



March 23, 2022, 3:40 p.m.
Chancellor's Ballroom, Carolina Inn

OPEN SESSION

FOR INFORMATION ONLY

(No formal action is requested at this time)

1. Chair Remarks
Perrin Jones, Committee Chair

2. University Career Services and General Alumni Association Presentation
Tierney Bates, Executive Director of University Career Services
Marcie Leemore, Director of Enrichment Programs, General Alumni Association
Dana Simpson, Chair UNC General Alumni Association Board of Directors

COMMITTEE MEMBERS

Perrin Jones, Chair	
Ramsey White, Vice Chair	
Dave Boliek, ex-officio	
Rob Bryan	Ralph Meekins
Gene Davis	Marty Kotis



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

UNIVERSITY CAREER SERVICES

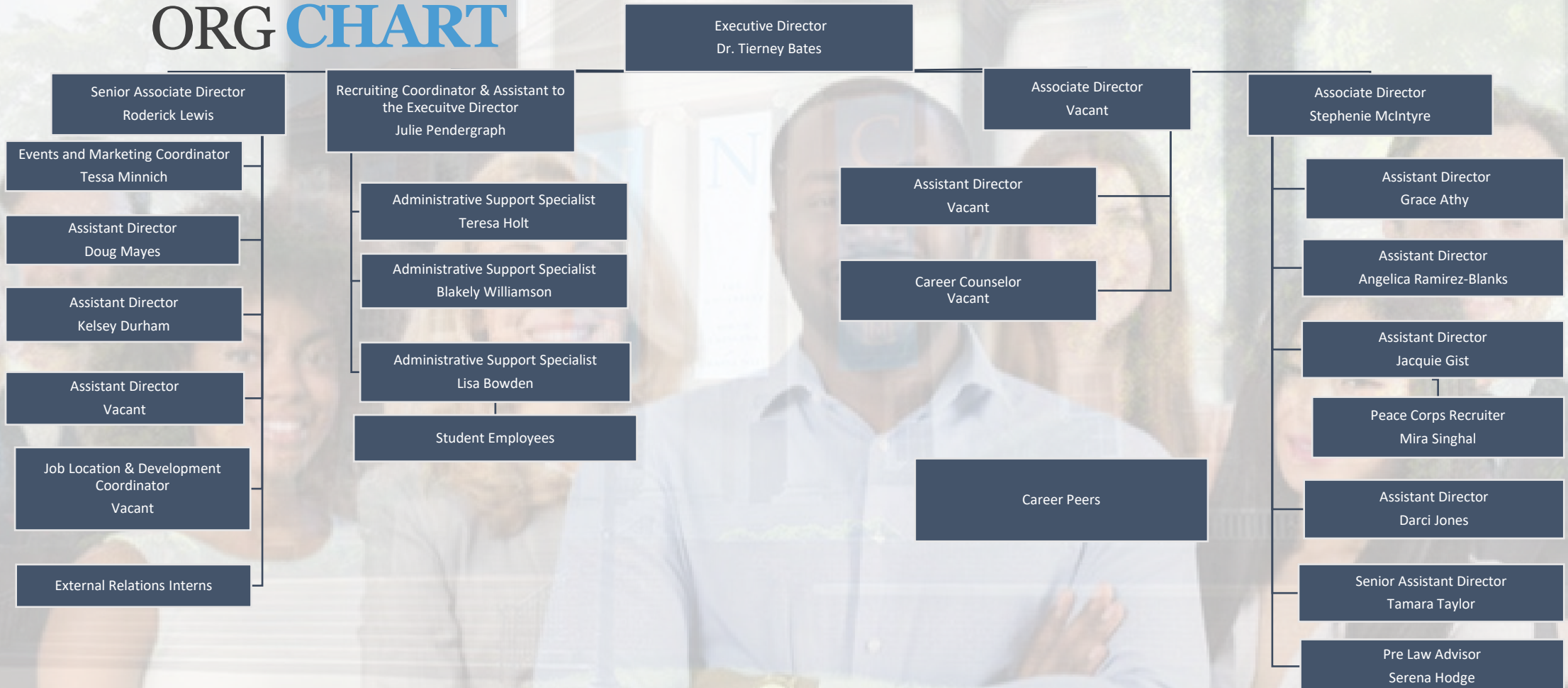
Dr. Tierney Bates



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of NORTH CAROLINA
at CHAPEL HILL

UNIVERSITY CAREER SERVICES

ORG CHART





THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

UNIVERSITY
CAREER
SERVICES

MISSION & VISION

MISSION

Support
Provide
Empower

VISION

Create
Alignment



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UNIVERSITY
CAREER
SERVICES

CAREER RESOURCES



- Handshake

BEHAVIORS



- Internships
- Project Based/
Experiential Learning
- Career 111, 211, 311

EXPERIENCE



- Life Design Lab
- Industry
- Website
- Social Media
- Career Programming
- Career Fairs
- PeopleGrove

RESOURCES



THE UNIVERSITY
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UNIVERSITY
CAREER
SERVICES

UCS NUMBERS

83%

CAREER OUTCOMES
FOR FDS 2020

57,059

HANDSHAKE
POSTINGS

96,397

JOB APPLICATIONS

10/3,602

FAIRS

STUDENTS

456

EMPLOYERS

5,084

APPOINTMENTS

11

DIVERSITY
EVENTS

372,932

UNIQUE PAGE VIEWS

4

OUT OF 10
STUDENTS USE
SERVICES

\$55,122

AVERAGE SALARY



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

UNIVERSITY
CAREER
SERVICES

TOP EMPLOYERS



UNC
HEALTHSM



Deloitte.



TEACHFOR
AMERICA





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UNIVERSITY
CAREER
SERVICES

TOP INDUSTRIES



HEALTHCARE



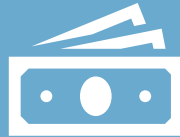
MANAGEMENT
CONSULTING



INTERNET &
SOFTWARE



ADVERTISING,
PR,
MARKETING



BANKING



NON-PROFIT



K-12



RESEARCH



STEM



THE UNIVERSITY
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UNIVERSITY
CAREER
SERVICES

HOW DO WE BECOME NUMBER ONE?



UNIVERSAL & UPPER
ADMINISTRATION SUPPORT



LIFE DESIGN
CURRICULUM



INTERNSHIP/EXPERIENTIAL
LEARNING POLICY



FACULTY
ENGAGEMENT



TECHNOLOGY



CAROLINA NEXT #3



MICRO-CREDENTIALING &
CERTIFICATION



FIRST DESTINATION
SURVEY



ALUMNI
INVOLVEMENT



THINK DIFFERENTLY



THE UNIVERSITY
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at CHAPEL HILL

UNIVERSITY
CAREER
SERVICES

THANK YOU! STAY CONNECTED



Dr. Tierney Bates



Tierney Bates



tbates1914

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Contact info

University Career Services

(919) 962-6507

ucs@unc.edu



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

GENERAL ALUMNI ASSOCIATION

What is the GAA?

Promote a spirit of fellowship and loyalty among alumni (over 350,000) and community through programming efforts

Provide a continuous flow of information on the progress and needs of the University

Encourage united alumni support for Carolina's advancement

Alumni Records,
campus DAVIE support

Alumni
Communications,
*including the Carolina
Alumni Review*

Alumni
(*& Student*)
Programs

GAA
Membership

GAA
Administration

INVOLVE AND INFORM CAROLINA ALUMNI

Students Now, Alumni Forever



Our programs meet alumni in many stages and in many places. We are always here when you need us - to help you navigate life at Carolina and life after Carolina.

GAA PROGRAMS TEAM (10 FT STAFF; 8 CURRENTLY)

Team Members	Areas of Responsibility
Tanea Pettis	Athletics, GAA DEI Contact, LOTH and Reunions, including BAR
Jennifer Guy	Class Reunions, Affinity Reunions & Special Events
Jean Service	Homecoming & Affinity Reunions
Anna Brooks Whichard	Carolina Clubs (~100) and Outreach Efforts (i.e. Family Camp)
Douglass Payne	Educational Travel Tours and Alumni Education (i.e. NC History Series)
Catherine Nichols	Educational Travel Tours and UNC Faculty Relations (i.e. Think Fast Forums)
Katy Lucci	Advising GAA-Student Groups and Events for Students and Young Alumni
Open Position	Career Programming Support (i.e. PeopleGrove) and Outreach Efforts
Open Position	Carolina Club and Outreach Support (i.e. Triangle Alumni Events)
Marcie Leemore	Management, Budgets, Special Projects, Presentations & Team Support
Career Coach (CONSULTANT)	Career Coaching to GAA Members

GAA COLLABORATIONS

Campus Partnerships

Centers and Institutes

American Indian Center
Carolina Asia Center
Center for Public Service
Center for the Study of the American South

Chancellor's Office

Chancellor's Cabinet
Commencement Committee
University Day Committee

College of Arts and Sciences

Academic Advising Program
Arts and Sciences Foundation
Carolina Public Humanities
European Study Center in Winston House (London)
Global Education Center (UNC Global)
James M. Johnston Center for Undergraduate Excellence
PlayMakers Repertory Company
The Learning Center
UNC Bands

Division of Student Affairs

Campus Y
Carolina Housing
Carolina Union: *Carolina Leadership Development, FallFest Committee, Chancellor's Awards Committee*
Office of Fraternity and Sorority Life and Community Involvement
New Student and Family Programs: *Convocation Committee, Carolina Summer Reading Program, Send-Offs, Orientation and Welcome Dinner*
University Career Services

Offices and Services

Athletics
Academic Technology and Networks
Carolina Dining Services
Communications and Public Affairs
Diversity and Multicultural Affairs: *Carolina Latina/o Collaborative*
Educational Foundation Inc. (The Rams Club)
Faculty Governance: *Faculty Committee on Awards and Honorary Degrees*
Morehead Planetarium and Science Center
Scholarships and Student Aid
Student Accounts and University Receivables
UNC Facilities Services
UNC Libraries - *North Carolina Collectio*
UNC Transportation and Parking
Undergraduate Admissions
University Development: *Department of Annual Giving, Office of University Events, Young Alumni Councils*
University Registrar

Schools

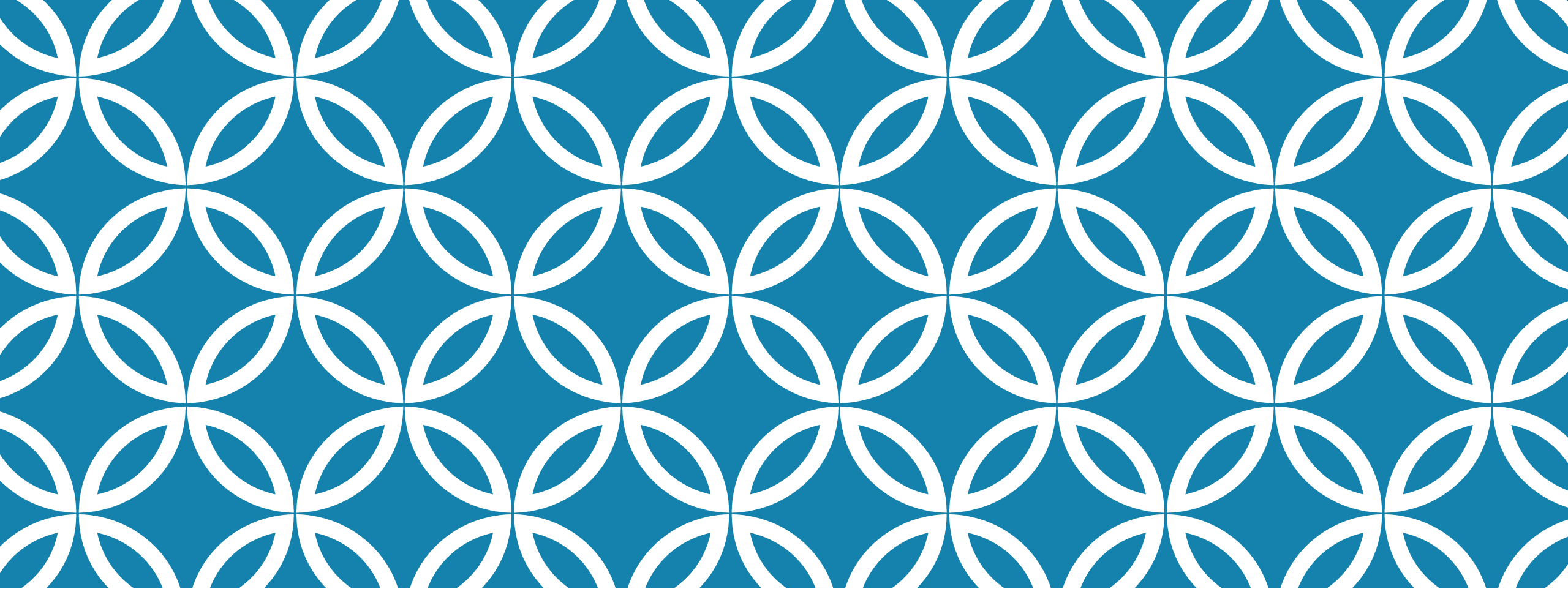
Adams School of Dentistry
Education
Eshelman School of Pharmacy
Gillings School of Global Public Health
Government
Hussman School of Journalism and Media
Information and Library Science
Kenan-Flagler Business School
Law
Medicine
Nursing
Social Work

Student Organizations

Black Student Movement: *Harmonyx, Ebony Readers/Onyx Theater, UNC Gospel Choir*
Carolina Fever
Carolina For The Kids Foundation
Carolina Union Activities Board
Heelraisers Student Giving Council
Student Television
TEDxUNC
Yackety Yack

University Miscellaneous

Ackland Art Museum
Air Force ROTC
Army ROTC
Carolina Performing Arts
Granville Towers
North Carolina Botanical Garden
Naval ROTC
Tar Heel Sports Properties
UNC Faculty-Staff Recreation Association (The FARM)
UNC Retired Faculty Association
UNC Student Stores: *Bulls Head Bookshop*
University of North Carolina Press



CAREER SUPPORT

UNC-Chapel Hill's Existing
Career Support Efforts

CAMPUS UNITS INCLUDED

Adams School of Dentistry	Eshelman School of Pharmacy	Gillings School of Global Public Health
Hussman School of Journalism and Media	Kenan-Flagler Business School	School of Education
School of Government	School of Information and Library Science	School of Law
School of Medicine	School of Nursing	School of Social Work
College of Arts & Sciences	General Alumni Association	

MENTORSHIP PROGRAMS WITH ALUMNI

School of Dentistry:
4th Year Students

Shuford Program in
Entrepreneurship

Computer Science
Alumni Mentoring

Pilot Mentoring
Program School of
Global Public
Health

School of
Journalism &
Media Mentorship
Program

School of Education
MentorEd

School of
Government Alumni
Connections
Program

School of Law
Carolina Public
Interest Law
Organization Peer
Mentor Program

INTERNSHIP & FELLOWSHIP PROGRAMS

School of
Pharmacy
Summer
Study for
PharmD

Honors
Seminar on
Public
Policy and
Global
Affairs
(DC)

Hollywood
Internship
Program in
the Dept of
Communication

Karen Gil
Internship at
Dept of
Psychology &
Neuroscience

Dept of
English &
Comparative
Literature
Academic
Credit
Internships

Global
Health
Internships

CAREER ADVISING & COACHING

- University Career Services: *up to 6 months after graduation*
- **General Alumni Association Member Benefit for Alumni**
- A&S: Honors Carolina's Go Anywhere Initiative
- A&S: Computer Science Career Development

- School of Global Public Health
- Office of Student Affairs
- School of Journalism & Media
- Business School

- School of Government
- School of Information & Library Science
- School of Law

CAREER DEVELOPMENT CURRICULUM

- A&S: Chancellor's Science Scholars
- A&S: Biomedical Engineering

- A&S: College Thriving IDEAs in Action Curriculum
- A&S: Dept of English & Comparative Literature Info Sessions

- School of Social Work: Continuing Education Program

CAREER EVENTS & CONFERENCES

Black Alumni Reunion Student Alumni Dinner, Career Chats & Events: General Alumni Association

Bi-Annual Student to Alumni Career Networking Event: School of Pharmacy

Philosophy, Politics and Economics Program: College of Arts & Sciences

Lunch & Learn Series (2 per semester) & Career Summit (2 day event): School of Global Public Health

Deil S. Wright Lecture & Alumni Community Conversations: School of Government

Annual Speed Networking Event: School of Information & Library Sciences

Employer Reception for 1Ls, Career Night, CareerCasts & Etiquette Dinner: School of Law

Get Hired Series, including Career Fair, Mentor Mixer & Lunch & Learns: School of Nursing

Career Day & Workshops: School of Social Work

ALUMNI NETWORKING

Alumni Inclusive
Excellence Committee
– School of Global
Public Health

Business School
Alumni Career
Advisors Network

General Alumni
Association Tar Heel
Advising Network
(PeopleGrove platform)

Career Treks &
Office Hours –
School of Information
& Library Science

School of Law Public
Interest &
Government Network


JOB POSTINGS & INTERVIEWING SUPPORT

UNC GAA	Tar Heel Advising Network Job Board (PeopleGrove platform, click for info)
School of Dentistry	Job Board click for info
School of Pharmacy	Monthly newsletter for alumni
School of Global Public Health	Newsletter click for info
School of Global Public Health	Practicums for Students click for info
Business School	Job Postings click for info
School of Government	Internship database & alumni newsletter
School of Law	On-campus & off-campus interviews & job postings
School of Social Work	Job Board click for info

ONLINE RESOURCES

General Alumni Association	<u>Pre-recorded (~40) webinars & career articles</u> <i>click for info</i>
School of Global Public Health	MPH Practicum website and FAQs
Business School	Career advice pages, videos, handouts & links to useful webpages
School of Information & Library Science	Virtual career programming recordings & career talks

FUNDING & SCHOLARSHIPS



School of Journalism & Media: funding for internships, immersive experiences, scholarships and awards

School of Government: scholarships with faculty

General Alumni Association: Light on the Hill scholarship

MISCELLANEOUS

School of Government

- Service Learning Project
- Alumni board focused on career resources & support

School of Law

- Diversity career initiatives including, a listserv, volunteers and interview programs

School of Medicine

- Alumni discussions with interested students

School of Nursing

- Alumni Preceptor Volunteers

General Alumni Association

- **Sponsored Student Organization Career and Networking Events (i.e. Dinner with Tar Heels)**
- **Sponsored Carolina Club career events**

OPPORTUNITIES FOR ADDITIONAL SYNERGY

1. Scalability of life design and classes
2. Campus-wide internships, including Department of Psychology & Neuroscience
3. Experiential learning & micro-credentialing
4. Integrated databases and platforms (*i.e. People Grove, in progress for 2022*)
5. Transparency and collaboration regarding outcomes across campus divisions
6. Pilot mentoring program for entrepreneurs of color: School of Global Public Health (*launching spring 2022*)
7. Ask Me Anything Series: School of Information & Library Science (2022)
8. On-campus Alumni Career Fair – UNC GAA
9. Formal mentorship program: School of Pharmacy
10. More streamlined referrals for alumni and students to existing resources and other campus units
11. Additional funding and staffing to execute and improve programming

Career services by school and the GAA at UNC

(Draft/Working document, 2-23-2022)

At the GAA Board meeting Friday, Jan. 14, UNC System President Peter Hans '91 challenged the GAA to do more to engage Carolina alumni with current students by providing much needed career assistance (e.g. mentoring, internships, etc.)

The GAA board chair, Dana Simpson '96 (JD 2000) immediately challenged board members to share their ideas, and we pledged to send the board a summary of what the GAA is already providing in career assistance for current students as well as for alumni.

Doug Dibbert recognized that across campus many, if not all Schools provide career assistance to current students and alumni. We want to be certain that what the GAA considers is complimentary to what the Schools already have in place.

Accordingly, we asked the schools and college to send us a listing, description, summary, links, etc. of what their School is doing that addresses President Hans's challenge.

What follows are responses to the above request:

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A. Adams School of Dentistry

We started a mentorship program for our 4th year students in 2020. Students often stop by my office, and I offer what assistance I can in connecting them with potential opportunities. We have a jobs board that I manage where alumni and others may post job opportunities. Link for that below.

<https://www2.dentistry.unc.edu/secure/dentalprofessionals/services/dental-opps/>

Kaylee Cutler

Executive Director, UNC Dental Alumni Association

Assistant Director of Development

Dental Foundation of North Carolina

UNC Adams School of Dentistry

B. Eshelman School of Pharmacy

Our Pharmacy School advertises internship opportunities (summer study) for our PharmD students. We also have post-graduate fellowship opportunities for PharmD grads.

On the student mentorship/alumni engagement front, we do not yet have a formal program. It is however, an aspirational goal and one that will be re-visited and owned by a new alumni relations position within our office. This role will be staffed later this year (we've since received approval to post this position).

Our School's Pharmacy Alumni Association hosts bi-annual student to alumni career networking events both virtually and in-person in collaboration with our School's Student Senate leadership. Our School's advancement team fosters career mentorship connections between students and alums, specifically for 4th year students who did not match for a residency or who haven't yet secured employment. The alumni association also supports 1:1 alumni to alumni connections with respect to career networking on an ad hoc basis.

Our School's monthly pharmacy alumni e-newsletter provides opportunities to share job postings/listings to our alums.

I think this about covers what we're doing on the mentorship/career support front, but please don't hesitate to reach out if you have any questions. Thanks again and looking forward to seeing you tomorrow!

Christopher May
Associate Director of Development
The University of North Carolina at Chapel Hill
UNC Eshelman School of Pharmacy Foundation
194 Finley Golf Course Rd, Suite 106
Chapel Hill, NC 27517
P 443-834-8731 E christophermay@unc.edu

C. College of Arts and Sciences

See attached report from the College re: career advising support. Let me know if you have further questions.

Terry Ellen Rhodes, Dean
College of Arts & Sciences

As promised, I am following up to provide information about departments and units in the College of Arts & Sciences that provide career assistance to our graduates. The following may not be an exhaustive list — we have 43 academic departments and curricula, plus many centers, institutes and programs — but the bulleted items below capture the largest and most comprehensive efforts.

1. Honors Carolina, through its Go Anywhere Initiative, offers students access to career coaches, an innovative career development curriculum, and a dynamic technology platform designed to facilitate student career exploration and engagement with alumni. Events and activities for honors students include information sessions about global programs, internships, jobs, leadership positions, research experiences, fellowships, shadowing experiences and more.
2. Chancellor's Science Scholars recruits high-achieving students to pursue STEM degrees and careers in scientific leadership. The program prepares students in their junior and senior years for the next step in their scholarly

careers with assistance in the graduate school application process, including workshops on individual application components, such as cover letters, personal statements, interviews and GRE/MCAT test preparation.

3. The Honors Seminar on Public Policy and Global Affairs in DC, a collaboration between UNC Public Policy and Honors Carolina, offers students first-hand engagement with leaders and organizations across the public, private and nonprofit sectors in the nation's capital. Students intern four days a week with public sector or policy-relevant private and nonprofit organizations, gaining resume-building work experience. UNC alumni mentors lead weekly informal professional development sessions. Alumni also assist in advising and securing placements for students and serve on the advisory board.
4. The Shuford Program in Entrepreneurship, which offers an academic minor, encourages arts and sciences students from diverse backgrounds and with different interests to learn to view the world through an entrepreneurial lens. Through its required internship components, students receive real-world work experience that prepares them for life after Carolina. The program's entrepreneurs-in-residence, professors of the practice, other faculty, board members and engaged alumni work closely with our students to help them identify, validate and scale their business ideas. The Shuford Pathways database connects Shuford alumni with students.
5. The Philosophy, Politics and Economics Program, which offers a popular interdisciplinary minor, emphasizes the development of transferable skills and mixture of qualitative and quantitative analysis, preparing students for a variety of careers in the private, public and nonprofit sectors. It offers networking opportunities through conferences, workshops, intensive weekend seminars the international PPE Society.
6. Biomedical Engineering is a joint offering of UNC's School of Medicine, College of Arts & Sciences and NC State University. Students can take courses on either campus. The department provides career development opportunities

through professional networking, informal coffees, workshops, career panels and promotion of local industry internship and jobs.

7. The Department of Computer Science has a staff member who serves as a career development lead, assisting both undergraduate and graduate students with anything career-related (creating resumes and cover letters, interview prep). The department launched an alumni mentoring program in fall 2019.
8. The Department of Psychology and Neuroscience offers the Karen Gil Internship program, which places undergraduate students at a Triangle-area worksite. Students receive academic credit, a work stipend and the opportunity to deepen their professional development skills. The program is always looking for new and meaningful company partnerships to place interns.
9. The Department of English and Comparative Literature holds information and network sessions and assists students in arranged academic-credit internships. It is in the process of building an online alumni database but has a link on its site to 7,000+ profiles of English alumni on LinkedIn.
10. The Department of Communication's Hollywood Internship Program is an industry immersion experience that exposes students to renowned producers, directors, screenwriters, cinematographers and agents. Thanks to the program's longevity (27 years), many former interns are now hosts to current interns. Networking through the program has provided career guidance and oftentimes employment.
11. College Thriving is a new course that will be required for all incoming students beginning in fall 2022 as part of the new IDEAs in Action curriculum. The course is designed to empower all students to participate fully in the opportunities of a large public research university and find resources to support their educational pursuits at Carolina. Small classes of 19 students meet with their instructor, an academic advisor, each week throughout the semester. The

course will cover a wide range of topics, including preparing for life after graduation.

D. Gillings School of Global Public Health

Please find attached a list of services Gillings offers. I'm sure there may be even more that some other departments within the school do, but this covers a lot of the ways our school supports students and alumni. Hope it's helpful.

Michael Lowery, CFRE
Director of Annual Giving and Alumni Relations
UNC Gillings School of Global Public Health

Career Services and Alumni Relations at the Gillings School of Global Public Health

1. Gillings Lunch and Learns hosted by Career Services – 2 per semester featuring alumni and covering different topics – 10 students invited to these virtual events
2. Career Summit – two-day event held at the beginning of the fall semester that covers resume writing, networking, employer sessions along with an Alumni Keynote Speaker (Barr Distinguished Alumni Award winner for the year) and closes with an alumni panel
3. Alumni Inclusive Excellence Committee (DEI committee) collaborates with our Minority Student Caucus to find ways to network throughout the year
4. Research, Innovation and Global Office at Gillings
 - a. Global health internships: <https://sph.unc.edu/global-health/ggg-internships-and-funding/>
 - b. This Week in Global Health Newsletter (post jobs, fellowships and internships): <https://sph.unc.edu/global-health/twigh-newsletter/>
 - c. Pilot mentoring program for global health students with alumni
 - d. Starting a pilot mentoring program for entrepreneurs of color and students of color this spring
5. School-wide Practicums
 - a. MPH Practicum Website: <https://sph.unc.edu/resource-pages/master-of-public-health/mph-practicum/>

- b. MPH Practicum FAQs: <https://sph.unc.edu/resource-pages/mph-practicum-frequently-asked-questions/>
 - c. Opportunity Submission Form (this is where community partners and alumni can advertise opportunities they have for students):
https://practicum-opportunities.sph.unc.edu/submit-an-opportunity?_ga=2.173551971.1594081241.1642508885-698405520.1641853637
6. Jeffrey Simms – Health Policy and Management
- a. Mock interviews and resume review
 - b. Administrative fellowship coaches for MHA students pursuing administrative fellowships
 - c. One-on-one career advice conversations for internships and full time jobs
 - d. Facilitate informational recruitment sessions for current employer
 - e. Attendance at local alumni networking receptions related to professional associations.
7. Camille G. Mason provides the following career advising services for students and alumni in the Office of Student Affairs (OSA):
- a. **Career Explorations & Assessment:** Advises students regarding career interests by administering career assessments Strong Interest Inventory, StrengthsQuest and Myers-Briggs
 - b. **Job Posting & Opportunities:** Assists in student job search readiness, search execution and job placement for students
 - c. **Application Materials:** Help students navigate letter development that accompanies a resume for government and academic positions.
 - d. **Interview Preparation:** Provide interview prep for a variety of practicum, jobs and technical positions.
 - e. **Career Coaching:** Provide one-on-one assistance to public health students including resume review, interview skills, job search assistance and personal contact with local employers
 - f. **Offer Negotiation:** Create strategic strategies to navigate salary negotiations, earn a promotion, or just become comfortable with asking for what you want
 - g. **Campus Recruiting:** On-Campus Recruiting (OCR) is a recruiting method used by employers seeking to hire interns and entry-level employees from some of the brightest and most talented college students.
 - h. **Networking:** Connect with faculty, alumni, and other career professionals

Career Services Website: <https://sph.unc.edu/students/career-services/>

Alumni Career Services Appointment Calendar:

<https://calendly.com/camillegmason>

How To Post a Job on Handshake: <https://careers.unc.edu/employers/post-job-or-internship>

E. Hussman School of Journalism and Media

Please see links below:

HUSSMAN MENTORSHIP PROGRAM

<http://hussman.unc.edu/HSAAMentorshipProgram>

We currently have approximately 100 Hussman student mentees and 100 Hussman alumni participating in the 2021-2022 mentorship program.

A recent article highlighting our mentorship program: [Read more about the program and the experiences of recent mentors and mentees.](#)

HUSSMAN FUNDING

<http://hussman.unc.edu/funding>

We provide funding for internships, immersive experiences, scholarships and awards.

HUSSMAN CAREER SERVICES

<http://hussman.unc.edu/ug/studentservices/careerservices>

Our Career Services office offers a multitude of programs and resources for our students including: Career Peers, Hussman Connections, Meet the Pros, Career Treks, and Internships for credit.

Robin H. Jackson

Director Alumni and Donor Relations

UNC Hussman School of Journalism and Media

315 Carroll Hall, Campus Box #3365, Chapel Hill, NC 27599

rhjackson@unc.edu

F. Kenan-Flagler Business School

This is a lot of information, but these are the various resources we have available to support our students and alumni career and leadership development. We have a dedicated career coach for alumni on our team, Elizabeth Wallencheck, who also works with a team of fellow career coaches that support our student groups.

Our Alumni Career Advisors Network (ACAN – highlighted below) is our primary tool for our constituents to search for alumni who have indicated they are willing to support our students (or in many cases, alumni) with various aspects of career development, whether that's mentorship, industry advice, networking, etc. The information is tied to our alumni database, which is of course is powered by DAVIE.

Let me know if I can provide any other info.

Jessa

Key Career & Leadership Resources for Alumni

Most of our key resources reside on the [Alumni Career Management website](#), which is part of the Alumni portion of the UNC Kenan-Flagler website. But there are some great external resources I recommend as well:

- [Career Advice pages](#) | Written content on a full range of career and job-search topics, from goal setting to negotiating offers.
- [Career Savvy Videos](#) | This list of core webinar videos offers quick and comprehensive instruction on a variety of career-management topics. Videos can be accessed via the [Career Connections](#) Events tab. To find a wide range of additional videos, enter key word(s) in the search box and use the Start Date drop down to select **All Past**. If the event was recorded, you will find video link on that event's description page.
- [Career Savvy Handouts](#) | Downloadable handouts include quick checklists and tip sheets, as well as in-depth exercises.

- [Live Webinars/Workshops](#) | Keep on top of Career & Leadership events on the [Career Connections](#) Events page as well as the School's [Events](#) calendar.
- [Alumni Job Postings](#) | An online listing of current openings especially for Kenan-Flagler alumni can be found on the OCI and Job Listing tab on [Career Connections](#).
- [Alumni Career Advisors Network](#) | A group of roughly 2,300 alumni who are ready and willing to offer advice, insight, and contacts to support your career efforts.
- [Alumni Directory](#) | Allows you to tap into the nearly 42,000-strong UNC Kenan-Flagler community of alumni.
- [UNC Kenan-Flagler LinkedIn Alumni pages](#) | An interactive graphical tool offering a quick and powerful way to identify KFBS alums by functional area, employer, location, etc.
- [UNC Kenan-Flagler Alumni LinkedIn Group](#) | This opt-in group helps you to stay connected with School happenings as well as to network with 13,600+ KFBS alumni, staff, students, etc..
- [Bizjournals.com](#) | These business publications in most major U.S. cities offer a good way to keep up with the latest developments in local economies. Find news on the city of your choice using the Select a City link at top left. To get free daily emails of business headlines, click on the Your Account Sign In drop down and choose Create Your FREE Account. Once your account is established, click on the drop down next to your name under Your Account and choose Newsletters. You can then select a city and choose the newsletters you would like to receive.

Best Job-Search Resources to Start With

To either start strong or refine your job-search strategy, utilize the following resources. As mentioned above, videos can be found on the Events tab of the [Career Connections](#) website. However, direct links are provided to the related Event listing for the videos referenced below.

- [Resumes 2.0 video](#) | Teaches you to strategically present your message as well as tried-and-true tactical techniques..
- [Resume Career Advice page](#) | This section of the Career Advice portion of the website will provide additional insights into effective resume development.
- [Resume Checklist](#) | Use this tool to speed the process by equipping you to self-critique your resume and craft a better draft out of the gate! **Print the doc and check off each item as you implement/consider it.**
- [VMock Resume Review Tool](#) | Alumni have free access to this online tool that provides instant feedback on your resume as well as suggestions for improvement. **I took the liberty of signing you up as a registered user. You should receive an email with login instructions.**
- [Summary Samples](#) | Summary statements can be challenging; these samples will stimulate your thinking.
- [Resume Samples](#) | These examples can illustrate the kinds of messages that might be included in a resume, how they're presented, and how the entire document might be designed.
- [Gaining Traction video](#) | Shares why it's critical that you have, and how to create, a well-rounded written plan for your job search.
- [Job-Search Strategic Plan](#) | The strategic-plan template referenced in the Gaining Traction video.

Career Choice / Change

If you are not yet clear about your goals and/or are contemplating a change in career, function, or industry, consider the following resources:

- [Career Choice & Change page](#) | Advice on making better career choices by taking stock of yourself and conducting effective career research.
- [Should I Stay or Should I Go? video](#) | Helps you assess the reasons behind your desire for change and how to get the change process started.
- [Top 3 / Bottom 3 exercise](#) | Reflect on your past to gain clues to your best future.

Jessa Nelson

Assistant Director of Alumni Engagement
Kenan-Flagler Business School
The University of North Carolina-Chapel Hill
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G. School of Education**MentorEd**

The UNC School of Education's MentorEd program is designed to facilitate a mentor/mentee relationship between current students in the School and engaged alumni working in various fields and roles related to education and more. MentorEd is an opportunity for students to receive personalized, one-on-one guidance and advice from education and industry professionals.

For more information, contact Laurie Norman, director of alumni relations, at laurie_norman@unc.edu or Kayla Stewart, donor engagement and stewardship officer, at kayla.stewart@unc.edu.

Here you go! <https://ed.unc.edu/alumni/mentored/>

Laurie J. Norman B.S. '83

Director of Alumni Relations

H. School of Government

Following are a list of engagement opportunities which the **SOG-MPA** program provides to its alumni.

- Promotion of Professional Development opportunities/conferences – Some of our spring events include: Deil S. Wright lecture, NCCCMA, SOG courses,

- Alumni Community Conversations – These are events wherein MPA Alumni are recognized and in which Alumni can connect form connections; learn; and find support from those with shared interests
- Lifelong Professional Coaching from a professional certified coach
- Networking opportunities and facilitated introductions to MPA Alumni, Faculty, and students
- Scholarship opportunities with Faculty
- Alumni Connection Program – Opportunities to serve as a mentor to a fellow alum/student or to receive mentorship
- Service on Alumni Board. Our MPA Alumni Board is organized into subcommittees, one is the Connection Program which focuses specifically with connecting alumni to school resources and support
- Classroom engagement with students/faculty
- Opportunities to submit service learning projects
- Alumni Career Announcement Newsletter (sent weekly)
- Internship Database for current students

Attached is a copy of our last e-newsletter which references several of the above resources.

Kristin Pawlowski

(she/her/hers)

MPA Associate Director of Alumni and Employer Relations

School of Government

UNC-Chapel Hill

I. School of Information and Library Science

We have quite a bit of alumni engagement at SILS around networking and career development. We have a full-time career services manager, and she frequently works with alumni.

Here is a general link

<https://sils.unc.edu/careers>

The top photo is from our annual speed networking event where we work with the SILS Alumni Association to pair students and alumni for quick but effective career chats.

Pre-Covid we took students on career treks to visit alumni in libraries and corporate settings. All of the stops on our treks are hosted by SILS alumni.

During the pandemic we have significantly ramped up our virtual career programming. Recordings of these are also available on the site I shared. We have hosted alumni from a wide range of career areas such as Amazon, the Library of Congress, and Bank of America. They generally share specific information about working for their organizations and a bit about their own career paths. We also have alums who give more general career talks like "Exploring the Field of User Experience," and "How to Prepare for a Career Fair."

In 2020 our SILS Board of Visitors members (all alums) hosted virtual "office hours" to provide general career information and advice to students. This year we are doing an innovative "Ask Me Anything" series as virtual alumni/student sessions.

Our career services manager maintains an incredibly active job and internship listserv fed by our alumni. She also runs a field experience program and those are frequently made possible by our alumni. One of our alums in Charlotte helped us start a new funded field experience program at his company.

Many SILS faculty invite alums to come back and speak to current classes.

I'm sure I'm missing something! Hopefully the information you need can all be found at the link above. If not, feel free to let me know and we can chat by phone sometime.

Anne A. Webb
Associate Dean, Development
School of Information and Library Science
The University of North Carolina at Chapel Hill

J. School of Law

UNC School of Law Career Development

WEBSITE

<https://law.unc.edu/careers/>

BACKGROUND INFORMATION

- Carolina Law has a large on-campus interviewing program and its Career Development Office (CDO) provides invaluable support and important career-planning resources, starting at the very beginning of students' first semester of law school.
- CDO staff also supports students as they explore options in summer positions and careers in law firms, government agencies, corporations, and public-interest organizations nationwide. They offer also individual career counseling appointments, mock interviews, daily drop-in hours, and resume/cover letter reviews as well.

DIVERSITY INITIATIVES

- Sponsoring (or co-sponsoring) diversity programs.
- Developing close relationships with diverse students.
- Working closely with diversity/minority law school student organizations.
- Maintaining diversity listservs and sections in email newsletters.
- Maintaining a comprehensive list of off-campus Diversity Interview Programs across the country (with a large focus on 1L and 2L summer associate/internship opportunities).
- Hosting information sessions on Diversity Interview Programs.

- Coaching first-year students selected for interviews for the two-premiere minority/diversity summer programs in North Carolina.
- Preparing students for the Southeastern Minority Job Fair.
- Identifying minority and diversity attorneys to be included in list of volunteers.

INVOLVEMENT WITH EMPLOYERS

- Allow for job postings (with no fee).
- Hosts On-Campus Interviews (OCI) twice a year—fall is for 2Ls and 3Ls and spring is for all three class years. These events do have fees associated with them that support the Public Interest Summer Grant program.
- Hosts Off-Campus Interview Programs throughout the entire year.

INVOLVEMENT WITH STUDENTS

- Assists with preparing for interviews, including mock interviews; sample interview questions; guidance in regard to interview attire; and how to respond to communications from potential employers.
- Helps with judicial clerkships, which are one to two year paid, post-graduate positions with federal, state, and local judges.
- Focuses on 1L law students through various efforts.
 - Career Development Curriculum
 - Career Development Handbook
 - 1L Resume Reviews
 - CareerCasts
 - Career Night
 - Employer Reception for 1Ls

- Mock Interview Program
- Professional Development Boot Camp
- Hosts over 80 events each year for students.
 - Career Night
 - Etiquette Dinner
 - 1L Summer Job Information Fair
 - Mock Interview Program
 - Various panels and presentations focusing on practice areas, career paths, and job search skills
- Provides a large support network for students looking for careers in the public interest or government sectors post-graduation.
 - Carolina Public Interest Law Organization (CPILO)
 - Pro Bono Program
 - Clinics
 - Externships
 - Volunteer Work
 - Summer Grants

CPILO's Peer Mentor Program

K. School of Medicine

Regarding your questions about career assistance, the situation is quite a bit different for graduates of the medical school than for graduates of other types of professional school. Although we do provide career help on a case-by-case basis, we have received very few requests for that kind of assistance since almost every graduate does at least a 4-year residency program after receiving their medical degree. Our alumni usually have contacts within their current residency departments or through Graduate Medical Education departments

(like the one at UNC Health) to assist with career advice. We have also had a few questions from outside agencies regarding recruiting, but I generally tell them the same thing and refer them to UNC residency programs or to the General Alumni Association to advertise their opportunities. I'm sure if we had a demand for it, we would be able to develop resources to help place our graduates.

Todd Dawson (he/him)
UNC Medical Alumni Affairs

And

Our office for many years has talked with students interested in medicine as a profession telling them what we are looking for in a medical student. Our admissions office does the same. We have used our alumni to talk with and meet with students that might be interested in medicine. We encourage our alumni to let us know of any student that might be interested in medicine. We have likewise used our alumni to talk with students about our medical school.

I hope this is what you are looking for.

WESLEY C. (BUTCH) FOWLER JR MD 66
ASSOCIATE DEAN FOR MEDICAL ALUMNI AFFAIRS
PROFESSOR OF OBSTETRICS AND GYNECOLOGY
DIVISION GYN-ONCOLOGY
G050 BONDURANT HALL

L. School of Nursing

My summary for the SON alumni career assistance is:

- Our alumni office collaborates with the Undergraduate Student Governance Council and Office of Student Affairs to put on a series of career mentorship events that are branded our "Get Hired Series". This include:

- A career fair, that has been done virtually the past two years, but we rely on alumni to put us in touch with recruiters
- Early in the fall semester, alumni participate in mock interviews to help prepare students for the hiring process. This has been done virtually with breakout rooms for the past two years.
- We host an annual Mentor Mixer in February. Alumni would be organized by area of expertise and students could rotate through rooms for a quick panel presentation followed by a Q&A and one-on-one time with alumni. The past two years we have done this virtually and broken up each area of expertise into its own separate panel/event, i.e. hosting a virtual panel on nursing oncology on a Saturday morning with 4-5 alumni, then a panel on administration with 4-5 alumni, etc.
- When we were in person the Undergraduate Student Governance Council would have lunch and learns and invite alumni to speak on topics of interest.
- In addition, our nursing faculty invite alumni to come back and speak to students in their classes and work closely with our alumni network to get alumni to volunteer to be [preceptors](#) and for clinical placements for students, which is a required part of the curriculum.

Let me know if you need anything else.

Deanna C. Wilkie

Director of Alumni and Donor Relations
UNC School of Nursing

M. School of Social Work

Attached is a brief document sharing links regarding the requested information. In addition to the career opportunities and mentoring available students, we have an incredibly robust Continuing Education Program that offers seminars all year long to alumni, students, faculty, staff and well as the community. Finally, the SSW curriculum requires 2 years of field education, so our students are embedded in actual social service or clinical settings over the two years providing them with incredible real-life experience as well as strong networks and professional contacts by the time they graduate.

Hope it helps answer your questions.

Christina Hill Coillot, MSW, LCSW | Deputy Director of Development and Alumni Engagement
University of North Carolina-Chapel Hill
School of Social Work

School of Social Work

Career and Mentoring Opportunities

<https://ssw.unc.edu/academics/field-education/>

<https://ssw.unc.edu/student-life/special-events/career-day/>

<https://ssw.unc.edu/student-life/special-events/professional-development-workshops-for-msw-students/>

<https://ssw.unc.edu/continuing-education/>

<https://ssw.unc.edu/continuing-education/upcoming-events/>

<https://ssw.unc.edu/continuing-education/ce-hours-and-credits/>

<https://ssw.unc.edu/alumni-friends/jobs/>

N. UNC General Alumni Association

Career Connections among Students and Alumni

- SWOT Analysis

- *Strengths*

- Alumni interest in supporting other alumni and students in their professional development.
 - Technology platforms to accelerate connections and reduce administrative burden for execution.

- *Weaknesses*

- Historical UCS leadership (the campus “career hub”) transitions influence the trajectory of the GAA partnership and the collective ability to support alumni and students in career and professional experiences.
- GAA’s limits (i.e. capacity/access) on engaging a “critical mass” of the student body to connect with interested alumni.

○ *Opportunities*

- Similar to UCS, the GAA remains the most centralized source for connecting UNC alumni with students and other alumni (*in comparison to KFBS, Pharmacy, Law, etc. focused connections*) thus allowing a more seamless experience and networking for alumni regardless of major or affinity affiliation.
- GAA and UCS could partner with other campus units in order to provide and share more complete information; to enable more fluid partnerships, where feasible, to strengthen career support for students and alumni amongst the UNC community
- The GAA has the ability to prioritize connections without concerns regarding additional institutional-wide priorities or goals.

○ *Threats*

- Campus partners and divisions continue implementing, researching and seeking efforts, including other third-party platforms for elevating connections between alumni and students.
- Turnover and knowledge among campus partners and divisions often leads to the use of non-DAVIE “shadow” alumni databases creating inconsistency in communication with and alumni contact information, which at times leads to disparate experiences with UNC and disinterest in engagement.

● Highlights

- The GAA has not created any formal “mentoring” programs whereby students or alumni are matched directly with alumni.
- The GAA consistently provides “flash mentoring” connections and opportunities for students and alumni to other alumni.
 - *According to Insala.com, “Flash mentoring is a type of modern mentoring. It allows an individual to find the information they need to complete a specific task. This type of modern mentoring is focused on the time-efficiency and convenience of knowledge sharing. It is also much less formal than traditional mentoring. Because flash mentoring is focused mainly on knowledge sharing, it is extremely beneficial to the organization. It takes most individuals 8 or more searches to find information, so efficient knowledge sharing reduces search time and increases productivity. Flash mentoring is less about a relationship and more about knowledge sharing within a network of individuals.”*
 - In the early 90s, the GAA launched the “Alumni Advising Network” This database allowed alumni to volunteer to serve as resources and connections for other Tar Heels. Students initially had direct access to find alumni until the University platform shifted to Blackbaud/DAVIE, which subsequently required different authentication for alumni vs. students. Because of this shift, the GAA served as the intermediary for connecting students with alumni in the platform. Alumni interest remained strong for flash mentoring although student inquiries dwindled. In 2011, 4202 alumni signed up. In 2012, 6229 alumni signed up. In 2013, 5965 alumni signed up.
- In 2015, the GAA began researching third-party platforms to determine options to continue flash mentoring and other ways to connect students to alumni. The GAA also wanted additional functionality in regards to data reporting for the usage and nature of requests for flash mentoring. In 2018, the GAA entered a contract with PeopleGrove to further its flash mentoring capacity. After many conversations with campus partners and professional schools, the

GAA selected this platform given its ability to provide the additional functionality many desired. The GAA anticipated this platform would eventually serve all users given its unlimited community/campus-user pricing model of the existing contact. GAA staff engage in meaningful campus partnerships to support the infrastructure of career success.

- The GAA and UCS thrive with shared resources and efforts regarding career support and networking.
 - Throughout 2015 and 2016, the current Director of Enrichment Programs (DOEP) met repeatedly with Sue Harbour and Jeff Sackaroff to discuss opportunities to merge the existing third-party platform Simplicity in a way that would allow alumni and students to have a consistent experience and elevate connections.
 - Gary Miller was hired and the DOEP scheduled a meeting to discuss this integration again. UCS decided to leave Simplicity to launch Handshake and advised the GAA that this platform would not be ideal for the shared integration. The DOEP began researching additional options. When selecting PeopleGrove, the DOEP scheduled time to discuss this with Gary to determine UCS's interest in joining. UCS expressed interest in considering it later given the priorities related to launching Handshake and other priorities. As such, the GAA continued its launch of the PeopleGrove platform.
 - The DOEP discussed creating in-person career fairs for alumni following the in-person fairs for students to allow increased value and opportunities for alumni to increase their affinity with UNC with the intention to create more networking and job opportunities within companies for Tar Heels.
 - The DOEP served on the 2021 search committee for the permanent UCS Executive Director and participated in previous UCS searches as a campus partner.

- In 2021, UNC selected Dr. Tierney Bates to serve as its Executive Director. We are very hopeful to begin strengthening the UCS and GAA partnership around PeopleGrove, support of the Carolina Covenant career readiness pipeline and many other efforts.
- Two GAA staff members serve on the working committee to support the Carolina Covenant career readiness pipeline.
- The GAA provides career resources to all alumni as well as career coaching to all GAA members.
 - Career coaching numbers: averages 250-350 annually; in 2021, the GAA provided over 600 sessions to GAA members by offering limited unlimited coaching given the challenging impacts of the pandemic
 - Tar Heel Advising Network (PeopleGrove platform): Over 1,350 users
 - Job board: the GAA hosts a job board on the PeopleGrove platform that allows alumni and companies to share opportunities with alumni; the prior job board received less traction after a software change
 - Online Career Webinar Library: Recordings and articles for improving professional opportunities available to all alumni; topics include: “Leveraging Your LinkedIn Profile” and “How to Work with Recruiters.”
 - In person and virtual networking “coffee chats:” Three recent topics include: “Persevering through a Difficult Job Search” and “The First 90 Days,” and “Maintaining Visibility While Working Remotely.”
- Through its advisor relationship with students and some student organizations, the GAA creates opportunities to connect with alumni and seek advice and professional opportunities. Examples include:

- GAA Etiquette Dinner for Senior Class – *discontinued given UCS creation of similar event*
 - GAA Scholarship Mingling Event – *event for scholarship recipients to connect with GAA alumni staff and, where applicable, receive contact information for GAA club leaders to build connections.*
 - SAA Dinner with Tar Heels – *annual events for alumni to sit with a small group of students and discuss their career and any other professional questions over dinner*
 - OBT Alumni Interactions – *OBT provide support for campus events (such as in the Chancellor’s Box during football games) in exchange for the opportunity for alumni to hear directly about the current student experience and for OBT students to learn from and connect with alumni.*
 - GAA Student Interns – *in non-Covid years, the GAA hires 10-20 interns annually, including those qualifying for work-study, and provides opportunities for them to learn and grow in a professional environment.*
- MISC Connections
 - Black Alumni Reunion (BAR): BAR provides Black students and alumni multiple opportunities throughout the reunion to have meaningful conversations and connections. In 1997, BAR began offering a Partner Lunch for students to network with alumni. In 2010, this event grew to the Student Alumni Dinner and allowed an even larger group of students this opportunity.
 - Light on the Hill (LOTH): Although LOTH launched in 2005 as an opportunity to financially support some of Carolina’s most academically gifted Black students, it continues to expand its scope, its donor base, financial support and the number of recipients. LOTH scholars started attending the Friday evening BAR Gala so that many alumni donors could meet them while also providing scholars an opportunity to engage with alumni more directly. In recent years,

LOTH scholars, LOTH board members and a few select donors have attended an even more intimate networking dinner to provide additional opportunities for deeper connections and student support.

- The GAA and its Carolina Clubs host Send-Off Receptions for confirmed UNC students providing opportunities to expand one's Carolina network within a hometown.
- Excluding 2020 and 2021, the GAA has engaged young alumni to write “welcome postcards” to many confirmed first year students. In many cases, these postcards provide “tips for navigating the first year.”
- In prior years, some GAA Carolina Clubs have hosted networking and/or internship events in their respective cities for Carolina students visiting or living in those cities over school breaks.

PARTING THOUGHTS:

Making Career Education a University Priority of the Highest Order

By Joseph Testani

A few priorities remain constant in higher education: budgets and endowments, enrollment and campus infrastructure. Everything else is a juggling act, as institutions try to meet the competing priorities of their numerous -- and varied -- stakeholders. Then, every few years, a new major priority pops up or resurfaces, usually brought on by a crisis in the United States or abroad. It remains a top focus for a while, until another now-morepressing issue arises and forces it back into the background.

Career education is one of those issues. Having worked at public and private institutions of varying size offering varying degree types, I've seen that career education is often thought of in a siloed, functional way. But we owe it to our students and all stakeholders to not lose sight of this priority when the current crisis recedes. Higher education must do better -- there have been examples of deep commitment, but there need to be more.

We must keep the focus and energy on this topic in a consistent, sustained, meaningful and strategic way, taking an integrated approach vs. a simplified and functional area-reactive solution.

Real Prioritization: Key priorities for colleges and universities are topics of board meetings each quarter. They have senior leader buy-in and dashboards to track

progress. They are interdisciplinary and cross-functional. Many units have to articulate how they are impacted by the outcomes of that area or they must provide evidence of contributions. Career education often makes its way to high level discussions, but not in the same way. The focus is often reactive -- related to rankings, complaints, or external forces -- rather than proactive.

Career education needs to be a university priority of the highest order. But let me be very specific -- all four-year institutions should have a three-year, university-level strategic plan on the integration of career education into the curricular and co-curricular experience of students and alumni. Workforce needs and the future of work require nimble and rapid adjustments to strategies and approaches. It has to keep pace with oftentimes rapidly changing industry sectors that innovate and iterate at rates much faster than higher education.

Prioritization influences funding, accountability, real outcomes and change. If universities care about retention, degree completion, social justice, economic and social mobility, the future of our industries, communities and marketplaces, and students in general, there are few, if any, other functional areas other than career education that have the ability to impact all of these concepts.

Accountability: Establishing clear metrics for success, along with accountability measures at various levels, would add weight to the prioritization of career education. External organizations (e.g., state, federal agencies, accrediting bodies, rankings) have tried to tackle accountability but they often fall short, because they are too narrowly defined or are focused on values that are not aligned with higher education. The accountability metrics an institution should put in place can vary depending upon their mission and student population. But all institutions should create some standard measures:

- **Equity and access.** Establishing and tracking access to resources to optimize the educational and experiential resources at the institution. Resources can include: scholarships,

experiential learning funding, internships and research, community-engaged learning, opportunities to build social capital (networking), job opportunities, mentorship or curriculum offerings.

- **Career mobility data.** Tracking data on experiential learning and co-curricular participation, first destination outcomes, and longitudinal alumni career mobility.
- **Competency development outcomes.** Providing structure to track student skill development, especially those relevant to the future of work and rapidly evolving workforce needs. This is rarely done. But, as we've seen during the last 18 months, it's extremely important.

Strategic Integration. Integration with key functions is essential to the future success of career education. The academic curriculum, co-curricular education, corporate and industry relations, advancement and alumni relations, and the research enterprise (for research institutions) are critical. If this is not a prioritization of the highest order, how can it be systemically integrated? If it is not part of the shared governance model of higher education, how can it be integrated?

The line between academics and work outside of academia needs to continue to blur. Bringing real world challenges onto campus -- in partnership with faculty, employers, students and alumni -- will give students experience addressing the most pressing problems facing our communities and societies, and ultimately will aid them in their careers. We have an opportunity to rethink the value proposition we offer students and to explore creative solutions to deliver resources, experiences and relevant skills. Technology, no doubt, will be a critical piece of this strategy. Integration into the institution's and student's tech stack is key as it helps to integrate and elevate career initiatives versus having them as secondary decisions often made by units that are three, four, or five degrees of separation from our technology leaders and

decision makers. We continue to make progress at the University of Rochester to tackle these challenges head on with many of the stakeholders in our ecosystem.

Together, across higher education, we must stay the course beyond this current crisis. If we do, we can elevate the importance of career education -- making it not just one of many things we do, but what we're about as colleges and universities. ■

Joseph Testani is associate vice provost for career education initiatives at the University of Rochester. He previously served as director of career services at Virginia Commonwealth University.

About the Author

Paul Fain is a journalist focused on the nexus between education and work. He writes *The Job*, a newsletter that explores those issues, and helped create a related weekly publication, *Work Shift*.

From 2011 to 2020, Fain was a reporter and editor at Inside Higher Ed. He oversaw the news outlet's coverage of low-income students, college completion, community colleges, federal policy and emerging models of higher education.

Fain also previously was a reporter at *The Chronicle of Higher Education*, where for more than six years he covered leadership and finance. He has written chapters for books on innovation in higher education, published by the Harvard University Press and the Stanford University Press.

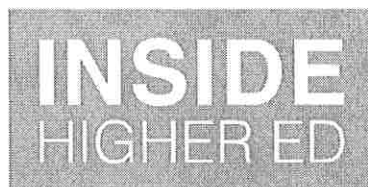
Fain is a graduate of the University of Delaware. A native of Dayton, Ohio, he currently lives in Takoma Park, Md.

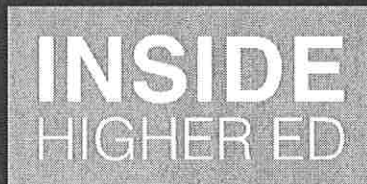
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Outcomes and Metrics that Matter

Embedding Career Services at Higher Education's Core

Authored by Andy Chan and Christine Cruzvergara

Foreword by Lynn Pasquerella



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Foreword

Among the many lessons reinforced by COVID-19, the ensuing economic crisis, and this moment of racial reckoning in America has been that now, more than ever, colleges and universities must prepare students with the knowledge, skills, and competencies necessary to address the unscripted problems of the future—within the context of the workforce, not apart from it.

Despite the monumental challenges posed for higher education by the worst pandemic in more than a century, we have an extraordinary opportunity to reimagine and revolutionize it in ways that meet American higher education's distinctive mission of educating for democracy. Historically, this mission has been embodied by liberal education as an approach that prepares students for active and responsible citizenship, personal fulfillment, and success throughout their working lives.

Indeed, employers increasingly recognize the value of liberal education—grounded in applied learning and engagement with real-world problems and social issues—as vital to evolving workforce needs and economic growth. Nevertheless, over the past decade, a prevailing national rhetoric has emerged that calls into question the value of higher education in general and liberal education in particular. Burgeoning public skepticism has led to a flurry of legislative proposals aimed at tying public funding for colleges and universities to job prospects for graduates, alongside limiting scholarship funds for those who major in disciplines deemed “immediately employable.”

Threatening to reduce higher learning to higher training, the long-ascendent consumerist narrative at the basis of those proposals is predicated upon a cost-benefit analysis for students and families that focuses on the investment in college versus the short-term economic payoff of a degree or credential. While these efforts are both misguided and run the risk of exacerbating a burgeoning economic and racial segregation in higher education, the concerns at their core—that higher education is too expensive, too difficult to access, and doesn't teach people 21st-century skills—must be confronted directly if there is any hope of restoring public trust in higher education.

Andy Chan, one of this report's authors, has become famous for his viral TEDx talk, delivered in 2013, in which he provocatively asserted that for students to more fully benefit from their college experience, “Career services must die.” The goal, of course, is not really to kill career services but to reinvigorate it in ways that unveil the false dichotomy between a liberal education and career preparation.

Ultimately, the goals and effects of embedding career services into the liberal education core must be reciprocal. On the one hand, the move should ensure that career services is not narrowly focused (either on immediate postgraduation outcomes or on a too-narrow set of skills as “marketable” or directly related to employment or job prep), but rather that it helps students understand how the fullness of their college experience prepares them for long-term career success. On the other hand, it should render visible for students that what they’re gaining from their experiences can be applied to the world of work—and how to apply it. Greater transparency about that on the part of those leading students through educational experiences should be paramount.

It is my sincere hope that this paper, written by two important voices in the field, will help us move toward a fuller, more purposeful understanding of the importance of all students finding meaning in their academic work and careers.

Lynn Pasquerella

President of the Association of American Colleges & Universities
Eighteenth president, Mount Holyoke College

About the Authors



Andy Chan

Vice President for Innovation & Career Development
Wake Forest University

Andy oversees Wake Forest's award-winning Office of Personal and Career Development (OPCD) and Mentoring Resource Center, the Wake West Study Away program and the WFU Board of Trustees Innovation Committee. Most known for his TEDx talk, "Career Services Must Die," Andy and the OPCD have been featured in The New York Times, Wall Street Journal, The Washington Post, and NPR.

Andy previously led the MBA Career Management Center at Stanford University, his undergraduate and MBA alma mater, and has held executive leadership roles at The Learning Company and EdTech startups. He also serves as a strategic advisor at several organizations including Handshake, Network for Vocation in Undergraduate Education, New Community Church, and others.



Christine Cruzvergara

Chief Education Strategy Officer
Handshake

Christine leads Handshake's partnerships with the higher education community, which includes 18 million students from 1,250 educational institutions. A nationally recognized change agent and expert on strategies to drive equitable student career success, she is regularly referenced in media, such as CNBC, Forbes, and Inside Higher Education.

Prior to Handshake, Christine was the Associate Provost for Career Education at Wellesley College, where she received the 2017 Career Services Excellence Award from the National Association of Colleges and Employers (NACE) and the 2017 Innovation Award from Eduventures. She has also held senior level positions and board roles at George Mason University, Georgetown University, The George Washington University, NACE, and the American College Personnel Association (ACPA).

Introduction

Repositioning and Rethinking Career Services

The COVID-19 pandemic has accelerated an already widening opportunity gap in America. Even before the pandemic, as the price of college rose rapidly, Americans without a degree were losing confidence in higher education as a ticket to economic mobility.¹

This is bad enough. But a troubling disconnect exists even among the college-going population: The vast majority don't see the instruction they receive as relevant to their professional lives.

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“At the root of many of these issues is the way that higher education has positioned career services.”

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In a 2018 study released by Strada and Gallup, 58 percent of college students said jobs or career-related motivations were their “main reason” for pursuing a degree. But both research organizations later found that just one in four working U.S. adults with college experience strongly agrees that their education is relevant to their work and daily life.²

An earlier study, also by Strada and Gallup, found that while 53 percent of students believed their major would “lead to a good job,” just 34 percent believed they'd graduate with the skills and knowledge needed to actually be successful in the job market.³

At the root of many of these issues is the way that higher education has positioned career services.

Colleges, often nervous about being viewed as vocationalizing their education, have under-resourced career services and placed it on the periphery of the institution. It ends up being relegated to an extracurricular student services office whose job is to just get students jobs.

As a result, it operates as a self-standing enterprise that perpetuates a potentially outdated model. Rather than being integrated into the college student experience, career services often exists in a silo. Students are left on their own to determine how to become career and life ready. The

¹ Redden, Elizabeth, “When Career Advancement Feels Impossible.” Inside Higher Ed, November 17, 2020, <https://www.insidehighered.com/news/2020/11/17/survey-many-americans-feel-powerless-over-ability-advance-professionally>.

² Auter, Zac, “Relevance Linked to Views of Education Quality and Value.” Gallup Blog, May 3, 2018, <https://news.gallup.com/opinion/gallup/233636/relevance-linked-views-education-quality-value.aspx>.

³ Gallup, and Strada. “2017 College Student Survey: A Nationally Representative Survey of Currently Enrolled Students.” Accessed August 30, 2021, <https://news.gallup.com/reports/225161/2017-strada-gallup-college-student-survey.aspx>.

majority of students, especially those from underrepresented and less affluent backgrounds, do not fully utilize the career services resources or programs, oftentimes waiting until it's much too late: spring semester of their final year.

As a result, too often students don't understand or see value in the way colleges prepare them to enter a career, despite this being the main reason they attend higher education.⁴

We believe that going to college should make students employable for life and help them grow intellectually as a whole person. But what would that actually look like?

As it turns out, change is already underway. A growing number of forward-thinking colleges are rethinking career services as a central component of their institutions. In the process, they're rededicating themselves to their core mission.

Technological innovations mean that colleges no longer have to wait until students have graduated but can actually monitor their progress in real time and support students to realize better outcomes.

Brandon Busteed, former executive director for education and workforce development at Gallup, notes that universities typically measure the percentage of graduates who say they've gotten jobs six months after graduating. But that query is problematic, he says. "What colleges need to start measuring—and if they measure this, it'll move them into more action—is the degree to which their graduates are getting *college-worthy jobs*."

College leaders at the forefront of innovation are beginning to identify ways of making this connection, starting with institutions holding themselves accountable for learners after they graduate. Eduardo J. Padrón, the president emeritus of Miami Dade College, notes, "It's important that our responsibility to students doesn't end with a diploma. It ends with our ability to transition them to early career opportunities where they would be able to succeed and find jobs that otherwise would be very difficult to get."

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Dr. Eduardo J. Padrón

President Emeritus, Miami Dade College

⁴ Selingo, Jeff. "College Students Say They Want a Degree for a Job. Are They Getting What They Want?" The Washington Post, September 1, 2018, <https://www.washingtonpost.com/news/grade-point/wp/2018/09/01/college-students-say-they-want-a-degree-for-a-job-are-they-getting-what-they-want/>.

Career readiness is not just a practical consideration. Ashley Finley, vice president of research for the Association of American Colleges & Universities, says a key part of understanding one's purpose and meaning is to understand oneself *as a professional*. "Work provides a sense of purpose," she says. "It provides a sense of meaning. And that's always been at the root of how we envision what it is for somebody to flourish in their lives and careers."

Indeed, Handshake's Chief Operating Officer Jonathan Stull says boosting career services "is not a rejection of the liberal arts. Many of the smartest employers, including tech companies, want people with liberal arts degrees and clear skills, including microcredentials like industry certifications."

In the end, however, no amount of new credentials or certificates will help if leaders don't think about student success more holistically, says Josh Wyner, of the Aspen Institute's College Excellence Program. That includes focusing on labor market outcomes and giving students realistic ideas so they can plan for their goals. "Start with the end in mind," he advises.

Kaplan's Busteed predicts that career services "is poised to become a core facet of the student experience—as central to student success as the curriculum." At colleges and universities that put career services at the center of their strategic plans, he says, this office will become "one of the most important drivers of enrollment growth as students and parents see career outcomes as their top reason for attending."⁵

Busteed also notes that graduates who rated their experiences with career services as "very helpful" are nearly six times as likely as others to "strongly agree" that their alma mater prepared them for post-collegiate life and nearly three times as likely to make a donation to their alma mater.⁶

And in an era when students, parents, and lawmakers are rising in anger over student debt, an **April 2021** survey by the Strada Center for Education and Consumer Insights found that alumni are eight times more likely to say that borrowing for college was worth it when their college gave them resources and support to get a good job.

This paper, drawing from the insights of higher education leaders, lays out a vision for integrating career services into the fabric of the institution, with a focus on how the metrics and outcomes can inform and focus colleges' broader objectives.

It is our hope that it will help higher education leaders understand the link between better tracking career outcomes and meeting institutional goals.

⁵ Busteed, Brandon, "Career Services Will Define The Next Big Boom In College Enrollment." Forbes, Dec. 21, 2020, <https://www.forbes.com/sites/brandobusteed/2020/12/21/career-services-will-define-the-next-big-boom-in-college-enrollment/?sh=13a5dcf6145e>.

⁶ New, Jake, "Looking for Career Help." Inside Higher Ed, Dec. 13, 2016, <https://www.insidehighered.com/news/2016/12/13/only-17-percent-recent-graduates-say-career-centers-are-very-helpful>.

Section 1

Outcomes and Metrics that Matter

Historically, institutions of higher education have typically measured three key things: enrollment, retention, and completion. While those metrics are certainly important in assessing the life cycle (and revenue) of an institution, at their face they omit students' ultimate goal (or desire) for pursuing higher education.

If we were to measure students' desired outcomes—what they're supposed to learn and what, exactly, they should get out of college—that would be powerful.

Dave Clayton, senior vice president of consumer insights for the Strada Education Network, has noted that most students—60 percent—say they want a career outcome from their college degree. When they believe they have “excellent support” from their institution, 83 percent say it will be worth the cost. By contrast, among those who cite “poor support” around connecting their education to a meaningful career, only 17 percent say they believe their education will be worth the cost, just one-fifth as many.

Simply put, what students want is both a meaningful, fulfilling college experience and a pathway to prosperity.

In a perfect world, that is exactly the role career services would play on campus.

But too often, higher education administrators aren't looking at career education in an interconnected, integrated way across the fabric of the institution. As a result, students in most institutions, having put their faith in the process, end up frustrated and angry as they try to figure out a path from college to career—even as employers ask students to be *more* prepared earlier in their college careers.

The result: Thousands upon thousands of recent graduates, often having taken on massive debt, find themselves unemployed—and four in ten of **all recent graduates are underemployed**. You can begin to understand why they're disappointed. Their colleges are making sweeping promises that they are not fulfilling.

Many educators will tell you that just a small percentage of students—perhaps as few as 20 percent—arrive at college well-directed. Most need help figuring out their academic and career goals. That is especially true of students from low-income families and those studying the liberal arts.

Redefining the mission of career services can help. But first, colleges need a common set of metrics across institutions that senior leaders agree are important. Students, in desperate need of guidance, must also be able to clearly understand the link between their college experience and careers.

However, historically neither colleges nor career services have ever agreed upon the career readiness metrics that define success. They've tended to measure job placement as their ultimate success metric.

Ironically, most schools historically have had a difficult time obtaining that data from their graduates—and obtain that information long after students have graduated from their college. It's then too late to be helpful.

It's therefore important to look at two distinct sets of the metrics. **First** is what happens during the college experience and how institutions can measure their progress, with a focus on equitable outcomes.

If we were to take this problem seriously, what would that look like? What would we measure and do while students were in our care?

Forward-thinking institutions are already starting to incorporate that approach. Paul Dosai, vice president for Student Success at the University of South Florida, says USF's definition of student success includes career success. "We aim to prepare our graduates for success in the marketplace or graduate and professional schools, so we already measure job placement rates and starting salaries of our graduates to assess our performance. We also monitor other metrics that lead to success in the workplace, like internships, service learning, and undergraduate research experiences."

The City University of New York Chancellor Félix Matos Rodríguez says universities should focus on social mobility and career infrastructure. Work-based learning, for example, is one important element. "We must help all students, especially first-generation students, gain access to work-based learning that can help them both gain skills and awareness of new career possibilities."

This social capital is critical. Wyner, of Aspen Institute, notes that equitable outcomes start with equitable access to programs that matter. "Achieving equitable outcomes requires a focus on labor market outcomes. Nationally, Black, Latinx, Indigenous and lower-income students enroll at high rates in degree and credential programs that lead to low-wage jobs while, at the same time, infrequently complete STEM and other programs that lead to the most remunerative careers. Colleges and universities committed to achieving equitable outcomes must focus not only on the important goal of closing race- and income-based gaps in graduation rates, but to equalize the kinds of programs from which different groups of students graduate."

"We must help all students, especially first-generation students, gain access to work-based learning that can help them both gain skills and awareness of new career possibilities."

Félix Matos Rodríguez

Chancellor, The City University of New York (CUNY)

Metrics that Matter—During College

Track, analyze and compare the following student data over time, by program/degree/department, as well as by student demographics and sub-groups (affinity, interests, etc.):



Student Engagement

- ✓ Complete Handshake (or other) student profile
- ✓ Career coach appointments
- ✓ Career event/program attendance
- ✓ Internship/job applications
- ✓ Interviews



Career Readiness

- ✓ Updated college resume
- ✓ Updated LinkedIn profile
- ✓ Career Readiness score



Social Capital

- ✓ Student-employer connections
- ✓ Networking event participation



Experiential Learning

- ✓ Academic programs with integrated internships/work-based learning
- ✓ Internships, co-ops and other work-related experiences
- ✓ Intensive research experiences
- ✓ Service learning experiences

Outcomes that Matter after College

To hold themselves accountable, colleges must also be willing to measure what happens after students graduate to look at the extent to which a college is fully delivering on its mission to prepare students for life after college.

Metrics that Matter—At and Post-Graduation

For the graduating student body, starting at graduation and at three and six months post-graduation, ask the following questions in the First Destination Survey:



First destination outcome

Have you accepted a job or graduate school or other form of vocation/employment/education?



Outcome satisfaction

How happy are you with your employment/graduate school/other outcome?



Level of employment

For what you accepted, do you need a college degree?



Academic alignment

For what you accepted, is your major or degree aligned with what you will be doing?



Competency alignment

For what you accepted, will you use the knowledge and skills you learned in college?



Applied competencies

For what you accepted, what specific knowledge and skills will you be using?



Career readiness

Rate your confidence level of your career readiness—to secure employment and succeed at work.



Social capital

Rate how your connections from college (students, alumni, employers, faculty, staff, parents, others) helped you in your career development.



Qualitative ROI

Rate the effectiveness of your college in preparing you for work and life after college.

Metrics that Matter—Alumni Perspective

For alumni at five and 10 years post-graduation, let's ask the following questions in a regular alumni survey:



Lifelong learning

How have you continued your personal and professional education post-college?



Academic alignment

Given your career to date, is what you studied in college aligned with what you are doing?



Applied competencies

Given your career to date, what specific knowledge and skills from college have you used?



Social capital

Given your career to date, rate how your connections from college (students, alumni, employers, faculty, staff, parents, others) helped you in your career development.



Qualitative ROI

Given your career to date, rate the effectiveness of your college in preparing you for work and life after college.

Those metrics, while detailed, are not actually complex. They get to the heart of understanding students' sense of career and life readiness, how they perceive their school in important dimensions, and how their academic experience aligns with their career path. Ask those questions in the First Destination Survey (FDS) of graduates and a survey of alumni five and ten years postgraduation. Those metrics should be straightforward to gather, given the FDS technology offered by external vendors and the social media and communications tools now available to universities.

Section 2

How did we get here? A Brief History of the Evolution of Career Services on Campus

While critics may reject the idea that a main purpose of college is to help graduates find jobs, remember that the first big push to educate large numbers of Americans, more than 150 years ago, came with the development of land-grant and technical colleges. The grants funded 69 colleges, including Cornell University, the Massachusetts Institute of Technology, and the University of Wisconsin at Madison.⁷

While the need for teachers in the 1920s—due to the post-World War I baby boom—helped create vocational guidance programs for graduating teachers, most career services offices arose after World War II, during the era of surging higher education enrollment, a result of the G.I. Bill. College enrollment was on the rise and employers were clamoring to find ways to match so many graduates with job demands.

Career services offices arose not only to interface with employers but also to help students navigate post-college job searches. As a result, colleges began posting and curating job listings, reviewing resumes, and arranging mock interviews.⁸

In the 1970s and 1980s, a slowing economy and shift to retail and service industries helped transform the placement model to a career counseling and planning model, one that emphasized a stronger focus on preparing students for career decision-making and planning.

In the 1990s, the dot-com boom re-engaged employers on university campuses and created a stronger employer-relations focus in career centers. Emerging technologies and social media advanced this networking paradigm in the 2000s to a new level of connectedness for students and employers, as well as alumni, faculty, and families.

In the 2010s, we claimed that all signs pointed to an integrated model of customized connections and communities that extends responsibility for college employability beyond the walls of career centers, which typically exist on the periphery of the campus community, to an ecosystem that fully

⁷ Library of Congress, "Morrill Act: Primary Documents in American History." Accessed August 30, 2021, <https://guides.loc.gov/morrill-act>.

⁸ Selingo, Jeff, "College Students Want Jobs After Graduation. So How Can Campus Career Centers Better Help Them?" LinkedIn, July 10, 2017, <https://www.linkedin.com/pulse/college-students-want-jobs-after-graduation-so-why-campus-selingo>.

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“The changing student demographics, plus the relative ease of making connections via today’s technology, along with the current social environment serve as a foundation for the shifting need to provide more equitable access to social capital and experiences.”

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engages the entire university network of students, alumni, faculty, employers, families, and surrounding communities.⁹

Since then, university career centers have gradually done away with outdated transactional models to make way for customized connections and communities to educate and engage students and stakeholders.

In just the past few years, we have already moved into a new paradigm focused on social mobility. As Farouk Dey and Christine Cruzvergara cover in their most recent article on the future direction of career services, every era of career services has been precipitated by a catalytic event in the economy, and this time is no different. The changing student demographics, plus the relative ease of making connections via today’s technology, along with the current social environment serve as a foundation for the shifting need to provide more equitable access to social capital and experiences.

⁹ Cruzvergara, Christine Y., and Farouk Dey, “Five Future Directions in University Career Services.” LinkedIn, November 6, 2019, <https://www.linkedin.com/pulse/five-future-directions-university-career-services-cruzvergara>.

Section 3

Three Big Trends Shifting the Need

As U.S. colleges and universities emerge from the post-pandemic era, one thing seems certain: not all will survive. West Virginia University President Gordon Gee has said that only “blue water institutions”—those that are forward-looking and open to change—will likely survive over the next several years. Part of that change, he says, is university presidents’ and faculty’s willingness to shift thinking on career readiness—the pandemic has prompted a “great awakening” to the importance of career preparedness, he says. There are three key trends that will have a profound impact upon universities’ survival:

01

Enrollment/Demographic Changes

Institutions of higher education were never designed for the students we serve today. As **enrollment dips** and as **student demographics shift** the student bodies we serve, universities must be prepared to educate, retain, and make successful an increasing number of students of nontraditional age, those who are underrepresented, from low-income households, or the first generation to attend college. These are the same populations employers seek as they diversify their own organizations and institutions poised to respond will be better positioned to meet this demand.

02

Virtual

In recognition of how operating in the virtual world **opens up access** to a greater under-represented and diverse pool of candidates, employers across all industries, sizes, and sectors are incorporating virtual capabilities into their recruiting strategy and practices. To ensure students are ready and have access, institutions must be proactive in adopting the appropriate technology and hosting virtual opportunities for students. Not only will that mode of interaction persist, employers’ expectations for students to demonstrate fluency will only grow as the world of work continues to take on more flexible and asynchronous ways of work and collaboration.

03

Skills

Employers are utilizing technology to identify and recruit students, analyzing their profiles and majors to find students with relevant credentials and skills. So, students need to add credentials and work-integrated learning experiences to their areas of academic focus. That creates an additional challenge for liberal arts majors, valuable areas of study that are not, on the surface, naturally aligned with high-demand career fields and may require additional skill and/or credential building.

Section 4

Key Considerations for Institutional Leaders

Perhaps the biggest challenge career services faces is that university academic leaders are out of touch with how prepared students are for work.

Busteed notes recent findings by Gallup and the Association of Governing Boards of Universities and Colleges in which 96 percent of provosts said their universities were doing a good job preparing students for success in the workplace. Meanwhile, just 11 percent of C-level business executives and 6 percent of trustees said the same.

The data show that universities need “a mindset shift” that places career services at the center of universities’ missions.

“Until provosts start to think about career services as core to the academic mission, we’re never going to make progress,” Busteed says. “If this just continues to be seen as a student affairs initiative, we’re never going to get where we need to be.”

Universities, he says, must make internships and long-term projects key parts of their experience. “It can’t be seen as a ‘student affairs nice-to-have.’ It’s got to be core to the academic mission. We need to get to a place where from a mindset perspective, the chief academic officer looks at the learning value of work.”

He and others say universities would do well to focus on all forms of experiential learning, from internships to partnerships to project-based learning in the classroom.

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Brandon Busteed

President, Kaplan University Partners

Here are 10 ways university leaders can position career services to thrive in the future, of which several align with author Jeff Selingo's writings on learning and the future of work.¹⁰

1

Make career readiness a core component of the college experience.

6

Teach students to articulate and translate their learning from the classroom to their work experiences—and back again.

2

Give career service leaders a seat at the strategic table, and team them with other leaders at the institution.

7

Employ technology to personalize career education and engagement, recognizing that students in different fields approach and experience the job search differently.

3

Clarify the key outcomes and metrics (per the suggestions in this paper); then collect and report the data—overall and by all types of subgroups.

8

Partner with faculty to guide, mentor, and support students by encouraging the career engagement process.

4

Integrate career readiness education into the academic curriculum—offering credit or other policy-based motivators to ensure student engagement.

9

Activate your college's network of employers, parents, and alumni—and teach and motivate students to utilize that network.

5

Offer vocational options alongside the formal curriculum via externships, internships, or student work opportunities per the work-college or co-op model.

10

Provide career readiness and learning opportunities for alumni by connecting career services with graduate and professional schools to offer badges, certificates, and degrees.

¹⁰ Selingo, Jeff, "College Students Want Jobs After Graduation. So How Can Campus Career Centers Better Help Them?" LinkedIn, July 10, 2017, <https://www.linkedin.com/pulse/college-students-want-jobs-after-graduation-so-why-campus-selingo>.

Conclusion and Call to Action

The ideas included in this paper are meant to be iterative, adding to a debate that has long been underway about the future of higher education and how it can meet students' needs. Despite its challenges, the COVID-19 crisis has, in many ways, created an opportunity to rethink higher education and how it delivers the services that matter most. No matter what the future holds, the path forward starts with the metrics we use to hold institutions accountable.

As our nation moves forward, that must include a push to rethink career services, not only as an investment that's central to the core mission of higher education but one that will also produce dividends in the future, with more successful students and tighter bonds between alumni and their alma mater.

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Félix Matos Rodríguez

Chancellor, The City University of New York

Jonathan Stull

Chief Operating Officer, Handshake

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About

Handshake is the number one site for college students to find jobs.

Today, the Handshake community includes over 9 million active students and young alumni at over 1,200 colleges and universities—including 150+ minority-serving institutions. We connect up-and-coming talent across all 50 states with over 550,000 employers recruiting on Handshake—from every Fortune 500 company to thousands of small businesses, nonprofits, startups, and more.

Handshake is democratizing opportunity and ensuring college students have the support they need to find a great job and kick-off a meaningful career regardless of where they go to school, what they choose as a major, or who they know. Handshake is headquartered in San Francisco and has offices in Denver and London, England.

Learn more at joinhandshake.com.

Five Future Directions in University Career Services

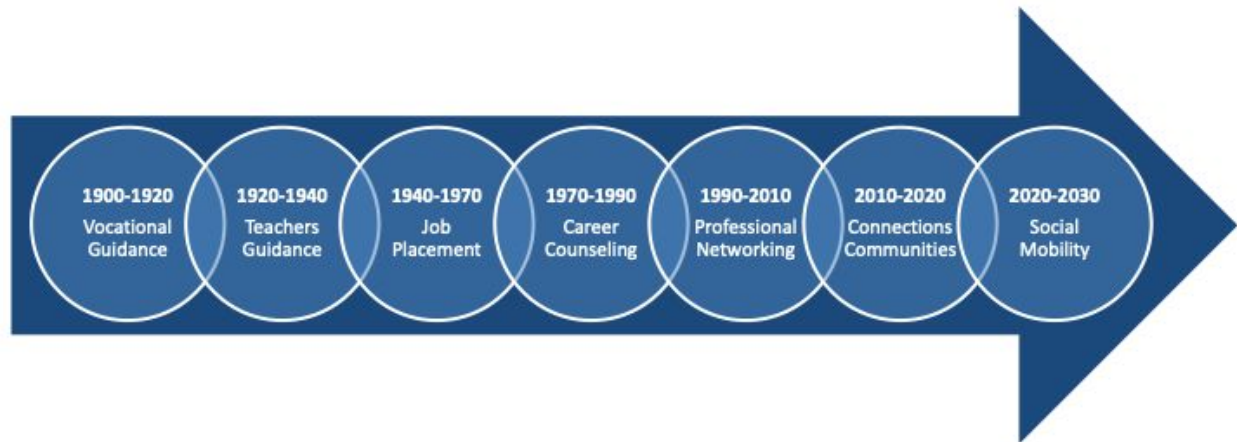
Co-authored by Farouk Dey ([@faroukdey](#)) and Christine Y. Cruzvergara ([@ccruzvergara](#))

In 2014, we published [10 Future Trends in College Career Services](#), an article that summarized patterns and trends we observed during a time of change in the economic, societal, political, and higher education landscape in the aftermath of the 2008 recession. We made bold predictions about the future of university career services, called for reform in critical areas, and along with colleagues from around the world, helped to elevate the career outcomes conversation to improve measurable success for all college students. Given the ongoing and accelerating changes in our space and within career services, a review of the framework we previously laid out and a new look at the future is warranted.

Evolution of University Career Services

In our original article, we presented the theory that university career centers tend to evolve every 20 years, following labor market and economic cycles. The need for teachers in the 1920s due to the post World War I baby boom led to the creation of **vocational guidance** for graduating teachers (Pope, 2000). In the 1940s, the push to match veterans returning to college on the GI Bill with jobs in a manufacturing economy helped establish **job placement** as a necessary service on university campuses. A slowing economy and shift to a retail and service industry in the 1970s and 1980s helped transform the placement model to a **career counseling and planning** model (Casella, 1990). This paradigm shift emphasized a stronger focus on preparing students for career decision making and planning. The dot-com boom in the 1990s reengaged employers on university campuses and created a stronger employer relations focus in career centers. Emerging technologies and social media advanced this **networking** paradigm in the 2000s to a new level of connectedness for students and employers, as well as alumni, faculty and families (Dey & Real, 2010). And in the 2010s, we claimed that all signs pointed to an integrated model of **customized connections and communities** that extends responsibility for college employability beyond the walls of career centers, which typically exist on the periphery of the campus community, to an ecosystem that fully engages the entire university network of students, alumni, faculty, employers, families, and surrounding

communities (Dey & Cruzvergara, 2014). In a span of five years, this paradigm has become a new norm in many university career centers that have gradually done away with outdated transactional models to make way for customized connections and communities to educate and engage students and stakeholders.



Source: Evolution of Career Services in Higher Education 1900-2030 (Dey & Cruzvergara, 2019)

The trends we predicted were accurate. However, we clearly underestimated the pace of change as the economy and technological advances continued to accelerate, coupled with new generational behaviors and attitudes pushing higher education to adapt. Thus, the shelf life of career education models has shortened from 20 to 10 years, forcing leaders and educators to adapt and change at a much more rapid pace. We would argue that even within a 10 year time frame, change and experimentation within the framework must now become the norm as constant iteration ensures relevancy.

New Foundational Reality: Social Mobility for a Changing Student Demographic

Our institutions have seen a steady increase of underrepresented students enrolling over the past 40 years (U.S. Department of Education, National Center for Education Statistics, 2019). With the help of philanthropy, we have seen concerted focus in the past several years by many higher education leaders on initiatives tied to stronger access and equity for first generation, low and limited income, and students of color. Notions of social mobility and inclusive excellence are regularly discussed across universities today, and with rising costs in tuition (U.S. Department of Education, National Center for Education Statistics, 2019), we continue to see

talented students select a wider range of institutions for their postsecondary education. Colleges and universities globally -- large and small, private and public, elite and non-elite -- have a collective responsibility to prepare **all** students for successful futures. Many institutions have demonstrated strong progress toward expanding access at the point of admission through thoughtful recruiting and enrollment management. However, for true equity and access to occur, we must invest across all aspects of the educational journey to ensure every student has an exceptional post-graduate outcome. By building infrastructure that supports students most in need, we benefit all students. While career success is the desired outcome, higher education's ultimate return on investment is equity.

As we approach 2020, we believe communities will continue to be the best suited and dominant approach in the delivery of content and development of sustainable networks in the next decade. However, the focus of career centers will hinge on facilitating social mobility through **equitable access to connections and experiences** for all students regardless of background or social capital.

Evolution of Career Services in Higher Education (1900 – 2030)

Dey & Cruzvergara, 2019

PARADIGM	1940-1970 PLACEMENT <i>Reactive</i>	1970-1990 COUNSELING <i>Proactive</i>	1990-2010 NETWORKING <i>Interactive</i>	2010-2020 CONNECTIONS & COMMUNITY <i>Hyperactive</i>	2020-2030 SOCIAL MOBILITY <i>Equitable</i>
Environmental Factors	GI Bill & Manufacturing Boom	Self-Actualization Movements, Diversity of Candidates and Opportunities, & Less Jobs	Dot Com Boom, Technology, University Funding, Globalization, & Generational Changes	Economic Downturn, Less Jobs, Society's Expectations, Value of Higher Education, & Social Media	High cost of education, equity and inclusion, social mobility, & technological advances
Purpose	Placement	Decision Making & Skill Development	Preparing, Educating, & Revenue Generating	Building Connections & Communities	Access to Connections and Experiences for 100% of students
Method	Employment Service	Counseling, Workshops, & Print Resources	Coaching, Courses, Career Fairs, & Web Resources	Facilitating, Relationship Development, & Social Media	Replace transactions with scalable interventions, systematic integration in academic experience, experiential learning, skill development, engagement of alumni and employers
Name	Placement Center	Career Development Center	Career Services	Career & Professional Development	Career and life design
Stakeholders	Students & Employers	Students	Students, Employers, & Parents	Community: Students, Alumni, Employers, Parents, Faculty, Administrators, & Government	Students, Alumni, Employers, Families, Faculty, Administrators, tech partners, associations, & Government
Theoretical Orientation	Trait-Factor (criteria matching)	Typology: matching based on personality, interests, & skills	Eclectic: based on counselor's theoretical orientation	Design Thinking: Strength Based, Chaos, & Happenstance	Life Design
Provider Identity	Job Filler	Generalist Counselor	Supportive Coach, Organizer, & Educator	Customized Connector, Multifaceted, Relationship Developer, & Group Facilitator	Educator, Connector, Facilitator, Influencer, Skill Developer (not Counselor, Coach, Advisor)
Provider Skills	Processing	Counseling	Multitasking, Coaching, & Coordinating	Facilitating, Synthesizing, Connecting, & Specialized Expertise	Connecting, Facilitating, Influencing, Communicating, Branding, Teaching
Director Profile	Placement Director	Director: Senior Counselor, Staff Trainer, & Supervisor	Executive Director: Manager of Operations, Employer Developer, & Fundraiser	Elevated Role (AVP, VP, Dean): Visionary, Strategic & Political Leader, Convener of Stakeholders, & Change Agent	VP: Visionary, Strategic, Chief Communicator, Thought Leader, Social Media Influencer, Convener of Stakeholders, & Change Agent
Reporting Line	Student Affairs	Student Affairs	Student Affairs & Academic Affairs	Enrollment Management, Advancement & Development, Alumni Relations, Academic Affairs, & Student Affairs	Academic Affairs
Location	Placement Office	Counseling Office	Web, Classroom, & Event Hall	Mobile, Social Media, & Hot Spots	Everywhere on and off campus, private office not necessary
Employer Recruiting Strategy	Demand	Selective	Experiential Learning (early identification)	Branding & Campus Engagement	Engagement with academic departments and campus communities
Industry Growth	Manufacturing & Mining	Retail & Service	Technology, Finance, Real Estate, & Government	STEM, Energy, Social Impact, Healthcare, & Media	STEM, Energy, Social Impact, Healthcare, & Media
Measures of Success	Placement Data	Appointments & Attendance at Programs	Learning Outcomes, Engagement, & Generated Revenues	Employability, First Destinations, Reputation, & Engagement	Social Mobility: Fulfillment, Career Outcomes, Number of Applicants, & Net Promoter Score

[Click here or image to enlarge](#)

Five Future Directions in University Career Services

In today's fast changing environment, university career centers have unprecedented opportunity to lead and establish new trends. In an effort to be proactive, we've created a list of future directions that career educators and higher education leaders must pursue based on our analysis of the latest literature, data, and observations from our work in our organizations, consulting projects with various institutions, and keynotes shared at various conferences.

1. **Systemically Integrate into Academics** -- For the past decade, institutions across the nation have started to shift reporting lines and elevate career education. Even before that, professionals debated the merits of reporting through student affairs, academic affairs, or other divisions. While reporting lines vary based on institutional contexts, we strongly believe social mobility can only be achieved through systemic integration of career interventions in academics in order to ensure all students have equitable access to networks and opportunity, regardless of their background or social capital. For change to effectively reach **all** students, colleges and universities must seriously evaluate the privileges and experiences that are core to their institution and to build systems, checkpoints, and structures that amplify these across all student populations. Our colleague, Jeremy Podany, illustrates this in many of his [writings](#) and presentations, most notably in his reflections on social innovation for our field.

To date, many institutions have one common experience required for all students... academics. Thus, integration into the academic experience is necessary to ensure that low income, first gen, and / or underrepresented students don't fall through the cracks, to ensure those who need help the most don't miss out on asking questions because they may not know what questions to ask. Integration might look like explicitly connecting career competencies to course syllabi and pedagogical practices, requiring experiential learning as part of the curriculum, or linking faculty service on career education initiatives to existing incentive structures for tenure and promotion. [Drew University's](#) Launch, [Johns Hopkins'](#) Integrative Learning and Life Design, [Carthage College's](#) Aspire Program, [Davidson's](#) Bootcamp style

program, and [Georgia State University's](#) College to Career QEP efforts are among the recent examples of bold and systemic integration of career education into the academic experience for all students.

Doctoral students and postdoctoral fellows also struggle in finding their way to the career center due to fear of being shunned by faculty advisors who seem to support academic careers resources only. Studies have found a direct correlation between career development support and mental health for doctoral students and postdoctoral fellows. For instance, more than half of doctoral students suffering from depression or anxiety do not believe that their advisor is an asset to their career (Evans et al, 2018). The NIH Office of Intramural Training and Education has successfully prototyped train-the-trainer models, in which faculty and administrators are trained on practices in career development and mental health (Evans et al, 2018). Such models strengthen the case for scalability and systematic integration into academia.

We believe that in most cases, true systemic integration can be optimized by moving career education under academic affairs with a direct reporting line to the university provost and/or president. This model continues to gain traction with 25% of career centers now reporting to academic affairs, as reported by the National Association of Colleges and Employers (NACE, 2019). The number of career centers directly reporting to student affairs has dramatically dropped in the last 10 years, from 68% in 2008 to 46% today (NACE). This trend will only continue to accelerate with the increased focus on mental health, wellness, safety, and risk management in student affairs resulting in a growing mismatch in priorities. It is time for career services to leave student affairs.

As believers in the liberal arts, we are not suggesting faculty become pre-professional or vocational-focused. We are simply stating that the marketplace has changed, the student demographic once served by our higher education institutions has shifted dramatically, and the needs of our new generation require an integrated approach. For systemic integration to be effective, career educators must expand their understanding of shared governance within the academic enterprise, and faculty must infuse connections and immersive experiences into their curriculum for stronger outcomes in and outside the classroom. As shared understanding develops,

we will see the erosion of the tension between the production of knowledge for its own sake and post-graduate career outcomes for students.

2. **Build Scalable Structures** -- It is virtually impossible to achieve true equitable access to networks and opportunity without scalable career services structures, approaches, and interventions. Yet, university career centers are still deploying the majority of their budgets towards staff and resource-intensive transactional services, such as coaching appointments and on-campus interviews, that barely serve half of the student population, and result in only 17% of them finding career services helpful (Gallup, 2016). Most of those who do not take advantage of career services are first-generation and transfer students (Gallup, 2016). In our collective observation and consultation across numerous institutions, many of the students seeking career services are beneficiaries of more privileged backgrounds. They have learned how to navigate complex systems and have the support networks that nudge them to schedule an appointment with a career coach or attend an information session with an employer. They are hailed for being “self-directed” while non-users are blamed for not engaging.

But if 100% of your enrolled students showed up, would your career center as it is structured today be able to serve them all? There is no reasonable university budget that can sustain such demand of individual transactions. Thus, it is time to admit that the current career center as it is structured in higher education today is built to serve the privileged few. We must have the courage to collectively let go of what doesn't scale and invest in structures that fulfill our institutions' promise of equity, inclusion, and social mobility. We have already seen these pivots made across other verticals in higher education, including enrollment management and student success. We can apply these same learnings to career services.

Until 100% of students are served in ways that meet their needs, we are not yet truly inclusive nor are we achieving true equity. With limited resources, career professionals must rethink core structures and deploy staff most efficiently while also investing in interventions that can be systemically integrated and scaled. This doesn't remove the human component, rather it allows us to more effectively deliver content and education en masse while also ensuring the students who need individual help the most are served. Individual one-on-one services should become ancillary, like office hours for students who do not benefit from networks of privilege, rather than the

primary function or mode of service delivery by our teams. By fully integrating into your institution's systems to maximize resources, it is possible to reallocate one-on-one time towards academic advisors and mentors who can incorporate initial career or life design into their conversations allowing the career team to complement with meaningful connections and experiences. Johns Hopkins University in the US, and University of Liverpool in the UK have both eliminated all one-on-one appointments, opting for full alumni mentoring and peer-to-peer learning models and redirecting professional staff time towards academic integration and bringing immersive experiences and connections with alumni and employers to all students. By focusing on scale, we can challenge our teams to consider new structures and to think differently about how we might have the greatest impact.

Similar to our employers, students expect career services to be high tech (or we seem irrelevant) and high touch (or we seem impersonal). Achieving this balance might seem difficult, but we should remember we can now utilize technology in ways we didn't have five years ago to amplify our reach. Machine learning has given us the capacity to provide scaled personalization to our constituents through communities, alumni mentoring, peer-to-peer learning, and access to opportunity. The rise of social and professional networks coupled with the increasingly open exchange of knowledge and relationships is forcing us to deal with the difficult truth that universities are no longer the keepers of information and connections. Universities of course maintain their commitment to safeguarding the student data they manage while educating students about privacy. Further, the role of college career services is shifting to facilitate access to and inform all students about how to best and safely leverage networks, experiences, and opportunities. Educators and technology partners have the responsibility to reassess and adapt practices to truly leverage the positive impact of the latest advances for students and their social mobility. As our previous article introduced and this one reinforces, we have an opportunity to embrace and expand this ecosystem to include our colleagues and partners in and outside of higher education.

3. **Teach Life Design + Work Skills** -- The recent theoretical foundations of planned happenstance (Krumboltz & Levin, 2004) and chaos theory of careers (Pryor & Bright, 2003) have paved the way for a similar philosophy that downplays traditional career planning in favor of design thinking to encourage students to identify their curiosity, and prototype personal and

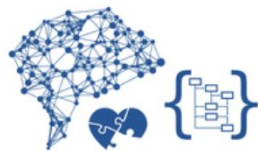
professional ideas that may lead to a joyful and meaningful career (Burnett & Evans, 2016). The intuitive concepts and practicality of life design have increased its popularity in higher education classrooms and career centers around the world, challenging outdated models of career assessments and traditional counseling approaches. Life design as a philosophy and practice aligns perfectly with principles of systemic integration into academics and scalable interventions. Many universities are adopting life design themes in courses, workshops and programs, and digital resources. In some cases, universities have fully embraced life design as the official university brand behind their career outcomes.

With the rapid pace of change in our economy and across every industry, our students and graduates need the skills to be agile and adaptable. It is critical that career educators begin to focus their energy on helping students to develop core success skills that will ensure their capacity to reinvent themselves time and time again. More than just preparing them with career management competencies, it is becoming necessary for career educators to use new channels to equip students with the skills sought by employers and necessary for success in the future of work. The World Economic Forum published the top 10 skills necessary, often referred to as soft skills, for workers to be ready for the fourth industrial revolution (WEF, 2016). These skills are too consequential to be branded “soft.” It is time for higher education to rebrand “soft skills” as **success skills** and integrate them into the academic experience for all students in the form of bootcamps, evening seminars, alumni taught sessions, and online credentialing. This is a fundamental change to the role of career educators, but one that is needed to ensure students gain core skills necessary to lead meaningful lives in the fast changing world of work.

Top 10 skills

in 2020

1. Complex Problem Solving
2. Critical Thinking
3. Creativity
4. People Management
5. Coordinating with Others
6. Emotional Intelligence
7. Judgment and Decision Making
8. Service Orientation
9. Negotiation
10. Cognitive Flexibility



in 2015

1. Complex Problem Solving
2. Coordinating with Others
3. People Management
4. Critical Thinking
5. Negotiation
6. Quality Control
7. Service Orientation
8. Judgment and Decision Making
9. Active Listening
10. Creativity



Source: Future of Jobs Report, World Economic Forum

4. **Measure Impact over Input** -- Measuring what matters provides a far greater metric for institutions to determine effectiveness. While student career outcomes and first destinations are priority data for nearly every institution, it is too late to intervene once we finalize and report this data. Instead, we propose three concrete metrics that should be tracked for career centers of the future beyond the traditional engagement and destination data: 1) number of applicants, 2) fulfillment with outcomes, and 3) net promoter score (nps).

In order to determine a true leading indicator for career outcomes, we should work backwards in the funnel to identify the one action every student must take to achieve success... the answer is **apply**. All the learning we wish to impart is critical, but the ultimate measure of success is to see students' learning through action. Applying for a job, fellowship, or graduate school are among the most consequential actions students take in college. By tracking applicants, we can identify trends in students who have applied vs. those who

have not to further inform even more leading indicators up-funnel in the process. And to determine if specific student populations need additional intervention. This applicant metric, tracked year over year, can provide insight into how your institution is supporting students in their progress towards possible career outcomes. It serves as a signal for career professionals and provides an opportunity to intervene as necessary and to directly influence student behavior.

For post-graduation career outcomes, we propose broadening our definition of success to include work fulfillment, beyond destinations or initial outcomes. Data about job offers, graduate school admissions, and first salary post-graduation do not tell the full story of the impact of college education. We must also collect data about graduates' sense of fulfillment with these early steps in their careers. How confident do they feel that they are on the path towards meaningful work and living their life purpose? Such questions must be integrated in graduation and alumni surveys, and reported as critical elements of the college-to-career and lifelong success story for both recent graduates and more seasoned alumni. Furthermore, these metrics provide institutions with a better sense of their contributions and may also be a leading indicator of institutional giving and engagement in the future.

Net promoter scores give career centers an alternative metric to traditional input and engagement data, such as numbers of appointments and attendance in workshops and events, to help them manage their reputation among constituents and keep their fingers on the pulse of a changing student demographic. In order to scale engagement among students, career centers must measure, build, and manage customer loyalty (Reichfield, 2003). Using a likert scale of 0 to 10, the net promoter score is effective as it raises the bar of satisfaction by eliminating 7s and 8s from the formula, scores that often represent indifference but are often treated as acceptable outcomes. In order to earn student loyalty and scale our impact on and off campus, we must strive for 9s and 10s, which represent our promoters, and work to turn our 0s through 6s, our detractors, into promoters. The difference between the two sums results in the nps, and the closer it is to +100, the closer we are to a scaled model of career services that positively impacts and supports all students and constituents.

5. **Redefine the Narrative --** Sustainable transformation in career services requires a new narrative that promotes themes presented in this article. The

new narrative must clearly communicate the prominence of integration directly into the central and evolving work of the university: academics, rather than peripheral services, scalability rather than transactional services, life design rather than career planning, and career fulfillment rather than placement and destinations. Under the new narrative, the career center should no longer strive to be a destination for students and other constituents. Why would it, if it's fully integrated into students' academic experience? To accomplish this, we propose a few unconventional moves for a stronger narrative: change the name of the office and drop the words career and services from your vocabulary, drop the words counselor or coach from staff titles and align them with your academic culture, choose or create a framework or model that defines your approach, turn the career center into a content and engagement organization, and invest in technology and cultivate your staff into influencers. Most importantly, amplify your changes, make thought leadership the common expectation among all career educators, and give back to the higher education community by sharing your innovations and best practices.

To be clear, redefining the narrative is so much more than rebranding. While brand management is an essential element of successful career services transitions, this new era requires a much more sophisticated and media savvy approach. Career Services leaders in the 2020s must excel at telling the story of career and life outcomes using data, frameworks, and all parts of the university ecosystem in order to make all stakeholders deeply understand, feel, and believe in their essential role in this work. Our shared story must invite intrigue and different opinions, positive and negative reactions, and most importantly **action**. We witnessed firsthand the power of redefining the narrative when our colleague and the original narrative shifter, Andy Chan, gave his [TEDx: Career Services Must Die](#) in 2013. While the title of his talk was provocative and its intent was misunderstood by some colleagues at the time, it also catalyzed conversation across our field and the ripples of his pioneering work can still be felt today. He opened a door into the future as the first leader in career services to hold a cabinet position at Wake Forest University and fully integrate career development in curricular and co-curricular experience for all students. The message may have been ahead of its time in 2013, but here we are six years later calling for the "death of the traditional narrative" so we can collectively write a new story and build a new identity of systemic integration and scalability to ensure more

equitable outcomes for all students regardless of background or social capital.

Five Questions to Stay Relevant

If we wish to remain relevant to our students and our institutions, we must embrace multiple new identities as educators, connectors, facilitators, influencers, and skill developers. The ability to navigate complex systems, to integrate into pre-existing structures, and adeptly influence varied groups of stakeholders is now the norm. In today's landscape, this is all of our shared work, no longer just reserved for the most senior leader. Our challenge for every person reading this article (regardless of your role) is to boldly ask yourself:

- What is one structural or systemic change you could initiate this year to move you closer to ensuring all students benefit from some form of career education at your institution?
- What three things will you change within your own office to engage 100% of your students annually?
- What unconventional practices will you deploy to help students build the core success skills they need to be successful in their careers and lives?
- What are three metrics that best show your impact (not input) and is understood by others beyond career services?
- How would you define your new professional identity to be relevant in this new era?

Tweet your thoughts to co-authors [@ccruzvergara](#) and [@faroukdey](#) and use [#integr8CS](#) [#scaleCS](#) [#chasingequity](#)

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