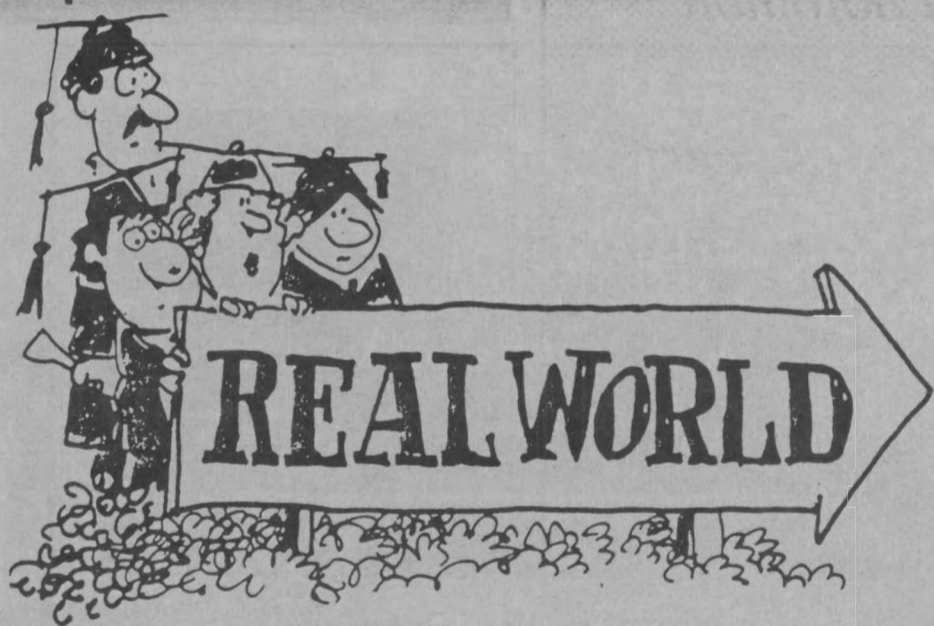


*Spring Quarter
1995*

*Career
Supplement*

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search
of a
little
advice?**



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Stranger!**

Counseling & Career Services

Daily Nexus
Wednesday, April 12, 1995

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For Northern California Area:
Wed., Apr. 16..... 4-5 pm
For Southern California Area:
Mon., May 1..... 4-5 pm

Internships After Graduation

Not ready for graduate school yet? Interested in getting experience you can use for future career opportunities? Find out about possibilities for post-BA internships in fields ranging from education, government and science. Deadlines coming up soon! Get a head start and explore your options and strategies now. Open to juniors as well who want to plan ahead, and/or who are considering taking a quarter or year off school.

Wed., Apr. 12..... 4-5 pm

Creative Job Search (Alternative to Campus Interviews)

On-Campus interviews are only one of many ways in which graduating students find professional employment. Expand your repertoire of job search strategies by attending this workshop. Special emphasis is given to "finding the hidden job market" and the role of "contacts" as a source of employment leads.

Tue., Apr. 25..... 10-11 am
Mon., May 1..... 3-4 pm
Tue., May 9..... 10-11 am

Crash Course In Career Planning

is a 5-week non-credit, short version of Education 164 — the career class. An interactive small group for students developing career directions and plans. You might choose this option if you are in a hurry to get started on your career or if you don't have time for the full class. The purpose of the class is to learn through experience about careers, career information, decision making, and how to develop motivation to expand your career options.

Mon, begin Apr. 17..... 12-1 pm
C&CS 1109

Continued on p.6A



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An Open Letter to the Class of '95

By Lily Maestas

As Spring quarter unfolds on campus it got me to thinking back to my own university graduations and wondering how things have changed since those days in the middle 70s that still seem so crystal clear to me and yet evoke shocked gasps from students when I tell them the year of my exit from student life. I take heart that in my position as tribal elder in the eyes of the class of '95 I am allowed to reflect on my experiences before, during and after college graduation and speculate on what you might expect upon exiting the hallowed halls of the academy.

The first difference I notice is the numbers of you who actually participate in graduation ceremonies. When I graduated with my B.A. I finished my course work in March and immediately boarded a plane to, (no not Europe) but the destination point of my generation of graduates, Hawaii. Hence, when actual graduation ceremonies were taking place in Colorado in June, I was sipping Mai Tais in paradise with what was then my version of heaven on earth in swim trunks. Ceremonies for graduate school fell on the same day as my 21st birthday and I was not about to wile away the day with 5,000 other graduates sweltering away in the noon day sun at Husky Stadium at the University of Washington. I did, however, manage to keep my tassel and hood to convince my parents that I had indeed finished. Regrets about not going through ceremonies? Not really. So much for tradition. It was after all the 70s.

What struck me shortly after the end of my student life was that there is a great deal of attention paid to preparing for graduation and not much attention paid to what happens to your identity the first couple of years after you're done with your undergraduate work. Kind of like the energy that goes into a wedding often times forgetting that the marriage is what will require the majority of effort and adjustment.

One of the major shocks for me was that I was

no longer a student. Do you realize that student is an identity you have had since you were probably five, maybe younger if you were in nursery or preschool? It's an identification you have grown comfortable with, you've certainly mastered it over the years and others have come to value you within that context. You have adopted the uniform, lifestyle, language and cultural norms of the student life. All of a sudden, BOOM! you're booted out of the academic nest with a hearty handshake, a fond farewell and what approximates a diploma. The real thing comes in the mail several months later providing you have paid all your outstanding parking tickets, library fines, and various other financial stumbling blocks on the road to degree city. What strikes me as odd and somewhat ironic is that you will probably receive your invitation to join the Alumni Association before you receive your actual diploma.

Come the first September after graduation when everyone is buying their new books, scheduling classes and looking for new roommates, you somehow feel at a loss for what to do. You begin to experience the first real loss of academic rituals that have become so familiar to you. You realize that September has always been the "beginning" of the year for you, January first was when the grown ups thought the new year began but for you and your contemporaries it really began when you went back to school. Not so this year.


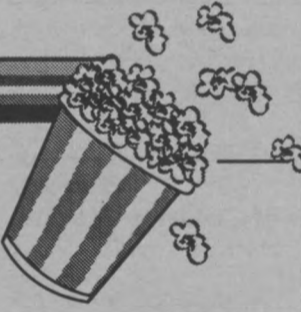
Many of you will begin professional positions right about now. After having spent three months back packing through Europe, waitressing and laying out on the beach, or frantically searching for some kind of work that validates your recent metamorphosis from student to "qualified college graduate."

You hopefully settle into your new job only to be confronted by your second major shock about life outside of school. You realize shortly after you start working that most of your fellow employees

are older than you, often times have lives and activities that are very dissimilar from yours and that your social life is zero. One of the other pluses of school is a ready source of potential buddies that changes from class to class, from quarter to quarter. All of a sudden you are responsible for developing your own circle of friends, but from where, certainly not from the old farts you work with. You're not getting paid enough to join a health club and lunch out everyday has caused your budget major problems, not to mention your new working wardrobe has created a credit card bill comparable to the combined national debts of several small third world countries. You spend several evenings a week on the phone, long distance of course, talking with your former college roommates about the good old days, only to realize that your telephone bill is going to be outrageous and that you need to be up by 6:30 a.m. in order to get a good parking place at work. At least the old Isla Vista parking shuffle will make you an expert at squeezing your car into the smallest amount of space on the block.

This brings me to the third adjustment to confront you during this time. That is the rhythm of your life. Up until now there was a certain amount of flexibility in your schedule. I know as students, you are very busy, but most of you will move heaven and earth not to have an eight o'clock class, and feel it is your right to receive special recognition at graduation ceremonies if you have had more than two of them in your entire college career. All of a sudden you have to get up every day to be at work at eight, and they expect you to be on time! You get an hour for lunch and are at work until five or later. It takes up so much of your time, when do they expect you to get anything done? Your rhythm of life has changed, you're more accountable for your time and you just can't blow off work and stay home and watch


Continued on p.8A


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Cathy Boggs

"My career center told me sales was the best job for a liberal arts graduate. Great! Sales was the last thing I thought I wanted. However, later on, I ended up doing lobbying, issue oriented public relations and consulting in D.C., which I loved. I was selling, only it wasn't products, it was ideas. Sometimes, you just have to expand the definition a little bit."

— Cathy Boggs

Ph.D. Candidate,
UCSB Communication Department

Dr. Lael Mertes



As one of the Undergraduate Advisors in the Department of Geography I frequently am asked the question: "What do I do, now that I am graduating?" I asked the same question when I graduated with a B.S. in Biology and Geology from Stanford University. My answer was to become a bagel baker, live in Monterey, and read lots of fiction while I pondered my future. I discovered during those months of boiling dough and visiting Point Lobos that there were several careers that I did not want to pursue. By a process of elimination I narrowed my future career paths to the vague idea that I wanted to work in the tropics. With that in mind I decided on a whim to work at Mt. St. Helens after the volcanic eruption. While working in this volcanic landscape I learned about a project on the Amazon River that fit all of my career desires and even provided for interests that I had not yet articulated. I pursued graduate studies on the Amazon River, eventually leading to my current position as an Assistant Professor at UCSB. Perhaps the moral of this story is that I did not know the day that I graduated what my career path would be, and therefore, it was best for me to go with my whims and curiosity until the pieces fell into place. A career is rarely destiny and its nature may change several times. However, once you have found your career interests, do not hold any of your intellect, honesty, or creativity back. When asked questions about pursuing graduate degrees I typically quote my father who reminded me when I was ambivalent about further schooling that I could spend approximately 40 working years without the degree or 37 working years with it.

— Dr. Lael Mertes
Professor of Geology

Career Supplement Spring 1995

EDITORS
Debra Behrens
Lily Maestas

The Career Supplement is produced quarterly through the collaborative efforts of the staff of Counseling & Career Services and brought to you through the generous contributions of the businesses that advertised in this insert. Special thanks to Thelma Lambert and Tish Ramos.

Dr. William J. Ashby

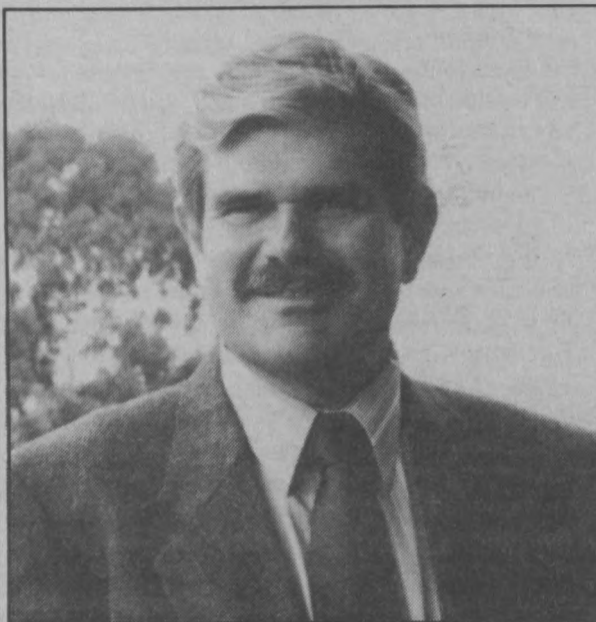


Photo by Lillian Kurotska

My son, himself a graduating senior, would no doubt vigorously disagree, but I really am loath to give advice. I don't think I have any particular corner on the truth or on the good life. I believe that we all have to find our own truth. There are many paths to follow in life, many choices to make. Since I am pressed to offer advice, I guess it would simply be to take your work seriously and with commitment. Diligence and stamina are important keys to success. At the same time, it's crucial to maintain a balance in life between profession and family, work and fun. The Greek ideal of the golden mean is a worthy one, but one difficult to attain.

— Dr. William J. Ashby
Provost,
College of Creative Studies

Words of

The Career Supplement editors have asked upon their professional and academic experience for encouragement to graduating seniors.

Susan Be

So here it is, towards the end of the senior year, and there are three or maybe six months left at the university. Soon, after graduation, part of life will encompass hunting for work, applying to graduate or professional school, perhaps even some traveling for a change of pace. If I had an older sister to take me under wing and share some sage thoughts about the remainder of time spent in this setting, this is what I imagine she would have said to me: Take a second class with one of your professors within your major department, to allow more contact and development of a working relationship. When considering graduate study, go and talk to professors about your interests, and find out what it was that spurred them on in their studies. Better yet, (if you have at least 12 units of upper division work in your area of study with at least a B average), arrange an independent study (199) course.

Most of all, take advantage of what this academic community has to offer *outside* the classroom setting. Savor the opportunity to attend a special performance or lecture offered through Arts and Lectures. Attend one of your friend's senior recital in music or their last play, or art show. In the snatches of time between class and work and studies, *take some time for your own self to enjoy the unique environment that exists here.* Years from now, the golden moments of an afternoon spent studying outside on Ellison lawn, discussing politics or philosophy with a friend, learning to paint via a leisure activities class, or acting as a big sister to a child in the community — we will remember these things as enriching our lives in college as much as our formal studies towards the degree. Lastly, seek to establish some balance

Tips and Information Av

By Debra Behrens

"I want an international career. How realistic is it for me to expect this type of job right after graduation?"

"With six years of experience teaching English in the states, can I get an ESL position in Italy or Spain?"

"I majored in French and minored in Economics. My parents are from Eastern Europe, so I speak fluent Czech. Do I need an MBA to get an overseas job in marketing?"

As an international careers advisor, I receive numerous inquiries each year from individuals who hope to try their luck in the global marketplace. There is, literally, a world of opportunities for those job seekers who are serious about pursuing an international career. Whether you are an entry-level college graduate or mid-career professional, it is possible to find your niche by:

- 1) thoroughly researching the job market
- 2) identifying relevant skills you possess and
- 3) acquiring the skills you may lack.

Many job seekers believe that they can't begin an international career until their feet are firmly planted on foreign soil. Don't over look your own backyard for resources and training opportunities. So let's consider the key skills sought by global employers and strategies for acquiring them before you leave home.

What skills are most sought after?

What do international employers really look for in employees? What skills will be needed by professionals to perform successfully in the

global marketplace?

A recent study commissioned by the College Placement Council Foundation (1994) surveyed 32 international employers and colleges to determine what international employers really look for in prospective employees and what skills will be needed by professionals to perform successfully in the global marketplace. The required areas of knowledge and skills were identified as follows • Domain knowledge, or knowledge in one's academic discipline. Colleges in the U.S. are presently preparing their graduates well in domain knowledge, although employers expressed concern that increasingly higher standards may soon find graduates inadequately prepared.

• The three top rated skills were cognitive, social skills and personal traits. Problem solving ability, decision making and knowing *how to learn* are highly prized generic skills. Social skills were described as the ability to work effectively in group settings, particularly with diverse populations. Desired personal traits included flexibility, adaptability and the capacity to be innovative. Employers often mentioned that colleges do not address this type of skill development enough.

• Cross-cultural competence is a critical human resource requirement. Students must make a concerted effort to acquire the knowledge, skills and traits acquired through cross-cultural interaction, because as a country we are more geographically and linguistically insulated than most others.

• On the job training and prior work experience were considered as important as academic

f Wisdom

ve asked UCSB staff and faculty to draw
e experience to extend words of advice and

n Belanger



across studies, part-time work, volunteer activities, and leisure time. These combined activities contribute to our holistic growth: intellectually, emotionally, spiritually and physically!

— Susan Belanger
Academic Advisor
College of Letters & Science

Richard Jenkins

I think the best thing I would say, is to quote Winston Churchill, 'persist, never give up, persist, never give up, persist, persist, persist...' I don't think there's anything that is more important in today's climate."

— Richard Jenkins, Acting Director, CAC

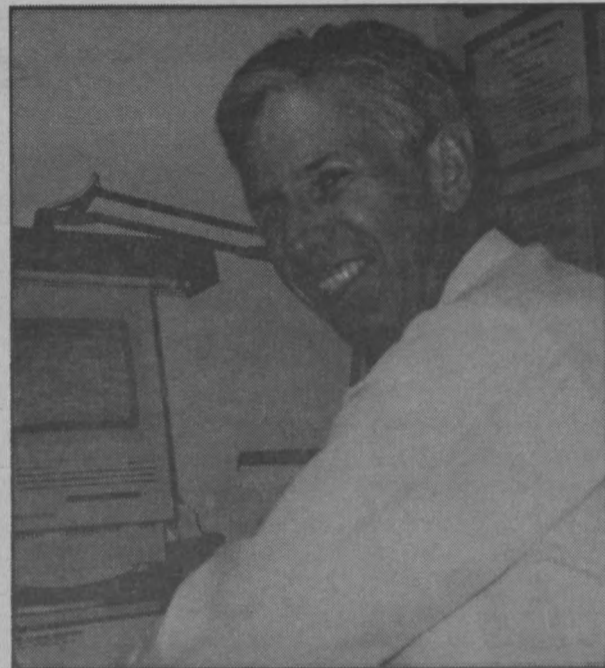
Dennis Nord

Years ago, our parents would say to the college graduate, "Here's a nickel, go buy a paper and get a job." Of course it's more costly to get that paper, and today I would add, "Don't spend all your time in want ads."

Many jobs are never going to get that far. It is likely that small employers will fill their positions before they think about an ad. You have to get out there where they are before someone else grabs your job!

You may have looked at your last name and found it decidedly different from the movers and shakers. Because you aren't related to the right connections doesn't mean you can't make the right connections. Cultivate those you do know and engage them in creative dialogue about the possible opportunities that might fit your ideal job description. This means you must have a description. Ask them who they know who does what you want to do, ask them for an introduction or permission to say they sent you. When you get to your contacts let them know you don't expect them to have a job, but that you need their creative help in figuring out how to get into their industry. Then ask them who else you might contact, what professional groups they belong to, what they are reading in their field and when there are local or regional meetings you might attend.

Now back to that paper in your hand. Look at the business section and local news for names of



companies, organizations and people who are doing anything of interest to you. Look those people up and tell them why you are calling. Why are you calling? Because you want their job! Of course you don't say that. You say, "I learned about you (or the organization) and I would like to learn more about (the topic in the paper), can I come by and talk to you? Can you tell me how someone gets started in your line of work?"

— Dennis Nord

Available About International Careers

knowledge. Employers seek applicants who have been successful in applying their domain knowledge and generic skills in the workplace. They say that colleges do not place sufficient emphasis upon work experience.

Acquiring the skills

The following are three approaches to the development of global skills:

A trial run —

An internship or a stint as a volunteer can be invaluable to recent graduates or career changers. Locate organizations at the local level which have similar goals to those of larger, international organizations. Service organizations address issues of health, housing, economic development and employment, all of which are local as well as global concerns.

For example, one student sought a development position in the Third World. She found an internship as an inter-agency liaison, with a relief organization that distributed medicine, food and supplies to countries affected by war or natural disasters. Many job seekers plan to teach English as a Second Language with little or no experience beforehand. Even a brief stint as a volunteer language assistant can provide insight into the challenges and rewards of the work. Testing a field in familiar settings can make for a smoother transition abroad.

Global Cities

Many U.S. cities are becoming global in population and perspective, as people with diverse linguistic, national and cultural backgrounds

converge to live and work. Living in these locales can give you an advantage in the acquisition of cross-cultural competence. There are opportunities to work in fields such as business, cultural exchange, and health and human services with a focus upon certain regions of the world. All major cities have world trade centers which support international commerce, as do some mid-sized and smaller cities.

If you're interested in the Asian Pacific Rim, for example, a job with a multinational organization in Seattle, Portland or San Francisco may be a good starting point. Miami, Houston and San Diego hold great potential for international trade between the U.S. and Latin America. New York and Los Angeles are centers of international business, diplomacy and cultural affairs. Washington, D.C. provides a strong base of international employment particularly in government and non-profit organizations.

A Class Act

Job seekers often lament that they do not have the time or money to pursue an advanced degree program. In some instances, a few courses may sufficiently augment the experience and education you already have. Consult a career counselor to help you assess your skills and to identify approaches for strengthening your background. A counselor can help you to determine an optimum strategy for meeting your goals. Investigate extension and continuing education programs offered by local colleges and universities. Extension programs offer courses in computer science, graphic design, education and foreign languages.

Research the job market

Gather information by researching a variety of sources such as trade publications, journals, professional associations and electronic bulletin boards. Counseling and Career Services, the Davidson Library, and public libraries provide a treasure trove of information. After graduation, remember that many university libraries will issue a community user card for a modest annual fee.

After you have a grasp of key issues and trends, you should get the perspective of people who are active in the field. Information interviews with professionals in your desired field can be very valuable. Use your alumni directory, or professional associations as resources for networking and information interviewing.

Using an information interview to ask your informant for a job is *not* recommended. People generally resent the imposition. Instead, use the time to ask specific questions that are not addressed in print material. Ask hypothetical questions which put the interviewee in your shoes, for example; "If you were me, what would you do next?" "What strategies did you use that were most successful?" "If you had to do it all over again, is there anything you would do differently?" These types of questions tend to be high yield.

In conclusion

With a focused and well organized approach, you can be well on the path to developing skills for a global career. Best wishes on a successful journey!

Career Workshops

Continued from p.2A

NET-ing a Job: Catching Career & Job Information on the InterNET

Counseling & Career Services and the Davidson Library team up to demonstrate the latest internet job-seeking tools. Participants will explore on-line for local, national and international jobs.

Fri., Apr. 14..... 10 am-12 pm
 Thu., Apr. 20..... 3-5 pm
 Thu., Apr. 27..... 11 am-1 pm
 Davidson Library 1575

Senior Seminar

Presentation will include a job search strategy, stressing personal assessment, interviewing, resume writing, and information on how to research the job market. Emphasis will be placed on the development of the "Professional Self."

Sat., Apr. 22..... 9 am-1 pm

So You want To Be A Therapist?

What is the difference between a psychiatrist and a psychologist? A counselor and a social worker? This workshop will define the various therapeutic vocations and review educational and training requirements for each. A must for anyone interested in becoming a therapist!

Tue., Apr. 25..... 5-6:30 pm

Careers In Public Health

According to a national survey reported in "U.S. News & World Report," 95 percent of Public Health graduates who want jobs in the field get them! Come and hear information on graduate programs, internship opportunities, career options and more in this highly challenging and secure career area.

Tue., May 9..... 6-8 pm

Fulfilling Your Career Dreams

Career: 1a. course, passage; full speed or exercise of activity 2. encounter 3. a course of continued progress

Dream: 2a. a visionary creation of the imagination 3. vision something notable for its beauty, excellence or enjoyable quality 4. a goal or purpose ardently desired

Employment survey research indicates that approximately 20 percent of the population feels fulfilled and satisfied with their occupation. Occasionally an ideal career may unfold as a happy accident or coincidence. Usually, however, people who are happiest with their career have identified what they really want, devised a plan, and pursued their dreams with a sense of purpose. This seminar is designed to introduce creative approaches to identifying your career dream, and individualized strategies for charting a course of action.

Bring a notebook and pen or pencil. Participant limit 25. No sign-up required.

Tue., May 2..... 10-11:30 am

For more information stop by Counseling and Career Services for a complete list of workshops for spring."

Non-Profit Work Experience A Good Place to Start

By Lily Maestas

Recently I had the opportunity to spend some time with Pat Wheatley, Director of Senior Programs for Goleta Valley Hospital. In this capacity, Pat is called upon to come in contact with the multitude of social service agencies in Santa Barbara and is thus able to elaborate the benefits of employment with non-profits for first time job seekers interested in gaining some hands-on experience. In talking with Pat I could sense the enthusiasm she wanted to share with impending graduates regarding all the positive experiences that can be achieved through employment with non-profit agencies.

Many of you come into the Career Center and express a strong desire to have a great deal of diversity in your jobs. "I don't want to get stuck behind a desk doing the same thing every day or staring at a computer screen," is one of the most common fears I hear in talking with you about your employment needs. Pat was quick to point out that in working in the non-profit sector there is seldom an opportunity to get bored or bogged down doing the same thing every day.

The diversity of tasks required by the nature of the work implies that one day you might be developing a fundraising letter to get out to the community, the next day you might be in the schools delivering a lecture on your agency, the next you might be helping to write a grant, while the following day you may be presenting a proposal to the Board of Supervisors for funding. Some days will find you operating in a crisis mode because half of the staff is down with the flu and other days you will have the opportunity to network with other agencies in the community. No two days are ever the same and the ability to do lots of different things is what will get you hired and appreciated in this work arena. non-profit work for the first time job seeker is an excellent way to find your strengths, figure out what you're good at, develop some professional survival skills and figure out what your next move might be.

Pat suggested a list of things to consider if you are looking at the non-profit sector as part of your first time job search:

1. Be aggressive/assertive in what you want to learn from your time with a non-profit agency. She was quick to point out that they were low on pay but big on experience and opportunity. Ask for what you want in terms of experience and most of the time they are at least willing to consider your request. Ask questions. Volunteer for assignments that require you to test your skills or that will help you acquire new ones.

2. Expect your experience with non-profits to be short term or to involve a high degree of turn over. Realize that in non-profit work, as with any work arena, entry level work is just that. You will not be allowed to run the organization or make high level decisions simply because you work there. You should not expect to get comfortable, but look at this as a short term (12 to 18 months) high intensity learning experience.

3. Look at this job as a way to PROPEL you to your next experience. Whether that next experience is graduate school or a more clearly defined career goal, spend time positioning yourself for what is to come.

4. The most valuable thing you can do during your time with a non-profit is to seek out a mentor and ask for guidance and advice from them. Pat pointed out that people who work in the non-profit sector by nature want to help people, so it is imperative as a recent graduate that you find people in the organization you admire and pick their brains for information, contacts, advice, moral support, etc.

5. Most non-profit organizations need the kind of computer skills college students take for granted. Use those skills to market your employability. You may not have the kind of knowledge necessary to make referrals into the community but as a college student you may know how to set up a data base on the computer that would allow for those referrals to be made in a more time efficient manner. Take what you have and make it available as part of your marketing package.

6. When you leave your place of employment make sure you get letters of recommendation that you will keep in your files. Contacting the organization after you have left will make it difficult to create the same quality of recommendation than if the letter were drawn up at the end of your time with them.

Looking in the Santa Barbara GTE yellow pages I spied three columns of entries under "Social Service Organizations," ranging from the American Cancer Society all the way to Zona Seca which provide substance abuse treatment and counseling for primarily Spanish speaking populations. Many of you have expressed an interest in wanting to stay in Santa Barbara but bemoan the lack of opportunity for professional work experience because of the size of the community. The opportunities are there if you are willing to consider non-profit as a way to start.

For more information on careers in the non-profit sector come into the Career Resources Room at Counseling and Career Services and ask for the job binders and resource books we have available.

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To Do List

If You Are Considering Graduate School

- Attend Applying to Graduate School workshop at C&CS.
- Pick up the workshop schedule from CLAS, Building 477, to find out about the services they offer in regard to graduate school preparation.
- Call UCSB Extension Program regarding their prep courses for the GRE, GMAT, LSAT, etc.
- Go to the book store and pick up a study guide for the graduate exam required by your graduate program.
- Make appointment and speak with your undergraduate faculty about your plans for graduate study and ask for advice on how to proceed.
- Check out and involve yourself in opportunities to do undergraduate research, volunteer and internships as a way to strengthen your graduate school application.

Americorps Offers Challenging Opportunities to Make A Difference

By Lily Maestas

- Not enough money to go to graduate school?
- Buckling under the weight of student loans?
- Ever had a really good idea on how to solve a major social problem?
- Would you like some time before graduate school, but also want to make the most of that time in order to strengthen your application?

If any of those statements strike a chord in you, then perhaps Americorps is a program worth looking into. Americorps is the national service program President Clinton signed into law last summer providing funding for programs that would allow students to earn money as well as pay back student loans or save money to go to graduate school.

In exchange for one or two years of results-driven service, Americans will receive education awards to help finance their college education or to pay back their student loans. You would receive a living allowance averaging \$7,500 per year, health care, child care when needed and an education of \$5,725 per year to finance your higher education or to pay back your student loans.

There are four main categories that Americorps workers will be divided into depending on their training and interest areas. Those areas are identified by the federal government are: Education, Public Safety, Human Needs and the Environment. Programs are available in all 50 states plus Puerto Rico, the U.S. Virgin Islands and Guam.

Americorps represents one of the most positive ways new college graduates can begin to test their mettle and have an opportunity to provide some real tangible programs and services that are vitally needed on the American landscape. Imagine yourself revitalizing a neighborhood by creating and maintaining recreation areas, green spaces and community gardens. Maybe your niche would be improving the health of low-income communities by offering preventive health services through community health clinics.

Think about the difference you could make in the lives of school age children if you helped establish literacy programs for their parents in order to make them better able to help with their child's homework. Perhaps reducing crimes against youth by making schools safer, creating safe havens, providing youth training in conflict resolution and involving youth in prevention efforts. The opportunities to make a positive difference will be available to you in a variety of organizations and in different parts of the country.

If Americorps is of interest to you stop by the Career Resource Room at Counseling & Career Services to review the information brochure or call 1-800-94A-CORPS.

ATTENTION! A representative from Americorps will be on campus Wednesday, May 10 at the "Transitions After Graduation" workshop from 4-5 p.m. For info contact CAC or Counseling & Career Services.

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Interviews will be held Thursday, April 27, 1995.

For consideration, please mail or fax your resume and cover letter, by April 17, 1995, to: STRYKER ENDOSCOPY, Human Resources Representative, 210 Baypointe Parkway, San Jose, Ca 95134; Fax: 408-943-9260. No phone calls please. Equal Opportunity/Affirmative Action Employer.

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An Open Letter to the Class of '95

Continued from p.3A

Oprah like you used to. It will take some time to adjust, to feel the biorhythms change and your schedule of doing things to redirect itself to accommodate the changes working full time demands.

Probably the last shock I want to prepare you for is what I have labeled the "intellectual depression" that will set in as a result of your departure from academic life. I have heard former students complain about the fact that their co-workers are boring or don't really have anything interesting to say. Again, I think the crux of the issue is not your colleagues but the fact that up until now there have been people in your life whose most compelling professional responsibility was to intellectually stimulate and motivate you to learn. Whether they succeeded at this is not the point, but the fact remains that since kindergarten there has been an entire cadre of teachers, librarians, professors, T.A.s and other academic types who have provided the framework with which you learned. Your colleagues are not boring or stupid, the fact is, it is not their job to entertain you with fascinating or scholarly details.

You will now begin another phase of your intellectual life that I call "adult learning." This is the concept that once out of the confines of academia we become responsible for determining what we need to learn, how we are going to learn it and if we have learned it. No more class syllabi, or reading outlines with the number of pages clearly defined by the number of weeks in the quarter. There will be no mid-terms or finals in adult learning to determine whether you have learned what you were "supposed" to learn. While this may be terribly uncomfortable at first, as you embrace this concept in your adult life it becomes very freeing and more intellectually motivating than traditional academic learning because you

are learning what you want to learn, not what is required for the class. You take control for your learning, for your own stimulation and begin to see your community as the new learning landscape for your continued education.

Some of you will find yourselves in the position of taking work that is not at all related to your long range career goals as a way to keep a roof over your head and cereal in the cupboards. Some of you will find yourselves piecing together two or three part time jobs. I understand what havoc this can do to your, by now, very fragile ego. But understand that this is truly one of the most difficult and profound transitional developmental stages in your life. You are having to re-define yourself within a context what is uncharted waters for you. Research has shown that the average college graduate will stay at their first place of employment after graduation anywhere from six to 18 months, but most will want to leave within a year. Often times college graduates will take their second job simply to get away from their first job and by the time their third job comes around they are ready to begin to make some decisions about their life's work based on some hard knocks but some well earned experience. Take heart in the fact that most of us have traveled this road on the way to our life's work. It is possible and highly probable that you will emerge from this period in your life with the kind of stamina and determination with which fortunes are made, scientific breakthroughs discovered, best sellers written and meaningful contributions to the community of humankind are made.

I believe you stand at a wonderful, highly creative and exciting place in your life and would like to offer some heartfelt advice on how to handle the next couple of years.

1. Don't take it all so seriously, relax. That is not an invitation to sit back and do nothing but rather an acknowledgement that with time

comes wisdom and experience. Trial and error are the concepts that you should gravitate to. If you don't like what you are doing then change it. Nothing at this point in your life is set in stone. You have the ability to change your situation.

2. Spend some time talking to people who have been out of college from five to seven years. What are their experiences? What were their first couple of years like? What advice would they give? People that have been out of college less than five years still have too much in common with you. You want information from those who have been through this process, not ones that are still going through it.

3. Sit back and take a serious look at your successes. You are, after all University of California graduates. You did not get here by chance or luck. You put in many hard hours of study, you developed time management skills in order to meet the deadlines and the demands of academic life and still have time to party. You successfully navigated one of the most complex bureaucracies in the country. You got where you are through determination and self confidence. There is every reason to believe that these same personal characteristics will position you well for the next adventure you face — the world of work.

In closing, I will leave you with the words of an old Irish toast... "May the road rise to meet you, may the wind be always at your back and may God hold you in the palm of His hand until we meet again." The good news is that in 20 years you can look back and offer words of wisdom as a tribal elder to the class of the year 2015. I have heard many of you lament that your college years will probably be the best years of your life. I don't believe that has to be the case. Make every year the best year of your life. Some parting words from one who's been there, take care of yourself, take care of each other, take calculated risks and enjoy the ride. Good luck!

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For more detailed information, stop by Counseling and Career Services.



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