date 18 June 2008

project name University of Wisconsin-Milwaukee Master Plan

meeting date May 20, 2008

time 1:30 pm – 2:30 pm

location Library

recorded by Kathryn Madden

distribution Jon Jenson, Jeff Kosloske, Kate Sullivan, Patricia Arredondo, Chris Gluesing, Jim Vander Heiden, d’Andre Willis, Lora Strigens, Julie Penman, Greg Havens, Janne Corneil, Philip Parsons, Tyler Patrick

purpose Career Development Center

These minutes represent a summary of the content and character of each meeting and are not meant to be an exhaustive list of the comments made. Also, these notes are an initial attempt to understand the academic issues on campus; we will return to gather additional information as necessary.

ATTENDEES
Tom Bachhuber, Director of Career Development Center
Ada Walker, Manager, Employer Relations
Linda Walker, Career Development Center Counselor
Cindy Petrites, Alumni Career Counselor
Lora Strigens, HGA
Kathryn Madden, Madden Planning Group/Sasaki

SUMMARY
A. Overview

1) 2006 Workforce development – losing talent; more and more often Wisconsin graduates are leaving for Chicago or Minneapolis for better quality of life and opportunity. This is not the case for UWM however, as follow-up studies show 86% stay in Wisconsin and 70% in the Milwaukee Metro area.

2) Employers are casting their nets more widely to different schools and also looking for deeper, broader recruitment strategies at each school; students need to establish a match between their skills and a particular job posting as well as be able to articulate how their skills can contribute to the organization. They also need to conduct significant work to understand the “hidden job market” and both the value and practice of networking.

2) Would like to do more experiential learning; many schools, colleges and departments manage own internship programs; there needs to be coordination.
B. Goals

1) CDC Mission: Help students to select major and career path, build skills and experiences into their education, and make successful transitions to the work place through effective goal setting, resume/communication development, networking, web-use and interview preparation.; develop recruitment and educational partnerships with employers, serve as career development consulting service for campus.

2) Additional goal: Improve outreach, especially to alumni, making them aware of career services and building loyalty

C. Program

1) Career development provides leadership to the campus through research, training and consultation with academic departments for collaborative programs and classroom interventions.

CDC needs to be in the classroom and curricula to make a difference given UWM’s culture of commuting, first generation and students working part-time jobs.

2) Access to Success – student retention and academic performance and length of time; RFP to integrate career and academic advising

3) Career counseling – 1500 appointments per year plus 2000 walk-in appointments; 5-6,000 through presentations in classes; 400 in career course; website traffic considerable; career days and job fairs attract 100 employers and 500-1,000 students/alumni; responsible for eight schools (all but Lubar, CEAS and SCE)

4) Marketing of services – outreach to students through class presentations, career day, and job fairs; educational aspect; connections to faculty, also print and banners

5) Creating your own future Living/Learning program – River View –Career course in fall semester for two credits and job visits and shadowing in spring; 58 students; help with planning major and career

6) Even in depressed economy, employers/companies are always looking for new talent; employers meet with the Career Development Center to strategize; CDC connects them to deans staff, chairs and faculty to get involved in schools/colleges for exposure to best/best fit students (e.g. Brady, NM, Target or Kohl's management, retail, non profit, management training, social services, education); help employers navigate Web but there should be a link for employers to see better the curriculum

7) Students need practical skills – public speaking, presentation, business etiquette, political awareness, etc.; for remedial skills related to resume and cover letter, students are referred to writing center

8) Alumni outreach – online; Pathways to New Career for alumni and non-traditional students who are changing careers

9) School of Continuing Education – has a Career Transitions Center, set up by CDC; coaching and counseling package ($250) but was not very successful possibly due to marketing, access, location; new target is adult learners and non graduates looking to return for degree through main campus services.

10) About a third of the clients using CDC services are alumni– alumni know to come to Mellencamp (not Alumni House); see about 10 people/week or say 500/year
D. Physical Space Attributes

1) Mellencamp Hall space needs to work with employers on campus; need interviewing rooms and a presentation room (25-30 seats) plus reception; employer space is abysmal

E. Next Steps

1. Document meeting minutes.
2. Perform data and site analysis throughout the summer.
3. Present initial analysis findings in the Fall.

The information above will stand as recorded unless Sasaki receives written comments within five days of the distribution date from a recipient requesting an amendment.