You finally made it. After months of planning, debating, and anticipating, you’re finally a college student, and your personal story continues in a very big way. How will it unfold? In what ways will you both benefit from your time at the University of Indianapolis and live out the motto of “Education for Service,” which has been its legacy for more than 100 years?

Sure, college is about getting a good education and eventually finding a great job, but it’s also about taking advantage of countless opportunities on campus to learn more about yourself and what service really means for your present and future.

Everyone here has high hopes for you, as we know you have for yourself. Besides delving into many interesting areas of study and career preparation, we also hope you will discover in ever greater ways your goodness and worth, your value in God’s eyes, and your importance to those around you. We want you to better recognize and appreciate the gifts that are yours and the contributions that only you can make to the world.

Along with the many other members of this academic community—professors, administrators, managers, staff, and support personnel—we in Career Services are here to provide you with the resources and encouragement you need. Success at UIndy is a two-way street; we’ll do our part, but it’s up to you to commit to your education as well.

The way you apply yourself academically, the activities you engage in both on and off campus, the organizations you join, the volunteer experiences and the internships you pursue, are all part of the career development process. They are the key to finding satisfaction and meaning in the work you will do and the life you will lead just a few short years from now.

On behalf of the entire campus, again, welcome to UIndy!
Like so many other UIndy students before and alongside him, Craig Koors packed a lot of education and experience into his four short years on campus. Growing up in Greenburg, Indiana, and graduating from North Decatur High School in 2005, Craig wanted to put his math skills to work. From the beginning, he set his mind on a career in business, enrolling in the BS/MBA program and minoring in math.

Some of Craig’s best memories of college revolve around intramurals. However, he also held offices in the University’s Student Business Leadership Academy and was involved with the Math Club and Senior Legacy Committee. Craig encourages new students to “work with people outside of their normal social group” because he believes that’s the best way to grow as a person. He also advises students to find things to do that they may never have tried before.

At his job as a grain merchandiser for Consolidated Grain and Barge near Mt. Vernon in southwestern Indiana, Craig works with farmers, purchasing grain and figuring out how best to get it to the markets that need and want it, whether they be in Japan or somewhere in the Gulf of Mexico, or used in ethanol or as animal feed. His experience as a hog farm manager with his family’s business, as a financial compliance intern with a Carmel-based financial services organization, and as a field auditor during his final years in college prepared him well for his present employment.

Completing his degrees in 2009, Craig reflects on what kept him motivated throughout school. He points to the challenges he took on, the personal growth he saw, and his ability to surround himself with other high-achieving students who understood “that being the best is the only option.” In his day-to-day activities at CGB and in his volunteer work with Relay for Life and Habitat for Humanity, time management is really important, Craig says—a life skill he perfected during his university days.

For decades, University of Indianapolis alumni have gone down the college path you have just begun, and we’ve asked a number of grads from the class of 2009 to reminisce a bit about their time on campus and briefly offer their thoughts and advice. Please, take a look at what they have to say in the mini-profiles throughout this booklet. You’ll learn a lot.

Is this you? A few scenarios that often describe beginning college students

You have no idea or only a vague notion of what you want to do after college. You may or may not have chosen a major and/or minor. You don’t know where or how to begin figuring all this out. You’re not sure what to study in college to prepare yourself adequately for what feels like an uncertain future.

You have some idea of the things you like to do and a couple of career possibilities in mind, but you’re not sure what you should do next to feel more confident of the direction you’re taking. You’re a little worried you might not have the right set of aptitudes or skills for the fields you’re considering, and you’re wondering if there are other occupations you might like more and should investigate.

You have a pretty good fix on your future. It’s now just a matter of following through with your plan. You want to make sure you’re covering all your bases, however, and taking an informed and logical approach. You’re somewhat concerned that the opportunities you’re seeking may not be there when you graduate, or that you don’t have the resources or connections to get your career off the ground.

Whatever your personal situation, we hope you remember that college is a time for exploration and trying new things, especially when it comes to deciding on a career. Don’t feel like you have to have the next four years or more perfectly figured out right now. We don’t want you to ignore the necessity of identifying career options and finding an appropriate path of study, but we don’t want you to make snap decisions about your future either, and jump from major to major.

It’s important to take time to check out the possibilities and investigate occupational and academic options that make the most sense for you—not for your friends, your parents, your teachers or anyone else, but for you.

We want you to be attentive to this career planning project of your late teens and early twenties but not to obsess over it. College is a time for learning, experimentation, personal growth and development and, of course, fun. Things will work out just fine as long as you invest some time and energy along the way.
"Professors are cool people, and learning to relate on a personal as well as professional level is extremely valuable."

"It takes a long time to figure out what you want to do with your life. I was very undecided about majors and careers when I started school but thought it made more sense to choose something and try it out as opposed to being 'Undecided'."

During her last semester at Norwell High School at Bluffton, Indiana (near Ft. Wayne), in 2005, Lydia Fischer had a "really awesome art class." Art was something she always liked and had a knack for. The following August she came to the University of Indianapolis as a Visual Communications Design major and shortly thereafter added a minor in Writing and Publishing. "Graphic design seemed like a natural extension of art in a way that would lead to a career. I thought I would try it and see where it went. Once I started in the track, I got so involved in it, I never changed my major."

No sooner had Lydia received her college diploma in May 2009 than she was on a plane headed for London and a month of travel through Europe with a friend. Venturing to new and interesting places was typical of Lydia during her years at UIndy, which included a spring break trip to Michigan’s Upper Peninsula. Three feet of snow, a lost trail, soggy boots, a leaky tent, and a camp stove that refused to light were among the miseries making that particular excursion less than exciting for her and her friend—but ever so memorable.

A cultural immersion adventure during Spring Term of her sophomore year found Lydia in the village of Kpain, Liberia (West Africa). With nine other members of the University of Indianapolis faculty/staff/student team, Lydia helped United Methodist Church leaders, educators, and the community construct a new school building out of mud and mortar. This was an amazing adventure that led to the creation of Inches International, a nonprofit organization cofounded by Lydia and another UIndy art student who traveled with her to Liberia. The organization raises money for much-needed scholarships to schools in West Africa.

“I’m a firm believer in the liberal arts model of education,” she says. “UIndy not only provided me with an education I used to get a job, it also fostered in me the ability to think and understand.”

While in college, Lydia was recruited by a fellow student to help with a set-painting job for RCA’s 2006 consumer electronics show. She also worked as a part-time prepress tech at Indy Imaging formatting artwork. Dealing blackjack at corporate events and birthday parties and delivering sandwiches for Jimmy Johns were also ways of earning money for those miscellaneous expenses. Lydia’s first “real job” out of college was as a junior graphic designer for Heartland Sweeteners of Carmel, Indiana.

Lydia has some advice for new students. “Take classes outside your discipline—and I don’t just mean the required core classes. Make friends with your professors. Not only will you create relationships that may lead to glowing letters of recommendation or job offers, but powerful friendships. Travel. UIndy offers affordable travel opportunities and this is probably one of the easiest times in life to travel. It will change the way you think.”
“Once you have a clear goal, the best advice I can give is to be persistent.”

When Philip Held arrived on campus in late summer of 2006 with two suitcases full of clothes and the bare necessities, within hours he was pretty much ready to get back on a plane and fly home to Wilhelmshaven, Germany. Seeing his dorm room was a bit of a shock. “I had no clue that the room was that bare. There was nothing there other than a wooden desk and a bed.” Fortunately, his RA was quick to respond to Philip’s dilemma, and drove him to the local WalMart at 2 a.m. the same night to pick up sheets and a pillow. Gradually, he began filling his room with the things that “made life a lot easier and more comfortable,” he says.

Philip graduated from the Gymnasium am Mühlenweg, already having a fascination with human behavior and a keen interest in “understanding why individuals do what they do.” Choosing Psychology as a major was a near no-brainer. Philip actually majored in German as well. He comments that his “German courses were probably the most difficult ones of my entire undergraduate career.” Co-curricular activities included getting involved with College Mentors for Kids and the Psychology Club, assisting in the modern languages department, and serving as a resident assistant himself for most of his time at UIndy.

“While it was stressful at times to be involved in a lot of co-curricular activities, I think it helped me stay motivated, and I am sure it also helped when applying for graduate school.”

What else motivated Philip to persist to graduation from the University of Indianapolis in 2009?

“I really wanted my doctorate in psychology. I knew it from the very start and pursued it diligently,” he says. However, once again, not all was smooth sailing around the time he began applying to graduate schools. Philip shares that it was probably the most stressful time he had in college.

“For some reason everything was happening around that time, including finals, many deadlines for this and that, residence life stuff.” Now that he is teaching his own course of more than 300 undergraduates as a PhD student in Counseling Psychology at the University of Tennessee in Knoxville, he “realizes how nice it was to actually know my professors” and to be known by them. He’s also very glad he didn’t get back on that plane his freshman year.

In terms of advice for students new to the University, Philip suggests taking those general education courses more seriously than he did. “These courses were not there to make my life difficult. If students do not yet have a clear direction as to where they want to go, using the core courses are a good way to explore what is out there.” He also wants first-year students to know how important it is to get out and make new friends.

“Overall, I think college should be time to have fun while still getting one’s work done. Most people will go to college only once in their lives; they should make the most out of it.”

- Aptitudes (natural intellectual gifts)
- Abilities and practical skills
- Knowledge (general and special)
- Academic strengths and weaknesses
- Academic likes and dislikes
- Accomplishments
- Preferred work environments
- Positive and negative employment experiences
- Challenges you like to take on
- Life-shaping experiences you have had
- Ambitions, dreams, aspirations, and goals

A good career plan also involves occupational research. Understandably, college-age students have a limited awareness of the thousands upon thousands of career possibilities that exist. Even the professions and fields you have been exposed to (teaching, healthcare, ministry, social work, hospitality, merchandising, for example) are much more complex, interesting, and challenging than they often appear on the surface.

The world of work is wide, deep, and ever-changing, but there are ways to break it down in order to better grasp how you might fit in. One traditional approach is to look at careers that focus on four categories: People, Data, Ideas, and Things, or some combination of these. Various tools and models are available to help you get a handle on the work world options that make the most sense for you. Let’s glance at a couple.

Sigi 3

Sigi 3 is a great, free tool for clarifying career and academic interests and options, and it’s accessible through the Career Services website (careers.uindy.edu). Take a look below at some of the things you can do on Sigi 3, spend a little time on the site, and then make an appointment to visit with a member of the Career Services staff about what you discovered.

Surveys
- Values, interests, personality, skills, FastStart

Occupational Information
- By title, major, values, interests, personality types, skills, things to avoid, by video, by combination

Job comparison
- side by side, up to 8 in a grid

Analysis
- skills check, preparing, deciding
“The only way I have grown as an individual is by trying new things, making new friends, and allowing myself to change.”

Kara Woodlee graduated from Jimtown High School in Elkhart, Indiana in 2006. She chose to major in biology because “it was the major that I was most interested in, and in which I could also be successful.” She minored in Spanish and took several music classes because she loves music. While at UIndy, Kara was a Campus Program Board member, participated in the Sigma Zeta science club, served as a new student orientation leader, helped in the Writing Lab, sang in the Gospel Choir, and worked as an Admissions Office intern and Summer Student Ambassador for Northeast Indiana.

Kara is a DNA analyst at Strand Analytical Laboratories in Indianapolis, assessing cancerous tissues and verifying, through something called STR analysis, whether the person in question has the disease—extremely important work in anyone’s book! Ever community service-minded, Kara recently volunteered to help with Indianapolis 500 Festival Parade activities and at a southwest-side food bank.

Among the things Kara learned while in college was that she’s always looking for a challenge. “I want to continually learn and improve throughout my life,” she says. Traveling with various university groups made a definite impact on Kara. “Going to places as near as Gary, Indiana, and Illinois and as far away as New Mexico, Texas, and Colorado has helped shape my world view,” she says. “My perspective has been broadened by all the diverse people and situations I encountered in college. I feel I have a better understanding of how to work as a part of a team and prioritize, which has been essential in my career thus far.”

Kara’s parting advice to incoming UIndy students: “You decide what you want, so really take this time in college to be selfish in pursuing a career you will love. You are allowed to change your mind, so don’t ever think you are ‘stuck’ in your major or career choice.”

Holland’s Themes

Another helpful scheme for making sense of the world of work and assessing interests has been around for some 40 years. John Holland’s approach 1, 2, 3 to career choice comes out of personality theory and emphasizes how well the person and environment fit together. In other words, people who fall into “a given type seek compatible environments—places where they can use their interests and abilities to satisfy their values, and best of all, receive positive reinforcement from others for doing so.”

Holland says there are six basic personality types and that people reflect the characteristics of each type to greater and lesser degrees, though one is usually dominant. Look over the six personality types below and see which one or two best describe you. Consider taking the Strong Interest Inventory—an assessment based on the Holland themes—available through the Career Services Office.

Realistic, or Doers
- like to work with tools, objects, machines, or animals
- develop manual, mechanical, agricultural, and electrical skills
- prefer occupations that involve building or repairing things
- tend to be down-to-earth and practical

Investigative, or Thinkers/Analyzers
- like activities involving the biological and physical sciences
- develop math and science ability
- prefer occupations in scientific and medical fields
- tend to be curious, studious, and independent

Artistic, or Creators
- like creative activities free from routine
- develop skills in language, art, music, and drama
- prefer occupations using creative talents
- tend to be creative and free thinking

Social, or Discussers/Helpers
- like activities that involve informing, teaching, and helping others
- develop ability to work with people
- prefer jobs such as teaching, nursing, and counseling
- tend to be helpful and friendly

Enterprising, or Persuaders
- like activities that permit leading or influencing other people
- develop leadership ability, persuasiveness, and other important people skills
- prefer occupations involving sales or management of people and things
- tend to be ambitious, outgoing, energetic, and self-confident

Conventional, or Sustainers/Organizers
- like activities permitting organization of information in a clear, orderly way
- develop organizational, clerical, and arithmetical skills
- prefer careers involving record-keeping, computation, typing, or computer operation
- tend to be responsible, dependable, and detail-oriented

While each type above can be found in almost any work setting, Holland believes that people gravitate toward work environments that reward their unique mix of interests, abilities, attitudes, and values. These may be specific environments in the larger environment of a major corporation, for instance, or the general environment of a small nonprofit organization where most every employee may be engaged in basically the same kind of activity.
“Don’t worry if you have no idea what you want to do as a career. UIndy has lots of resources that will help you out with that. You have chosen a wonderful university. Enjoy it!”

Originally a Finance and Economics major, Isaac Hughes quickly realized that he needed to help people in a different sort of way. So, he turned his sights to teaching.

“I have a passion for kids and a desire to help them through those tough years of middle school and high school,” he says. Graduating from the University in December 2009, Isaac was a substitute teacher in the Carmel-Clay school district in Hamilton County, Indiana, through the rest of that school year. He’s very excited about the recent offer to teach eighth grade computer technology in Indianapolis’s Wayne Township schools beginning in August 2010.

As a college student, Isaac served as treasurer for Indianapolis Student Government (a paid position) and as a member of the Funds Allocations Committee for three years. He also served as the Campus Program Board’s Live Performance chair for a year. Isaac also took the initiative to found a new campus organization called the Deliverance Project, which began in 2007.

“We brought in positive entertainment to campus, like speakers, bands, and comedians,” Isaac says. “I’ll never forget the biggest show that my organization ever threw. We brought in the lead singer of Switchfoot and the band Nickel Creek. We had the biggest crowd we’d ever had and it was a lot of fun to put together.”

In addition to all of the above, Isaac led Bible studies on campus and worked at the local Baxter YMCA as a wellness coach. During the summers, he was employed at Culver Military Academy as the senior counselor for the aviation unit, a job he continues to enjoy even after his graduation from the University.

Isaac, who attended Crawfordsville High School in western Indiana (class of 2003), admits that “although college is a great time, it is hard.” It also “requires a lot of planning and structure” in order to manage all that comes your way, which in Isaac’s case was considerable.

Reflecting on his most significant experiences, Isaac says, “Nothing beats meeting new people. I think I have maintained contact with maybe five high school friends. In college, I have carried away with me well over 20 different friendships that I plan on maintaining for the rest of my life. That’s how close these people are to me.”

“You will have difficult times,” Isaac counsels. “There will be occasions when college is not fun, but overall your experience is what you make of it, and if you truly give it your all, then you won’t leave disappointed.”

What organizations want

Knowing what recruiters want to see in a college grad can make all the difference in your academic and career preparations at UIndy and in your ability to compete for internship and post-college opportunities 4, 5, 6. Employers say they want the total package. Graduate school admissions officers frequently seek the same.

Listed below are some of the qualifications you’ll need to highlight when applying and interviewing for future opportunities. Consider how you will acquire and demonstrate in concrete and specific ways the skill sets you see here. They are the marks of an aspiring professional.

Continued on page 14

ACT World-of-Work Map

The ACT diagram (with the Holland enhancement below) brings together his vocational themes with the people, data, things and ideas model mentioned previously for dissecting and understanding the world of work. Based on what you know about yourself at this point, where on the map do you seem to fit?

For a sampling of specific occupations falling within the career clusters shown on the map (below), go to www.act.org/wwm/. You will find other helpful career information at this site as well.

Source: ACT website. Used with permission. Enhanced with Holland Vocational Themes.
“Being at UIndy helped me meet so many international students I quickly became great friends with and will remain friends with for the rest of my life.”

Joey Myles received his accounting degree in 2009 and very shortly thereafter went to work for the Department of Defense, Office of the Inspector General, an oversight agency of the federal government. This Greenwood (Indiana) High School grad works on an audit team helping to eliminate waste, fraud, and abuse within DOD. He was a top student at the University and completed requirements for the UIndy MBA in 2010, focusing on finance. His next goal is to attain his CPA designation, which he also hopes to earn in 2010.

While a student, Joey was diligent in acquiring the practical skills needed to compete for positions such as the one he now has. His experience included a summer as a military pricing intern at Allison Transmission in Indianapolis, a semester as an internal auditing intern at Speedway SuperAmerica, and seven months as an accounting intern for a small CPA firm not far from his home and school.

Joey was involved in numerous campus activities as well. He participated in intramurals and was treasurer for the Accounting Club, Circle K, and the University Bowling Association. He served on the Student Leadership Council, as vice president of finance for the Student Business Leadership Academy, and as a new student orientation leader. Joey was an accounting tutor and income tax assistance volunteer, as well as a Greyhound Ambassador.

This very busy guy also found time to make three trips to Virginia with other UIndy students for the annual Interfaith & Ecumenical Programs Office winter outreach effort, the Appalachian Service Project. Academically, Joey the “number cruncher” also found a way to squeeze three theater courses into his course load, just because “I’ve always had an interest in theater.”

Reflecting on what he picked up during his college years that has helped and will help him throughout his work life, Joey says, “I learned that helping people and being kind can really go a long way, especially in an environment where people aren’t necessarily nice every day.” In terms of career planning, Joey recommends job shadowing and taking interest inventories, having found them to be very helpful.

Employers regularly tell us that they look for job candidates of all academic backgrounds and majors as long as they have most of the attributes listed above. Obviously there are certain fields that require specific preparation, certification, or licensing (e.g., accounting, engineering, nursing, teaching), but most entry-level professional business, industry, and nonprofit careers simply require a college degree with good grades, some experience that shows solid performance, the willingness and ability to learn, and the enthusiasm for the kind of work being offered.

Where are the jobs?

Finding a job after college is essential for most people. Understanding how many or how few jobs are available in any given field can and should influence your academic and career planning—to a point. This doesn’t mean that a tighter job market should scare you away from majoring in an area that appeals to you and that you can excel in.

What it might mean, though, is that you consider a minor or concentration of courses that will diversify and expand on your qualifications, making you a more competitive candidate when it’s time to leave college behind. You also will want to make a special effort at identifying and participating in internships or other experiences that will help you develop competencies that can boost your overall marketability.

For example, a student who really enjoys and does well in history but has no desire to teach the subject may wish to minor in business, information systems, graphic design, or some other area that offers an opportunity to gain practical knowledge and skill. After a year or so in college, he or she might secure a management-oriented internship or a summer or part-time position in a government office, or undertake several service-learning experiences in community settings of particular interest. A student who enjoys sports and working with children and youth might find employment while in college at a YMCA or a Boys and Girls Club, for instance.

Having a solid sense of your interests, abilities, and values is important. But you can’t ignore the realities of the marketplace and the economics of supply and demand. What fields are hot? What’s hot is what makes the most sense for you after you’ve done your homework—a thorough job of looking both inside yourself for clues to your personal preferences and strengths and outside yourself for information regarding what the marketplace needs and the workforce lacks.

UIndy JobHoundConnect

With all this talk about the ins and outs of academic and career planning, it’s time we mention JobHoundConnect. JHC is the University of Indianapolis clearinghouse for all kinds of jobs on and off campus. Access JobHoundConnect by going to careers.uindy.edu. You’ll find part-time, seasonal, and full-time career opportunities in a wide range of employment categories.

You’ll also discover a good-size data base of organizations that have recruited UIndy candidates over the years, plus the contact information of their human resource representatives. Convenient links to company websites also appear in the system.

Announcements regarding networking events, workshops, and other career-building activities also are found on JHC. JobHoundConnect is a resource you will want to make use of soon, if you haven’t already.
“When I faced challenges in college, I pushed forward and did not run.”

Elizabeth Homes would probably characterize herself as a “type A” person—extremely goal-oriented, always looking ahead, and driven to succeed. This 2005 Carmel (Indiana) High School grad was attracted to UIndy because of its International Business degree and accelerated MBA programs, in addition to the advantage of smaller classes. She completed her baccalaureate degree with a Spanish minor in 2009 and a finance-focused MBA in 2010. As with most overachievers, Liz was not about to leave her career prospects to chance. Succeeding academically was only part of her plan. She also dug her heels into all kinds of work throughout the year, on and off campus. Liz was a student assistant in the University’s School of Business. She was an HR/OS coordinator at Publicis, an advertising firm. She interned in the Indiana Lieutenant Governor’s office and for a couple of senators in the Indiana General Assembly. She was also a paralegal-intern for a small elder law firm.

In order to stay on top of her many preprofessional and cocurricular commitments, Liz obviously needed to manage her time well—extraordinarily well. She held leadership roles in three campus organizations, was a member of the new student orientation team, and served as a mentor and teacher for a Special Needs Ministry and a fellowship and hospitality coordinator at her church. At one point, in fact, she came to the realization that she just had too much going on and needed to focus her energies better if she wanted to accomplish her goal of obtaining her MBA.

Did she ever hit rough spots in college? “Calculus was not my strongest subject,” Liz says. “But when I hit the rough spots, I always had my professors and my parents to support me. I kept motivated by looking ahead. I wanted to get my law degree. My undergraduate and graduate degrees were important steps in getting there.”

And Liz is well on her way. She’s now enrolled at the Indiana University-Indianapolis Law School. One area of law she hopes to gain some knowledge of revolves around the situations faced by children with disabilities.

On getting through college, Liz says, “I wanted to achieve my potential, and ultimately my faith in God and my support system helped me persist.”

To first-year students, she recommends that they “think really hard about what they want to do” and once they have some needed to focus her energies better if she wanted to accomplish her goal of obtaining her MBA.

However long it takes: planning for success during college

Not everyone is on the same educational plan. Most students will complete their degrees within four to five years, but others may need more time to get the job done. Students pursuing associate degrees will likely finish earlier.

But whatever your circumstances, there are some practical things you can do right now to explore, assess, and firm up your career and educational options. In the next section, you’ll find some specific steps you can take during each year at the University to help you find a career that fits your goals.

Map it out: a timetable for career development

**First Year: Exploration & Assessment**

Pull out the University of Indianapolis academic catalog and look over the program and course options available. Can’t find your copy? It’s available on the website, too, under Academic and Registrar.

Visit the Office of Career Services site at http://careers.uindy.edu and go to Sigi 3, a great tool for clarifying your values and interests and identifying possible careers and majors. Make a short list of three to five career possibilities to explore in depth.

Investigate other sources of online information such as the U.S. Bureau of Labor Statistics References (www.bls.gov/oco and http://online.onetcenter.org).

Collegegrad.com is another helpful site (www.collegegrad.com/careers).

Make an appointment to meet with a Career Services counselor (Schwitzer Student Center, Room 206, 788-8296) to chat about your current situation. Not sure what to say when you get there? Don’t worry. That’s what counselors are for—to help you figure out what to ask and find some answers.

Survey your preferences and potential occupations through standardized inventories recommended by your Career Services counselor.

Peruse the books in the Career Services library and check out a few. The University library has some excellent resources as well, accessible from the Career Exploration and Planning section on the Career Services web page.

Enroll in a Lantz Center Christian Vocations course, designed to help you discover your calling in life and, eventually, career options that allow you to live out that calling in an authentic way. Visit http://vocations.uindy.edu/courses.php for more information.

Take a service-learning course offered through the Community Programs Center (www.uindy.edu/cpc).

Make a habit of talking to people about what they do and why they do it—your professors, advisors, coaches, family members and friends of your family, people in your home community, UIndy alumni (we can help with this), and others.

Learn the art of networking for career information and advice. Request a start-up list of questions to ask at career information interviews from the Career Center. Spend a day or two “job shadowing” with people in jobs that interest you.

Participate in campus activities, volunteer, or join a campus organization and begin looking for ways to contribute and for opportunities to assume leadership.

Look into part-time jobs on and off campus and think ahead to the kinds of summer jobs that will give you new experiences, help you develop workplace skills, and give you the chance to really understand a career, field, or industry that interests you.

Keep a running list of activities and accomplishments for your résumé.

*“Our deepest calling is to grow into our own authentic selfhood, whether or not it conforms to some image of who we ought to be. As we do so, we will not only find the joy that every human being seeks—we will also find our path of authentic service in the world.”*

—Parker Palmer
Second Year: Direction-Setting & Initial Planning

Continue with the suggestions we mentioned above as needed and appropriate.

Identify people on campus who can serve as guides and mentors (professors, administrators, counselors, and advisors).

Evaluate your choice of major if you have selected one, and determine with a counselor or advisor how well it relates to your interests and skills and how well it can prepare you for the careers you’re considering. If you’re still weighing your options, think about what minor, minors, or collection of courses could provide diversity for your educational portfolio and flexibility in career-search terms. If certain courses that you want aren’t available at the University of Indianapolis, find out if other local institutions offer them and take advantage of cross-campus registration.

Become a member of an organization or club that relates to your major (for example, accounting club, psychology club, etc.) or student member of a local chapter of a professional organization (such as the American Marketing Association or American Sociological Association). If there isn’t a club, find a friend and start one. Attend meetings and conferences with faculty and staff and begin learning the art of networking.

Create a plan on how to get the knowledge, experience, and skills you need to be a competitive job-seeker or graduate/professional school candidate.

Begin work on your winning résumé to share with people you meet at career information interviews, campus job fairs, and networking events, and when applying for part-time and summer employment and internships. Visit www.jobweb.com, by the National Association of Colleges and Employers, for advice on how to compose the best résumé.

Third Year: Testing and Refining Career Options, Identifying Additional Resources

Continue with the suggestions we already mentioned above as needed.

Pay attention to the qualities and qualifications employers and graduate schools are looking for in applicants and work on acquiring them.

Attend a Career Services internship orientation session and learn how to search for internships, how to give the best impression, and how to succeed in meeting your goals and the expectations employers have of new college grads. This can be completed before your third year if desirable.

Update and refine your résumé. Work on your interviewing skills. Visit www.jobweb.com by NACE, an excellent source of information on many job topics, including résumé and employment letter writing, networking, and interviewing.

Alumni Profile

Anna Kimble-Roberson clearly has put her gifts to good use and grown tremendously since leaving Indianapolis’s North Central High School in 2005. Her love of communication began long before her studies at the University of Indianapolis.

“Throughout my grade school years, I had always given speech performances,” Anna says. “My senior year solidified my interest as I took a Radio and Television course and earned my own radio show. Majoring in Communication seemed like the perfect fit.” She complemented her major with a minor in Business Administration.

On the road to earning her bachelor of arts degree magna cum laude in 2009, Anna chalked up numerous co-curricular and employment experiences, each preparing her for more interesting learning opportunities ahead. She was a member of the Unindy Forensics Team, an account rep for Top Dog Communication (the student PR firm), and a writer for the campus newspaper, the Reflector—all three activities qualifying as applied courses and earning her academic credit.

In addition, Anna began her freshman year as a student assistant for the University’s Community Programs department, “followed by a flurry of great opportunities,” she says, including experience as an “assistant manager with CEC Entertainment and amazing internships with College Mentors for Kids, the Indianapolis Star, Mary Rigg Neighborhood Center, and the Indianapolis Colts.” Anna says her time with the Colts was her most significant undergraduate experience, lasting much longer than she anticipated or could ever have hoped for—three years to be exact.

“I joined the team as the community relations intern at a pivotal time, right after the team returned from winning the 2006 Super Bowl,” Anna says. She’s confident that the relationships and friendships she made in the Colts organization will last a lifetime.

One of Anna’s best memories revolves around the sense of accomplishment when she finished her senior project (“the culmination of all of the trials and tribulations of being a COMM student finally justified”). For Anna and her proud parents, “It was our time to show and prove that we did what we set out to do.”

Anna had no problem staying motivated and persisting to graduation. “Pursuing college studies was not just an option; it was a necessity for the goals I want to achieve. In order to compete with the best and make the most of opportunities, preparation is key.”

Anna continues her education as an MBA student and a client and community relations intern at PNC Financial Services Group in Indianapolis. Her career objective is “to obtain an executive/managerial position in the field of community relations, working passionately to make a measurable difference within an organization and community.”

This professional goal is accompanied by a “personal mission in life,” which Anna identified during the second semester of her freshman year: “to assist, encourage, and motivate people of diverse and modest backgrounds in realizing their full potential and in reaching their goals.”
Mary Luisi, UIndy class of 2009, is a young woman of many, many talents, but in her own words, she is now a “piano doctrine,” and “certified to tune, repair, and regulate acoustic pianos of all shapes and sizes.” How in the world did Mary come to this most interesting point in her life?

Growing up in Indianapolis, Mary was homeschooled from kindergarten through twelfth grade. She says the study habits she developed through her primary and secondary years at home proved very useful when she got to college. Learning how to deal with so many people of her own age on a daily basis was a challenge for Mary, which she undertook in earnest by joining a bunch of student organizations and getting involved. Managing her time well was absolutely essential, she says, “I quickly learned that all your commitments in life are a balancing act, and you have to stay on top of everything if you plan to accomplish anything.”

From age seven, Mary has loved performing and treasures her musicality. At college she chose music as her major and business as a minor. Mary was a dedicated member of Beta Psi Chapter of Mu Phi Epsilon, a professional honorary music society. She participated in three UIndy choirs, serving as an officer in one. She was a freshman orientation leader and orientation guide as well.

Mary's work in residence life also demanded a large amount of time and energy. She served as an RA in Cory Bretz Hall for two years and as assistant RD on the Honors and Scholars floor of Central Hall her third year. She also did some peer tutoring in the campus writing lab and assisted the UIndy Music Department's Community Music Hall for two years and as assistant RD on the Honors and Scholars floor of Central Hall her third year. She also did some peer tutoring in the campus writing lab and assisted the UIndy Music Department's Community Music Center as a summer piano camp counselor.

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Joelle Wolsowec says her junior year in nursing was particularly challenging and that she felt like there was no time for anything but studying, not even sleep. What kept her motivated, however, was that she knew she “was working to get a good degree” and she “wanted to be a good nurse.” Knowing the material and studying was the only way to achieve this, “I trusted that if God wanted me to be a nurse, He would help me get through the tough times.” Joelle had to make some sacrifices, such as temporarily giving up her seven-year training run in the martial arts and advancement to the highest level of competency. She did, however, squeeze some time from her busy academic schedule to participate in UIndy’s Womens Chorus and to take a leadership role in Campus Crusade for Christ.

Joelle grew up in Indianapolis and attended high school at home. She always knew she wanted to be involved in the health field, and nursing fit best with her goal to do medical mission work after college. As it turned out, Joelle got a head start on this dream before leaving the University. She says that one of the most significant experiences during her time at UIndy was a trip to Milagro, Ecuador, with other nursing students and faculty. “We saw over 700 people come through, learned about health concerns in another country, and saw a whole new culture in South America!”

Every student needs money. Joelle earned hers by working as a server at Steak ‘n’ Shake during her first two years of college, before her nursing curriculum really heated up. Once she officially entered the program, she became eligible for student nursing jobs and worked in the Med-Surg/AIU unit at St. Francis Indianapolis Hospital and in the Labor and Delivery unit until graduating in 2009. It was during this period that she had the chance to attend a Global Missions Health Conference in Louisville, Kentucky, and to help with relief work in New Orleans. She also found her way to the beach in Daytona and Panama City.

How did her time in college shape her perspective and approach to life? “I’ve taken so many classes, debated, learned other’s opinions, changed my opinion, done research, and have been counseled by professors and upper-classmen,” Joelle says. “All of this contributes to the level of experience that helps me face the world. I would not have the confidence I need to succeed without my college experience.”

In September 2009, Joelle travelled the Amazon River, starting in Manaus, Brazil, on a medical boat, serving indigenous peoples there in villages along the way. In June 2010, she returned from Bangalore, India, where she ministered to orphans. She hopes to spend a few months in 2012 in the Philippines, helping to start a permanent medical facility in a city where none exists.

Reflecting further on her college years, and what she took with her when it was time to leave, Joelle says, “I have learned I love to learn, and it was during my trip to Ecuador that I first knew I would be involved in overseas medical missions for the rest of my life. It’s something I have a strong passion for.”

Contact and request application materials from those graduate or professional schools in which you are particularly interested if this is part of your career plan. Prepare for and take the appropriate examinations. Meet with a University of Indianapolis graduate or professional school advisor in your field of interest, as well as other faculty mentors. Line up professors and others to serve as references. Visit the institutions you are considering.

Notify Career Services when you have accepted a beginning career position or have been accepted to a graduate or professional school.