BOERIGTER

PROPOSAL FOR THE BOERIGTER INSTITUTE AT HOPE COLLEGE
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EXECUTIVE SUMMARY

The Boerigter Task Force was charged with envisioning a model for Hope College’s new “Boerigter Institute,” an entity that will use the generosity of George and Sibilla Boerigter to rename and re-imagine the efforts of our Career Development Center to prepare students for life after Hope. Beginning in November 2016, the Task Force gathered information and gained insights from internal (faculty, staff, students) and external (alumni, employers, community members) stakeholders to address our charge. We also researched and visited several peer institutions.

We are convinced that through the work of a fully operational Boerigter Institute, Hope College is poised to deliver, to every student, an integrative and imaginative Discernment, Preparation, and Pursuit process that enables them to leave Hope with a clear direction for immediate next steps, an affirmed aspiration for an eventual career, and a thoughtful understanding of vocational and life goals. If done well, Hope students will graduate intuiting who they are called to be, what they are called to do, and how they intend to flourish.

Our vision for an integrative and imaginative approach conceives of a model encompassing three domains – the Individual, Institutional, and World. Collectively, these three domains will inspire students to: 1) understand their own gifts and passions (Individual), 2) mature in their intellectual and practical understanding of their field of interest (Institutional), and 3) build networks beyond Hope that affirm their desired path and connect them to those who can help them achieve their post-Hope aspirations (World).

Within each domain, our principal recommendations are:

INDIVIDUAL DOMAIN

• Expand Hope’s basic career coaching services in order to more fully impact every student.

• Consider harnessing Hope’s impressive vocational expertise by establishing an Office for Vocational Understanding within the Boerigter Institute; this has practical and symbolic meaning, as it would provide a hub for vocational matters and reinforce the message that Hope desires to blend the transcendent with the pragmatic.

INSTITUTIONAL DOMAIN

• Integrate academic advising into the Boerigter Institute; this will help align academic and career preparation and is consistent with Hope’s vision for more holistic academic advising.

• Establish an Office of Experiential Learning to coordinate and expand a cohesive effort to weave experiential learning opportunities into the academic experience.

WORLD DOMAIN

• Help students build relevant and useful networks beyond the College by expanding on-campus and off-campus networking opportunities with alumni, parents, employers, and community members; to achieve this, the Office of Alumni and Family Engagement will need to do much of their work within the objectives of the Boerigter Institute.

• Build pipelines that link all academic disciplines to opportunities beyond Hope.

Hope will need to move expeditiously on several fronts in order to begin implementation of the Boerigter Institute by Fall 2017. For immediate next steps, we recommend that:

• The President and Provost appoint a Boerigter Institute Transition Team to develop strategies for implementation of the recommendations in this report.

• The College appoints a new Dean/Executive Director of the Boerigter Institute; a time-line and search strategy for this needs to be determined.

• The Boerigter Institute moves into modestly renovated vacated space in the DeWitt Center; an ad hoc committee should be appointed to evaluate whether this is feasible.

• Funds from the Boerigter gift be used to hire 1.5 FTE of personnel onto the staff of the Boerigter Institute; this will create a measurable impact of the newly launched Institute.

Longer term, the realization of the vision described in this report will need additional resources, both for Boerigter Institute programming and for what we hope is an eventual comprehensive renovation of the DeWitt Center to create an inviting and inspiring space with a crossroads character by virtue of thoughtful adjacencies to other student-centered offices.

With wise leadership and judicious use of the Boerigter gift both to launch the Boerigter Institute and to leverage additional funding, we believe Hope College can become recognized as a national leader, especially among Christian liberal arts colleges, for having achieved a broadly integrated program of career and life preparation for its students.
BOERIGTER INSTITUTE AND
HOPE’S MISSION

“The mission of Hope College is to educate students for lives of leadership and service in a global society through academic and co-curricular programs of recognized excellence in the liberal arts and in the context of the historic Christian faith.”

We believe that the vision for the Boerigter Institute outlined in this report embodies and enriches the mission of Hope College.

As part of the College’s commitment to educating students, the Boerigter Institute will not simply help students find work. Rather, the principal goal of the Boerigter Institute is to teach students how to engage in lifelong practices of career development.

In order for our students to lead and to serve within and beyond their places of employment, the Boerigter Institute will include components of leadership development, service learning, and community engagement.

Recognizing the need to prepare students for work in a global society, the Boerigter Institute will collaborate with existing College resources – including the Fried Center for Global Engagement, the Center for Diversity and Inclusion, and Alumni and Family Engagement. Furthermore, as the Boerigter Institute adds additional human resources, it will commit to developing a more diverse staff.

The Boerigter Institute will integrate academic and co-curricular programs either directly, by bringing them within the Institute, or indirectly through collaboration and coordination. In particular, it will coordinate the diverse academic and co-curricular programs that fall under experiential learning.

The proposed model for the Boerigter Institute positions us to gain recognition as a leader in how Christian liberal arts colleges engage career development.

The College’s deployment of a comprehensive and interdisciplinary liberal arts education informs the Boerigter Institute’s holistic and integrated approach to career development, the goal of which is to make students, as Martin Luther argued, “fit for everything” – that is, to educate students so that they can successfully prepare for and pursue opportunities beyond the confines of their academic majors or any specific jobs or careers.

BOERIGTER IMPACT STORY
A VISION OF FUTURE SUCCESS: STUDENT PERSPECTIVE

Whitney is a first semester sophomore ready to declare political science as her major. She came to Hope thinking she would major in biology, but realized during her Day 1: Watershed experience that she was not drawn towards scientific research. Her professor recognized that she had the skill for research but not the passion, assured her that this was fine, and advised her to stay attuned to these kinds of instinctive reactions.

As part of her First Year Seminar class, Whitney was introduced to the Boerigter Institute. One entire class was devoted to visiting the Boerigter Institute, where she met the staff and completed the StrengthsQuest analysis. This revealed to her that she had gifts in strategic thinking and managing people.

During a fall break retreat for sophomores led by Boerigter Institute staff, Whitney discussed vocational discernment based on Parker Palmer’s Let Your Life Speak. She also met alums at the retreat who emphasized the importance of using Hope’s network of alumni and parents to explore career options.

After fall break, Whitney shared with her political science professor that she felt drawn to a career that includes public policy. Knowing that Whitney had an initial interest in science, her professor suggested that public health might be a path to consider, and indicated that many students use political science as a major from which to pursue policy issues. With this advice, Whitney declared a political science major.
Just as the College carries out its work in the context of the Christian faith, the Boerigter Institute will:

• Help students discern their gifts, talents, and strengths, as well as their perceived purpose in life, with an understanding of the diverse approaches toward work and vocation present in various Christian perspectives.

• Engage faculty, staff, and students in conversations about vocation as components of, and not merely complements to, career development.

• Base its message for career-related content and processes in a Christian understanding of work and vocation, while also creating language for those of other faith traditions or those absent a faith tradition.

**BACKGROUND AND CHARGE**

The charge to our Boerigter Task Force was grounded in two documents: 1) the November 2, 2016 public announcement of the gift to the College on behalf of George and Sibilla Boerigter, and 2) Hope’s Strategic Plan Hope for the World: 2025.

Extracting from the public announcement (words in italics are our emphasis; see Appendix 1 for full press release):

“A new, college-wide initiative at Hope College, the Boerigter Institute, will help ensure that every student is robustly prepared for career success and professional growth. This significant effort is made possible by a major gift from SoundOff Signal in honor of Founder and Chairman George Boerigter, who is a 1961 Hope graduate, and his wife, Sibilla. A task force of Hope faculty and staff is working to develop this new, cross-functional integrated program, bearing the Boerigters’ name and scheduled to begin implementation by the fall of 2017.

The goal of the Boerigter Institute is to transform the college’s approach to career preparation with an innovative, comprehensive framework that guides students from their first semester onward in identifying their strengths and interests and engaging them in career planning and experiential learning. It will more closely link multiple departments and programs at the college, and will focus on the needs of every student as they progress through college.”

Goal 1 of Hope’s Strategic Plan Hope for the World: 2025 states:

Goal 1: Hope College will engage every student in a holistically formative education, distinguished by its combination of academic rigor, intimate learning environment, and experiential relevance, developed and delivered by nationally recognized teacher-scholars.

Objective 1: Every student’s academic program will include rigorous, relevant, customized, faculty-supervised experiences (on or off campus) that link intellectual skills and habits developed through the liberal arts with vocational aspirations.

KPI 1: The shared governance system will develop policies to ensure that every graduate will have had at least one faculty supervised experience that extends and aligns their classroom learning with their postgraduate vocational aspirations.

Objective 2: Students will experience excellent and cohesive advising and other academic enrichment opportunities.

KPI 2: 95% of first-year and senior students will report the quality of the academic advising they received as good or excellent as measured by the National Survey of Student Engagement.

From these two documents, we took our charge to be to envision a “Boerigter Institute” that:

• Prepares students for career success and professional growth.

• Reaches every student, early and often.

• Provides cross-functional and integrated programming.

• Is innovative and comprehensive.

• Blends academic enrichment, cohesive advising, and experiential learning.
PROCESS AND FINDINGS

The Task Force met over the course of five months, beginning in November 2016. At the outset, we envisioned that our work would be broken into four phases (see Appendix 2 for our initial planning document):

1. **Setting the Stage**, where we developed a common understanding of our charge.

2. **Learning and Understanding**, where we built a knowledge base of career-related practices/aspirations at Hope and best practices elsewhere.

3. **Imagining**, where we turned our attention to what the Boerigter Institute could be at Hope.

4. **Summarizing and Reporting**, where we pulled together our thoughts into a set of visual and written recommendations.

To progress in a timely fashion through the Learning and Understanding phase, we divided our Task Force into three working groups:

1. **Asset Map Team** – focused on building an understanding of the full range of Hope’s assets related to career development.

2. **Campus Insights Team** – met with groups across campus to gain qualitative insights into our current career development process and services as well as aspirations for the future Boerigter Institute.

3. **Site Visit Team** – identified and set up in-person or Skype visits with institutions where we could learn about industry standards and best practices.

**ASSET MAP TEAM**

As the Asset Map Team assembled Hope’s assets related to career discernment and preparation, members built a visual representation of the services available to prospective students, current students, and alumni. These services included those offered by the Career Development Center along with various other formal and informal partners on campus and within the Hope community.

Along with identifying the various career-related services, the Asset Map Team found that these services were understood to occur within a progression of advancing phases. While the various offices/departments referred to these phases in different verbiage, the overall theme was that students were invited first to **Discern** various aspects related to themselves and their career aspirations. Then, based on their discernment, students **Prepare** for their envisaged career by acquiring the necessary academic skills and exploring experiential learning opportunities. Finally, they take the appropriate steps to **Pursue** their post-graduate lives beyond Hope College. The foundational framework for the Boerigter Institute, therefore, is to embed all services within the process shown below in Figure A.

The Asset Map Team then began the process of placing various services within this Discern, Prepare, and Pursue framework. The resulting asset map is shown in Figure B on the following page (see Appendix 3 for descriptions of services indicated in each box). One of the most impressive aspects to this asset map is that it illustrates the many career-related touch points offered by various elements of the College. These touch points were helpful as the Task Force began to consider how the Boerigter Institute could say with assurance that it impacts all students.

![Figure A: Discern, Prepare, Pursue Process](image-url)
Overall, the Asset Map Team found that there are currently three primary partners that influence a student’s career preparedness both during college and after graduation: 1) the Career Development Center, 2) the Academic Program, and 3) Alumni and Family Engagement. While these partners collaborate to a certain extent, they operate out of separate offices and divisions of the College. Our recommendations for the Boerigter Institute suggest a structure that thoughtfully integrates these three elements of the College. If Hope can operationalize the integration we envision, we believe that Hope will achieve distinctiveness among our peers.

Within the academic program, the majority of first year students (approximately 85% in 2016) are introduced to StrengthsQuest during their First Year Seminar. The intent of this is to assist them in the beginning stages of self-awareness in relationship to career discernment and to introduce them to the Career Development Center. These students can then access the curriculum of StrengthsQuest throughout their four years at Hope. We recommend that the Director of First Year Seminars and the First Year Seminar instructors work together to ensure that every First Year Seminar student engages with the Boerigter Institute for introductory career coaching. More informally, students continue to have discussions about their personal strengths and career aspirations through classroom engagement, student life, athletics, and other activities. A smaller percentage of students receive a final lesson in StrengthsQuest within their Senior Seminar in relation to their “Lifeview Paper.”

Some departments at Hope have well-established collaborations with the Career Development Center. For example, in the Department of Economics and Busi-
ness, the services offered by the Career Development Center are integrated within the coursework associated with various classes. Additionally, economics and business students benefit from having a dedicated Career Development Center staff member embedded in the department who serves as a point person for students exploring internships; this person also works to build significant employer relations within and for the department. Accounting, Biology, Chemistry, Computer Science, Dance, Education, Engineering, English, Kinesiology, Music, Nursing, Social Work, and Sociology also integrate the services of the Career Development Center into their coursework. Given the success in these pockets of campus, the Boerigter Institute could seek to establish working “pipeline” relationships that are tailored to every department/program on campus.

Academic advising, which is administered currently through the Registrar’s Office within the academic program, is a recurring touch point for students over the course of their time as a Hope student. While there are meaningful collaborations between the academic advising initiatives associated with the First Year Seminar and the Career Development Center, there is little intentional or formalized relationship between the Career Development Center and academic advisors thereafter. The Task Force envisions greater connection between the academic program and career development if advising is integrated into the Boerigter Institute.

Alumni and Family Engagement, through their programming of student-alumni events and overall connections to friends of the College who are willing to share their wisdom and career connections with students, provides additional career-related touch points for students. This office also continues to engage students as they become alumni. We see impact opportunity for expanded student-alumni engagement in the Boerigter Institute.

CAMPUS INSIGHT TEAM

Between January 30 and March 27, 2017 the Boerigter Task Force met with over 20 different groups to collect feedback. The groups represented students, faculty, staff, alumni, and parents. Some shared feedback from multiple perspectives. For example, some alumni were also internship hosts and employers and some faculty/staff were also parents.

In addition to an open campus forum, the Task Force met with:

- Student groups (Student Congress, FACES, Phelps Scholars, Senior Seminar, Multicultural Students, Business Club, and Center for Leadership students).
- Faculty/staff groups (Deans’ Council, Administrative Council, Student Development, Admissions, Development and Alumni Engagement, Public Affairs and Marketing, Registrar’s Office, Academic Affairs Board, Campus Ministries, Campus Master Planning Committee, Center for Leadership, Employer Relations [Sarah McCoy], Center for Ministry Studies, and Career Development Center). We also met with individuals and departments who requested conversations.
- Alumni/employers (Alumni Association Board of Directors, Alumni one-on-ones, and Center for Leadership alumni).

Each insight meeting included a brief update from a Task Force member followed by discussion framed by the following questions:

- What is working well related to career discernment and preparation?
- Are there gaps where we could provide better, more, different, or additional services?
- What is your vision for what the Boerigter Institute could be?

The Campus Insight Team reviewed the feedback and identified recurring and overlapping observations, ideas, and themes; these are summarized below (see Appendix 4 for expanded comments):

- There is a strong desire for an expanded, more comprehensive Career Development Center.
- There is a diverse set of needs and experiences for students, faculty, staff, alumni, and employers; the Boerigter Institute should avoid a “one size fits all” approach.
- We need to get students started early and create a thoughtfully timed path through the student experience at Hope; while there are ample services and initiatives directed at first year students and then later at juniors/seniors, there is a perceived gap during the sophomore year that offers an opportunity for new programming.
High-impact practices that fall under “experiential learning” are essential to helping students Discern, Prepare, and Pursue; while many students understand the process of gaining such experiences, several students indicated a need for a clearer and more equitable process for all students to access experiential learning.

Many services, programs, and relationships are disjointed and siloed; the Boerigter Institute should: 1) bring together all career-related services, and 2) integrate career-related content and experiential learning into the academic program.

Hope College possesses impressive expertise in the understanding of vocation and calling; efforts to enhance our career services should be blended with conversations about vocation/calling.

Preparation and Pursuit benefit from the long-term and consistent cultivation of intentional pipelines to and relationships with employers; many people recognized that value in the pipeline model that is demonstrated in the Department of Economics and Business and wished for similar services/pipelines to be established across all departments/divisions.

There is a desire for career-related training and development for faculty and staff.

Hope currently has an awareness and access challenge in relation to career services. The current location of the Career Development Center in the Anderson-Werkman building is problematic, as it is not frequently trafficked by students, staff, and faculty. In addition, many students, faculty, and staff are neither aware of nor have access to a common language, a set of processes/structures, or a “map” to navigate the resources available for Discernment, Preparation, and Pursuit. Awareness and access, both physical and programmatic, will be important to the success of the Boerigter Institute.

Students (and, to a lesser extent, faculty and staff) encounter difficulties with Preparation and Pursuit because of insufficient and/or duplicative resources.

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**BOERIGTER IMPACT STORY**

**A VISION OF FUTURE SUCCESS: STAFF PERSPECTIVE**

Michelle is a valued staff member in the Boerigter Institute. She was hired less than a year ago, but came into her Employer Relations position with many years of experience in Human Resources. She has a gift for working with people. Part of her charge is to build mutually beneficial relationships between companies and organizations in the Chicagoland area where Hope students could potentially find full time employment after graduation. Michelle’s goal is to build a network of employers who are so impressed with Hope students and their ability to think critically and solve problems that they look to Hope as a premier school from which to hire.

At a Holland area networking event, Michelle met a local business owner outside of her area of expertise. While he was not seeking to hire any new full time employees, he was very interested in learning more about having Hope interns. Because the Boerigter Institute staff members are co-located, it’s a place where ideas and information are easily shared.

Michelle was able to act on behalf of her co-workers and happily took his information. The next day, she passed it onto her colleague who was able to work with this new lead and develop it into an opportunity for students.

Michelle’s ability to know readily what others in the staff need, along with her skills working with a variety of people, made this chance interaction valuable to Hope College, its students, and the Boerigter Institute.
SITE VISIT TEAM

To glean best-practice information from peer institutions, the Site Visit Team organized in-person campus visits to 10 institutions and Skype conversations with career center personnel at an additional six institutions. These schools were chosen because they were similar in size, mission, faith identification, and/or had received a financial gift similar to that established by the Boerigter family. Additionally, some schools were chosen because of an already-established relationship with Hope College and/or an employee of Hope College. Institutions visited in person included Augustana, Carleton, Denison, Elon, Knox, North Park, Stetson, St. Olaf, Wake Forest, and Wheaton. The schools consulted via Skype were Bates, Bethel, Hobart & William Smith, Messiah, Michigan, and Mount Holyoke.

The site visit team developed a set of guiding questions to address at each location (see Appendix 5). These site visits proved to be invaluable as the Task Force developed a vision for the Boerigter Institute.

Several thematic similarities arose between the practices in place at these peer institutions and our emerging thinking for the Boerigter Institute. Broadly, the four main thematic findings of the Site Visit Team related to the mission of career development on each campus, specific career programming and student engagement initiatives, intentional and thoughtful organizational structure, and the successful work to co-locate and integrate offices and services. While these thematic findings are described in detail in Appendix 6, the principal observations were:

Mission Related Findings

• The best programs utilize office and campus-wide mission, vision, and goals for ongoing decision-making.

• Many programs promote inclusion through need-based resource allocation.

• The top career programs have significant resources, whether endowed, raised annually, or from the general operating budget; the main expenditure as they expanded their services was for personnel rather than programming.

• Families (in addition to alumni) are key philanthropic supporters for the programming needs of career centers.
Career Programming Findings

• In general, Hope College and the Boerigter Task Force have good awareness of nation-wide career programming trends.

• Programmatic integration remains a challenge for many institutions.

• Career offices devote significant resources to experiential learning, mostly in the form of internships.

• Many programs utilize career-based milestones (students accomplishing various career development markers) and adjoining rewards programs for students, sometimes tied to the completion of these markers.

Organizational Structure Findings

• Most career centers are organizationally under the academic program; some are placed within the development division or the student life division (like Hope, which places the Career Development Center in Student Development); a few report directly to the president.

• Many schools embed career center staff within academic departments/divisions or organize their staff into “career coaches” with expertise in particular career or professional area clusters.

• Multiple schools either had or expressed a desire to have dedicated staff working on career issues with alumni (both to connect students with alumni and as a direct service to alums).

• Including advising more formally in tenure/promotion review can elevate the campus dialogue about and perceived importance of advising.

• All schools reported strong and beneficial connections with their admissions and marketing efforts.

Campus Location Findings

• A central and attractive campus location is essential to high student use.

• Co-location of related services drives programmatic/staff cooperation and integration and simplifies and centralizes student involvement.

One key insight from our site visits was the understanding that shifts within culture and tactical function of career development initiatives take flexibility and
a willingness to try without being bound to the initial plan. St. Olaf, for example, initially had their Piper Center for Vocation and Career reporting to the Office of the President. However, for several reasons, they changed their reporting line to the Development Office after two years. They also highlighted the need to be flexible and adaptable with staff responsibilities and to build staffing priorities around assessed programmatic outcomes and perceived student needs. Always keeping in mind specific abilities and gifts among the staff, the Piper Center staff strategically engages where they believe they will have the greatest impact and success. The byproduct of this philosophy is that they also retain the ability to say no to partnerships when those alignments, no matter the makeup, do not align with staff strengths and stated goals.

**Figure C: Envisioned model for Boerigter Institute Integration**

**OVERARCHING VISION FOR INTEGRATION**

Our *Learning and Understanding* work left us convinced that intentional and thoughtful integration is key to the success of the Boerigter Institute. As we moved into the *Imagining* phase of our work, we sought a simple but profound way to express the integration sought by the Boerigter Institute.

Conceptually, we envision the Boerigter Institute as an integration of three domains that share a central focus on career-based student development (Figure C). Collectively, the goal of these integrated domains, and hence the goal of the Boerigter Institute, is to enable every student to cycle through the Discernment, Preparation, and Pursuit processes that thread their way through the pathway to career readiness.
The **Individual Domain** is the realm where students come to understand their own inherent gifts, strengths, temperaments, and passions, explore this within the context of vocational discernment and calling, and utilize the expertise of the Boerigter Institute’s staff to guide them through the process of thoughtful and professional preparation and pursuit of their unique post-graduate path. Work within this domain will begin as early as orientation and continue within all First Year Seminars, allowing every student to be impacted by the work of the Boerigter Institute early in their time at Hope.

The **Institutional Domain** is the realm where students interact with Hope faculty and staff to identify and pursue their emerging academic passions, advance in their intellectual understanding of their field(s) of choice, and wrap this with robust experiential learning opportunities to evaluate and hopefully fortify the manner in which their academic pursuits can be realized in a meaningful career. Effective advising is central to successful navigation within the Institutional Domain.

The **World Domain** is the realm where students network within the “real world,” interacting with alums, parents, employers, and community members who are willing to help our students expand their understanding of career opportunities, see various pathways to career success, connect to people who can bolster their post-Hope plans, and potentially serve as mentors or role models.

Having described the three domains, we illustrate them in Figure C as a diagram with curved borders in recognition that they have clear overlaps. For example, faculty and staff operating more in the Institutional Domain often help students discern their strengths and temperaments; such discernment is placed in the Individual Domain in our diagram. An experiential learning opportunity organized within the Institutional Domain may well place a student in the World Domain if the experience connects the student with a potential employer. The advantage of coalescing the various elements of each domain into the Boerigter Institute is that cross-functional integrated opportunities are accentuated while disconnected and siloed programming is diminished.

The **Discern, Prepare, Pursue** thread introduced earlier is imagined both as an encompassing aspiration for student progression and an interconnected and constantly turning practical cycle. While students in general progress from Discern to Prepare to Pursue, the bidirec-
tional arrows are intended to emphasize that each part of the process informs and re-informs the other parts. For example, initial preparation within a particular academic major may lead a student to reevaluate that choice, launching another discernment process. Or, a networking experience with an alumnus that is designed to pursue a specific post-graduate plan may inform the student as to additional academic preparation that is needed to advance towards the envisioned aspiration.

With the above diagram, we provide a conceptual vision for the Boerigter Institute that provides integrated and cross-functional services that are tailored for each individual student, cohesive within the institution, and opportune in their connections to Hope’s external constituents. If Hope can operationalize this vision, the Boerigter Institute will come to be seen as innovative and comprehensive in a way that distinguished Hope among its peers.

THE THREE DOMAINS

Within each domain, we envision specific programming elements that: 1) should be or could be located in the Boerigter Institute (within circle below), or 2) have overlapping or synergistic goals and strategies to the Boerigter Institute, but due to their size, broader purpose, or degree of independence, should not be located within the Boerigter Institute (adjoining campus partners). Or, put another way, the elements within the circle represent programs that could be managed from within the physical space of the Boerigter Institute; those listed as campus partners will live in other spaces across campus, although in some cases co-location to the Boerigter Institute would be beneficial.

INDIVIDUAL DOMAIN

Within the Individual Domain (Figure D), we recommend that Boerigter Institute staff possess the expertise to focus on several elements.

Career Development

The core services offered within Hope’s current Career Development Center will not disappear. Rather, they will find life under a new name – the Boerigter Institute – and will hopefully use the increased resources to enhance services and opportunities for students.

Professional Career Coaching captures many of the services traditionally offered by career centers. These services include an array of self-assessments (StrengthsQuest, Strong Interest Inventory, and Myers-Briggs Type Indicator), instruction/advice related to electronic profiles (e.g. LinkedIn), and coaching on the many elements associated with applying for jobs or graduate programs (resume preparation, cover letter review, mock interviews, personal statements, business cards, etc.). Our current Career Development Center offers these services. It is clear from our site visits and from feedback gleaned from our Campus Insight Team that this basic work is essential to any career center; it requires professionally trained career services staff both to administer/interpret/coach as well to review and incorporate new tools of the trade. As Hope moves to an “every student” approach, additional staff will be needed to offer this basic career coaching.

Most colleges, Hope included, offer a variety of focused programs to help students advance in their career and vocational understanding. Pre-college orientation sessions, retreats during the freshman or sophomore years, or other similarly focused settings, are common; such programs should be organized and led by Boerigter Institute staff. As noted by our Campus Insight Team, while there are specific services and initiatives directed to first year students, there is a lack of such services and attention for sophomore students, even though it is widely understood that they face similar challenges in terms of the need for continued engagement along the Discern, Prepare, and Pursue spectrum. Increased attention to the sophomore year, both in terms of programming and advising, could be impactful.
In many career centers that we visited, trained peer advisors are a frequent first stop for students when they seek advice related to “self understanding” in areas such as choice of major(s) or potential jobs/careers. Here at Hope, we too have peer advisors—called Career Advisors—in place. If Hope follows a similar course to other institutions that used an influx of funding to bolster their career services, we expect that peer advising will become more robust in the Boerigter Institute. Peer advisors can also help with overall operations (e.g. scheduling, event preparation), freeing up staff for career coaching.

Many career centers, but certainly not all, have some sort of “career milestones” program to track student’s progress towards career readiness with a system of named accomplishments for various career development markers; these are sometimes linked to some sort of rewards program. While probably not the highest initial priority of the Boerigter Institute, it works effectively and should be considered once key personnel are in place.

**Vocational Understanding**

In our conversations across campus, it was clear that there is a passion for enveloping career exploration at Hope College within a context of vocational discernment. Furthermore, there is an abundance of expertise to make this both meaningful and distinctive; several Hope faculty and staff are nationally recognized experts in vocational understanding. It is not surprising, therefore, that there are many programs at Hope that thoughtfully and intentionally address vocation. For example:

- Although fading, there are remnants of the Cross-Roads Project that could be revitalized.
- With David Cunningham’s recent appointment as the Director of the Network for Vocation in Undergraduate Education (NetVUE), Hope will be a visible leader on the national scene regarding vocational understanding and discernment on college campuses.
- The Center for Ministry Studies, largely through the Lilly Scholars, blends vocational considerations into its pre-tenure faculty development program.
- Klesis (Greek for “calling”), a program directed towards students considering graduate school, pairs faculty and students in a mentoring relationship that has as its ultimate goal to help students discern their vocation and calling.

Despite this abundance of vocation-related programs, they are somewhat disconnected. We suggest that the College consider creating stronger ties and more effective communication among the various vocational discernment initiatives with the possibility of leading to a centralized Office of Vocational Understanding within the Boerigter Institute. Beyond the practical advantage of a centralized office from which vocational matters are managed, there is a symbolic benefit as well—by instilling the search for meaning within the search for career, we reinforce the message that Hope desires to blend the transcendent with the pragmatic.

**Campus Partnerships**

In the Individual Domain, the Boerigter Institute will need to work in concert with several entities on campus (see Campus Partners in Figure D):

It almost goes without saying that the Boerigter Institute will need to communicate well with the Student Development division of the College. The current Career Development Center sits within this division, so in this case the recommendation is essentially to make sure these lines of communication remain open. It will be especially important for the Boerigter Institute to work closely with the Center for Diversity and Inclusion to ensure that diversity is sought at every opportunity and an inclusive environment within the Institute is cultivated.

Campus Ministries is at the heart of the faith formation journey that we seek in our students. As such, they do much in the realm of vocation and calling. While we recommend that Hope’s vocation “office” be centralized and located in the Boerigter Institute, it is imperative that this office and Campus Ministries work synergistically in the vocational discernment realm.

There are several Learning Communities at Hope, such as Phelps Scholars, Emmaus Scholars, Mellon Scholars, and the Day 1 Programs, that blend self-understanding and vocational discernment into the fabric of their programs. These programs and the Boerigter Institute should be encouraged to leverage their respective programming strengths to serve students best.

Mentoring programs such as FACES and the GROW Peer Mentors provide a valuable service to many Hope students, principally our underrepresented students. These programs, while likely remaining in their current homes, will certainly benefit from close alignment with
the services offered by the Boerigter Institute.

Counseling and Psychological Services, the Academic Success Center, and the Boerigter Institute may well encounter students in need of each other’s services. These offices should have a good understanding of their respective efforts.

**INSTITUTIONAL DOMAIN**

We envision a team of Boerigter Institute staff with the time and expertise to focus on several elements within the Institutional Domain (Figure E).

**Experiential Learning**

The value of experiential learning, along with a plethora of opportunities for students, is not only well established at Hope, it is one of Hope’s most distinctive elements. Fully in line with this and with career centers at other institutions, our Career Development Center currently dedicates staff time to managing student internships, although the perception of many is that we are understaffed and under-resourced in this area. The importance of experiential learning to the College is illustrated by Goal 1.1.1 of the Strategic Plan, which states that, “every graduate will have had at least one faculty supervised experience that extends and aligns their classroom learning with their postgraduate vocational aspirations.” In Fall 2016, the Academic Affairs Board was charged to address KPI 1.1.1. Their conclusion was that an Office of Experiential Learning should be established to “guide the development and identification of appropriate experiential learning opportunities across the curriculum” (see Appendix 7 for the full recommendation). We fully agree, and suggest that this Office of Experiential Learning be located within the Boerigter Institute, with sufficient staff and resources to centralize and coordinate all internships/externships. Other offices/programs could be blended into the Office of Experiential Learning:

- The Center for Leadership currently orchestrates many experiential learning opportunities via its coursework, consulting, and entrepreneurship programs, we suggest that the Center for Leadership manage their programs from within the Office of Experiential Learning.
- The civic engagement opportunities currently organized by Volunteer Services also seems nicely aligned with the Office of Experiential Learning.
- The Office of Experiential Learning could also serve as the hub for any service learning experiences offered to students.

In recognition of its importance, we recommend that a person be named to lead the efforts of the Office of Experiential Learning; it is hoped that this person will enhance the number, variety, and quality of experiential learning opportunities and pull together the various dispersed efforts in this realm into a coordinated communication, management, and tracking system.

**Advising**

Advising at Hope College currently resides within the Registrar’s Office. While there are sound reasons for this, we think that Advising should become a part of the Boerigter Institute while maintaining important connections to the Registrar’s Office. Ryan White’s vision for advising at Hope College (see Appendix 8) sees advising continuing to expand from a somewhat transactional service mentality (e.g. registration support) to a more comprehensive teaching and learning focused approach that works with students in support of their (a) discernment of strengths and interests, and the exploration of academic and professional goals, (b) academic planning including class registration guidance, monitoring general education and academic major requirements, and encouraging well informed decision making, and (c) seeing the big picture and providing a
context for learning through encouraging student engagement, helping identify the logic and relationships of the curriculum, and offering personal feedback and advice. This vision of advising is nicely aligned with the mission of the Boerigter Institute. Hope is particularly well-suited to this approach to advising since we link First Year Seminar instruction with academic advising and give First Year Seminar instructors teaching load credit for their advising in addition to that for teaching First Year Seminar. Advising will need to retain a close working relationship to the Registrar’s Office and its work in registration and degree planning, but additional creative programmatic synergies seem more likely to occur within the Boerigter Institute. It should also be mentioned that Advising is scheduled to enter into new space in the DeWitt Center in May 2017; this move could be part of a coordinated effort to relocate other Boerigter Institute participants into the DeWitt Center.

**Faculty/Staff Relations**

It is particularly important for the Boerigter Institute to maintain a close working relationship with faculty and staff. For example, when faculty integrate issues of career or vocation into their courses, they should communicate with Boerigter Institute staff both as a resource and so the Boerigter Institute can track instances when this is discussed in the classroom. This happens currently with First Year Seminar and Senior Seminar, where instructors and Career Development Center staff routinely work together. It also occurs somewhat frequently in courses throughout departmental curricula (e.g. Accounting, Biology, Chemistry, Computer Science, Dance, Economics & Business, Education, Engineering, English, Kinesiology, Music, Nursing, Social Work, and Sociology currently work with the Career Development staff in some of their courses).

The Boerigter Institute should also consider the best way to work with departments and programs, perhaps through a liaison model where a particular staff person develops expertise in a specific area (e.g. the sciences/pre-health or fine arts).

Finally, it is hoped that the Boerigter Institute would take the lead in various faculty/staff development initiatives related to the purposes of the Boerigter Institute (e.g. advising, career coaching, vocational understanding). As such, we recommend that the eventual organizational structure of the Boerigter Institute incorporate an Associate Dean/Director of Academic Integration.

**Campus Partnerships**

In the Institutional Domain, the Boerigter Institute will need to work in concert with several entities on campus (see Campus Partners in Figure E):

- **Broad exchange of ideas pertaining to the relationship between the academic program and the Boerigter Institute** should take place at the level of the Deans’ Council. The Deans’ Council has regularly scheduled meetings and frequently invites leaders from various segments of campus to conversations of mutual interest. The Boerigter Institute and Deans’ Council should have standing mutual invitations to discuss issues or ideas, and the eventually named Boerigter Institute Dean/Executive Director should be considered for membership on the Deans’ Council.

- The Center for Global Engagement, by managing off-campus study, is the conduit for a high impact experiential learning opportunity for students. Even if the off-campus experience is not directly related to preparation for a specific career, it is vital for the global perspective and cross-cultural understanding essential in today’s society. If the Boerigter Institute houses an Office for Experiential Learning, it will need to be closely aligned with the Center for Global Engagement.

  Like off-campus study, student-faculty collaborative research provides highly impactful experiential learning. Also like off-campus study, it is unlikely that the student-faculty collaborative research enterprise, which is currently managed by the Associate Dean for Research and Scholarship, will be managed from an office within the Boerigter Institute. However, it too needs to be linked to the broader experiential learning operation on campus, and hence the Associate Dean for Research and Scholarship needs to communicate well with the staff of the Boerigter Institute and the Office of Experiential Learning.

Likewise, it will be important for the Boerigter Institute to work effectively with the Associate Dean for Teaching and Learning. In our current system, Jena Gasworth (Assistant Director of the Career Development Center), who does most of our internship management, reports both to Dale Austin (Associate Dean for the Career Development Center) and to our Associate Dean for Teaching and Learning. Regardless of whether this reporting line continues, this dual reporting structure recognizes the relationship between internships and student learning. This relationship must be nurtured in the Boerigter Institute.
Short-term immersion trips also represent experiential learning opportunities for students. Campus Ministries routinely organizes Spring Break mission trips, and our athletics teams are increasingly scheduling overseas ventures that combine sport with a variety of outreach opportunities. We mention these as a link to the Boerigter Institute because of their experiential character and in light of the likely conversations that will arise on topics related to career and vocation.

**WORLD DOMAIN**

The principal focus in the World Domain (Figure F) is on real-world experiences and contacts for Hope students. Our hope is that the Boerigter Institute will establish and mobilize a regional, national, and global network of “friends” of the College – alumni, parents, employers, and community members – that offers intentional pipelines and relationships intended to bolster students for life after Hope.

The World Domain, by virtue of its basis in external connections and networks, will overlap significantly with our Office of Alumni and Family Engagement. We recommend that a subset of this office be charged to offer both on-campus and off-campus networking opportunities.

**Outbound Connections**

“Outbound Connections” are understood to mean networking opportunities that send our students off-campus to meet with friends of the College.

Our analysis of best practices revealed that the leading career centers around the country pour significant resources into focused regional and national networking events for students. Our Career Development Center currently partners with Alumni and Family Engagement on some of these events, but additional staff attention to this would enable much more robust programming in this area. At some of the institutions we visited, the majority of in-person alumni and family engagement is built around connecting with students, including multi-day visits over fall/winter/spring breaks to major cities as well as single-day networking visits to more regional sites. Typically, these are thematically focused events that bring students into alumni/parent (and potential employer) workplaces and/or social occasions for informal networking. When done well, these yield multiple benefits, first and foremost directly for the student participants, but additionally for identifying internship, externship and volunteer opportunities and for alumni/family relations and fund raising purposes.

These efforts will require a centralized system to track, organize, and promote opportunities as well as staff to coordinate them. Hope would certainly benefit from an integrated, centralized online job and opportunity network with a consistent and user-friendly interface.

Deeper “outbound connections” can be realized via organized mentoring relationships between students and willing friends of the College. These are often highly impactful for students, but they are time-consuming to orchestrate and, unless allocated significant resources, will reach a more limited number of students. Despite this, the Boerigter Institute could be an organizing base for student/mentor relationships.

Another key opportunity for growth within the Boerigter Institute includes persistent, long-term, and intentional cultivation of relationships with employers, with the goal of sustaining and expanding the pipelines that link academic programs to post-Hope endeavors of students. Embedded or connected staff within each academic division at the College, combined with Boerigter Institute staff who are regularly in the field connecting with employers, would strengthen specific industry pipelines and may even lead to formal employer partner programs.
Inbound Connections

“Inbound Connections” are understood to mean networking opportunities that come about from bringing friends of the College onto campus to connect with students.

We envision a Boerigter Institute staff that organizes company/industry specific recruitment/networking events, job fairs, and guest speakers, all designed to provide networking connections for students and the opportunity for those in the Hope network to share their stories and expertise with students. As a side benefit, alumni, parents, and employers can also play an advisory role for staff and faculty.

In this electronically connected world, it is important to recognize that many of these “inbound connections” can be accomplished virtually. Such virtual networking will require adequate technology-rich space in the Boerigter Institute, but is more time/cost effective and is a medium in which graduates will increasingly conduct their business.

Ongoing Career Support

While the majority of services within the Boerigter Institute will be focused on current students, there is a need, especially among young alumni, for career-related services. We recommend a generously understood five-year post-Hope window during which alums can access the services of the Boerigter Institute (there may be an opportunity to offer certain lifetime services); for many alumni, this is the time when they will most need such assistance. For the College, this provides the additional benefit of hopefully creating engagement for years to come.

Campus Partnerships

In the World Domain, the Boerigter Institute will need to work in concert with several entities on campus (see campus partners in Figure F).

The efforts of the Boerigter Institute to mobilize alumni and parent networks to facilitate career discernment in our students will likely reshape our Alumni and Family Engagement office and inform the fund raising approaches of our Development Division. Our site visits indicated that there is significant philanthropic potential, especially among parents, associated with an effective career center. We also have the opportunity to continue to strengthen our six-month and ten-year graduate surveys. For these reasons, close collaboration
between the Boerigter Institute and the Development and Alumni Engagement division will be necessary.

Given the external facing nature of our Public Affairs and Marketing division, the Boerigter Institute will interact often with staff in this office. Public Affairs and Marketing often uses academic and experiential learning success stories in their communications. In addition, further integration of college-wide messaging could improve job recruitment, employer relations, and brand recognition.

Likewise, Admissions and the Boerigter Institute will benefit from working closely together relative to messaging to prospective students and their parents.

Hope College is fortunate to partner with the Hope Academy of Senior Professionals (HASP). While we do not recommend bringing HASP into the Boerigter Institute, there are potential opportunities to tap into the inherent wisdom of HASP for mentoring or other career insight gathering initiatives.

ORGANIZATIONAL STRUCTURE AND LEADERSHIP

There are a variety of ways that career centers like the Boerigter Institute can be organizationally structured. If Hope were to pick one of the three most common reporting lines, the Boerigter Institute would be aligned with either the Provost’s Office (most common), Student Development, or Development and Alumni Engagement. In a few cases (e.g. Wake Forest), the career center reports directly to the president. The advantages of each of these are:

• Provost’s Office – The argument in favor of reporting to the Provost’s Office lies in the need to integrate advising and the importance of faculty endorsement and involvement. One concern is that this may add too much to what will already be a steep learning curve for Hope’s new Provost.

• Student Development – Given that the Career Development Center currently reports to Student Development, this reporting line would be the least disruptive. In addition, Richard Frost has been a passionate advocate for enhanced career services at Hope.

• Development and Alumni Engagement – A reporting structure within the Development and Alumni Engagement division would facilitate the alumni engagement portion of the Boerigter Institute. If the Boerigter Institute reports elsewhere, there is potential, especially within the area of Development and Alumni Engagement, to create dual reporting structures.

• President’s Office – A direct report to the president offers two benefits: 1) elevation of perceived importance of the career center to the overall student experience, and 2) a reporting line that aids overall integration by living outside any of the individual divisions that have a significant stake in the career center.

Of these options, the Task Force felt that a reporting structure to either the President or Provost was most appropriate. In subsequent conversations with the President, he made it clear that his preference was for the Boerigter Institute to report through the Provost’s office. In line with President Knapp’s preference, the remainder of this report carries forward a recommendation of a reporting line within the academic division of the College, reporting to the Provost for senior leadership. Regardless of the organizational structure, the leader of the Boerigter Institute could elevate awareness and campus partnership by serving on the Administrative Council and Deans’ Council.

Our overarching vision for the Boerigter Institute lends itself to a rather simple model of leadership, with a Dean/Executive Director and three Associate Deans/ Directors providing leadership for each of the three domains (Figure G).

With this as a leadership model, we recommend that a Dean/Executive Director be hired to provide overall leadership for the Boerigter Institute; this person can then decide if the recommended Associate Dean/Directors
rector leadership scheme feels appropriate. We defer at this point on the Dean/Associate Dean vs. Executive Director/Director designations; Dean/Associate Dean titles are more in line with academic leadership titles, whereas Executive Director/Director titles are more common in staff offices.

LOCATION AND SPACE CONSIDERATIONS

We strongly recommend that the Boerigter Institute be located in a central and attractive campus location, with a welcoming front door for students, alumni, employers, and others. Thoughtfully planned adjacencies will be crucial to the success of the Boerigter Institute, as organic, integrated, and creative work will be fostered if the Boerigter Institute is located close to offices of functional overlap (e.g. Alumni and Family Engagement, Registrar’s Office) as well as to high traffic student services (e.g. mailroom). A central location also simplifies and eases student, alumni and employer involvement while serving as a resource hub for faculty and staff.

Long-term, a thoughtfully renovated DeWitt Center has been identified by the Campus Master Planning Committee and the Boerigter Task Force as the best space to meet the aspirations of the Boerigter Institute. However, further exploration is needed to identify specific space needs and available capacity. Potential functions of a new and centralized space include: inviting reception area, open space for individual or collaborative student work/conversation, staff offices, employer and alumni hospitality/meeting space, interview rooms, meeting/seminar rooms, virtual conferencing space, lounge/library, or makerspace for entrepreneurship program.

In the short-term, the Boerigter Institute will likely either launch in the present space occupied by the Career Development Center or move into space in the DeWitt Center that is vacated by the opening of the Bultman Center. If feasible, we recommend that the Boerigter Institute move into lightly renovated DeWitt Center space. This offers the advantage of bringing the Boerigter Institute to a central location, and may well inform decisions for when the DeWitt Center undergoes a more complete and thoughtful renovation. Alternatively, if it appears that the Boerigter Institute will live in current Career Development Center space for more than two years we recommend modest but immediate renovations of this space to serve its growing and changing function and to serve as a visual representation for the change that the Boerigter Institute will bring to campus.

FINANCIAL AND BUDGETARY CONSIDERATIONS

Thanks to the generosity of the Boerigter family, the Boerigter Institute will be able to begin utilizing funds to move into the implementation phase by Fall 2017. Depending on how the funds are distributed towards endowment versus direct spending, the payment schedule of the pledged $4.5 million gift from the Boerigter family will generate annual spendable funds in the range of ~$50,000-150,000 in year 1 and $170,000-200,000 by year 5. While this is significant and greatly appreciated, it will not support our full range of recommendations. Therefore, there is a need for additional fundraising.

Our site visits revealed that as career centers expanded their services, their main expenditures were for personnel rather than programming. They also allocated additional resources for experiential learning, particularly to support internships, externships, networking programs, and entrepreneurial grants.

According to leadership within Development and Alumni Engagement, there is potential within Hope’s donor network to raise an additional $10-15 million for the Boerigter Institute in the next 3-5 years. If Hope could end up with $10-15 million in endowed funds for the Boerigter Institute, with the $450,000-675,000 annually that this would generate, the Boerigter Institute could expand their staff and realize much of the operational and programmatic vision. This would need to roll out gradually, as the most likely strategy for growth would entail continued efforts to raise endowment support, allowing the addition of new staff and programming as fundraising milestones are met.

Many colleges that we visited have a director that spends time (up to 30%) specifically on fundraising. Parents are often a key audience for cultivation, naturally building as the admissions team makes career services a distinctive part of their promotion to prospective students.
DIVERSITY AND INCLUSION CONSIDERATIONS

Hope College, in the words of Hope for the World: 2025, “will equip every student to lead and serve in a global society.” The Boerigter Institute, with its purpose of preparing students for a meaningful life in our multicultural environs, can play a major part in this endeavor by ensuring that diversity is sought at every opportunity and an inclusive environment is cultivated. We recommend that the Boerigter Institute:

• Work closely with the Center for Diversity and Inclusion to imagine, implement, and support best practices relative to promoting an inclusive environment within the Boerigter Institute. The Boerigter Institute staff could consider “office hours” within the spaces of the Center for Diversity and Inclusion; this would facilitate collaboration and allow for increased services and resources for the students.
• Build on the resources/programs currently offered by the Career Development Center to educate all students on work within a multicultural setting.
• Use future hires to bring greater diversity to its staff.
• Select peer advisors to reflect the multicultural make-up of our student body.
• Establish resources to ensure that financial limitations do not keep a student from participation in Boerigter Institute opportunities such as self-assessment analyses, internships/externships, or networking events.
• Establish pipelines with minority-owned businesses.
• Consider a staff “cluster expert” to provide leadership on aspects of diversity and inclusion.

IMPLEMENTATION THOUGHTS AND ANTICIPATED CHALLENGES

New ways of thinking and changes in current practices will be required to operationalize the vision for the Boerigter Institute. While we hope that this will be energizing to many, we recognize that this may be disquieting to some. Effective change must ride the new energy while thoughtfully addressing the issues that disquiet. We do not offer a blueprint for implementation and this report leaves certain details unresolved. How the Boerigter Institute finds its place at Hope College will unfold in real time, with each decision revealing wisdom for the next.

Nevertheless, having thought about the Boerigter Institute for several months, we offer the following recommendations regarding next steps:

TRANSPARENCY

Make this report available to the campus community. This could be done either by President Knapp, or, with his approval, by the Task Force. If a presentation version of the report is fashioned in a manner that is deemed helpful, this could also be shared.

REPORTING STRUCTURE

In conjunction with or immediately after the review of this report by the Board of Trustees in early May, we recommend that President Knapp, in consultation with incoming Provost Short-Thompson, ascertain whether she agrees to an organizational structure whereby the Boerigter Institute reports within the academic division and through the Provost’s Office.

TRANSITION TEAM

Depending upon the reporting structure, we strongly suggest that President Knapp and/or Provost Short-Thompson appoint a Boerigter Institute Transition Team. This team would be charged to develop strategies for implementation of the initiatives outlined in this report. We think it would be beneficial to have some carry over from our Task Force to the Transition Team. In addition, the Transition Team should at least include some current Career Development Center staff and someone from Public Affairs and Marketing. It could also include Kara Slater and Mary Remenschneider for input from the Physical Plant and President’s Office, as well as someone from the Academic Affairs Board to help think about the Office of Experiential Learning idea and someone to help think through the recommendation for an Office for Vocational Understanding. For us, the following issues seem to be the highest priorities for the Transition Team:

Leadership

A strategy for the senior leadership of the Boerigter Institute needs to be developed. We believe that the College should recruit a person into a position that carries a title of Dean and/or Executive Director, but
we leave the details to President Knapp and/or Provost Short-Thompson, and the Transition Team. Three non-exclusive options seem most plausible:

1. A job description could be developed and a national search launched as quickly as possible, with the goal of having a Dean/Executive Director on board within the first year of the Boerigter Institute.

2. An internal Interim Dean/Executive Director could be appointed while the transition team takes more time to evaluate available resources and best implementation strategies for a permanent Dean/Executive Director.

3. Dale Austin, the current Associate Dean for the Career Development Center, could lead the Career Development Center staff through the transition into the Boerigter Institute.

The Transition Team may also offer their thoughts on whether the Dean/Executive Director should sit on Deans’ Council (determined by the provost) or Administrative Council (determined by the president).

Additional FTE

Over the summer, we recommend that a portion of the funds from the Boerigter family should be used to hire 1.5 FTE of personnel onto the staff of the Boerigter Institute. The Transition Team can determine how best to deploy this FTE, but the anticipated expanded services make this warranted and the additional FTE allows the College to address its stated goal for beginning implementation by Fall 2017. Every attempt should be made to use this hire to enhance the diversity of the Boerigter Institute staff.

Formal Name

We recommend adding a descriptive element to the name for the Boerigter Institute. For example, the Boerigter Career Institute or the Boerigter Career Development Institute are simple alternatives. Some on our Task Force favor a longer name that reflects the integrated nature of the vision for the Boerigter Institute, something like the Boerigter Institute for Advising, Experiential Learning, and Career Preparation. We also enjoyed considering a name with a short descriptor that connotes integration followed by a longer functional tagline, such as the Boerigter Crossroads Institute: In-

BOERIGTER IMPACT STORY
A VISION OF FUTURE SUCCESS: ALUMNUS IN GRADUATE SCHOOL PERSPECTIVE

“How do they make people like Michael?” wonders Michael’s graduate school advisor. He clearly is intellectually gifted, but how did he come to wrap this with such poise, humility, compassion, and perseverance? He not only knows what he wants to do, he has an extraordinary grasp on who he wants to be.

One day, Michael’s advisor asks about his alma mater Hope College. She wants to know how Hope helped him achieve such maturation. Michael paints a comprehensive picture of people and programs that helped him along the way. From the moment he stepped on campus as a prospective student, everyone he met convinced him that they wanted him to succeed both at and after Hope. But success was more than just grades and jobs, it was about understanding his gifts are how these could be used for a life of leadership and service. His admissions tour took him into the Boerigter Institute, where he saw tangible evidence of Hope’s commitment to both career and life preparation. He was embraced by advisors, faculty, and staff who were knowledgeable and caring. All across campus, he was encouraged in his Christian convictions to see his aspirations within a sense of God’s purpose. It was clear that experiential learning was a priority by the multitude of opportunities available, on- and off-campus. When it came time to apply to graduate school, the career coaches in the Boerigter Institute were outstanding, helping him prepare written materials and critiquing mock interviews. In sum, he was met at every step by people who shaped programs intended to produce distinctively wise graduates. The Boerigter Institute, Michael recalls, played a significant role in this maturation.
intersecting Career, Advising, and Experiential Learning for a Lifetime of Meaning and Purpose. We suggest that Public Affairs and Marketing join a conversation to quickly decide the name for the Boerigter Institute and that this name replace the current Career Development Center and carry forward with all subsequent internal and external communications.

LOCATION

We believe it is essential to make a relatively quick decision regarding short-term space allocation for the Boerigter Institute. Our recommendation is that the Boerigter Institute move into vacated space in the DeWitt Center, recognizing that this would likely be only modestly renovated since a more comprehensive renovation awaits long-term plans that will hopefully emerge from the Campus Master Planning process. As such, we recommend that an ad hoc committee be formed straightaway to address uses of vacated space in the DeWitt Center, with the goal of making a decision if and when the Boerigter Institute moves into the DeWitt Center.

CHALLENGES

On our site visits, we were told to expect implementation challenges and unanticipated consequences, with the sage advice that flexibility, adaptability, and a “fail often to succeed sooner” approach is vital. We offer thoughts about the following potential challenges:

We should recognize that implementation of the vision described herein poses a challenge to the staff in our current Career Development Center. These are good people doing good work, and they are genuinely pleased and excited about future prospects for enhancement of their services. However, their routines and practices will likely know disruption; we need to be mindful of this challenge.

Any existing office that physically moves into Boerigter Institute will face challenges, including space allocation, service disruption, different colleagues, new ideas, and, perhaps, the requirement of new skills and additional resources. The advising team, led by Ryan White, is one such office. The Center for Leadership is another, which has the challenge that it currently offers experiential learning in its programs (consulting and entrepreneurship) and within a leadership minor. While this successful model integrates and blurs the lines between traditional and hands-on learning, a move away from the proximity and partnership with the Department of Economics and Business could lessen participation levels initially. However, the Center for Leadership could ultimately serve as a leadership hub more broadly within the Boerigter Institute. While the challenges are real, we should be open to currently unrealized opportunities that may be revealed by a new alignment.

Proposed new offices, such as the Office of Experiential Learning or the Office for Vocational Understanding, will need additional thinking to determine whether or how best they should be launched. There will of course be the challenge associated with any initiative that requires additional resources, but beyond this there is the challenge of bringing together existing components on campus that are already making contributions to the endeavor. For example, how does the Office of Experiential Learning blend their services with the experiential learning happening in departments? Or, should we bring together our various vocation-related expertise and assets into an Office for Vocational Understanding and, if so, how is this best accomplished?

SUMMARY OF RECOMMENDATIONS

We offer two formats to summarize our recommendations. First, we provide a proposed “future” asset map (Figure H) that exchanges the Career Development Center from the asset map presented earlier (Figure B) with an asset map that includes the Boerigter Institute.

As a second way of summarizing our recommendations, Figure I recapitulates our recommendations in a table that includes primary responsibility, a timeline by which we think the element might be realized, and a relative priority on a 1-3 scale.

When compared to the current asset map depicting our situation with the Career Development Center in place (Figure B), this future asset map highlights the new entities that we recommend be considered for inclusion within the Boerigter Institute:

• Academic advising could align their services from within the Boerigter Institute.

• An Office for Vocational Understanding could bring together the various vocation-focused efforts on campus.

• In conjunction with our Alumni and Family Engagement office, Boerigter Institute staff could organize the networking opportunities for current Hope students.
A new Office of Experiential Learning, one that includes Volunteer Services and the Center for Leadership, could bolster our aspirations for expanded and coordinated experiential learning opportunities.

In addition, although not shown by this future asset map, we envision the Boerigter Institute expanding the basic career-related services currently offered by the Career Development Center.

One of the primary intentions of the Boerigter Institute is to impact every Hope College student. From this future asset map, we note that every student must participate in Admissions, Registration, Orientation, Academic Advising, Coursework, First Year & Senior Seminars, Choice of Major, and, if we fulfill our Strategic Plan goal of experiential learning for every student, the Office of Experiential Learning. Given all these touch points, we suggest that as the Boerigter Institute lives into its aspirations, it will offer “every student, early and often” programming.

**CONCLUDING THOUGHTS**

We are grateful to George and Sibilla Boerigter for creating the opportunity to imagine what Hope College’s Boerigter Institute could be. We hope that the College community, especially those involved with implementation, share our vision for a Boerigter Institute that distinguishes Hope among its peers by providing a comprehensive career preparedness program for students that thoughtfully integrates every students’ individual character and convictions with their intellectual gifts and passions, fortifying these with experiences and real world connections that solidify their post-Hope aspirations.

**Figure H: Future State Asset Map**

- **Before**
  - Admissions
  - Public Affairs & Marketing
  - Registration
  - Orientation
  - Bridge Program

- **Discern**
  - Career Counseling
  - Self Assessments
  - Academic Advising
  - Office for Vocational Understanding
  - Networking
  - Volunteer Services
  - Coursework
  - Learning Communities
  - First Year, Second & Senior Seminars
  - Choice of Major
  - Four Year Planning
  - Mentoring
  - Visiting Speakers & Campus Events
  - Center for Diversity & Inclusion
  - Student Clubs & Organizations

- **Prepare**
  - Career Counseling
  - Internship/Career Fairs
  - Job & Internship Prep Tools
  - Employer Relations
  - Academic Advising
  - Office of Experiential Learning
  - Internship/Internships
  - Center for Leadership
  - Volunteer Services
  - Service Learning

- **Pursue**
  - Networking
  - Coursework
  - Learning Communities
  - Off-Campus Study
  - Research & Creative Performance
  - Program Specific Training
  - Four Year Planning
  - Mentoring
  - Center for Leadership
  - Volunteer Services
  - Student Clubs & Organizations

- **After**
  - Employer Relations
  - Ongoing Alumni Services
  - Alumni Messaging
  - Senior Communication & Data Collection
  - Grad Survey & Alumni Feedback
  - Social Media Presence
  - Volunteer Recruitment
  - Philanthropy
  - Networking

- **Boerigter Institute**
- **Academic Program**
- **Alumni & Family Engagement**
- **Other Office**
- **Shared/Overlapping Offices**
## Figure I: Recommendation Time-line (By Date of Accomplishment)

<table>
<thead>
<tr>
<th>One Month</th>
<th>Six Months</th>
<th>One Year</th>
<th>Two Years+</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organizational Structure</strong></td>
<td>Develop job description for Dean/Executive Director; determine time-line for search and appointment, and decide best strategy for the interim until Dean/Executive Director is in place.</td>
<td>Formulate a consistent campus message/language for career-related content and processes.</td>
<td>Resolve long-term plan for DeWitt that places Boerigter Institute in the heart of campus in an attractive, high-use, and co-located setting with a welcoming front door for constituents.</td>
</tr>
<tr>
<td>Resolve reporting structure (provost recommended by Task Force).</td>
<td>Partner with Admissions and Public Affairs and Marketing, potentially with an outside creative resource, to market the Boerigter Institute.</td>
<td>Create a leadership structure that integrates the three domains (career services, academic connections, and external networking).</td>
<td>Implement a centralized and user-friendly system to track, organize, and promote experiential learning/career opportunities.</td>
</tr>
<tr>
<td>Resolve extended name (e.g. Boerigter Institute for ...) that clearly communicates its purpose, is invitational, and is easily remembered by students and other constituents.</td>
<td>Integrate academic advising staff and programs into Boerigter Institute.</td>
<td>Customize programs and partnerships to address issues of diversity and inclusion.</td>
<td>Create a partnership around off-campus study/international relationships with the Center for Global Engagement and around student-faculty collaborative research with the Associate Dean for Research and Scholarship.</td>
</tr>
<tr>
<td>Establish a Boerigter Institute Transition Team to facilitate next steps.</td>
<td>Pilot Second Seminar</td>
<td>Provide faculty/staff career-related training/professional development.</td>
<td>Establish an equitable process for all students to access experiential learning.</td>
</tr>
<tr>
<td><strong>Campus Location</strong></td>
<td></td>
<td>Move Center For Leadership into the Boerigter Institute.</td>
<td>Integrate career-related content and experiential learning into the academic program.</td>
</tr>
<tr>
<td>Form committee to evaluate short-term use of DeWitt Center (Task Force recommends modest renovations and move into DeWitt).</td>
<td></td>
<td>Consider elevating advising in the tenure review process.</td>
<td>Focus on family engagement/development to secure additional $10-15 endowed/current restricted funds in the next 3-5 years.</td>
</tr>
<tr>
<td><strong>Individual Domain</strong></td>
<td></td>
<td>Consider establishing an Office of Vocational Understanding with sufficient staff/resources to centralize/coordinate internships/externships and provide need-based support.</td>
<td></td>
</tr>
<tr>
<td>Launch process to add 1.5 FTE new staff to Boerigter Institute for highest “career coaching” need.</td>
<td></td>
<td>Provide faculty/staff career-related training/professional development.</td>
<td>Reorganize Volunteer Services to manage civic engagement programs from within the Boerigter Institute.</td>
</tr>
<tr>
<td><strong>Institutional Domain</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Specifically communicate to and involve faculty to create greater campus buy-in; consider sharing report.</td>
<td></td>
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</table>

### KEY

<table>
<thead>
<tr>
<th>Primary Responsibility</th>
<th>Importance</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>P President</td>
<td>1 Top Priority</td>
<td></td>
</tr>
<tr>
<td>T Boerigter Institute Transition Team</td>
<td>2 Intermediate Priority</td>
<td></td>
</tr>
<tr>
<td>B Boerigter Institute</td>
<td>3 Lower Priority</td>
<td></td>
</tr>
<tr>
<td>C Campus Partners</td>
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<td></td>
</tr>
</tbody>
</table>

### World Domain

- Increase staff/technology resources to establish robust regional/national/international networks for building programs between students and alumni, parents, and employers.
- Restructure Alumni and Family Engagement to partner with the Boerigter Institute.
- Provide substantial career development support to alumni, especially younger graduates.
APPENDIX

1. PRESS RELEASE
November 2, 2016 — by Greg Olgers

A new, college-wide initiative at Hope College, the Boerigter Institute, will help ensure that every student is robustly prepared for career success and professional growth. This significant effort is made possible by a major gift from SoundOff Signal in honor of Founder and Chairman George Boerigter, who is a 1961 Hope graduate, and his wife, Sibilla. A task force of Hope faculty and staff is working to develop this new, cross-functional integrated program, bearing the Boerigers’ name and scheduled to begin implementation by the fall of 2017.

The goal of the Boerigter Institute is to transform the college’s approach to career preparation with an innovative, comprehensive framework that guides students from their first semester onward in identifying their strengths and interests and engaging them in career planning and experiential learning. It will more closely link multiple departments and programs at the college, and will focus on the needs of every student as they progress through college.

This initiative will build on the college’s strong foundation of graduate outcomes. In Hope’s most recent graduate survey, 95 percent of the Class of 2015 was in the workforce or in graduate school within six months, with 92 percent of the graduates having participated in experiential learning. With this gift, Hope aims to ensure that all students are guided in recognizing their passions, their gifts and that opportunities are available for accomplishing those goals.

“Our goal is to integrate career and professional development throughout the entire life-cycle of the student,” said Hope College President Dr. John C. Knapp. “We will adopt a four-year approach to assure that students can no longer opt out of career development services, but from arrival until graduation will be supported in vocational discernment and practical preparation for lives of purpose.”

George Boerigter is the founder and chairman of Hudsonville-based SoundOff Signal. SoundOff Signal provides high-tech safety lighting solutions across the globe. In its 24-year history the company has grown every year—remarkably the company has never had a layoff or work force reduction and is about 30-percent owned by the employees through an ESOP.

The Boerigers have deep Hope College roots. George and his three older brothers all went through Hope. George’s father worked as a custodian at the college to help put one of his sons though the college. Two of George and Sibilla’s three sons graduated from the college, as did all three of their daughters-in-law. They’ve also already had four grandchildren who have either attended or are attending Hope.

George and Sibilla both value their positive college experiences in preparing for their professional lives. George’s path after Hope included graduating with a master’s in management from the University of Southern California and a Master of Divinity from Western Theological Seminary. He served 11 years as a pastor in the Reformed Church in America and then worked in leadership and management positions with a variety of companies before becoming a serial entrepreneur. After graduating from college, Sibilla taught English in high school. She left that career to be an at-home mom and active community resource. Only after the boys started college did she again enter the work force. She was the first director of the Hospice of Holland.

“Education is practical as well as intellectual, and I love the concept of putting the two together—having students find out what they love, what they’re passionate about, and helping them attain their goals,” Sibilla said.

George noted that he especially appreciates the emphasis of schools like Hope College, where faculty and staff are deeply invested in the development of their students.

“We are committed to Hope College because we believe that Hope offers every student the unique experience of being instructed and guided by passionate faculty who care about their students and will do whatever they can to help students accomplish their goals,” he said.

The Boerigter Institute will support the goals of the college’s strategic plan, “Hope for the World: 2025,” which includes engaging every student “in a holistically formative education, distinguished by its combination of academic rigor, intimate learning environment and experiential relevance, developed and delivered by nationally recognized teacher-scholars.”

With the Boerigter Institute in place, Hope College will extend career-development responsibility beyond the walls of the Career Development Center to academic advising, alumni engagement, off-campus programs, experiential learning opportunities and other facets of the student experience that may be linked more closely with the academic program. In doing so, Hope will expand its range of internship opportunities, which currently include hundreds of internships not only in West Michigan but through off-campus programs such as the college’s Philadelphia Center, and strengthen its network of potential employers for graduates.

“Under the auspices of the Institute, we will engage alumni as partners with students and their parents, opening the doors to internships and employment,” Knapp said. “We’ll be working with our alumni in new ways to make sure that they become an even stronger network providing our students opportunities both in college and after college.”
APPENDIX

2. INITIAL PLANNING DOCUMENT
Appendix 2
Boerigter Task Force Initial Planning Document

Task Force: Dale Austin
Jonathan Hagood
Mary Ellen Kettlehut
Tom Smith
Jenny Hampton
Shannon Schans, Facilitator
Scott Travis
Dave VanWylen, Chair
Yoli Vega
Ryan White

The Charge: To recommend a model for the Boerigter Institute to President Knapp. The mission of the Boerigter Institute is to provide an integrated approach to prepare and nurture our graduates for career success and continued professional growth, an approach that begins at matriculation and continues after graduation.

The Scope: The task force is charged with assessing:
• All current Hope College resources related to career discernment and preparation.
• Best practices nationally.

The recommendations may encompass programs related to:
• Career development.
• Vocational discernment.
• Experiential learning, service learning, and civic engagement.
• Entrepreneurial ventures.
• Academic advising and mentoring.
• Alumni engagement.

The recommendations will address:
• Final proposed name for what we are currently calling the Boerigter Institute.
• Staffing and organizational structure.
• Programming (including use of available technologies).
• Budgets (both capital and operational) and future funding models.
• Outcome metrics
• Diversity and inclusion considerations.
• Global opportunities.
• Facilities (in conjunction with the Campus Master Plan).
• Opportunities for Admissions and Public Relations & Marketing.

Alignment: This supports the college’s mission of educating students for lives of leadership and service in a global society.

This initiative directly aligns with Goal 1 of the College’s Strategic Plan to “engage every student in a holistically formative education, distinguished by its combination of academic rigor, intimate learning environment, and experiential relevance, developed and delivered by nationally recognized teacher-scholars.”
The Process: Phase 1: Setting the Stage
The goal of Phase 1 is to coalesce the task force, launch our efforts, talk about processes that foster innovative design, review our charge, formulate a working timeline, establish a set of resources (readings, websites, etc.), and develop a work plan to submit to President Knapp and the Boerigter family. Some initial site visits will occur during this period.

- **Timeframe:** Begin in November and conclude by mid-December with a presentation to President Knapp and the donors to confirm that our work plan is aligned with their expectations.
- **Desired outcome:** A well-conceived work plan for the task force that has the buy-in of President Knapp and the donors.

Phase 2: Learning and Understanding
Learning and understanding will occur as the task force: 1) identifies and documents current Hope College resources and programs whose mission complements that of the anticipated Boerigter Institute, 2) identifies, describes, and reflects upon best practices at other similar institutions, and 3) converses broadly with Hope faculty, staff, students, and alums, and 4) consults with non-Hope people deemed to have insights into impactful career discernment and preparation practices.

- **Timeframe:** The bulk of this work will take place in January, February, and early March.
- **Desired outcome:** A thorough understanding of the landscape within and beyond Hope College regarding student-focused practices for career discernment and preparation.

Phase 3: Imagining
Built upon the collective understanding gained in Phase 2, the task force will imagine various integrated models for implementation of the Boerigter Institute at Hope College. While the goal is to arrive at a single model for recommendation, the possibility of multiple options remains.

- **Timeframe:** This will undoubtedly happen throughout the process, but full attention will be turned to imagining what the Boerigter Institute will look like at Hope College in March.
- **Desired outcome:** The formulation of a vision for an integrated model(s) of learning opportunities and comprehensive advising for all current and past students related to career discernment, understanding, and planning at Hope College.

Phase 4: Summarizing and Reporting
In this final phase, the group will write a summary of its recommendations for submission to President Knapp who, if he deems appropriate, will then submit it to the Board of Trustees.

- **Timeframe:** In order to be on the agenda of the May Board of Trustees meeting, the recommendations must be submitted to President Knapp by April 17. To effectively communicate emerging recommendations to various constituents and secure buy in from key stakeholders and the campus at large, the task force will need to begin this phase by mid-March.
- **Desired outcome:** A final report with specific recommendations and next steps for the Boerigter Institute to be presented to President Knapp. This signifies the end of the task force’s work; while the final report will include an implementation and evaluation plan, responsibility for this is beyond the purview of the task force.
APPENDIX

3. ASSET MAP DESCRIPTORS
Appendix 3
Asset Map Descriptors

Below is an alphabetized list of several, but not all, of the terms in the boxes of the asset maps presented in the report. If a box contained a term we thought was understandable without explanation (e.g. Admissions or Registration), we do not provide an expanded description.

**Academic Advising:** Academic advising at Hope, currently led by Ryan White, is housed within the Registrar's Office, which is part of the Academic Program. New Hope students are initially assigned to their First Year Seminar instructor for academic advising; once students declare a major(s), their advisor is assigned from within the student's academic discipline. Academic advising is an important and consistent component throughout the Discern, Prepare, and Pursue processes.

**Alumni Messaging:** Communication from the Alumni and Family Engagement Office to and about alumni regarding careers.

**Career Counseling:** The process of determining a student's next steps in relation to where they are within their Discernment, Preparation, and Pursuit of career goals. Career Development Center staff meet with students one-on-one to assist students based on expressed or observed needs.

**Choice of Major:** Since every student must choose a major, this decision point is an important opportunity for Discernment. Students choose their major(s) in conversation with Career Development Center personnel, faculty, academic advisors, staff, peers, parents, and/or other people; this is one of the most significant decisions a student makes while at Hope.

**Coursework:** The variety of ways that students are assisted in their Discernment (e.g. personal strengths, academic interests, career aspirations, vocational understanding) and Preparation (e.g. intellectual growth, field-specific training) through the courses in which they are enrolled and actively engaged.

**Employer Relations:** The Career Development Center staff, along with faculty, work to cultivate relationships with employers within strategic areas and industry. Staff from the Career Development Center, Alumni and Family Engagement, and faculty work to build mutually beneficial relationships that allow for internship and job placement, employer presence within the classroom, and engaged community members.
**Four Year Planning**: A cohesive and comprehensive plan for on-campus coursework, off-campus study, experiential learning opportunities, and co/extra-curricular activities.

**Graduate School Prep**: On average, approximately 25% of Hope seniors go on to enroll in graduate school immediately following their tenure at Hope College. In an effort to assist in this career decision, Career Development Center staff help students with the materials necessary for their application processes. This includes education and assistance around personal statements, application essays and expanded resume and CV work.

**Grad Survey & Alumni Feedback**: The 6-month and 10-year surveys collected from alumni by the Office of Alumni and Family Engagement.

**Job and Internship Prep Tools**: Career Development Center staff, along with student Peer Advisors, work to educate students about the process of building strong application materials and skills. Those include, but are not limited to, resume, cover letter, LinkedIn profile, and mock interview practice.

**Job Search Coaching**: Career Development Center Staff provide individual meetings with students in an effort to assist in identifying potential employment opportunities that the student can pursue. In addition, Career Development Center staff work alongside the student to strategize their individual job search process.

**Learning Communities**: This includes Phelps Scholars, Emmaus Scholars, Mellon Scholars, and Day 1 programs. As these typically become tight knit communities, much Discernment and Preparation occurs.

**Mentoring**: Includes peer mentoring programs (e.g. FACES or GROW Peer Mentoring), Klesis, alumni mentoring, or even the informal mentoring that occurs as faculty/staff-student relationships grow.

**Networking**: Alumni, parent, and employer events (on-campus or off-campus) that enable students to build networks with working/employing adults. The goal of these networking events is to help students explore their career aspirations and gain connections that could lead to future employment. These efforts include programs generated in the Career Development Center as well as the Office of Alumni and Family Engagement. They include: Living and Working in Grand Rapids/Chicago/Lansing, Etiquette Dinner, College to Career, Service-Year Panel, Gap Year Fair, Business and Economics Fair, Professional Panels within coursework, Practice Interview
Programming, STEM Fair, Education Mocks with School Administrators, Summer Camp Fair, and various Information Tables throughout the year.

**Ongoing Alumni Services:** The career-related services provided to alumni; Boerigter Institute intends to enhance career services especially for recent alums.

**Philanthropy:** Philanthropic outreach is managed by Hope’s Office of Development and Alumni Engagement (the Office of Alumni and Family Engagement is a subset of this office). Here, we recognize general outreach to alumni and family members both for general purposes of the College as well as in the hope that alums and parents will be future supporters of the Boerigter Institute.

**Program Specific Training:** As students move through their academic major(s)/minor(s), they learn specific skills relevant to their field of study.

**Research and Creative Performance:** Student-faculty collaborative research and creative performance are one of the most impactful experiential learning opportunities for students; Hope’s Associate Dean for Research and Scholarship currently oversees his area of the College.

**Self Assessments:** The variety of assessments offered by the Career Development Center such as StrengthsQuest, Strong Interest Inventory, and Myers Briggs Type Indicator. Career Development Center staff have the professional expertise to administer and interpret these assessments through a variety of different lenses. These self assessments often form the foundation for the Discernment Process.

**Senior Communication and Data Collection:** Communicating with soon to be alumni about their ongoing relationship to Hope and welcoming them to the Alumni Association; collecting contact and employment information from recent graduates.

**Social Media Presence:** The Office of Alumni and Family Engagement organizes a variety of social media communications with alums, including LinkedIn to facilitate networking opportunities for students.

**Student Clubs and Organizations:** There are numerous clubs and organizations on campus that do excellent work in peer-to-peer education in relationship to personal and career development. Additionally, various clubs and organizations work in partnership with the Career Development Center staff to present topical information to these key groups. Academic departments, along with student and residential life, work to sponsor the work of these students.
**Vocational Understanding:** Many people and offices share Hope’s aspiration to introduce students to the notion of vocation/calling; this box is intended to capture this collective effort. We suggest that the College consider bringing these various vocational elements into an Office for Vocational Understanding in the Boerigter Institute.

**Volunteer Recruitment:** Working with alumni in offering a variety of volunteer opportunities including classroom participation, internship coordinating, and job shadow opportunities for current Hope students.
APPENDIX

4. CAMPUS INSIGHT TEAM SUMMARY
Appendix 4
Campus Insight Team Summary

Between January 30 and March 2, 2017 the Boerigter Institute Task Force met with over 20 different groups to collect feedback. The groups represented students, faculty, staff, alumni and parents. Some shared feedback from multiple perspectives. For example, some alumni were also internship hosts and employers and some faculty and staff were also parents.

The meetings included time with: Deans' Council, Student Development, a Campus Open Forum, Business Club, Development and Alumni Engagement, Registrar's Office, Alumni Association Board of Directors, Alumni One-on-Ones, FACES, Senior Seminar, Multicultural Students, Center for Leadership Faculty, Staff, Alumni and Students, Academic Affairs Board, Admissions, Public Affairs and Marketing, Employer Relations (Sarah McCoy) and Campus Ministries.

Each insight meeting included a brief update from a task force member followed by discussion framed by the following questions:

- What is working well?
- What gaps do we have?
- What vision do you see?

The feedback on each question is further organized by topics of academics, experiential learning, programs and services, and relationships and network. A document with the full text of all feedback is available upon request.

Following the collection of this information, a subgroup of the Boerigter Task Force spent time reviewing the feedback and identified the following overlapping themes:

1. Expansion 6. Pipelines
2. Diversity 7. Training
3. Timing 8. Awareness
4. Experience 9. Coursework
5. Relationships 10. Resources
1. Expanded, More Comprehensive Career Development Center
Students, faculty, and staff want something that expands upon the Career Development Center in terms of both greater resources and a more holistic and comprehensive approach to Discernment, Preparation, and Pursuit.

The Boerigter could... expand the mission and vision of the Career Development Center.

2. Diverse Needs and Experiences
Students' diverse needs, dispositions, and developmental trajectories lead to varied experiences of Discernment, Preparation, and Pursuit.

The Boerigter could... account for and embrace the diversity of student, faculty, and staff experiences, making structural and programmatic decisions accordingly.

3. Improve Timing and Avoid Late Starts
Students engage resources and practices that aid Discernment, Preparation, and Pursuit too late to be impactful.

The Boerigter could... strongly encourage students to engage (i.e., to start particular stages or practices) both earlier in their college experience and earlier in the academic year.

4. Experiential Learning
High-impact practices that fall under "experiential learning" help students to Discern, Prepare, and Pursue.

The Boerigter could... play a central role in implementing the College’s plans for experiential learning.

5. Disjointed and Siloed Relationships
Discernment and Preparation rely upon meaningful relationships between students, faculty, and staff (in every possible combination); but across the campus these relationships are disjointed and siloed.

The Boerigter could... coordinate common networks of advising and mentoring relationships among students, faculty, staff, alumni and friends of the college.

6. Intentional Pipelines to Employers
Preparation and Pursuit benefit from the long-term and consistent cultivation of intentional pipelines to and relationships with employers.

The Boerigter could... work with students, faculty, and staff to develop and sustain intentional pipelines to and relationships with employers and others in the Hope network.
7. Training and Development for Faculty and Staff
Faculty and staff lack the training and development that would empower them to work directly with students on Discernment, Preparation, and Pursuit.

The Boerigter could... take the lead on training and developing faculty and staff to work directly with students.

8. Awareness of Information, Common Language and Process Maps
Students, faculty, and staff are neither aware of nor have access to a common language, a set of processes/structures, or a “map” to navigate the resources available for Discernment, Preparation, and Pursuit.

The Boerigter could... develop, implement, sustain, and curate resources that support and map the possible experiences of students, faculty, and staff.

9. Create Coursework and Academic Program Integration
Faculty and staff contribute to students’ Discernment and Preparation by integrating content and experiential learning into the academic program at varying levels: major/minor, department, division, and general education.

The Boerigter could... encourage, facilitate, and collaborate with integration into the academic program.

10. Invest and Integrate Resources
Students (and, to a lesser extent, faculty and staff) encounter difficulties with Preparation and Pursuit because of insufficient and/or duplicative resources.

The Boerigter could... provide additional, appropriate, curated, and centralized resources.
APPENDIX

5. SITE VISIT GUIDING QUESTIONS
Appendix 5
Site Visit Guiding Questions

MISSION AND VISION

Primary
1. Talk about the development of your mission/vision statement for career development.
2. Do you have a strategic plan for your work?
3. How have changes in your career center changed the culture on campus?

Secondary
1. Is the mission activated primarily by a center or integrated across campus?
2. What startup challenges did you face?
3. What do you wish you could change now that you are where you are in the process?

PROGRAMS & SERVICES

Primary
1. What is the relationship of the career center to the academic advising function? Informal relationship or an intentional relationship that is more “integrated”?
2. What is the relationship of the career center to alumni/family relations? How do they work together?
3. What services are provided to alumni and what are your main outreach strategies? How do you balance alumni/student services?
4. Does your strategy overlap with curriculum, seminars and graduation requirements?
5. How does the career center connect broadly across campus (e.g. to student life, academic program, development, etc.)?
6. How does admissions use the career center in reaching out to: 1) prospective students, and 2) parents?
7. Broadly speaking, what programs and services are provided?
8. How does the career center support diversity and inclusion efforts?
9. What changes in career development needs have you seen in students over the last five to ten years?
10. Which program initiatives have had the most significant impact on the career development of your students?

Secondary
1. Are there any specific pathways (e.g. programs, special courses) within majors to consider vocation/calling and career preparation?
2. Do students have the option to “opt in” to the career center resources, programs and services or are career development and discernment initiatives integrated with the student experience such that every student is naturally or “automatically” is engaged?
3. Are there funds to support students in unpaid internships?
4. Is your engagement with alumni around career affinity groups, like consulting, banking, non-profit, government, etc.?
5. How do you intentionally reach out to community and business leaders?
6. How do you reach out to alumni/parents as a benefit to them, but also as they provide benefit to current students?
7. Do you have a formal mentoring program? How does it work?
8. Are there any outreach or education programs for parents related to vocation, majors, and career preparedness?
9. As you look to the future, what new career development needs do you anticipate with liberal arts students at (school)? What new career development initiatives do you see occurring within colleges, .... within career centers?

OUTCOMES & ASSESSMENT

Primary
1. What institutional goals and measurements guide your work?
2. What performance measurements are documented by the career center?
3. How do you track and communicate alumni outcomes?
4. How does public relations use the career center? Is it part of the college "brand" or core messaging?
5. What peer institutions do you think have innovative and effective career centers?

Secondary
1. What percentage of the student body utilizes the services of the career center?
2. Which majors have the best placement success?
3. How does the career center get feedback from employers?

RESOURCES & STAFFING

Primary
1. How does your facility and physical space help you meet your goals?
2. How many staff are involved, what are their specialties?
   a. Career Development ___
   b. Alumni ___
   c. Advising ___
   d. Other relevant areas ___
3. Who or what office does the career center report to?
4. What expertise is expected of the leader? Does the leader sit on any "council" (e.g. Administrative Council, Deans' Council, etc.)?
5. What is the organizational structure of the staff? How long has this been in place and what were the necessary changes needed to get there?
6. What role do students play in delivering programs and services?

Secondary
1. What is the operating budget and how is it distributed?
2. What software do you use to help facilitate connections with alumni for mentoring and relationship development?
3. How is the career center funded (e.g. endowment, annual gifts, general operating budget)?

ADDITIONAL POTENTIAL QUESTIONS
1. Are there programs and services that you dream about doing and/or would do if you had a significant influx of resources?
2. What is the student to advisor ratio?
3. Size of:
   - Student population?
   - Career Development staff?
   - Endowment?
APPENDIX

6. SITE VISIT TEAM SUMMARY
Appendix 6
Site Visit Team Summary

MISSION

1. The best programs utilize office and campus objectives for ongoing decision-making
   - Wake Forest has very focused mission/objectives (e.g. “equipping all Wake students to
     navigate the path from college to career”) that are shared regularly among staff and students.
   - Elon has a corporate approach that leans heavily into business approaches for the student
     experience.
   - Augustana relies campus-wide student objectives to shape programming (e.g. all student
     employment is being reworked to revolve around some aspect of student learning objectives).

2. Supporting diversity and inclusion
   - Resource equity
     i. Augie Choice $2,000 for high-impact experience (low-income award additional
        $2,500).
   - Cultivating an inclusive culture
     i. North Park and a sense of shared participation in the work of diversity. All contribute
        and work at it, rather than the responsibility of a designated person/office.
     ii. Knox intentionally considers inclusion as part of their alumni programming.

RESOURCES: top career programs have significant money/investment (and it's mostly in personnel)

3. The main expenditure for the best career programming is personnel (rather than programming)
   - 80-85% of the Wake Forest OPCD budget is for staffing (for more student/employer touch).
     Similar at other model schools (unless you consider Augie Choice as part of operating budget).
   - More people, as Tom Brinkley (Elon) noted, to “carry out the additional programming and
     reach,” rather than trying to just keep adding programs to the current staff.

4. Families (rather than alumni) are a key giving target for current student/programming needs like
   career development. Family contributions are a significant funding source at Wake’s OPCD, and a
   minor source at a couple other schools.

CAREER PROGRAMS

5. We have good awareness of nation-wide career programming trends. While we did get some new
   ideas (e.g. career milestones), primarily we have encountered images and confirmation of the
   programs and models already somewhat under consideration by Hope Career Development and BTF.

6. Career milestones (i.e., students accomplishing various career development markers) and adjoining
   rewards programs for students, sometimes tied to the completion of these markers.
   - Augustana – Viking Score
   - Wake Forest – Career Readiness
   - Elon – College 2 Career
   - Calvin – LifeWork
   - Hobart & William Smith – “Pathways” program
   - North Park – Career Advantage Program
7. **Career offices committed to experiential learning**
   - Career Discovery Program, Bates College, job shadow program involving over 200 first and second year students - signature program.
   - Internship/other experiential learning as part of core educational experience (Augustana, Bates, Elon, Hobart/William Smith, Messiah).

**ORGANIZATIONAL STRUCTURE and CAMPUS LOCATION**

8. **Advantages for career offices organizationally under the academic program** (instead of student development)
   - Easier collaboration and integration with the academic program (e.g. internships, departmental specific programming, focus on student learning outcomes).
   - Removing the office from an area of the college often focused on student concerns and judicial issues. North Park is “still working on the mindset that the center for student engagement doesn’t just do crisis work.”

9. **Career center staffing structure - embedding career in academic departments or career clusters**
   - Several of the schools (Elon, St. Olaf, Stetson, Wake Forest) have career coaches assigned to either specific academic departments or career clusters, working with students and/or employers within those defined niches.
   - Augustana has “professional faculty” that teach half-time and additionally do half-time advising and some post-college programming.

10. **Importance of a central and attractive campus location**
    - Augustana, Knox, Elon, Stetson, and St. Olaf all saw student appointments go up dramatically (into the thousands) during the first 1-2 years of moving to a central location.
    - Stetson (new facility) and Knox (building renovation) recently opened multi-million dollar welcome centers that also included career development, alumni relations, and other services.
    - Bates does not have a central location and their director indicated that their “space hinders [accomplishing their] goals.” Wheaton and North Park similarly were not in the most highly foot-trafficked areas.

**CO-LOCATION and RELATED SERVICES**

11. **Co-location of related “services”...** (Augustana, Hobart/William Smith, Knox and Wooster)
    - Drives cooperation and integration of staff (and faculty to some extent). The closer people were located, the more organic and integrated was their work.
    - Simplifies and centralizes student involvement. Students more easily know where to go when things thematically related are located together.
    - Makes “geez, why didn’t we do this before” sense to faculty, staff, students, and families after implementation.

12. **Alumni-Career person.** Multiple schools either had (Knox) or expressed a desire to have a dedicated staff member working on career issues with alumni.
13. **Advising and reaching all students**
   - Advising as a central/mentoring part of the student experience is more natural and organic at the smaller liberal arts colleges than the larger universities.
   - Advising more formally in the tenure review is a significant influencing factor in elevating the campus dialogue of and perceived importance of advising.
     i. Knox has four categories for tenure review: teaching, service, research, advising.
     ii. Augustana moved advising from service to teaching.

14. **Admissions**
   - Several schools (Knox, Elon, Hobart/William Smith, St. Olaf, Wooster) reported strong connections with their respective colleges’ admissions efforts; some preparing substantive print materials (Hobart/William Smith).
APPENDIX

7. ACADEMIC AFFAIRS BOARD EXPERIENTIAL LEARNING RECOMMENDATIONS
Appendix 7
Academic Affairs Board Experiential Learning Recommendations

Experiential Learning - The General Description

Experiential learning encourages students to engage purposefully in a focused personalized experience that will promote lifelong learning. Rather than adhering to a defined curriculum, each student will work together with a faculty/staff mentor to design, pursue, and evaluate his/her experience in an effort to stretch liberal arts education beyond the traditional classroom. While many students encounter a number of such experiences, each Hope College student will engage in at least one experiential learning activity prior to graduation. It is the goal of the College that the experiential learning process promote broader connections such as interdisciplinary learning, civic engagement, cultural awareness, or community leadership while informing vocational aspirations.

While experiential learning opportunities vary greatly, each incorporates some degree of the following aspects, with mentor involvement in all stages of the student experience:

a) Preparation – students take an active role in the program design and/or the identification and consideration of goals

b) Action – students carry out the planned activity while making decisions that influence the directions and outcome of the experience, resulting in the development of new knowledge or perspectives. This should include interaction with partners or an audience beyond a single course.

c) Reflection – upon completion of the experience, students identify major outcomes, think broadly to expand and connect the outcomes beyond the specific area of study, and consider vocational implications. This may include formalized written reflection, reflective conversation, and/or a final project.

At Hope College, examples of experiential learning opportunities include:

- study abroad/off campus programs
- undergraduate research
- for credit internship
- original contributions to performance ensembles
- clinical rotations, student teaching, similar field placements
- learning communities (e.g. Phelps Scholars, Emmaus Scholars, Mellon Scholars, etc.)
- course-based independent study with external components
- others to be identified by faculty, programs, departments, divisions, etc.
Proposed Approach to Implementation

To reach all students, experiential learning would become a graduation requirement, necessarily tracked on a student’s transcript/student record—likely through flagging courses and activities. To ensure robust implementation and continuity, some permanent administrative structure is required. A proposed Office of Experiential Learning would guide the development and identification of appropriate experiential learning opportunities across the curriculum. This Office would also provide guides for students and mentors to facilitate activity design, pursuit of the activity, and reflective conversation. Student mentorship would be provided by faculty or staff leading the course/activity, with vocational reflection occurring with mentors, academic advisors and peer groups.

Proposed Roles and Responsibilities:

Office of Experiential Learning:
- sets criteria for appropriate experiential learning activities
- assesses fit for prospective activities – assigns course/activity flag as appropriate
- develops/shares rubrics to assist:
  - course/activity development
  - student/mentor activity design
  - promotion of student reflection
  - mentor/advisor reflective conversations
- organizes student peer groups for reflection on experience and vocational relevance (potentially with connection to Boerigter Institute)
- develops methods for assessing outcomes and effectiveness of experiences

Departments/Programs/Divisions
- identify courses and/or activities with appropriate experiential learning components to be flagged by Office of Experiential Learning
  - identify potential learning goals and desired outcomes
  - consider guides that could be used by students/mentors in designing and assessing effectiveness of activities
- periodically review experiential learning opportunities within supervised courses/activities

Students
- identify a course/activity that meets interests
- work with mentor to design activity, highlight goals for experience
- share aspects of experience with greater community
- reflect upon the experience through conversation, written work, final project, etc.
- connection with vocation is the responsibility of the student to be shared with mentor, academic advisor

Mentors (connection to Strategic Plan goal 1, objective 1, KPI 3)
- identify current courses/activities that meet criteria for experiential learning
- work with students to design activity, highlighting student goals for experience
- mentor student throughout the activity
- engage students in reflection upon experience, including vocational relevance

Academic Advisors (connection to Strategic Plan goal 1, objective 2 and goal 1, objective 1, KPI 3)
- assist students in the identification of an appropriate experience
- engage students in reflection upon experience, including vocational relevance
Other thoughts/considerations beyond the description

- nearly all (>95%) of 2016 Hope graduates were involved in at least one experiential learning opportunity… focus going forward is on making that experience as valuable as possible for the students.

- experiences and interactions extend beyond a traditional classroom environment

- experiences involve active student participation in all phases

- should have interactions with audiences beyond a specific course

- experiences include active faculty/staff mentorship

- experiences must involve a formalized reflective aspect – this could include a series of conversations, a formal paper or report, etc. – and faculty/staff feedback

- experiences inform vocational interests

- ‘course-based’ experiences likely to require more specific definition. Oversight of “acceptable” experiences likely to tie to tracking method.

Potential Methods for Tracking – as a presumed requirement for graduation, involvement must be recorded on student record and/or transcript

- flagged courses

- departmental centered tracking

- mentor-centered assessment

- experiential learning office/director

- through academic advisor (w/ advisor input)

- strong emphasis on assessment of process/student development – similar style to course-based research?

Student Assessment Thoughts

- experiential learning contract

- students gives criteria and they manage learning

- students outline goals, intentions—then assess impact following experience

- a rubric with potential learning outcomes

- mentors provided with questions/conversation topics to facilitate student reflection

- let students make connection to vocation and share with mentor/advisor
Student objectives

- self direction
- responsibility
- curiosity
- independence
- engagement
- intellectual ownership
- initiative
- finding one’s voice
- growth of confidence
- use of a skill set
- love for lifelong learning
- critical thinking/reasoning
- problem solving
- communication skills
- adaptability
APPENDIX

8. ENVISIONING THE FUTURE OF ACADEMIC ADVISING AT HOPE COLLEGE
Envisioning the Future of Academic Advising at Hope College

**CURRENT STATED PURPOSE:** Advising at Hope supports students’ discernment, planning and learning

More specifically advisors/advising works with students in

1. **Discernment support** - e.g. self-awareness, gifts, strengths, interests
2. **Academic planning and success** - e.g. choosing a major, course selection, 4-year planning, degree audit, providing timely/accurate information, well-informed decision making, and academic support and troubleshooting
3. **Providing a context for learning** (seeing the big picture) - e.g. serving as referral agents, interpreting the logic and connections within the curriculum, providing feedback and reinforcement

**STRENGTHS, HIGHLIGHTS, AND RECENT DEVELOPMENTS**

A strong first-year advising model

- Advising is integrated into the academic program through the First-Year Seminar Program model of FYS instructor as a student’s first academic advisor. This connection strengthens advising by giving every advisor of FY students understanding of each advisee in an academic setting. Also, conversations about life direction, academics, adjustments, happen more organically.
- Two teaching credits earned for first-year advising represents a belief in advising as teaching, and is a financial and time investment in the advising relationship.
- Resources dedicated to build relationships within the FYS classroom through shared meals and experiential learning opportunities.

Key developments since 2014

- Co-created the **Summer Bridge Program** (living and learning program serving underserved populations and promoting a successful transition into Hope)
- Co-created **New Student Advising Days** (half-day summer campus events to facilitate a smooth and informed class registration experience, help prepare students for the academic transition to college, and introduce students to academic advisors, other staff, and programs)
- Transitioned the college to the “Degree Works” software (a high-quality and more user-friendly degree audit system for students and advisors)
- Curating the messaging for the “Deciding a Major” sessions at Campus Visit Days delivered by various faculty members
- Reorganization of pre-health advising to be more connected to other advisors and the Registrar’s Office processes
- Developed a “First-Year Experience” webpage highlighting first-year hallmarks of the Hope experience
- **National Survey of Student Engagement** scores for the quality of advising consistently ranked above national averages as well as GLCA averages (by 5-10% points) for first-year and senior-year advising.

Enhancing campus partnerships since 2014

- Career Development partnership with first-year students and StrengthsQuest
- Student Development joint leadership of Summer Bridge and NSAD
- Academic department involvement in Summer Bridge and NSAD
- Student Development and Residential Life partnership with student concerns outreach
CURRENT AND FUTURE NEED OF ACADEMIC ADVISING

**Advising and the strategic plan.** Under Goal 1 (e.g. holistically formative education) in our “Hope for the World” Strategic Plan, Objective 2 reads that **Students will experience excellent and cohesive advising and other academic enrichment opportunities.** Hope has outlined a robust, academically integrated, vision for advising.

**Advising as learning.** In the 1970s-1980s, advising meant primarily course scheduling and registration. A focus on student developmental issues began to emerge in the 1990s. In the 2000s, the direction of advising is moving toward including the past emphases while becoming a more integral part of a college’s teaching and learning environment.

> The richness of academic advising lies in helping students grow intellectually and personally, assisting students as they make positive decisions that help them move forward in their lives, challenging students to stretch their strengths and experience new things, and use their time in college as a learning experience.¹

**Advising, reflection, and challenging students.** We find our current students in need of both space to reflect on who they are as well as a mentor to challenge them, in order to support the students as they discern their direction and find a successful path through their formative college years. Harvard Professor of Education and Public Policy, Richard Light, spent years researching what helps students thrive and make the most of their college experience and opportunities. He was somewhat surprised to find advising near the center.

> Good advising may be the single most underestimated characteristic of a successful college experience...Graduating seniors report that certain kinds of advising, often described as asking unexpected questions, were critical for their success.²

**Advising, career, and increasing development needs of students.** There is growing expectation from students and families for a 4-year program that will help bridge directly into a career. Advisors are tasked, not only as being good referral agents, but to be a first line of advice and support as students seek clarity in academic and professional direction. Students arrive less mature and need additional assistance navigating their sense of self (e.g. strengths, faith, values) and the decision making and commitments to follow.

**Advising and retention.** There is significant need for intervention in the academic (and cultural) transition into college in order for some to become a successful college student. First-year GPA is one of the strongest predictors of student persistence (Pascarella & Terenzini, 2005), and early efforts, such as advisor outreach, to close the academic gap are imperative. Additionally, given the strong positive relationship between on-campus social integration and persistence (Chen, 2012), relationships such as peer and faculty connections are vital for the cultural preparation needed for a successful transition to any college. Advisors, through supporting students in academic (and graduation) planning, academic success, and social adjustment are key contributors to the campus retention efforts.

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A VISION FOR WHAT OUR BEST (AND A NATIONALLY RENOWNED) ADVISING PROGRAM COULD LOOK LIKE

- Collaborative partnership between professional advisors, faculty advisors, and other staff
- Purposeful guidance of students through self-awareness of strengths and interests to informed academic major declaration
- Creative work with faculty advisors and career development about curricular and co-curricular approaches to directly link study/theory with professional experiences
- Faculty advisors well equipped to discuss bother career discernment and post-degree planning
- Peer student leaders helping early undergraduates of all ethnic, faith, and geographic diversity
  o acclimate to college
  o learn to interpret the Hope curriculum and advising software
  o partnering with Orientation and FYS to form student support and learning cohorts
- Student contemplation and ongoing reflection of the purpose of their Hope College education
- Student awareness and ownership of their academic record and graduation planning
- Academic retention outreach through various complimentary programming (e.g. FOCUS, SOAR, Summer Bridge, FACES, other targeted outreach for struggling students)
- Communication hub for campus partners and their work with student learning and development
- Eagerly attended and effective faculty advisor training and development
- Useful academic departmental advising objectives
- Departmental sharing of best advising practices
- An encouraging atmosphere that celebrates advisor success (e.g. awards, thank you meals, etc)
- An inviting physical space that students can easily find, feel welcomed, and be readily served with drop-in meetings, appointment advising, and other resources

POTENTIAL EXPANDED AND NEW PROGRAMMING IN SUPPORT OF THE VISION

1. Advisor assessment proactively utilized at the individual and departmental levels
2. Peer advising system tied to Orientation groups and FYS sections
3. Implementing a “second seminar” aimed at personal discernment, decision-making, and exploring a life well lived [in process for Fall 2017]
4. Incorporate a faculty advisor liaison to help with departmental and faculty advising training
5. Enhanced ongoing advisor training
6. Academic departmental level advising resourcing
   a. cross-departmental sharing of best practices
   b. supporting courses bridging/exploring theory to work
7. Advisor/advisee recognition (e.g. “Advisor of the Year,” “Liberal Arts Essay of the Year”)
8. Considering Advising as an additional component of tenure review (or moving it from service to teaching to reflect an approach of advising as teaching)
9. Implementing comprehensive advising and student management software
10. Summer Bridge program further expansion
11. Structural alternatives and caveats. Could consider...
   a. Re-framing Advising and FYS into a more cohesive “First Year of Studies” or “First Year Experience” unifying objectives from the academic program and student development.
   b. Moving Advising into the Boerigter Institute.
12. Forming an ad-hoc (or official) Advising Committee for developing some of these ideas.
13. Implement more formal parent support and transition resources. Parents continue to be more involved in student academic planning, seek more assurance about collegiate resources and involvement, and want to see data and stories regarding the success and current and postgraduate trajectory of students.
Possible Future Organizational Chart

* reflects a currently existing role

[Current Report]
Dean for Academic Services*

Faculty Advising Liaison
- Deparmental liason
- Advising committee member
- Faculty development

Director of Academic Advising*
- FYS program & advisors
- "Major" presentations for current & prospective students
- Advising assessment
- Advising committees
- Faculty development
- Second Seminar

Assistant Registrar and Advising Systems Coordinator*
- Advising software and training (degree audit, inter-office student communications)
- Registration communications
- Registration presentations

Registrar's Office*
( various personnel)

Office Manager
- Event planning
- Schedule
- Triage
- Registration / Registrar support

Health Professions Advisor*
- Pre health advising
- HPAC committee
- Prospective student presentations
- Grad/Medical school partnerships
- Advise AED

Academic Advisor
- A-L Advising
- 4-year planning
- FYS teaching
- Peer advisors
- Registration support

Academic Advisor
- M-Z Advising
- 4-year planning
- FYS teaching
- Summer Bridge
- Registration support

Retention Specialist*
- FOCUS, SOAR
- "At-risk" student outreach (e.g. T1 probation)

Vocational Discernment Specialist
- Vocational advising