College of Arts and Sciences  
Career Integration Faculty Work Group  
Final Report to Dean Sara Rosen  

Preamble  
The College of Arts and Sciences (CAS) at Georgia State University has a Strategic Plan to “fulfill the mission of Georgia State University as it relates to disciplines in the humanities, social and behavioral sciences, and natural and computational sciences.”  

Goal 1 of the plan states: Create curricula, academic experiences, and pedagogies that maximize academic and career success for undergraduate students.  

For this goal, Initiative 1.1 states: Prepare students for current and future workforce needs through focused career advisement at each academic stage. Embed career awareness training within and across each major. Formalize and highlight career competencies (e.g., critical thinking and problem solving, oral and written communication, digital technology, teamwork and collaboration, leadership, and global and intercultural fluency) within each degree program, and infuse career competencies within degree programs where they do not exist. Pursue partnerships with local and regional employers. Engage with employers to communicate the value of a liberal arts and sciences education and the breadth of competencies and strengths our graduates add to the workforce.  

To address this goal, Dear Sara Rosen charged a group of CAS faculty to develop a report on how best to support academic career development across the College. Associate Dean John Augusto was tasked with convening the CAS faculty and completion of this report. This report reflects numerous conversations held via email and in person meetings from May 2018 to April 2019.  

The objectives of the committee were to identify career awareness training within and across each major of the College; identify collaboration opportunities both between departments and between the College and the university initiatives; suggest ways to support faculty involved with career development in their respective departments.  

Overview  
The Career Integration Faculty Work Group (Work Group) began with its first meeting on 8 May 2018 with an overview of the charge and a discussion on several topics related to academic career integration with College. The goals of the Work Group were to identify how CAS students see their career development, to name and identify promising practices within the CAS departments and to utilize existing university resources to support career development across the CAS. In addition, the Work Group discussed ways to identify how majors introduce career in the major, where does career development get reinforced in the major and how can CAS students demonstrate their career skills. Finally, the Work Group identified both the National Association of College and Employers (NACE) Career Competencies to support assessment of academic career development.
In the Fall 2018 and Spring 2019 semesters, the committee met to discuss these topics:

- current University wide initiatives that include the Quality Enhancement Plan for the University’s reaccreditation beginning in 2019;
- to identify departmental practices around where CAS students are introduced to career development, opportunities for this development to be reinforced and how departments provide opportunities for students to demonstrate career competencies;
- departmental practices pertaining to internship courses and signature experiences;
- current services offered by the University Career Center;
- Interview current directors of undergraduate studies to gather data on department practices.

From our discussions and interviews, the committee identified these issues and opportunities around career readiness within the College of Arts and Sciences:

Issues and Opportunities

- Departments have little understanding or logistical specifics with incorporating career development within the major
- Departments have little experience with mapping career competencies to their undergraduate curriculum as pertains to the ever-changing job market
- Departments at capacity with current teaching, research and service efforts
- Departments have little information on where students go after they graduate with undergraduate or master’s degree
- Departments inability to access students earlier in their GSU career via CAS mechanisms
- Departments have little contact and limited time with employers who hire their students
- Faculty need to have further support to better understand how to incorporate career development
- Faculty are not recognized and are not incentivized to incorporate career development into their individual courses
- Faculty have few opportunities to discuss promising practices pertaining to career development in the major
- Faculty need to understand what services their students at the University Career Center
- Incentives for incorporating GSU 1010 within the structure of the CAS major need to be identified and supported
- PERS courses could be career focused across multiple majors within the College
- College has no formal mechanisms to recognize service that pertains to career development or career readiness
- Annual review or recognition of faculty in Digital Measures does not include Career Readiness activities or efforts
Based on our findings, the committee would like to offer the following recommendations.

Faculty
- Review Area B offerings to develop career development courses
- Work on updating Perspective course offerings to include a career exploration component

Departments
- Encourage students to complete an internship, preferably a credit bearing internship, during their GSU undergraduate degree
- Departments work with CETL to identify career development competencies and identify where students will gain these competencies
- Departments work with the College Dean’s office to facilitate internships across the various disciplines
- Departments could consider adding (1) ethical reasoning and decision making and (2) active citizenship and community engagement to their career competencies.

College of Arts & Science
- The work group is recommending that the College include focused career-readiness competencies as needed for the College’s goals. The recommendation would be for (1) ethical reasoning and decision making and (2) active citizenship and community engagement. The specific recommendation would be that College and Arts of Sciences would be to encourage CAS departments to do so as a way to tie into the College’s Strategic Plan Goal 4 Tie into the Complexity of Cities.
- Dean’s office work with CETL to co-sponsor faculty development workshops around career development in the major
- Dean’s office and University Career Center co-host reception for employers and CAS faculty during the academic year
- Dean’s office work with University Career Center to train career counselors with knowledge, training or experience in the Humanities, Social Sciences or Natural Sciences.
- Dean’s office work with academic departments to adopt uniform language around internship courses and track internship courses within the major. College should consider a college-wide internship program
- Dean’s office to find ways to formalize the structures to support faculty work: incentivize career development within individual courses; recognition of this course redesign efforts
- Dean’s office creates a Career Readiness Council, comprised of faculty throughout the College who coordinate internships and other career related activities within the department. This council would be comparable to Directors of Graduate Studies/Directors of Undergraduate Studies.
- Dean’s office should find overlap opportunities between career advising and academic advising
- More communication and collaboration across and within units including: advising, alumni office, career services, and civic engagement. Ensure that departments don’t have to recreate the wheel for their unit
Respectfully Submitted:

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