But they also had concerns about what experiences get crowded out.

- *Bates does help students develop many important skills (e.g., writing and public speaking), and those skills have been helpful. Students who had done internships attributed much of their success to the skills honed at Bates.*
- *Multiple students expressed frustration at the general education requirements. Rightly or wrongly, they perceived that their capacity to explore their academic interests was hampered by the need to focus on fulfilling requirements. In addition to GEC anxiety, some students saw unnecessary redundancy between the S (science) and L (lab) requirements.*
- *Students who were majoring in the natural sciences expressed a desire for greater breadth in their coursework. One student said her natural sciences major requirements limited her course options. Another suggested it was unfortunate that, although the gen ed requirements force every student to take courses in the natural sciences, there is nothing that forces natural sciences majors to take courses in the humanities, despite the long-term value of the latter.*
- *On a different note, some students thought that some of their peers gravitate away from GECs to satisfy their "plus-two" requirement, instead opting for a minor or second major, because of a concern that future employers won't understand what GECs are, and that this will disadvantage students who opted for the major plus two GECs.*

- *At the same time, other students thought that employers care more about how you perform in the work you do, rather than what degree you opt for.*
- *Students expressed mixed feelings about senior thesis. On the one hand, some students see it as a valuable demonstration to future employers or grad/professional schools of what a student can do. For example, a studio art thesis is an opportunity to exhibit your work, great preparation for grad school or work in the visual arts. On the other hand, students sometimes see thesis as a hindrance to job hunting and, worse, they don't see meaning or practical application in the thesis work and just want it to be finished.*

More questions arise:

- As we've noted, students are already developing many of the skills that potential employers seek. One challenge is to help them recognize that development as it occurs, or shortly after it has. How can we do that more effectively? It would seem that e-portfolios, or some sort of portfolio, might have a role to play. But what else? Is this where the notion of a group resume might be useful?
- What role might peer advising have here? Whether from upper-class friends, more senior teammates, JAs, or RCs, or elsewhere, students are already talking with their friends about the curriculum. What more can be done to maximize the helpful role that peers play and to minimize any unhelpful roles (e.g., disseminating inaccurate information about the curriculum)?
- Insofar as we see the curriculum as having either helpful or adverse impacts on students' progress toward purposeful work, what questions might we want to discuss with the Educational Policy Committee (EPC), since they regularly present recommendations on curricular policy and since they are regularly involved in data collection to inform those recommendations?

Appendix D: Insights from Psy 350: Examining College Life

Following a semester of discussion and research, students in Jill Reich's Psychology 350: Examining College Life course compiled their suggestions for the "college of the future." In addition, students in Rebecca Fraser-Thill's Psychology 341: Advanced Topics in Developmental Psychology became well-acquainted with the Purposeful Work initiative on campus as a natural complement to their scholarly study of the development of purpose and meaning across the lifespan. The class designed and assessed a cocurricular infusion for the Purposeful Work Infusion Project, and wrote papers contemplating how to tie empirical findings about work and purpose into practical suggestions for campus life.

The proposals most relevant to Purposeful Work follow:

- On a pilot basis, Bates should implement authentic learning environments. These are learning environments that cultivate a sense of purpose, participation, and respect for the whole person, resulting in more engaged learning and better mental health outcomes. Such environments can be encouraged via peer classroom counselors, values affirmation activities, and/or explicit connection of classwork to values.
- Residential learning environments, in which students taking core classes live together, have been shown to promote well being and more engaged learning. If implemented at Bates, our institution would be the first NESCAC school with so-called living learning communities.
- Design-based learning could be used to encourage a sense of purposeful work within the classroom. This is a form of project-based learning in which students spend the semester conducting research to solve a real-world problem. According to the National Academy of Sciences, such an approach develops "21st-century skills" and aids retention of material.
- Bates could offer students the option of an Academic Portfolio in lieu of General Education Concentrations (GECs). Within the portfolio, students would choose and take courses that connect in some meaningful way, and then reflect on those connections in writing at set points throughout their college career.
- A "Civic Honors" option on campus could enhance community-engaged work experience. Students in this track would engage in a weeklong pre-orientation workshop, take four community-engaged courses during their time at Bates, and explicitly connect their study abroad experience to civic engagement.
- Finally, students could opt to appoint nonacademic "co-advisers" to fill an advising role. These individuals might be coaches or student employment supervisors, for instance. Professional advisers should also be considered.

Appendix E: Peer Comparisons

INSTITUTION	PROGRAM NAME / WEB SITE	STRATEGIC GOALS	PROGRAM COMPONENTS	OVERSIGHT	KEY CAMPUS PARTNERS	ADVISING COMPONENT	CENTRALIZED CAMPUS LOCATION?
Bowdoin College	www.Bowdoin.edu/cpc	<p>McKeen Center:</p> <ul style="list-style-type: none"> Enhance student learning and leadership skills through reflective public engagement in the curriculum and co-curriculum while cultivating lifelong commitments to improving the well-being of society; Encourage and support publicly engaged teaching, research and artistic work; Promote public engagement throughout the Bowdoin community by fostering discussion of the common good in campus-wide events that address issues of broad public concern. 	<p>Career Planning: standard operation but emphasize one on one interaction where they touch on purposeful work and reflection; paid internship program; Start-up series utilizing alums for four different alumni-led talks on entrepreneurship and then pair students with alumni mentors around a demonstrated interest</p> <p>McKeen Center: Provide opportunities for students to discover the ways in which their talents, passions and academic pursuits can be used for the benefit of society through public engagement</p>	Joseph McKeen Center for Common Good	Career Planning reaches out to affinity groups across campus about the benefits of engagement; works heavily with Athletics, reaches into the dorms, tables once a week in the Student Center	Career Planning focuses on one on one advising with a team of career advisors who bring real world experience to the career planning process; look at teaching core skills of reflection and assessment (success/failure – why?), of how to take responsible risk	McKeen Center has its owns location.
Carleton College	Where Carls Help Carls (Career Center) http://apps.carleton.edu/career/ and https://apps.carleton.edu/p	<p>The six top priorities for Carleton's coming decade are as follows:</p> <ol style="list-style-type: none"> Prepare students more robustly for fulfilling post-graduation lives and careers (\$ 1.). Enhance our curriculum to improve liberal arts teaching and learning (\$ 2.). Strengthen the socio-economic diversity of our 	<ul style="list-style-type: none"> Engagement Wanted: The Engagement Wanted program connects Carleton juniors and seniors with alumni, parents, and friends of the College who may have advice, referrals, or employment opportunities. Carleton Internship Program: Internship programs provide students with real world experience and perspective in a given field, while organizations find them to be a solution to short-term staffing needs and a solid source of 	Career Center and Dean of the College	11 staff <ul style="list-style-type: none"> See /ist 1 person in the Dean of College staff who oversees the Pathways program. Alumni Affairs and Dean of the College 	Academic advisers have been taking on more career advising and referring students more broadly to the career center staff when it's beyond the scope of their expertise.	In the Campus Center with Offices: ACT (Acting in the Community Together), Bookstore, Campus Services, Career Center, Center for Community and Civic Engagement, Post Office, Security, Student Activities

INSTITUTION	PROGRAM NAME / WEB SITE	STRATEGIC GOALS	PROGRAM COMPONENTS	OVERSIGHT	KEY CAMPUS PARTNERS	ADVISING COMPONENT	CENTRALIZED CAMPUS LOCATION?
	athways/	<p>student body (§ 3.).</p> <p>4. Maintain a self-sustaining economy with a growing endowment per student (§ 4.).</p> <p>5. Make focused investments in facilities that directly advance our mission (§ 5.).</p> <p>6. Embrace collaborative opportunities with other institutions to enhance our academic programs and save costs (§ 6.).</p> <p><i>See Strategic Plan</i></p>	<p>new hires.</p> <ul style="list-style-type: none"> • 30 Minutes: The 30 Minutes initiative provides students with access to one-on-one time, group discussion, and a casual and candid interview with Carleton alumni luminaries in many fields. • Carleton Scholars: Carleton’s highest-visibility program: “taste-of-industry” tours introduce a variety of organizations in a particular field of interest, including site visits, panel discussions, receptions, and social activities. • Couches for Carls: Couches for Carls is a hospitality exchange network for current Carls and Alumni that helps them find free places to stay in the homes of those in the Carleton network. • Externships: Carleton’s Externship program connects students with alumni for a 1-4 week career exploration experience that usually includes a focus project, shadowing opportunities, and networking. 				

INSTITUTION	PROGRAM NAME / WEB SITE	STRATEGIC GOALS	PROGRAM COMPONENTS	OVERSIGHT	KEY CAMPUS PARTNERS	ADVISING COMPONENT	CENTRALIZED CAMPUS LOCATION?
Clark University	<p>Liberal Education Effective Practice (LEEP)</p> <p>www.clarku.edu/leep</p>	<p>Integrate intellectual and academic resources already present at the university with skills and capacities that are essential to 21st century.</p>	<p>Clear, highly integrated, personalized educational path that enables them to: ACT, ORIENT, EXPLORE</p> <p>4 year developmental process beginning with 1st year</p> <ul style="list-style-type: none"> • Orient: intro courses or FYI's, extra-curricular and curricular • Explore: academic study, authentic work and research experiences • Act: projects that demonstrate applied knowledge and skills 	<p>Provost/Dean of Faculty</p>	<p>Dean of College Alumni Affairs</p>	<p>LEEP Center advisors help to:</p> <ul style="list-style-type: none"> • Help students to plan their educational journeys, from identifying extracurricular and co-curricular experiences that align with their academic, personal and career ambitions • Make connections with professors, alumni, businesses, and community organizations • <i>One stop shop for advising students</i> 	<p>Yes -</p> <p>LEEP CENTER: Career Services Study Abroad Writing Center Entrepreneurship Community Engagement</p>
College of Wooster	<p>Two primary programs:</p> <ul style="list-style-type: none"> o APEX: Advising, Planning, Experiential Learning www.wooster.edu/academic/apex o Research-focused, capped off 	<p>The mission of APEX is to encourage students to become passionately engaged in their education and to empower them to make informed, intentional choices about academic, personal, and professional opportunities.</p> <p>In order to carry out this mission, APEX uses:</p> <ul style="list-style-type: none"> o Uses an integrated team of experienced advisors. o Offers one-on-one advising sessions, workshops, and special events. o Promotes shared responsibility 	<p>APEX:</p> <p>First Year – Orienting Yourself</p> <ul style="list-style-type: none"> • Academic advisors and resources • Life beyond classroom • Your Professional Life <p>Second Year – Exploring Possibilities and Career Exploration</p> <ul style="list-style-type: none"> • Selecting a Major • Becoming more active on-campus • Exploring career paths through real-world experiences 	<p>Dean of Faculty – not all report to him.</p> <p>The director or dean of each of the 6 offices meet on a weekly basis, and then they with DOF twice a mos.</p>	<p>The integrated offices are:</p> <ul style="list-style-type: none"> o Academic Advising o Entrepreneurship Office o Career Planning o Experiential Learning o Learning Center o Registrar <p>Satellite offices, not physically with them:</p> <ul style="list-style-type: none"> • Math Center • Writing Center 	<ul style="list-style-type: none"> • Weekly, one-on-one, hour-long meetings with faculty are at the heart of the Independent Study during senior year. • APEX is built around advising across departments, on an as-needed basis 	<ul style="list-style-type: none"> • APEX is in library • Research programs housed in departments

INSTITUTION	PROGRAM NAME / WEB SITE	STRATEGIC GOALS	PROGRAM COMPONENTS	OVERSIGHT	KEY CAMPUS PARTNERS	ADVISING COMPONENT	CENTRALIZED CAMPUS LOCATION?
	<p>with an Independent Study (IS) during sr. yr.</p> <p>www.wooster.edu/research</p>	<p>between students and advisors.</p>	<p>Junior Year – Integrating Experiences</p> <ul style="list-style-type: none"> Integrating your liberal arts education and major Engaging on & off campus Making decisions about graduate school or employment <p>Senior Year – Translating Experiences</p> <ul style="list-style-type: none"> Translating your liberal arts education into a capstone experience Life beyond Wooster Senior FAQ – Academic and Beyond <p>Research: Sophomore Research Applied Mathematics Research Program Howard Hughes Medical Institute Summer Research Scholars Independent Study</p>				
Connecticut College	<p>Career Enhancing Life Skills (CELS)</p> <p>www.conncoll.edu/life-after-cc/four-year-career-program/</p>	<p>4-year program through which students plan coursework and activities – culminating in a search for a career-related, College-funded internships and assistance for seniors embarking on job searches, fellowships, graduate school searches.</p>	<p>7 workshops</p> <ul style="list-style-type: none"> 6 of which have to take in first two years. Final workshop (#7) – taken during Jr. Yr. <p>Senior year – hand in a reflection paper on funded internship experience</p> <p>Students have an e-Portfolio Right For You: <ul style="list-style-type: none"> Heart+Head = Hustle </p>	<p>Career Enhancing Life Skills (CELS) – career services: 10 staff</p>	<p>Integrated into the college experience and a signature of the colleges</p>	<p>All students meet with a CELS adviser.</p>	<p>Yes. Single house</p>
Echoing Green	<p>Ten Principles of Work on</p>	<p>Echoing Green performed in-depth interviews with their</p>					

INSTITUTION	PROGRAM NAME / WEB SITE	STRATEGIC GOALS	PROGRAM COMPONENTS	OVERSIGHT	KEY CAMPUS PARTNERS	ADVISING COMPONENT	CENTRALIZED CAMPUS LOCATION?
	Purpose http://www.choinggreen.org/work-on-purpose/ten-principles	social e-ship fellows and uncovered the common experiences that led them to their world-changing careers.	<ul style="list-style-type: none"> Know What You've Got – Know What You Need Mine Your Past Good for the World: <ul style="list-style-type: none"> _____ is What Matters Act on Moments of Obligation Take Perspective ... Someone Else's Be Bold: <ul style="list-style-type: none"> Bold Immersion Fear Means Go Gall to Think Big Think Like an Entrepreneur Blogging through blackboard – student blogs				
Grinnell College	3 programs: 1. Alumni Externships 2. Grinnell in Washington 3. Service Learning Initiatives	1.) Introduce students (at early career stage) to job shadowing experience 2.) More in depth internships and mentorships in DC 3.) Community engagement		1. Career services staff, organizes and orients students 2. Mostly run through Off Campus studies (Career services finds mentors and internships) 3. Run through faculty with one member of career services staff strongly supporting		Mentoring across #1 and #2 Advising for Grinnell in DC	
Hobart and	Pathways	"Pathways encourage and	Assess Path:			Career services staff	

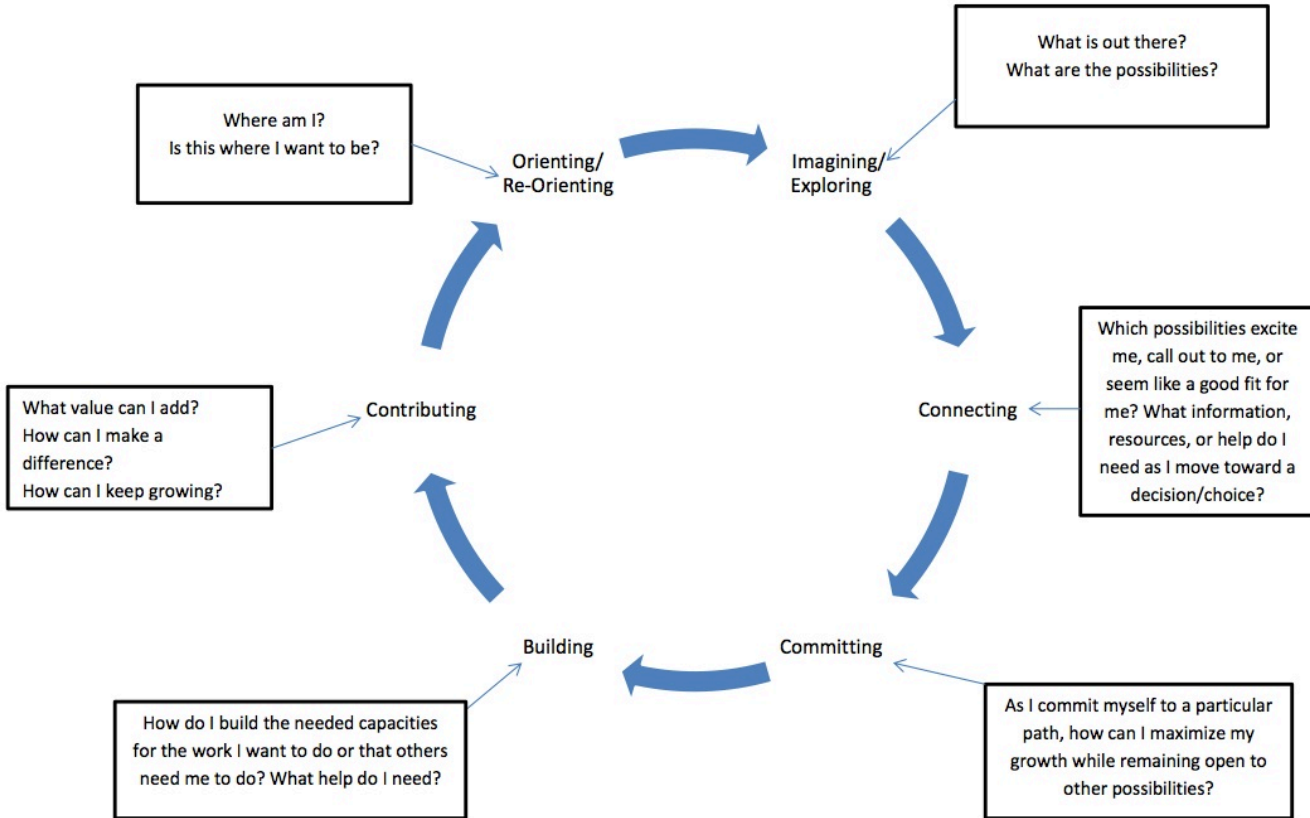
INSTITUTION	PROGRAM NAME / WEB SITE	STRATEGIC GOALS	PROGRAM COMPONENTS	OVERSIGHT	KEY CAMPUS PARTNERS	ADVISING COMPONENT	CENTRALIZED CAMPUS LOCATION?
Williams Smith Colleges	http://www.williams.edu/academics/career/pathways.aspx	<p>motivates you to discover, explore and experience all of your academic, personal and career-related interests.</p> <p>At a glance: Assess: Tap into who are you. Assess your interests, values, and skills.</p> <p>Discover: Network and research careers. Get involved on campus and within the community.</p> <p>Explore: Develop your action plan; what are you excited about pursuing?</p> <p>Connect: Step forward, put your action plan into motion and accomplish your goals.</p>	<p>- "Get to know you" questionnaire -Campus involvement and service learning -interest and personality assessment tools - major-career research - get to know faculty - interests, values and skills brainstorm</p> <p>Discover Path: -research careers using on-site resources -learn how to network with alumni, parents and employers -pursue job shadow opportunities -perform a gap analysis on your career fields of interest in order to develop a list of skills and knowledge needed to make you competitive -learn how to market yourself effectively using a resume, cover letter and social networking</p> <p>Explore Path: - personal awareness and identification of career objectives -internship/extership opportunities -campus and community involvement -student employment - study abroad - collaborative internship program</p> <p>Connect Stage: - job search -graduate school applications</p>			<p>members reviews the program with each student and both agree to commit to a four-year customized plan that maintains flexibility as interests may change over the course of the program. Planning begins with the start of a the Pathways workbook.</p>	

INSTITUTION	PROGRAM NAME / WEB SITE	STRATEGIC GOALS	PROGRAM COMPONENTS	OVERSIGHT	KEY CAMPUS PARTNERS	ADVISING COMPONENT	CENTRALIZED CAMPUS LOCATION?
Hope College (NetVUE member)	The CrossRoads Project (formerly the Program for the Theological Exploration of Vocation (PTEV)) http://hope.edu/crossroads/programs/index.htm	The Project takes its inspiration from Frederick Buechner's often-quoted yet still instructive definition of vocation as the place where "your deep gladness and the world's deep hunger meet."	<ul style="list-style-type: none"> - volunteer applications - learning how to accept, decline and negotiate offers <p>1. "Liberal Arts as Vocation: Discovering One's Deep Joy". It includes discussion of vocation in recruitment materials and during New Student Orientation. The First-Year Seminar, Senior Seminar and Residence Life programs are provided with support that allows for additional emphasis on discussion of vocation. Hope also schedules retreats.</p> <p>2. Specialized Study as Vocation: Responding to the World's Needs," encourages students to reflect on vocation in their own area of specialization. Hope intends to develop pre-professional and internship programs that emphasize vocation. The academic advising program also places greater emphasis on vocation.</p> <p>3. In "Theological as Vocation: Responding to the Church's Needs," Hope helps students consider careers in the church. Activities include visits to seminaries and internships with churches, programs including lay ministry and parish nursing,</p> <p>4. The fourth emphasis, "Academic Life as Vocation: Faculty-Staff Support Initiatives," funds faculty training, faculty-student collaborative research on vocation and grants for additional faculty projects focused on vocation.</p>			Hope College created a pilot program, with support from residential life staff, to have several first year residence halls take the Clifton Strengths Finder Assessment. Additionally, the career development center works with First Year Seminar faculty advisors to incorporate the Strengths tool in their fall First Year Seminar course.	

INSTITUTION	PROGRAM NAME / WEB SITE	STRATEGIC GOALS	PROGRAM COMPONENTS	OVERSIGHT	KEY CAMPUS PARTNERS	ADVISING COMPONENT	CENTRALIZED CAMPUS LOCATION?
Millsaps College (NetVUE member)	Faith & Work Initiative www.millsaps.edu	Initial Goals: <ul style="list-style-type: none"> Combine academic coursework and internship experience Examine relationship between work and meaning Connect personal meaning with the health and well-being of communities Help students become persons of passion and compassion who will lead lives shaped by: <ul style="list-style-type: none"> A deep understanding of calling and purpose A true understanding of self A broad understanding of the needs of world 	<ul style="list-style-type: none"> "The Meaning of Work" Course For-Credit Internships Fellowships Faculty Development – "The Art of Teaching" – a mos. lunch meeting for faculty "Professing the Professions" – local professional panel programs Speakers' Bureau 	Dean of Faculty	Dean of Students Chaplain Career Center Else School of Management	<ul style="list-style-type: none"> Trained faculty advisors in methods that broaden the focus of academic focus from course selection to discussions of purposeful and meaningful work. Staff of the Faith & Work Initiative advised students as part of Meaning of Work Course. Partnership with Career Center Alumni Network 	Initially – no. As community partnerships piece grew, office was located in the Student Life area.
Occidental College	www.oxy.edu/ career-development-center	CDC (Career Development Center) gets at "meaningful work" in a number of ways. In particular, through their mission of equity and service.	Grant Program: "Walk in my Shoes" job Shadow program: <ul style="list-style-type: none"> 1 to 3 day opportunities Reflective essays and resumes Determine learning goals Pre-site training 1 st Yrs, Soph., Jrs. – eligible for donor funded internships. Required Friday course that emphasizes reflection.			Advising – with CDC assistance – through self-reflection and exploration – process of determining major and occupational choices.	
Wake Forest University	Office of Career and Professional Development http://career.opcd.wfu.edu/	Vision: "To inspire, challenge and prepare all students to find careers that reflect their values and lead to lives of connection and meaning." Mission: "To teach and equip every Wake Forest student to	Chan thinks of the OPCD as the "processor chip" in the system that is Wake Forest. In other words, they partner with everyone, although they often do so behind-the-scenes. To him, success is when students are getting strong career development	Andy Chan, the Vice President for Personal and Career Development, reports directly to the	<ul style="list-style-type: none"> "The OPCD includes Career and Professional Development, Mentoring Resource Center, the Center for Innovation, Creativity and Entrepreneurship, 	They have a team of full-time counselors and external consultant that advise about career issues. A key part of counseling/advising is the Career Passport, "a	They have constructed a "state of the art office" using some of the \$10 million they have raised. They are in Reynolda Hall.

INSTITUTION	PROGRAM NAME / WEB SITE	STRATEGIC GOALS	PROGRAM COMPONENTS	OVERSIGHT	KEY CAMPUS PARTNERS	ADVISING COMPONENT	CENTRALIZED CAMPUS LOCATION?
		<p>navigate the path from college to career with clarity, competence and confidence.”</p>	<p>WITHOUT ever physically visiting the OPCD.</p> <p>The OPCD instead informs and supports the work that all other programs and departments are doing. (For example, they partnered with 100% of academic departments to offer at least one significant career-related event in 2012-2013.)</p> <ul style="list-style-type: none"> This is a full four-year program. They say they want students to “embark on the career development process from the first days on campus” and continue through to graduation (and beyond). There is a page for each year: <ul style="list-style-type: none"> http://career.opcd.wfu.edu/first-year/ http://career.opcd.wfu.edu/sophomore-year/ http://career.opcd.wfu.edu/junior-year/ http://career.opcd.wfu.edu/senior-year/ 	<p>President. He is the first cabinet-level career development professional in higher education.”</p>	<p>Leadership Development and the Family Business Center.”</p> <ul style="list-style-type: none"> They cite continued “partnerships” with Student Advising program, Residence Life and Housing, Student Life, Wake Forest Fellows and Center for International Studies. 	<p>four-year career development roadmap which features key actions and deadlines for students to remain ‘on track’”</p>	

Appendix F: Mapping Purposeful Work – 4 Year+ Adventure



Appendix G: Existing Student Experience and Phases

Phase: Orienting/Re-Orienting

Orienting/Re-Orienting	
Athletics	<p>1st Year student athletes orientation program <i>Pre-Season Compliance Meetings (fall, winter, spring)</i> Speaker Series - Educational Programming <i>Team Meetings; One on One Coach Meetings</i> Community Service/Engagement Involvement</p>
BCDC	<p>Pre-Professional advising (pre-business; pre-health; pre-law orientations; med studies committee) <i>BCDC programs for new students</i> Individual Career Counseling; Walk-Ins <i>Career Development Fellow Workshops - First Friday's</i> Skills assessment and aptitude tests</p>
Harward Center	<p>staff meeting with students one-on-one for vocational discernment/exploration conversations fellowships, volunteer positions, community work-study, student leadership programming, volunteering</p>
Co-Curricular (and cross departmental)	<p>Orientation (Entering Student Orientation) <i>Residence Life Program (JAs/RCS)</i> OIE, Harward Center, Multifaith Chaplaincy programs inviting students to probe questions assigned to phase. (all 4 years) <i>OIE Programming for first year multicultural and first generation college students</i></p>
Curricular	<p>First Year Seminar Programming <i>Faculty advising of first-year students</i> Faculty advising (office hours and major advisors) <i>Academic support services: writing ctr, peer tutors</i> Academic Department/Major Orientation Meetings</p>
Staff Focus	<p>First Year Dean <i>Assistant Dean for Student Transition (formerly swing dean) (1:1 sessions; related programming)</i> International Student Advisor <i>First Year Seminar Advisors</i></p>

Phase: Imagining/Exploring

Imagining/Exploring	
Athletics	<p>"Getting It Done" Peer Mentoring Program <i>Speaker Series - Educational Programming</i> Team Meetings; One on One Coach Meetings <i>Community Service/Engagement Involvement</i></p>
BCDC	<p>Individual career counseling <i>The library in BCDC</i> CDIP - Career Discovery in Practice Job Shadow Program <i>Health Professions shadow and volunteer opportunities</i> Shadowing <i>Internships</i> Job Fairs <i>Employer Information Sessions</i> Graduate and professional school events/info sessions <i>Road shows visits to employers</i> <i>Online searches (some are aimed at rising juniors)</i> Self directed assessment resources: Spotlight on Careers, Vault, Videos, Occupational Outlook Handbook, What can I do with a major in ...?</p>
Harvard Center	<p>Community-engaged learning and volunteer opportunities <i>Various panel and presentation/performance events bringing unexplored worlds to campus (not systematic or intentional and usually w/out reflection dimension)</i> Harvard Center opportunities staff meeting with students one-on-one for vocational discernment/exploration conversations fellowships, volunteer positions, community work-study, student leadership programming, volunteering</p>

Imagining/Exploring	
Co-Curricular (and cross departmental)	<p>Sophomore Kick-Off Program <i>Residence Life Program (JAs/RCs)</i> Activities Fair <i>Study Abroad /Off Campus Study Office</i> Speaker Programs</p>
Curricular	<p>Introductory courses <i>Academic department or program level alumni career panels</i> Academic department or program level lists of careers pursued by alumnis who majored <i>Major fair (?)</i> Academic advising relationships <i>Internship opportunities via department</i> Off Campus Study - junior year/semester <i>Specialized GECs</i></p>
Staff Focus	<p>Sophomore Dean <i>First Year Dean</i> OIE - staffing structure designed with advising of this sort</p>

Phase: Connecting

Connecting	
Athletics	<p style="text-align: right;">Student Athlete Advisory Council <i>Emerging Leaders Program</i> "Getting it Done" Peer Mentoring Program <i>Speaker Series - Educational Programming</i> Team Meetings; One on One Coach Meetings <i>Community Service/Engagement Involvement</i></p>
BCDC	<p style="text-align: right;">Individual career counseling <i>CDIP - Career Discovery in Practice Job Shadow Program</i> Health Professions shadow and volunteer opportunities <i>Shadowing</i> Internships <i>Job Fairs</i> Employer Information Sessions <i>Graduate and professional school events/info sessions</i> Road shows visits to employers <i>Networking events</i> Career Workshops <i>Alumni Panels</i> Alumni Online Community/ LinkedIn <i>Pre-Professional advising (pre-business; pre-health; pre-law orientations; med studies committee)</i></p>
Harward Center	<p style="text-align: right;">Summer Student Fellowships staff meeting with students one-on-one for vocational discernment/exploration conversations fellowships, volunteer positions, community work-study, student leadership programming, volunteering</p>
Co-Curricular (and cross departmental)	<p style="text-align: right;">OIE, Harward Center, Multifaith Chaplaincy programs inviting students to probe questions assigned to phase. (all 4 years)</p>
Curricular	<p style="text-align: right;">Off Campus Study - junior year/semester <i>Student research grant funding</i> Academic department or program level alumni career panels <i>Graduate Studies Committee</i> Faculty advising of first-year students <i>Faculty advising (office hours and major advisors)</i> Course catalog</p>
Staff Focus	<p style="text-align: right;">Sophomore Dean <i>Faculty and staff advisors voluntarily engage students in this kind of inquiry; not coordinated or systematic</i> Connecting current students with alumni who had/have similar focus <i>OIE advising - advising/mentoring model (in development)</i></p>

Phase: Committing

Committing	
Athletics	<p>Student Athlete Advisory Council <i>Emerging Leaders Programming</i> Captains Leadership Programming <i>One on One Coach Meetings</i> Community Service/Engagement Involvement <i>Athletics/BCDC G.A.M.E. Day program</i> Peer Mentoring <i>Alumni athlete connections for interview/internships (not systematic)</i></p>
BCDC	<p>Individual career counseling Internships On Campus/ Off Campus recruiting Alumni networking Job Opportunities/Jobcat Graduate School and Fellowship Advising <i>Application process support for internships/grad/pr of school from BCDC and Writing Center</i></p>
Harward Center	<p>Community Service/Engagment opportunities staff meeting with students one-on-one for vocational discernment/exploration conversations fellowships, volunteer positions, community work-study, student leadership programming, volunteering</p>
Co-Curricular (and cross departmental)	<p>Internships on campus: MoA, Admissions, Development, CTES, etc. <i>Student organizations provide opportunities to form alliances, work on common projects, learn organizing skills, contribute to a shared conception of good.</i></p>
Curricular	<p>Off Campus Study - junior year/semester <i>Faculty advising (office hours and major advisors)</i> Major declaration and "plus two" selection <i>Work with faculty members in courses</i> Senior thesis <i>Courses related to long-term goals</i></p>
Staff Focus	<p>OIE advising - advising/mentoring model (in development)</p>

Phase: Building

Building	
Athletics	<p style="text-align: right;">Student Athlete Advisory Council <i>Emerging Leaders Programming</i> Captains Leadership Programming <i>One on One Coach Meetings</i> Community Service/Engagement Involvement <i>Athletics/BCDC G.A.M.E. Day program</i> Peer Mentoring <i>Alumni athlete connections for interview/internships (not systematic)</i></p>
BCDC	<p style="text-align: right;">Internships off campus <i>Building connections with mentors off-campus during those internships on the advise of faculty</i> Individual Counseling <i>Workshops</i> Road Shows <i>Online Resources</i> Alumni Network <i>Mock Interviews and video practice interviews</i></p>
Harward Center	<p style="text-align: right;">Fellowships staff meeting with students one-on-one for vocational discernment/exploration conversations fellowships, volunteer positions, community work-study, student leadership programming, volunteering</p>
Co-Curricular (and cross departmental)	<p style="text-align: right;">BEST Program (Leadership Development) <i>Student leadership and fellowship programs across the campus</i> Workshops offered outside the formal curriculum (ex. grant-writing, some tech processes, Writing program workshops etc.)</p>
Curricular	<p style="text-align: right;">Faculty advising / academic advisors <i>Course work that involves both expectations for individuals and team work/collaborative</i> Senior Thesis <i>Off Campus study - junior year/semester</i> Work and courses on campus that enhance careers, including languages, computer and digital skills <i>Academic programs - a liberal arts education!</i> 200 levels classes required in the major (in some departments) <i>Practitioner-Taught Courses</i> Coursework</p>
Staff Focus	<p style="text-align: right;">Informal advising</p>

Phase: Contributing

Contributing	
Athletics	<p style="text-align: right;">Student Athlete Advisory Council Captains Leadership Programming <i>One on One Coach Meetings</i> Community Service/Engagement Involvement Peer Mentoring <i>Alumni athlete connections for interview/internships (not systematic)</i></p>
BCDC	<p style="text-align: right;">BCDC Fellows Individual Counseling Graduate School and Fellowship Advising BCDC Programs</p>
Harward Center	<p style="text-align: center;">Community-based projects (especially for upper-level students who are undertaking more substantive projects) Harward Center programming fellowships, volunteer positions, community work-study, student leadership programming, volunteering</p>
Co-Curricular (and cross departmental)	<p style="text-align: right;">Club and organization leadership positions Serving as a JA or RC in Residence Life Committee positions (SCC, Appeals committee, etc.)</p>
Curricular Staff Focus	<p style="text-align: right;">Academic advising relationships <i>Senior Thesis including seminars, discussions and advising sessions</i> Capstone courses <i>Mount David talks on programs and internships and services</i></p>

Student Leadership Opportunities

Program/ Student Leaders	Department	Orienting/ Re-Orienting	Imagining/Exploring	Connecting	Committing	Building	Contributing
Senior Admission Fellows	Admission				Yes	Yes	Yes
Admission Tour Guides	Admission				Yes	Yes	Yes
Admission Diversity Outreach Coordinators	Admission						
BatesStar	Advancement			Yes	Yes	Yes	Yes
Senior Gift Committee	Advancement				Yes	Yes	Yes
Captains (Formal Leaders)/ Informal Student-Athlete Leaders	Athletics	Yes	Yes	Yes	Yes	Yes	Yes
Career Development Fellows (CDFs)	BCDC		Yes	Yes	Yes	Yes	Yes
BEST @ Bates Leaders (Building Essential Skills for Tomorrow)	Dean of Students		Yes	Yes	Yes	Yes	Yes
Junior Advisors and Residence Coordinators	Dean of Students			Yes	Yes	Yes	Yes
AESOP Leaders	Dean of Students					Yes	Yes
Orientation Leaders	Dean of Students					Yes	Yes
Student Organizations (many) Leaders	Dean of Students				Yes	Yes	Yes
Bonner Leader Program	Harward Center	Yes	Yes	Yes	Yes	Yes	Yes
Community-Engaged Research Fellows	Harward Center			Yes	Yes	Yes	Yes
Community Work-Study Program	Harward Center			Yes	Yes	Yes	Yes
Harward Center Summer Fellowships	Harward Center			Yes	Yes	Yes	Yes
Student Volunteer Fellows	Harward Center			Yes	Yes	Yes	Yes
Multifaith Fellows	Multifaith Chaplaincy	Yes	Yes	Yes	Yes	Yes	Yes
Student Academic Mentors	OIE			Yes	Yes	Yes	Yes
Queer Peer Mentors	OIE			Yes	Yes	Yes	Yes
EcoReps	OIE					Yes	Yes

Staff/Departments With Oversight of Student Leadership Opportunities

- Dean of Students
- OIE
- Multifaith Chaplaincy
- Harward Center
- BCDC
- Athletics
- Others?

Appendix H: Entrepreneurship Speakers and Topics

Speakers	Date	Event title	Attendance
Daniel Vannoni '05 <i>Founder/Entrepreneur with Gecko Ventures and CEO/Co-Founder of Novopyxis</i>	January 29, 2014	The Non-Technical Entrepreneur: An Oxymoron Career of Possibility	30 students; 5 faculty/staff
Bruce Stangle '70, P'96 <i>Chairman and Co-Founder, Analysis Group</i>	March 5, 2014	Best In Class: Investing in People and Culture At a Top Consulting Firm	48 students; 10 faculty/staff
Joshua Macht '91 <i>Group Publisher and Executive Vice President, Harvard Business Review Group</i>	March 19, 2014	Old Company, New Tricks: Big Businesses Need Entrepreneurs Too	28 students; 10 faculty/staff
Jennifer Porter '88 <i>Founder and Managing Partner, the Boda Group</i>	April 30, 2014	Redefining Entrepreneurship: Finding Your Way on Your Own Terms	25 students; 5 faculty/staff
David Shaw P'00 <i>Managing Partner, Black Point Group, LP</i> Ben Shaw '00 <i>Founder and CEO, Vets First Choice</i>	May 5, 2014	Adventures in Business and Social Entrepreneurship	11 students; 9 faculty/staff
			Total student attendance: 142 Total faculty/staff attendance: 39 <hr/> Total attendance: 181 Total unique student attendance: 91

Appendix I: Speaker Series Proposal

Speaker series can expose students to an array of professions, different manners of thinking about work, and various methods of obtaining desired careers. The keys to making these series a success will be choosing speakers carefully, staying vigilant about campus overload, keeping the speaking events clearly focused, ensuring a diverse representation of vocations and backgrounds, and promoting each event heavily.

We propose two levels of ongoing speakers-series:

- **Department- or program-specific:** These speaker events would be clustered around particular fields or professions, and formats could include panels, visits to classrooms, or lunchtime roundtables. Possible speakers could include recent alumni, community members, staff, and faculty. Ideally each panel would include one person from each of these groups. The panelists would talk about the nature of their work, their paths to that work, and what it means to them to engage in work that is “purposeful” or “meaningful.”
- **School-wide:** This series, ideally occurring once or twice a year, would consist of a talk by a national-level professional. This speaker’s own work might surround the topic of work and careers, or s/he could have an interesting story with good insight into purposeful work.
 - Possible speakers include:
 - **Sonia Sotomayor**, Supreme Court Justice. As her book *My Beloved World* shows, she has clearly found a love for her work.
 - **Meg Jay**, clinical psychologist and faculty member at the University of Virginia and author of *The Defining Decade: Why Your Twenties Matter – and How to Make the Most of Them Now*. Her TED talk, “Why 30 Is Not the New 20,” has been viewed over 4 million times.
 - **Jeffrey Jensen Arnett**, Professor of Psychology at Clark University and author of *Emerging Adulthood*. He coined the phrase “emerging adulthood” to describe a stage in life that he recognized first, stretching from approximately 18 to 25 years of age.

One-time events: One-time events could also be a part of the speaker-series programming. These events would involve a series of back-to-back or concurrent speeches. We could use a one-time event to kick off the Purposeful Work speaker series, or we might consider an annual one-time event. Suggested formats include:

- **TEDx:** TEDx events were created in the spirit of TED talks, about “ideas worth spreading.” A Bates TEDx event focused on Purposeful Work could combine screenings of existing TED talks with live talks, all exploring questions around work, careers, values, and meaning. This event could be coordinated with the Maine TEDx event.
- **Alumni speaker series weekend:** Bates could invite alumni whose careers and/or career paths hold particular intrigue OR who have compelling information to share about careers, based on their research or work. These alumni speakers could be asked to consider their time and perspective a “college donation,” making the event relatively inexpensive to host. Both current students and alumni would be invited to attend.

- Some alumni to consider include: Keelin Godsey '06 (Bates's most decorated athlete, hailed as a transgender athlete competing for spot on 2012 Olympics team), Elizabeth Strout '77 (author and Pulitzer prize winner), and Corey Harris '91 (blues musician).

Logistics and planning:

- Speaker prompt question bank: We suggest creating a bank of possible questions that could assist speaker event organizers in preparing speakers for the event. Organizers could pull questions from this suggested list (and/or tailor these questions to the particular individual or situation) and give them to the speaker beforehand to assist in his/her preparation. We hope that this sort of support will make organizing a speaker easier and, therefore, more likely to occur.
- Publicity:
 - Logo: Using a common logo when advertising speakers will help boost recognition of the Purposeful Work initiative and understanding of the speakers' focus.
 - Calendar: We suggest creating a Purposeful Work speakers series calendar (similar to the Arts Calendar) that would list all of the department- and school-level speakers for the semester, as well as any one-time events.
- Alumni and locals: To strengthen alumni relations and Maine ties, as well as to cut costs, we consider using alumni and local professional as often as possible.
- Other venues: Speakers might join classes, conduct hands-on workshops for students, and/or host lunchtime conversations. The speakers may become components of the Purposeful Work Infusion Project.
- Reflection: A reflective component might be linked to some of these talks, for instance, in the form of papers or small discussion groups reflecting on how the speaker's experience has relevance to students' own goals and developing notions of career. These reflective activities might be linked to particular classes or co-curricular groups.

Some questions and themes to consider while choosing speakers to invite:

- Diversity: We recommend paying close attention to ensuring that speakers' backgrounds represent a diverse spectrum of races, ethnicities, genders, sexualities, ages, abilities, etc. We also hope that, through these series, students can be exposed to a wide range of jobs and types of work.
 - Purposeful work during Bates vs after Bates: We suggest some that some speakers (current Batesies? Alumni?) discuss engaging in purposeful work while at Bates, both during the semester and during summers and breaks. How does one find purposeful work while at Bates?
 - The role of failure: We think that speakers that can talk about their failures are just as instructive—if not more—than those focused on success.
- Getting to purpose: In recruiting possible speakers, we hope that speakers (and hosts) will consider: What makes purposeful work purposeful? How do one's morals and values relate to purposeful work? How is (or isn't) purpose related to money, prestige, martyrdom, stardom, etc? Does the path one takes to the work matter (journey vs. destination)?

Appendix J: Curricular and Co-Curricular Infusion Evaluations (from Poster Event)

Purposeful Work Infusion Project: Curricular Infusion Evaluation Fiona Stuart, Department of Psychology

The Purposeful Work Infusion Project

- was created with the goal of encouraging discussion of work and careers within the context of classes and co-curricular activities
- with the aim of enhancing student flourishing on campus

Method

This study was an evaluation of the Purposeful Work Infusion Project (PWIP) carried out in six courses. Using a course infusion method, an introduction to the idea of purposeful work was included as a component of the course.

The curricular infusions included the following elements:

1. Instructors assigned a reading that connects the course material to the topic of work or careers.
2. Guest speakers engaged the class in a discussion regarding the course and the topic of career well-being.
3. Students completed a self-reflective activity.

Infusion courses during Winter 2014:

BIO 214	Virology
EDUC 231	Perspectives on Education
ES/PL 214	Ethics and Environmental Issues
PSYC 280	Emerging Adulthood
PSYC 341	Advanced Topics in Developmental Psychology
PSYC 350	Examining College Life

Participating students completed online surveys before and after the course infusions. These surveys measured:

- Engaged Learning
- Mental Health (Flourishing)
- Career Identity Development
- Career Decision-Making Self-Efficacy
- Short-answer questions about the Infusion Project

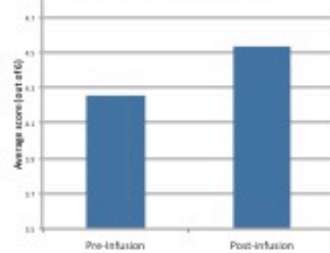
Acknowledgements

Special thanks to Rebecca Fraser-Thill, Lee Abrahamsen, Jill Reich, Mara Tiekens, and Tom Tracy for their support of this project. The Infusion Project is part of the programming of the Bates College Purposeful Work Initiative, instated by President Clayton Spencer in October 2013. Concept and measurement of "engaged learning" from the work of Laurie Schreiner, Azusa Pacific University.

Results

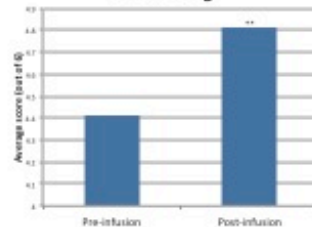
Participants in the 'Pre' Survey: $n = 54$
Participants in the 'Post' Survey: $n = 42$

Engagement - Overall



In this assessment, there was a trend toward overall engaged learning being higher among students after the curricular infusion than before, $p = .097$.

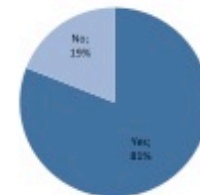
Engagement - Meaningful Processing



A subset of the engagement score, meaningful processing, was significantly higher among students after the curricular infusion than before, $p = .027$.

Student Response

Do you like the topic of careers to be discussed within the context of academic classes?



Over 80% of the students enrolled in infusion courses liked having the classroom as a forum for career discussions.

Open-Ended Feedback:

"This [infusion] makes the [course] information more relevant"

"We discuss very real problems...[in] this area of study"

"It gives an idea of how to look for a career that would be fulfilling"

Relevance of course material to possible future career path, according to participants:

Content relevance to career path
Skills or knowledge for career path
Exposure to careers
Promotes self-development and reflection

The Purposeful Work Infusion Project: Co-Curricular Infusion Evaluation

Sophie Baron, Department of Psychology

The Purposeful Work Infusion Project

- was created with the goal of encouraging discussion of work and careers within the context of classes and co-curricular activities
- with the aim of enhancing student flourishing on campus

Method

This study was an evaluation of the Purposeful Work Infusion Project (PWIP) carried out in a 1.5-hour session within the Leadership Collaborative Workshop Series. This interactive session introduced the idea of purposeful work and the importance of pursuing one's strengths and interests.

The Leadership Collaborative Workshop Series was a series of sessions intended to train leaders in various roles on our campus.

Co-Curricular groups involved in the series

Athletic Leaders and Junior Leaders
Bonner Leaders
EcoReps
Multifaith Chaplaincy Fellows
OIE Fellows
Dean of Students Office Student Leaders

Survey Measures

Participating students completed online surveys before and after the course infusions. These surveys measured

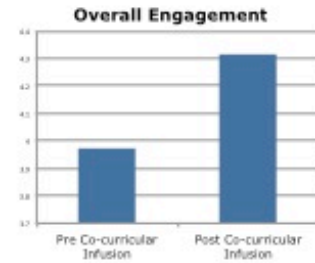
- Engaged Learning
- Mental Health
- Career Identity Development
- Career Decision-Making Self-efficacy
- Short-answer Questions About the Infusion Project

Acknowledgements

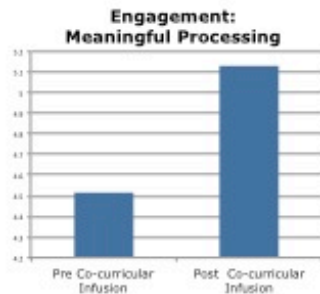
Special thanks Rebecca Fraser-Thill, Ellen Alcorn, Mara Ticken and Julie Rosenbach for their support of this project. The Infusion Project is part of the programming of the Bates College Purposeful Work Initiative, instated by President Clayton Spencer in October 2013. Concept and measurement of "flourishing" from the work of Corey L.M. Keyes, Emory University. Concept and measurement of "engagement" from the work of Laurie Schreiner, Azusa Pacific University.

Results

Participants in the 'Pre' Survey: $n = 23$
Participants in the 'Post' Survey: $n = 24$

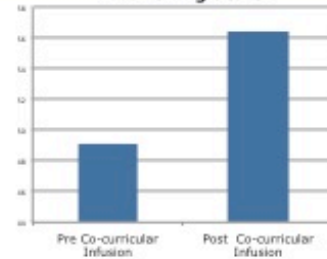


Overall engagement was significantly higher among students after the co-curricular infusion than before, $p = .04$



The meaningful processing portion of the engagement scale was significantly higher among students after the co-curricular infusion than before, $p = .02$

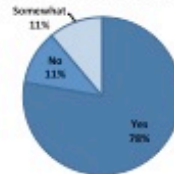
Flourishing Scale



Overall mental health ratings were significantly higher among students after the co-curricular infusion than before.

The scores were about 7 points higher on a 70 point scale, $p = .02$

Do you like the topic of careers to be discussed within the context of your co-curricular activities?



Relevance of co-curricular activity to possible future career path, according to participants:

Exposure to career opportunities
Development of relevant skills
Instilment of important values
Promotes self-development/ growth

Appendix K: Internship Program Design

Vision & Mission

Vision

The Purposeful Work Internship program will be integrated into the Bates experience, culture, and brand, encouraging all students to have at least one internship in order to explore diverse worlds of work through a best in class program that innovates over time.

Mission

The Purposeful Work Internship program enhances Bates students' exploration of their connections to work in a diverse array of settings. Through internships specifically designated for Bates students and through positions independently secured by students, interns will test their passions, build their skills, reflect on their learnings, and connect their experiences on and off campus.

Program Elements

- **Depth of experience** - students and employers enter into the internship experience with clear responsibilities and goals such that students are positioned to build their knowledge, skills, experiences and relationships
- **Diversity of experience**- the program will provide and support internships in a diverse mix of industries and markets through specific Bates-employer partnerships as well as opportunities that students secure via Bates resources or create independently
- **Equity of experience** – all students who desire, seek, and fulfill requirements of internship program will have the opportunity to secure one that is Bates or employer-sponsored and funded
- **Clarity and quality of service** – the information, expectations, and resources provided to students and employers will be clear, easy to navigate, and timely so that both parties can maximize the experience

Key Measures of Success

We encourage all students to have at least one internship during their time at Bates College, and we focus on developing/deepening strong, strategic partnerships with employers.



X number of students have Purposeful Work Internships
- via program's employer partnerships
- via program's funding
- secured by student via Bates resources/independently



X% of participating students agree or strongly agree that the internship program is a critical component in their pursuit of post-graduate purposeful work



X number of employers partner with Purposeful Work Internship program, submitting commitment contracts



X% of intern employers agree that Bates students are competitive post-graduation hires based on their experience with Bates interns

Where We are Now...

Current Status: Scale

- ❑ 284+ students intern per year. We can assume that the actual number is higher, perhaps 300-400, as not all students who independently secure internships self-report their plans to BCDC
 - These figures do not include data for all students employed on campus or engaged in research positions
- ❑ 60% of last year's senior class self-reported that they had at least one internship while at Bates College
- ❑ The Bates student body is currently 1791 students (826 of whom are sophomores and juniors – critical years for exploring work through internships). Perhaps we assume that somewhere around 25% of Bates students per year currently intern

Current Status: Funding

- ❑ 10 (of 16) 2014 Ladd internships receive some Bates funding
- ❑ Approximately 60 students per year receive some form of Bates funding for various work experiences – including internships, research, Fellowships
- ❑ Many internship postings in 2013-14 were paid, from a low of 37% of the marketing internships in JobCat to 93% of finance internships in Job Cat

Where We Are Going (by Summer 2015)



Opportunity: Secure 50 employer partners committed to considering/hiring Bates student interns (*expanding to 100 partners in year two/over time*)

-- This includes existing partners (e.g., Ladd) plus new partners

Why “only” 50?

- Desire to continue to encourage students to find, create, and secure internships outside of our formal partnerships (these could evolve into employer partners over time)
- Multiple data points from peer institutions with formal employer partnerships where subset of opportunities go unfilled year to year
- Chance to use outcome data from year one to expand strategically
- 50 partners does not represent a 1:1 employer to student hire ratio. We can expect that one employer may hire 2 Bates students as interns, for example

Funding scenarios

- Bates funding will provide \$4K per intern to successful funding applicants, based on calculations of average national hourly rate over 8 week full time experience and comparative data points at peer institutions and existing Bates programs (e.g., Ladd)
- Assume that 75% of our 50 employer partners pay directly; Bates funds remaining 12
- Assume that another ~200 students secure internships via Bates resources/independently, some of whom will apply for Bates funding*. It is reasonable to assume, conservatively, that approximately 60% of these 200 employers will pay their interns directly; ~80 students apply for Bates funding
- In years one and two, Catalyst Fund could step in to fill any dollars not met through fundraising.

*One priority area will be continued strategic efforts to increase self-reported internship data from students. The opportunity to apply for Bates funding can act as one incentive towards this effort

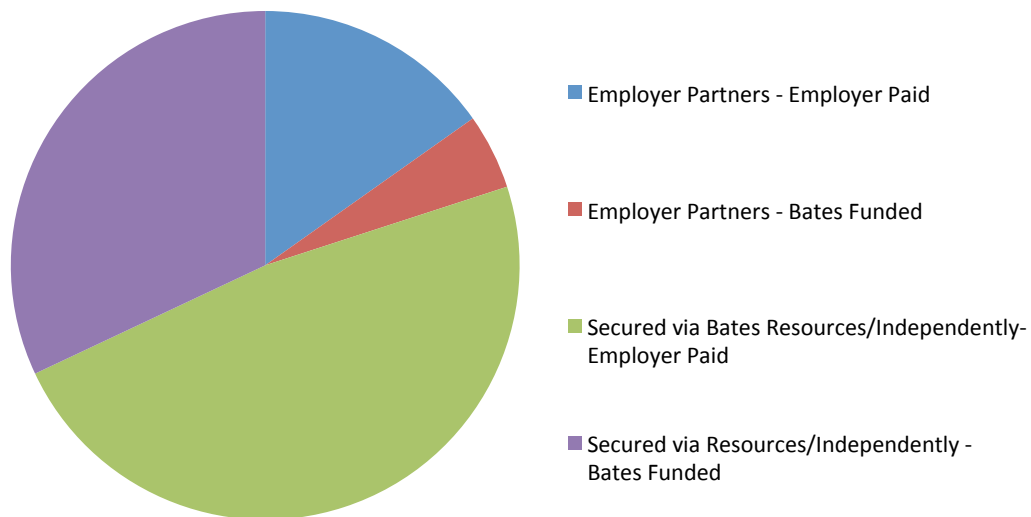
Expansion Beyond Year One

Opportunity: Secure 100 employer partners committed to considering/hiring Bates student interns

- Grow from total of 250 students with known internships (50 employer partners + 200 independently secured) to 500 students with known internships (100 employers partners + 400 secured via Bates resources/independently)

Personnel: Add Assistant Director to ensure sustainable program implementation

Purposeful Work Internships



Put another way, in summer 2015, Bates students have 250 known internships

- 50 through program's employer partners
- 92 with Bates funding
- All with the opportunity to leverage program preparation and reflection resources

Purposeful Work Internship Criteria

- At their core, Purposeful Work internships are learning opportunities. It is critical that we have clear criteria for what constitutes an approved internship under this model – to be used internally when conducting employer outreach and to share with students as they independently secure internships. In order to be eligible to count as a PW Internship and/or to secure funding, the internship must:
 - Be at least 300 total **hours** *
 - Have demonstrated, concrete **job responsibilities** reflecting actual work as reflected in a job description and/or employer commitment contract
 - Name a specific **supervisor** of the intern
 - Demonstrate students' successful completion of **preparation steps** (e.g., resume review, creation of learning objectives) within stated timelines
 - End with completed **evaluation** forms by the student and employer
- In awarding Bates funding, we prioritize:
 - The employer must be unable to pay the student a minimum of \$4K (and in compliance with FLSA). Bates funding will offer \$4K living stipend or supplement low paying employer-funded internship to get student to \$4K total
 - Our hope is that Bates can provide funding for all students where the above is the case. However, if we have reached our funding cap and cannot cover ALL applications in a given year, we will then make decisions based on student's demonstrated financial need

* Based on approx. 40 hours/week for 8 weeks. Individual schedules may vary. The intention is that the internship is the students' primary focus

Centralization with Existing Programs

- Our aim is to **centralize opportunity information for students** making their options easier to navigate, NOT to absorb or centralize management of all related programming. Examples:
 - Fellowships
 - Student Research
 - On Campus Employment
 - Harvard opportunities
- Centralization of information for students via
 - New website section with clear language and links
 - Intentional cross-marketing
- Create a cross-campus working committee to regularly engage in
 - Knowledge sharing – trends seen from students, employer
 - Uncovering opportunities to streamline or align application processes and timelines
 - Potential Members
 - Education and Environmental Studies faculty who manage robust (required) field experiences: Patti Buck, Camille Parrish
 - Fellowship committees: Kerry O'Brien, Tom Wenzil
 - Harvard: Ellen Alcorn, Marty Deschaines
 - Student Employment: Amie Parker
 - BCDC: Nancy Gibson, Kim Gustafson

Marketing to Students



Develop **core program messaging** and engaging, diverse **student success stories**

- Communicate clear expectations: program resources, requirements, FAQs
- Showcase incentives: from transferable skills gained to funding and summer Bates housing
- Use the voices of students to illustrate diversity and depth of internship experiences



Build website content that acts as **centralized resource** to access and navigate programs across campus

- “One stop shop” for students to begin to explore Internship program as well as existing Fellowships, grants, etc.



Use consistent messaging with visual appeal to **broadcast through multiple channels**

- Updated website section, with student photos and videos*
- Feature in BCDC newsletter
- Campaign with targeted messaging via department list serves
- Leverage student ambassadors**
- Meet with faculty (department meetings and one on one) to ensure they understand program and can and will speak to it

* Video clips as part of second wave of program marketing, not with initial launch

** For example: student intern, Career Development Fellows, investing participants in spring 2014 focus groups by showing how their input was used, tasking them with spreading the word

Student Experience: Preparation

- **Participating in the Purposeful Work Internship program**
 - Set expectation that students should access BCDC resources BEFORE applying for specific internships and as a requirement to be eligible for funding, particularly:
 - *Compass Personality Assessment (during Orientation)*
 - *Strengths Quest Assessment (during First Year Seminar)*
 - *Spotlight on Careers*
 - *Informational Interviews*
 - *Resume review*
 - *Cover letter writing*
 - *Interview stream*
 - *Networking 101*
 - *Minimum of one-two counseling sessions*
 - *Tips for maximizing internships (online session)*
 - *Completion of brief survey reporting on internship secured and application process*
 - *Submission of learning objectives*
 - Optional and encouraged
 - *LinkedIn training*
 - *Professional etiquette training (e.g., professional dress, thank you notes)*
 - *Job Shadows through CDIP*

We focus on preparing students early in the year to submit strong applications (directly to employers). We do not vet all applications internally before sharing top candidates with employers

Student Experience: Securing Internship

- **Finding & Securing Internships**
 - We provide:
 - List of Bates-designated internship sites (from employer hosts) and positions via [JobCat](#)
 - Tips for finding internships independently, e.g., websites, JobCat, LinkedIn, faculty networks
 - Students must:
 - Maximize these resources
 - Complete brief survey reporting number they applied to, where they were hired, how they found internships

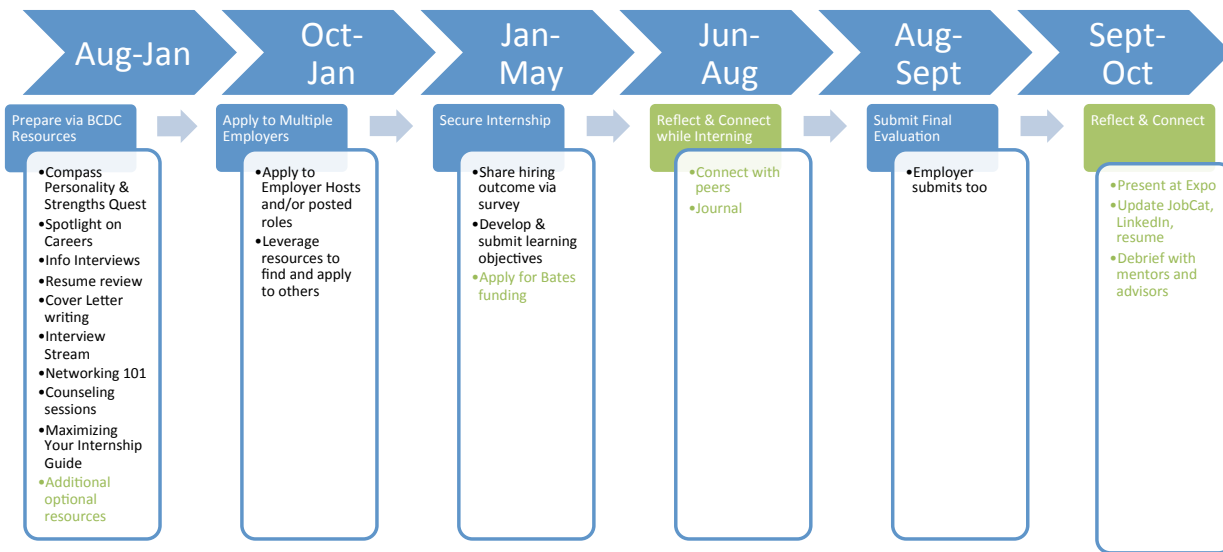
Blue font indicates BCDC involvement

Student Experience: During & After Internship

- **Reflection - During Internship**
 - Prompt all students to share their learning goals with their supervisor week one of internship
 - While none of this is required, provide students with means to process and reflect on their experience in real time, e.g., sample journal prompts, names of students interning in same industry/region
- **Reflection & Evaluation – After Internship**
 - Complete brief online self-evaluation (**required**)
 - Employer also completes brief online evaluation of student (**required**)
 - Present at Fall Showcase Expo (*optional though strongly encouraged*)
 - Reflection workshop (*optional*)
 - Prompt students to use their reflections to (*optional*):
 - Report back to faculty advisors
 - Inform course selections
 - [Update LinkedIn profiles, resumes, stated JobCat interests](#)
 - [Develop “elevator speech” of what they accomplished and learned as an intern \(for future interviews\)](#)

Blue font indicates BCDC involvement

Student Timeline



Opportunity: 50 Employer Partners

Diversity of Industry based on student interest and career outcome data

Diversity of Region based on student interest, alumni presence, Admissions priorities

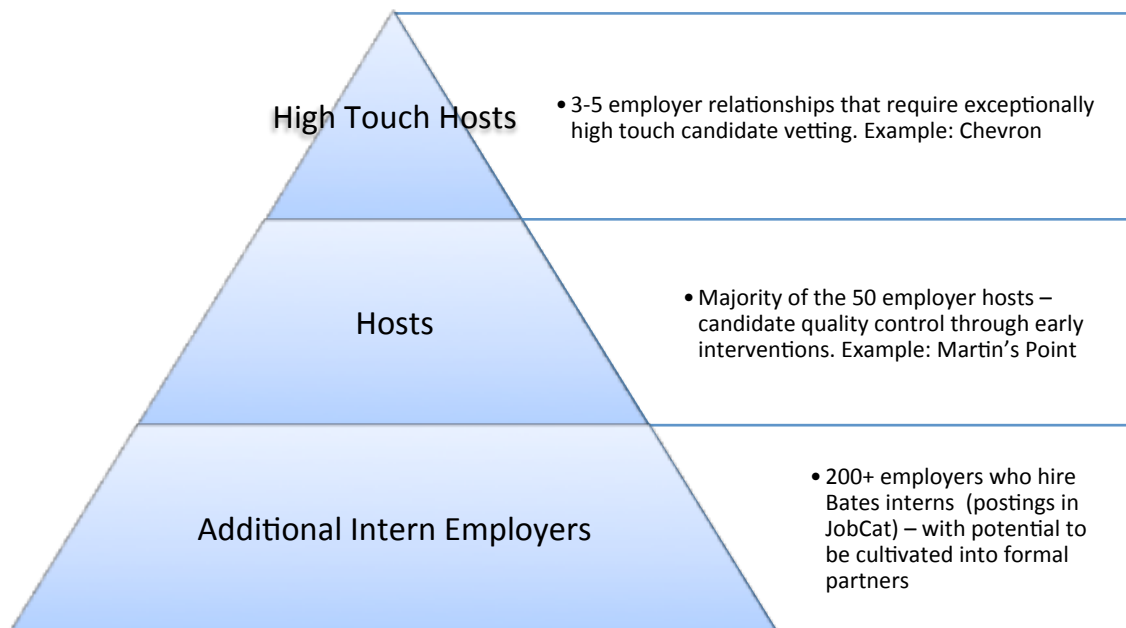
Partnerships build on **existing** partners and the addition of **new** partners

Number	Industry	Regions	Organization Examples (<i>not exhaustive</i>)
10	Healthcare	Boston, Maine, Chicago, LA, NY	Maine Medical Center, Martin's Point
4	Finance/Banking	Boston, NY, Maine, Chicago	Putnam Investments, Pulse Capital Partners
4	Consulting/Business	Boston, DC, NY, Chicago	Beacon Group
6	Education	Boston, Maine, NH, DC, NY	Hillview, CIEE
3	Government	DC, Maine, Boston	EPA, Washington Center
2	Law	Boston, Maine, DC	Small firms
3	Technology	San Francisco, Boston	EZE Software Group, Happy Fun Corps
3	Science R&D	Maine, Boston, San Fran	Chevron, Cubist
4	Communications/Media/Marketing	Boston, NYC, DC, Chicago, San Francisco, LA	LA alumni connections
4	Nonprofit	San Francisco, Maine, Chicago	Chicago alumni connections
2	Arts	Boston, Maine, NYC, LA	Bates Museum of Art, NY alumni connections
2	Social & Human Services	Boston, NYC, Maine	Big Brothers, Big Sisters
3	Entrepreneurship	Maine, Seattle	Thomas Goetz

Next Steps - Employer Partner Opportunities

- **Refine regions**, as needed, after meeting with Admissions to understand recruitment priorities and reviewing Advancement Research reports
- The preceding slide is a snapshot view of a more detailed working excel document currently under construction. Further **develop this list of aspirational new employer partners** with input from:
 - BCDC
 - Advancement
 - Advancement Research
- Together with Advancement and BCDC, determine **specific outreach implementation** plan
 - Point person for initial outreach
 - Knowledge sharing system

Relationship Management



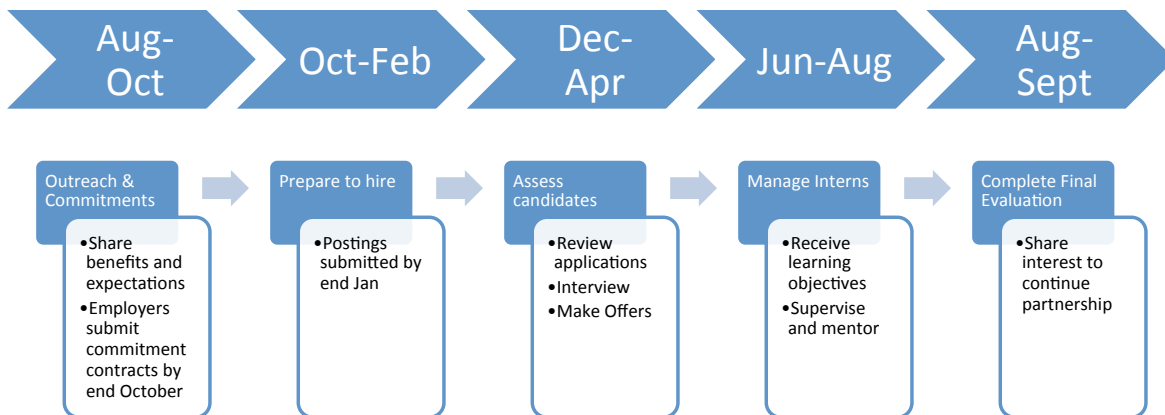
Employer Experience

- **Outreach**
 - Based on data, prioritize opportunity outreach (i.e., hosting interns) to specific industries and regions
 - With Advancement, refine the case for why employers should want to host interns and/or fund the program
 - Develop one-pager that outlines value proposition and commitments as an intern host. Use consistent messaging from initial outreach through cultivation and commitment
 - Ask employers to complete an online commitment contract when partnering with us, acknowledging that they agree to expectations, are in compliance with FLSA, etc.

- **Application and interview process**
 - Message October 31 as ideal deadline for employers to submit their commitment contracts
 - Message Jan 31 as ideal deadline for employers to submit their postings, knowing submissions will be rolling based on employer hiring cycles
 - Students’ deadline to apply will vary, based on employer timelines and hiring cycles
 - Based on employer preference, students may apply directly to employer or via JobCat. When through JobCat, we will typically send the employer the full batch of applications immediately following the deadline (unless employer asks to see them sooner or as they come in)
 - Employer vets applications, decides who to advance and who to hire. Employers may schedule interviews directly or we can schedule for them (on campus, phone, Skype)
 - We provide clear messaging to employers about the resources provided to students, but that we do not vet applications internally

- **Feedback & Evaluation**
 - At the completion of the internship, supervisors are asked to complete a final online evaluation form of the students’ performance and their interest in partnering for the upcoming year
 - In year one, we will prioritize a subset of employers for follow up calls to hear about their experience with our students and program

Employer Host Timeline



Data Sources

- BCDC
 - JobCat
 - Student survey data
- Student Focus Groups
 - 4 sessions held in April and May with representatives from Residential Life staff, OIE network, student athletes, BCDC Career Fellows, Harward Center networks (4/1, 4/22, 4/28, and 5/12)
- Informal Faculty Meetings
 - Cross section of department heads from larger departments
- Existing internal models
 - For example: Ladd, Chevron, Harward
- Peer Institutions
 - Visits to Holy Cross, Connecticut College
 - Calls with Messiah, Amherst, Smith, Macalaster, Hobart and William Smith
- Literature Review
 - Related articles and research

Appendix L: PTC Course Catalog Descriptions

EXDS s15A. Short Term Practicum: Graphic Design. This course introduces graphic design, technology, and the design profession. Through studio work, design research, and historical study, students acquire a foundation in the principles and elements of design, typography, and visual communication. Students address aesthetic and communication problems through the creation of identity, poster, publication, and user interface design. They gain proficiency in the use of industry-standard software, including Adobe Illustrator, Adobe Photoshop, and Adobe InDesign. They consider graphic design in relation to industrial design, the built environment, and emergent media. Contemporary business and problem-solving practices are also covered, including branding, design management, design thinking, and strategic innovation. During field trips students explore the breadth and depth of activity within the design profession. Journals, sketchbooks and a final project allow students to demonstrate the skills developed during the course. New course beginning Short Term 2014. Enrollment limited to 16. Instructor permission is required. One-time offering. Brandy Gibbs-Riley.

EXDS s15B. Short Term Practicum: Health Care Administration. This course introduces the American health care system, with a particular focus on problems faced in delivering and paying for quality health care and approaches to addressing those problems. After a brief overview of the U.S. health care system, specific topics to be explored include access to care, the role of primary versus specialty care, quality measurement, health care finance, legal and compliance issues, human resources, and approaches to continuous improvement. Through readings, class discussion with professionals in various roles in health care, job shadowing, and a final project, students examine ideals and aspirations in delivering high quality, affordable health care as well as practical limitations and barriers to doing so. They consider implications for leaders who seek to change the way health care is delivered, administered and paid for in the United States. New course beginning Short Term 2014. Enrollment limited to 16. Instructor permission is required. One-time offering. Shannon Banks.

EXDS s15C. Short Term Practicum: Social Change Organizing and Advocacy. This course introduces concepts, strategies, and skills employed in the professional careers of organizers and advocates for social change, the act of changing power structures in society and/or the outcomes of those power structures in order to reduce exploitation, human suffering, and denial of human rights. Practitioners lead students through the examination of in-depth case studies of social change efforts at the local, state, and national level. Topics include poverty, LGBTQ rights, voting rights, immigration, urban development, housing, racial justice, labor, gender equity and environmental justice. Students explore strategies and skills illustrated in each case study, in the context of social change advocacy and organizing careers and more broadly in the context of informed civic action. Students develop and present proposals for social change projects reflecting detailed knowledge of a social issue of particular interest to them and a thoughtful application of some specific skills and strategies covered in the course. New course beginning Short Term 2014. Enrollment limited to 16. Instructor permission is required. One-time offering. Craig Saddlemire, Sarah Standiford, Aditi Vaidya.

EXDS s15D. Short Term Practicum: Digital Innovation. From startups to innovative projects within existing organizations, digital innovation and entrepreneurship are fast growing arenas that present exciting challenges and opportunities. This practicum focuses on the tools, techniques, and practices used by digital innovators as they develop, design, and test products. Students explore the history and current challenges in this field, and then work through a process of product discovery, market research, wireframing, branding, and product development. At each step in this process, students develop a

foundation of relevant skills including coding, design, marketing, distribution across various platforms, and project management. They apply those skills to the development of a tangible product, and explore a wide range of professional roles within the broad field of digital innovation and entrepreneurship. New course beginning Short Term 2014. Enrollment limited to 16. Instructor permission is required. One-time offering. Ben Schippers, Will Schenk.

Appendix M: Compendium of Common Language for Purposeful Work

Compiled by Emily Kane, Crystal Williams and Rebecca Fraser-Thill

April 2014

- **meaningful work**
- **intentionality**
- **worlds of work**
- **reflection**
- **serendipity**
- **discernment**
- **exploration**
- educating the **whole person**
- **purpose =**
 - **an aim** toward which one directs energies that is
 - **meaningful to the self**
 - **AND relevant beyond the self**
- **skills**
- **capacities**
- **experiences**
- **creative engagement**
- education for **flexible and creative engagement with a changing world** (with deep roots in ancient ways of cultivating human capacity)
- preparing for lives of purposeful work as a **“core concern of the liberal arts”**
- **living your life from the inside out**
- **work as not just “out there” but “in here”** (i.e., during college)
- **grounded idealism** [from sociologist Tim Clydesdale]
- fostering **reflective exploration** and **intentional decision making** within students, staff and faculty, now and in the future
- fostering purposeful work for all Bates students, **not just for students with “inherited networks of privilege”**
- **mentorship** (focusing on how all staff and the broader community fill this role)
- **flourishing**
- **grit** [“perseverance and passion for long-term goals”- psychologist Angela Lee Duckworth]
- **informed civic action**
- **responsible stewardship**
- **fields of practice, practical, practicum, etc. resilience**
- **self-transcendence** [not the precise word, but the meaning]
- **proactive planning**
- **paths of excellence and productivity**
- **convergence** [the overlap between what you want to do and what the world needs]
- **fulfillment**
- **service**
- **unique learners and doers**
- **living in harmony with one’s capacities:** here, the idea that if we are aware of our capacities,

talents, and challenges, we can more easily and effectively partner with others to create a whole from multiple parts.

- **open-eyed engagement:** awareness, self-reflection, pragmatism all bound into one
- **curiosity as a life strategy**
- **graceful pivots:** a path in which one's working life is full of graceful pivots from one career or type of engagement to another
- **deliberate adventure:** an existence in which exploration and experimentation is itself a goal. Here I mean to suggest that experimentation is itself a strategic action.
- **struggle as growth:** teaching students to honor "change" as "challenge" and "challenge" as growth.
- **The Gardening Cart:** preparing students to engage their life with the tools of the gardener who, if they are to be successful, needs to: clear the way, plant, strategize in harmony with the surrounding elements, tend, weed out the unnecessary--even if it is beautiful, and honor the full scope of the life before them.
- **"Fake It To Make It" as a life altering skill:** honing the skills of self-confidence, hard work, and persistence such that students can acknowledge Imposter Syndrome and push into and past it.
- **useful optimism**
- **self-reflection as strategic action**
- **journey of your own making:** agency, advocacy and control
- **buoyancy**
- **creative living:** designing a life in which one's creative capacities--imagination, principle among them--are at the forefront and are understood to be at the root of nearly all successful ventures, no matter one's field.

Appendix N: Recommendations by Resource Needs

Below we offer an account of the recommendations we think could be implemented with (1) existing resources, (2) modest new resources, and (3) significant new resources (where resources refers to staffing and/or programming budget).

With Existing Resources (assuming a three-person PW staff and coordination with strategic partners):

- Orientation:
 - Use concurrent sessions for parents and students to introduce them to Purposeful Work as a core concern of the liberal arts and a lens through which to view their pursuits both during and after college.
- First Year Seminar program:
 - Workshop for First Year Seminar (FYS) instructors, to invite and equip them to use Purposeful Work concepts/ language as they help students understand and integrate the diverse kinds of work they will undertake during their college years.
 - Incorporation of an informational interviewing assignment to FYS courses that exposes students to diverse possible academic and post-baccalaureate futures.
- Speaker Series:
 - Launch a series entitled “Purposeful Work: Voices in …” to bring different worlds of work into view (e.g., healthcare, communications, international affairs/relations, the arts, activism, human services, STEM, digital and computational fields).
 - Invite departments/programs to use the PW brand for their relevant programs and to include a PW dimension in their programming where possible.
 - For example, the Theatre/Dance “Beyond the Bubble” series is a good fit for the PW brand.
 - When speakers come to present their research/scholarly expertise, consider also a PW program such as a lunch with students in which the speaker reflects on his/her vocational journey and thoughts about purpose and work.
 - Encourage and support collaborative faculty, staff and/or alumni events to highlight a range of career options and paths related to specific majors.
 - For example, “The Meandering Path” event sponsored by the Psychology department with support from BCDC.
 - Take advantage of times/events when alumni and parents are already on campus (e.g. Homecoming, Parents Weekend, Alumni Council and Trustee meetings)
 - Consider an annual panel linked to Practitioner-Taught Courses.
- Job Shadow:
 - Shift focus of Career Discovery in Practice (CDIP) experiences to first and second year students.
 - Continue to increase number of on-campus, local, and Maine-based shadowing opportunities.
 - Pay explicit attention to students’ awareness of networks.
- Alumni and Parent Networks:
 - Take advantage of times/events when alumni and parents are already on campus (e.g. Homecoming, Parents Weekend, Alumni Council and Trustee meetings)
 - Consider creation of an alumni Purposeful Work event, perhaps during Homecoming, in partnership with Advancement.

- JA/RC development:
 - Offer a suite of Purposeful Work programming ideas/opportunities to facilitate relevant residence hall activities.
- Student Employment at Bates:
 - Improve access to student employment options, including enhanced visibility of available work opportunities (e.g., through a job fair) and prioritization of federal work study students.
- Emphasize skills-identification in new and existing programs:
 - Partner with the Harvard Center to incorporate skills-based learning and self-presentation of skills into all community-engaged work.
- Faculty Participation:
 - Partner with the Office of the Dean of the Faculty to explore how to reward faculty participation.
- Staff Participation:
 - Develop workshops, discussions, and other programs to build staff members' skills for supporting students' meaningful engagement with work – particularly in the context of student employment -- and students' decision-making about the future.
 - Encourage staff to actively share their own stories of finding/searching for purposeful work within the context of curricular infusions, speaker series events, and other programming.
 - Consider that many Bates staff members would benefit from programming aimed at maximizing the purposefulness of their own work (e.g., "Love Your Work, Love Your Life" during Staff Enrichment Week).
- Navigation Systems:
 - Learn about e-portfolio systems and their potential use at Bates –Use Tom McGuinness as resident expert
 - Use a common language across campus using highlights from PW case plus the PW programmatic framework: explore, experience, engage
- Branding:
 - Understand the Purposeful Work audiences: working with BCO, consider who the audiences are and how to best reach them
 - Audiences include: Bates Community – faculty and staff, students, alumni, parents, employers
 - Define common language for Purposeful Work

With Modest New Resources:

- Orientation:
 - Use the Compass Personality Assessment as a first step toward students' exploration of self and world in the context of purposeful work
 - Identify and deploy a tool/resource to help students identify and understand what kind of learners they are (e.g. the Highlands Ability Battery or the Barsch Learning Style Inventory). *Depending on the tool, this might require significant new resources.*
- Advising:
 - In partnership with Office of Equity and Diversity and the Office of the Dean of the Faculty, adopt a cohort advising model from first year through major declaration, allowing for more frequent and broader-based advisor-advisee connections without substantially increasing advisor workload.

- Through workshops for all faculty advisors, invite advisors to consider the use of Purposeful Work concepts/language for helping their students understand and integrate the diverse kinds of work they undertake and skills they develop during their college years
 - Encourage a college-wide review of advising.
 - Consider expanding cadre of advisors to include interested and qualified staff.
- Job Shadow:
 - Ensure better evaluation and alignment of student interest with CDIP opportunities.
- Purposeful Work Infusion Project:
 - Expose students to worlds of work within the classroom and in co-curricular activities. Sustain the program indefinitely, as long as it continues to meet program objectives.
- Alumni and Parent Networks:
 - In partnership with Advancement, provide a menu of ways alumni and parents can get involved with the Purposeful Work initiative. Consider strategies for including diverse groups.
 - Create robust access points to alumni and parent networks with special attention to students without inherited access points.
- Study Abroad:
 - Partnering with the Office of Off-Campus Study, offer workshops and other opportunities for students to use Purposeful Work as a framework for preparing for and reflecting on their study abroad experiences.
 - Consider social media options such as a Purposeful Work blog to encourage student reflection on work in other contexts. Include recent graduates.
- Fall Showcase Event:
 - Organize a Mount David-like event each fall to showcase internships, job shadows, Infusion Project outcomes, mini-grant projects, Practitioner-Taught Courses, and other Purposeful Work-related activities happening on campus.
- Student Employment at Bates:
 - Seize on student employment as a site for intensive student and staff development.
 - Expand opportunities for students to learn about and participate in the work of the college.
 - Build the capacity of supervisors to engage a diverse range of student employees in goal-setting, skills-building, and self-reflection exercises so students can capitalize on campus work experiences.
- Emphasize skills-identification in new and existing programs:
 - In partnership with BCDC and the Office of Intercultural Education (OIE), enhance the programmatic offerings designed to help students attain the suite of skills identified as important for career preparedness, including but not limited to workplace ethics, dressing for success, and negotiating salaries, etc.
 - Enhance experiential learning opportunities within the curriculum.
- Networking:
 - Develop programming on how to build and nurture networks, with special attention to students without inherited networks.
 - Orient Alumni and Parent networks toward students who do not have their own.
 - Partner with BCDC to enhance and expand networking programming.
- Faculty Participation:

- Develop workshops, discussions, and other programs to build faculty members' skills for supporting students' meaningful engagement with work and decision-making about the future, as well and to facilitate faculty interest and investment in Purposeful Work.
- Staff Participation:
 - Develop workshops, discussions, and other programs to build staff members' skills for supporting students' meaningful engagement with work – particularly in the context of student employment -- and students' decision-making about the future.
- Branding:
 - Identify and implement strategies for using established lexicon with various audiences.
 - Improve communication practices/networks to ensure campus awareness of Purposeful Work priorities and opportunities.
 - Create web presence for Purposeful Work
 - Reframe existing web presences to align with Purposeful Work across departments/programs/divisions. For instance:
 - Add work stats to stats pages in every publication and to every department page and connect to BCDC web pages where applicable
 - Use the “Transformer” for PW language

With Significant New Resources:

- First Year Seminar Program:
 - Use the StrengthsQuest assessment as a first step toward students' identification and analysis of their strengths.
- Speaker Series:
 - Offer campus-wide events once or twice a year featuring high-profile speakers.
 - Expand “Purposeful Work: Voices in _____” series to include other fields.
- Job Shadow:
 - Enhance access through funding of transportation and housing.
- Alumni and Parent Networks:
 - Partner with alumni business networks to develop more/better off-campus career programs and develop more student-employer site visits by interest area in targeted cities.
- Mini-grants for student clubs/organizations:
 - Provide student access to funds to support Purposeful Work programming (e.g., exposure to worlds of work; skill-building workshops) for their groups, modeled after Harvard Center student mini-grant program.
- JA/RC Development:
 - Offer a mini-grant program to incentivize and facilitate residence hall programming around purposeful work.
- Study Abroad:
 - Explore options for internships abroad, perhaps for academic credit (e.g., the Biology and Bio-chem programs with Sloan Kettering)
- Internships:
 - Enhance scope and reflective aspects of internship experience.
 - Enhance access to funding and to paid internships.
 - Develop partnerships, such as Koru, to provide real-world work experience and career mentorship for successful applicants. Confirm Bates financial support to ensure

program(s) are accessible to all students. Venture for America and Innovate for Maine are other examples of partnerships already in place (or evolving).

- Fellowships, Apprenticeships, and Fieldwork:
 - Expand current successful programs such as Harvard Center paid fellowships during the academic year and summer.
 - Improve access to academic year and summer fellowships, apprenticeships, and fieldwork experiences through enhanced funding and/or course credit. In particular, for federal work study students.
- Practitioner-Taught Courses:
 - Continue to offer Short Term courses taught by alumni practitioners in areas of student interest not available in the regular academic program.
 - Consider offering business-oriented short courses through outside vendors—e.g., the Fullbridge Program’s entrepreneurship course.
- Networking:
 - Leverage e-portfolio system to help educate about what a network is, to create a system for matching alumni with students as mentors etc.
- Bates at Work:
 - Develop, and make active and frequent use of, an ongoing inventory of diverse Bates stories of engagement in purposeful work both on and off campus. Use these stories to inspire pursuits of purposeful work now and in the future.
- Certificate Programs:
 - Offer non-credit bearing, skills-building programs during Short Term in topics such as Excel, coding, conflict management, and leadership. Be intentional about composition of these programs to ensure diverse participation.
 - Some may be considered as EXDS; similar to or even offered as Practitioner-Taught Courses.
 - Develop funding for such programs to ensure access to them.
 - As appropriate, engage on-campus expertise to create and staff these programs (e.g., ILS).
 - Consider, more broadly, whether some Purposeful Work components could be better supported through a relevant partial course credit system.
- Faculty Participation:
 - Use a mini-grant program to incentivize curricular integration of Purposeful Work priorities.
 - Improve communication practices/networks to ensure campus awareness of Purposeful Work priorities and opportunities.
 - Consider ways to connect more specifically to Academic Affairs. For example, visits to chair meetings and to department and program meetings to highlight what faculty are already doing and encourage enhanced efforts in this direction.
- Staff Participation:
 - Use a mini-grant program to incentivize integration of Purposeful Work priorities.
- Navigation Systems:
 - Develop an e-portfolio system
 - Use to integrate reflective, goal-setting, and action plan exercises throughout Purposeful Work programming so students can capitalize on their explorations and experiences by looking mindfully and imaginatively toward the future
- Branding & Audience:

- Launch a project to create “Productive Failing/ Creative Quitting” video shorts with interviews with alumni and faculty.
 - Capture stories of transition beyond Bates and capture how purposeful work continues for young alumni, etc.

Appendix O: Purposeful Work Project Team Proposal

In order to seed the work proposed in the report, we suggest a project team be put in place. The individuals involved in the organizational structure proposed below will oversee all of the components involved in the initiative and ensure institutional cohesiveness and collaboration. Their work will begin with a two-year period focused on program design, evaluation, and to determine whether it would be warranted to establish the Office or Center for Purposeful Work at Bates College.

Guiding principles for the two-year program design period and perhaps ultimately for the Office or Center for Purposeful Work:

- Partner/share responsibility with a variety of campus partners. Through the director, the Purposeful Work project team will evaluate how to implement components of the recommendations, identify where interdependencies exist within the college, and how the project team interfaces with both internal and external stakeholders.
- Focus on key student priorities and on helping students to take reflective actions as they:
 - **Explore** their interests, aspirations, commitments, and strengths in relation to possible worlds of work;
 - **Experience** resources and opportunities that grow their knowledge, skills, and networks;
 - And **engage** those skills, experiences, and relationships in purposeful work now and in the future.
- Eliminate organizational inefficiencies
- Improve channels of communication
- Evolve with institutional priorities over time

This project team will be comprised of an individual leading the program design, another team member supporting the program design and Practitioner-Taught Courses, and a third leading the internship program.

The project team will principally turn to existing offices and structures, campus leaders, and governance bodies to bring the Purposeful Work working groups' recommendations to fruition. These strategic partners are listed in the report.