



*A publication of the Career Development Professionals of Indiana*

## Letter from the President

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As the academic year winds down, I'd like to offer you a brief glimpse into the accomplishments of CDPI these past 12 months. To rephrase radio host Garrison Keillor's weekly monologue regarding the fictional town of Lake Wobegon, it has not been a quiet year in CDPI. In fact, it's been a very ambitious year and I thank the hard-working, creative board of directors, conference co-chairs and planning committees, and the extended membership for their dedication and commitment to making CDPI a very strong state organization!

To summarize the board's activities during 2011-12, I've used the CDPI acronym to represent four areas of accomplishments: **C**onnections, **D**ocumentation, **P**rogramming, and the **I**nternet.

CDPI maximized the power of **connections** to advocate for the profession and support one another by providing

- Numerous opportunities for face-to-face connections through conferences and events, and
- Virtually through a LinkedIn group, email announcements and the CDPI.org web site.

Internally, the board worked diligently to **document** its activities and responsibilities. These included

- Creating job descriptions for all board members and providing training for incoming members
- Writing a policy manual and implementing board assessment
- Establishing an annual budget
- Submitting written project status reports before each board meeting
- Adding historical and organizational content to the web site.

**Programming** highlights included

- Completing a one-year pilot program for the INdorsed Career Ready Graduate, with official launch in fall of 2012
- Hosting the inaugural statewide virtual career fair in April
- Providing two outstanding conferences and an upcoming four-day Leadership Institute in June
- Supervising the first two graduate student virtual interns
- Offering a NACE Career Coaching Intensive two-day workshop and a one-day drive in workshop on the newly revised GRE.

Additionally, the board facilitated the implementation of affordable web-based software designed specifically for small, non-profit associations. Utilizing this **Internet** resource has allowed CDPI to take a major step in organization, efficiency, and professionalism through providing

- Central event management, including conference registration and marketing
- Membership applications, directory, and automated membership renewals
- Communication capabilities, such as newsletter services and contact management.

In summary, CDPI is a very strong, active professional organization. Its finances are sound due to a membership of nearly 200 and healthy attendance at conferences averaging around 100 members. CDPI is poised well for future years of service to the career development profession and I look forward to another great year led by president Andy Bosk of IU Bloomington!

Sincerely,  
Anita Yoder

In this issue:	
Article	Page
Career Services Summer Leadership Institute	2
Institute Registration Form	3
Keyword: Placement	4-5
Award and Grant Recipients	6
CDPI 411	7
Date Savers	8



## Career Services Summer Leadership Institute

The CDPI Career Services Summer Institute is a four day program running from June 26th—June 29th @ Purdue University Calumet. Participants will be immersed into the nuts and bolts of the career services profession. Topics and speakers include:

Monday: Keynote (Charlie Adams); Assessment and Professional Standards, Best Practices

Tuesday: Technology/Web 2.0; Leadership; Trends and the Future of the Profession; Ethics Case Studies

Wednesday: Marketing Yourself, your Brand, and Managing your Networks, Employer Development and Alliances, Office Politics and Teambuilding, Strategic Planning/Fiscal Management

Thursday: Navigating your Career, Endnote/Call to Action (Brett Eastburn)

To view the Summer Institute program please refer to the following link: <http://bit.ly/MKt35B>

Cost- \$450.00 (CDPI Member) \$500.00 (Non-CDPI Member)

**4 days 3 nights \*ALL INCLUSIVE!**

**Includes: Meals, Drinks, Activities, and Luxury Accommodations**

**June 26<sup>th</sup> –June 29<sup>th</sup> @ Purdue University Calumet**

(just minutes from the Lake Michigan Shore Line and downtown Chicago!)

**Packages start  
at \$450.00!!**

### Activities Include:

Strategic Planning and Marketing

Supervision and Leadership

Technology

Strategic Alliances and Budgeting

Assessment

**Act Now! Deal  
available to the  
first 40 who  
respond!**

**2012 CDPI Career Services Summer Leadership Institute**

\*Some exclusion do apply, see [brochure](#) for details

[www.cdpi.org](http://www.cdpi.org)



## Career Services Summer Leadership Institute—Registration Form

### Personal Information

Mr./Ms./Dr. Name \_\_\_\_\_

Title \_\_\_\_\_

Institution Address \_\_\_\_\_

City, St., Zip \_\_\_\_\_

Phone \_\_\_\_\_

Fax \_\_\_\_\_

Email \_\_\_\_\_

Name for Nametag \_\_\_\_\_

Current Enrollment \_\_\_\_\_

Career Office (circle): Centralized      Decentralized

No. of Staff \_\_\_\_\_

Director Reports to \_\_\_\_\_

I have the following dietary restrictions \_\_\_\_\_

\_\_\_\_\_

I need disability accommodations \_\_\_\_\_

\_\_\_\_\_

### Payment Information (payment MUST be received by June 15th)

Checks payable to Purdue University Calumet-CDPI) \_\_\_\_\_

Circle One: VISA      MasterCard

Account # \_\_\_\_\_

Expiration Date \_\_\_\_\_

Security Code \_\_\_\_\_

Name on Card \_\_\_\_\_

Billing Address \_\_\_\_\_

Signature \_\_\_\_\_



## Keyword: Placement

We can all agree, I expect, that the practical goal of graduate education is placement of graduates. But what does "placement" mean? Academics use the word without thinking much about it.

We can learn a lot about a practice by looking closely at how we describe it. Bruce Burgett and Glenn Hendler, editors of the 2007 book *Keywords for American Cultural Studies*, say the study of such words shows "the way we think about the work we do." Looking at the "genealogies" of keywords then, we can see not only where those words come from but also how they structure fields of inquiry, and where future thinking may go in those fields.

"Placement" is a great keyword for the graduate-school enterprise. For one thing, its meaning certainly gives a purpose to graduate education. Furthermore, the word is a portal into our way of thinking about the success or failure of what we do.

Nathan P. Tinker, who earned his Ph.D. from my own department, offers a prime example of what I mean. Tinker received his Ph.D. in English 10 years ago. He started out doing communications in a public-relations firm, and then moved to a PR company that focused on technology. From there he specialized further in nanotechnology, and went on to found a start-up trade association for nanotech companies. Nanotech then provided a segue into biotech, as he took a position with the Sabin Vaccine Institute to help promote its search for cancer vaccines. After a few years, Tinker moved in 2007 to his present position as executive director of the New York Biotechnology Association, a nonprofit trade group for bioscience and life-science companies in the state.

All I knew about Nathan Tinker between 2002 and this year was a brief notation in my department's placement records. That entry states simply that he "did not seek academic employment." So I used LinkedIn to contact him and learned the impressive details.

How many cases are there like Tinker's, in which a department knows little or nothing of the extramural achievements of one of its own graduated Ph.D.'s? I'm guessing plenty. That's why I used an example from my own

workplace. To do otherwise would single out another department for doing something that just about all of us have done.

Losing Nathan Tinker's trail for so long is an instructive mistake on at least two levels. First, it's a practical loss because we haven't been able to refer other students to him for information, advice, or networking. "I use the skills and tools of an English-literature Ph.D. daily," Tinker told me, but he's never been invited back to our campus to talk about that, or anything else. (He has been invited to other campuses, though, which compounds the embarrassment.)



Second and more important, losing track of Nathan Tinker is a conceptual mistake. We dropped the thread because it didn't seem to matter to our mission. The longtime absence of Tinker's employment from our records clearly shows what placement means in the academic workplace—and what it doesn't mean. And if we look more closely, we can also see what it should mean.

Graduate schools count academic (that is, professorial) placements more eagerly than any other kind. And why shouldn't they? The practice reaches down to the roots of the enterprise.

Consider that academic placement drives the graduate-school rankings that matter so much to everyone. When the National Research Council tabulates the rankings of departments, it is explicitly looking for records of "placement in academic positions (including academic postdoctoral positions)," and those placements alone help to determine the order of those pernicious lists whose effects ripple outward through our professional public square.

So a graduate-school dean who speaks sincerely about the need to encourage alternative academic careers still has to devote the bulk of her resources to help graduate students get the academic jobs that will bolster the university's NRC ranking.

How might that requirement be changed?

*(Continued on next page)*



## Keyword: Placement (continued)

Well, it turns out that the path leading from the definition of placement to the National Research Council's questionnaire results that determine graduate-school rankings, and from there to the institutional behavior that arises from those rankings, is circular. Let me explain.

The NRC's criteria for ranking graduate schools originate in the organization's Committee to Assess Research-Doctorate Programs. That committee, made up mainly of present and former deans, provosts, and other administrators, followed a commendably open process laid out in its 2009 Guide to the Methodology of the National Research Council Assessment of Doctorate Programs. The committee first made up a draft questionnaire that it showed to a panel "consisting of graduate deans and institutional researchers." That group made suggestions, and then the next draft was posted on the NRC's Web site, which led to more suggestions. Then the questionnaire was finalized and distributed.

So who determines the definition of placement that directs—and also constrains—the work of graduate deans? None other than their fellow deans and administrators. The problem is embedded in the foundation of the edifice itself. (Want to complain? Contact the NRC.

Reform therefore depends upon a more self-conscious definition of the word "placement." It should mean the jobs that graduate students want—not just the academic kind. A broader definition would overturn the common assumption that a Ph.D. is a pipeline leading to an evaporating pool of academic jobs.

How do advisers know what kinds of jobs their graduate students want? By asking them, and then by periodically asking them again, to see if the answer changes over time. That's part of good graduate advising.

It's only common sense that teachers need to prepare students for the work that they can get. To shape their desires so that academic jobs are the only ones that they want does them a serious disservice. Or we might say it's just bad training. But that's exactly what happens when we accept unquestioningly the traditional meaning of placement.

Successful placement of graduate students has never been harder these days, and not just because the academic job market is a mostly dry well. As recent graduates know, the nonacademic market isn't exactly overflowing, either. But we owe it to our students to expand our view of placement.

Law schools have been hotly debating that very issue since the financial crisis and the recession clamped down suddenly on the

market for young lawyers a few years ago. "The Classes of 2009 and 2010 were simply screwed," one law professor told me. They expected jobs to be waiting for them, he said, and they felt betrayed. Some disgruntled graduates have even taken their alma maters to court, charging breach of promise. It's not clear whether such suits have any merit, but they do spotlight the question of obligation.

It's been a long time since new Ph.D.'s could feel assured of a job after their graduation, but what professional obligation should professors have to them?

Even though graduate students invest considerable time, trust, and money in the education we provide them, I see little collective responsibility on our side. (I often see individual professors helping individual graduate students, but I'm seeking a distinction between that admirable effort and the presence of a general ethic. For example, I might care about my Ph.D. students, but what about my institution's graduates as a group?)

There remains a particular lack of concern for the prospects of Ph.D.'s who don't fit the traditional academic model, and it's reflected in the way that we track—and don't track—their placement.

We have a lot to learn about how to orient graduate students toward alternative academic careers. It's a subject that's going to stay before us—as it should—and it's one to which I will surely return. But we already know how to find out what our graduates are doing. In fact, with the availability of social media, it's never been easier.

So we have to track placement in a way that makes realistic sense. The best reason to do so is simply humanistic: These are the lives of humans we're tracking, not just professors, and they deserve to be taken seriously.

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**Article taken from: The Chronicle of Higher Education**

**Cassuto, Leonard, (May 24, 2012). *The Chronicle of Higher Education*. Keyword: Placement. Retrieved from <https://chronicle.com/article/keyword-placement/131437/>**

Thank you Natalie Connors, Purdue North Central, for sharing this article with the group.



### Awards and Grant Recipients

#### Distinguished Career Award Recipients:



Libby Davis Patrick Donahue



#### Outstanding New Professional



Jill Vanderwall



Awarded grant to attend the CDPI Career Services Summer Leadership Institute:

Jennifer Williams and Melissa Barnett

Grant awarded to Jeremy Bohonos for programming

### Thank You Spring 2012 Conference Planning Committee!





## CDPI 411

### 2011-2012 Board Members

**President**, Anita Yoder-Manchester College

**President-Elect**, Andy Bosk-Indiana University-Bloomington

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**Intern, Fall**, Scott Sutphin-Xavier University (Graduate Student)

**Intern, Spring**, Holly Peck-Ball State University (Graduate Student)

Did you know CDPI has a LinkedIn group? To find us log in to your LinkedIn account, scroll over the “Groups” tab, and click “Groups Directory”, search “Career Development Professionals of Indiana” and click “Join the group”... it is that easy!



### Have you been on the **NEW** CDPI Website? (<http://www.cdpi.org>)

If not, then these are some of the great features you are missing:

- ◆ Articles specific to the Career Services profession
- ◆ CDPI event information
- ◆ A special members only section which includes employment opportunities, membership directory, presentations and much more!



## Important Dates!



### Career Services Summer Leadership Institute

June 26-29th @ Purdue University Calumet, Hammond, IN

For information email Shelly Robinson at [Robinson@purduecal.edu](mailto:Robinson@purduecal.edu) or call (219) 989-2600

Or go to [www.cdpi.org](http://www.cdpi.org) > Click "events" tab > CDPI Leadership Institute

CDPI Member-\$450.00 Others-\$500.00



### Fall CDPI Conference

Thursday, October 25, 2012

Indiana-Purdue University Fort Wayne

Questions? Contact the Co-Chairs:

Heather Burgette (Indiana Tech) at [hburgette@indianatech.edu](mailto:hburgette@indianatech.edu), or

Sheila Biggs (Ivy Tech Fort Wayne) at [swiggins@ivytech.edu](mailto:swiggins@ivytech.edu)



#### Did You Know?

A survey of 500 college students has found that 67 percent can't go more than an hour without using some sort of digital technology, and that 40 percent can't go more than 10 minutes. The independently conducted survey was prepared for CourseSmart, which sells e-textbooks on behalf of leading publishers.

Read more: <http://www.insidehighered.com/quicktakes/2012/05/24/survey-40-students-dont-last-10-minutes-without-digital-devices#ixzz1vozPZtSz>