

Focus Area: Higher Education Career Center Counselors and Specialists

Program Type: Graduate Student Poster Session (display only)

ID/Title: *p2 Career development issues of college students with disabilities: A scoping review*

Abstract: College students with disabilities face unique challenges in achieving career success. Using a scoping review, the presenter explores those challenges, as well as recommended strategies and interventions in the literature when working with this population. Research gaps and best practices for career development professionals will be provided.

Goals: 1. Participants will gain more awareness of the career challenges that college students with disabilities face. 2. Participants will learn about best practices (eg. strategies, theoretical frameworks, and interventions) to work with college students with disabilities in career counseling and programming capacities. 3. Participants will learn about the research gaps for career development issues of college students with disabilities.

Summary: According to the National Center for Education Statistics (2019), approximately 19.4% of undergraduate students reported having a disability in 2015-2016, and 99% of higher education institutions have enrolled students with disabilities (Raue, & Lewis, 2011). Statistics showed that compared to college students without disabilities, those with disabilities have lower retention and graduation rates (Newman, Wagner, Knokey, Marder, Nagle, Shaver, & Wei, 2011). In addition, people with disabilities are less likely to be employed and more likely to have low-paid, low-skilled, and part-time jobs, compared to those without disabilities (The U.S. Department of Labor, Bureau of Labor Statistics, 2018). College students with disabilities face various challenges as they make their career decisions, develop career skills, and look for employment. Some of the challenges include dysfunctional career thoughts, lack of representation and role models, lack of career resources and work-based experiential opportunities, and challenges in job search due to employers' misconceptions (Briel, & Getzel, 2014; Sears, Strauser, & Wong, 2014; Roessler, Hennessey, & Rumrill, 2007; Yanchak, Lease, & Strauser, 2005). Therefore, it is crucial that career development professionals understand the unique needs of this population to provide support throughout their college time. Following Arksey and O'Malley's (2005) scoping review framework, the presenter explores the challenges, as well as recommended strategies and interventions in the existing literature that focuses on career development issues of college students with disabilities. Research gaps and best practices for career counselors and career services offices will be provided.

Focus: Higher Education Career Center Counselors and Specialists

Program Type: Graduate Student Poster Session (display only)

Competency: Diverse Populations

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Other

Relevance: College students with disabilities are an underrepresented population with unique barriers in their career development at both individual and systemic levels, especially during this time of uncertainty. By using a scoping review, the presenter explores career development issues and interventions that have been used to empower this population in the existing literature. This session will focus on sharing best practices for career counselors and career services offices to support and advocate for this population, as well as research gaps to inform future research and practice ideas.

Focus Area: Higher Education Career Center Counselors and Specialists

Program Type: Presentation (70 minutes)

ID/Title: *95 Embracing Sustainable Innovation from Within: Creating Virtual Practices with Multiple Benefits*

Abstract: We share how our student staff initiated the development of a homegrown online document review process and how it inadvertently allowed us to seamlessly transition our services to a virtual setting. We also examine how this experience provided student staff opportunities to build essential career development competencies.

Goals: "çShare our online document review service (created and fully staffed by student staff) and discuss how colleagues can craft it to fit their own environment "çDiscuss how we have assessed and adjusted this service to fit the needs of the students that we serve "çIndicate the career development competencies gained and utilized by student staff while building and facilitating the online review service "çEmpower participants to consider meaningful student involvement in projects that encourage student staff to invest in their own career development

Summary: During the fall 2018 semester, the student staff at The Career Center at Illinois developed and launched an innovative, cost effective, and sustainable practice for online resume and cover letter reviews which allowed our department to scale our reach to student participants while maintaining high-quality service delivery. Over time, we have modified and streamlined the service to improve access and quality; most recently assisting with moving our services to a virtual setting due to COVID-19 social distancing guidelines. As a result, we have improved our ability to meet students where they are (in a virtual space), increase our service numbers, and enhance the growth of our students staff's career development competencies such a digital technology management, virtual written communication, and leadership development. During this session, we share how this platform was created utilizing commonly-used learning management system applications and how the service evolved throughout three academic years. Additionally, we will discuss the policies, procedures, and effective strategies so our colleagues can develop this service to fit their unique needs. We will share our assessments that explore student participant usage, user satisfaction, and highlight the continuity and sustainability of the service. Lastly we discuss the impact of student staff involvement and how it encourages self-investment in their own career development.

Focus: Higher Education Career Center Counselors and Specialists

Program Type: Presentation (70 minutes)

Competency: Program Management/Implementation

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Lecture

Relevance: Though we are experiencing a time of uncertainty, students/clients continue to seek opportunities to be competitive and marketable to employers in this unpredictable workforce. Embracing innovation is a way to persist through uncertainty. Colleagues that attend this session can add this service to their "toolbox" in order to assist their students/clients in a way that is accessible virtually, can be sustained, is cost effective, and will also assist their student employees build career development competencies that employers desire. We are excited to share this practice with our colleagues that can widely benefit all of those involved.

2021 Proposals

Focus Area: Higher Education Career Center Counselors and Specialists

Program Type: Presentation (70 minutes)

ID/Title: *96 Student Identity Integration: Navigating the Intersection of Identity, Career, and Academics*

Abstract: Learn about Loyola University Chicago's coursework-based strategies for guiding career identity development and cultural awareness as they relate to career beliefs and decision-making styles. Strategies, tools, and campus partnerships used to guide students in this reflective process will be detailed by two members of Loyola's Career Development Advising team.

Goals: Explore the relevance of cultural identity development to career development. Demonstrate self-reflective strategies for engaging college students in identity development through career-specific coursework. Provide adaptable, career-focused tools to share with campus partners for use in classrooms and seminars

Summary: Emerging adulthood can represent a period of self-discovery in relation to how cultural identities shape career beliefs and decision-making styles. As career development professionals, we acknowledge a reciprocal interaction between one's cultural identities and larger identity ecosystem, e.g. local communities, organizations, and national policies. This interactive dynamic informs awareness, beliefs, and perspectives about career. Providing students with tools to reflect on these dynamics affords them the opportunity to construct their career narratives in a more intentional and meaningful way. At Loyola University Chicago (LUC), Career Development Advising (CDA) has developed coursework-based programming to broaden these reflective opportunities beyond the boundaries of 1:1 career counseling. Our team offers two optional career-specific courses, each of which provide strategies for students to reflect on this interaction of their own cultural identities and wider "career identity ecosystems". In addition to these elective courses, Career Development Advising has partnered with LUC's New Student Programs to introduce these concepts and strategies in conjunction with mandatory first-year and transfer-student seminars. In this conference presentation, two CDAs will demonstrate how our team has harnessed this partnership, as well as detail the specific strategies and tools provided to both students and campus partners to facilitate this reflective process.

Focus: Higher Education Career Center Counselors and Specialists

Program Type: Presentation (70 minutes)

Competency: Training Clients and Peers

Willing to Accept Alternate Presentation Type: 0

Virtual Alternative: 1

Method: Lecture

Relevance: This presentation aligns with the thematic intentions of the 2021 NCDA Conference by offering insight, strategies, and tools for incorporating self-reflection of identity development and career identity ecosystems into coursework for all students. In particular, this approach can be empowering for diverse populations to take ownership of their career narrative. Embedding these strategies into a mandatory seminar ensures that students who may not have had support in career development prior to college begin that process and dialogue right away, positioning them to be more career ready as they prepare for their professional lives after graduation.

2021 Proposals

Focus Area: Higher Education Career Center Counselors and Specialists

Program Type: Presentation (70 minutes)

ID/Title: *97 Managing Student Engagement and Career Expectations in this New World Economy*

Abstract: In today's rapidly changing world, navigating the new virtual landscape requires a remodeling of traditional skill sets. Through a virtual workshop format, teaching our constituents adaptable approaches and competencies is a necessity in this pandemic economy.

Goals: GOALS To share successful virtual strategies to help students, alumni and the university's diverse populations manage their career paths and job searches in this rapidly changing environment. OBJECTIVES The presentation includes: Concrete ideas for virtual programming implementation at participants' institutions. Strategies for collaborating with Academic and Student Affairs colleagues to leverage their expertise on common outcomes. Virtual and direct marketing strategies to increase student participation. Assessment strategies to close the loop for future programming improvements.

Summary: The session will detail adaptive programming and approaches to assist students with the job search process. Presenters will also highlight key concepts developed as the program evolved. Beginning with researching presentation topics to exploring our new virtual landscape, the team created a series of workshops to address the present economic reality. Furthermore, the team intentionally collaborated with institutional stakeholders across the campus to encourage and increase student engagement. Through completing this session, participants will not only have an understanding of the program's workshops, but will also have ideas and materials they can use and refine for their own campuses.

Focus: Higher Education Career Center Counselors and Specialists

Program Type: Presentation (70 minutes)

Competency: Career Development Models

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Lecture

Relevance: The Office of Career Advancement and the Center of Professional Success, along with Campbell Library, designed a series of new and updated job skills workshops to address the concerns brought about by the changes in our economy due to the pandemic. Over 221 students have attended one of the nine workshops since March 2020 and 22 workshops are scheduled for the Fall 2020 semester.

2021 Proposals

Focus Area: Higher Education Career Center Counselors and Specialists

Program Type: Presentation (70 minutes)

ID/Title: *98 A study of career preparation and education readiness of university freshmen*

Abstract: University freshmen face a plethora of challenges in the era of pandemic from acclimatization, retention, and choice of major to career preparation. This study aims to investigate the impact of Personality Assessment, Career Assessment, and IML's StudentKeys on First-Year student success and retention in Hong Kong.

Goals: The presenters aim to share their experience in equipping university undergrads with various tools to overcome their difficulties in the midst of the pandemic and better enhance their life skills and career readiness. Findings from this study will be contrasted with a previous research study conducted by Laurie Schreiner among Eastern University students on Freshman Acclimatization and Retention Program by looking through Chinese cultural perspectives.

Summary: When high school students become university students, they already face a plethora of challenges in adapting to university life, making new friends, paying for tuition and living expenses, choosing major of study, planning for their future. With the COVID-19 pandemic, most of them are further stressed by uncertainties in their education, personal finances and career opportunities. To retain first-year students and prepare them for life and career success, the presenters will conduct 7 workshops based on Nancy Schlossberg's Transition Theory and Donald Super's Life Career Rainbow to help clients understand themselves, become aware of their choices, and take actions to find their goals. Participants will gain a better understanding of themselves with the use of DISC profiling and Self-Directed Search Assessment. They will also gain a better understanding of their Perceptual Learning Style, Cognitive Learning Style, Motivators and Career Choices and Preparation.

Focus: Higher Education Career Center Counselors and Specialists

Program Type: Presentation (70 minutes)

Competency: Training Clients and Peers

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Lecture

Relevance: The pandemic poses great uncertainty in the world economy and is expected to have a prolonged impact on students. To enhance their career readiness, the researchers equip them with the concepts and skills early in their university life that go beyond the fundamentals of Trait and Factors to align with the Career Pathways proposed by Norman Amundson and Gray Poehnell.

Focus Area: Higher Education Career Center Counselors and Specialists

Program Type: Presentation (70 minutes)

ID/Title: 99 *A Hybrid Model of Career Counseling with Guided Pathways Students at a Community College Regional Campus*

Abstract: Learn how counselors at a large, diverse, urban, multi-campus community college developed a curriculum-embedded model of career counseling to support the institution's participation in the national movement for guided pathways. Emphasis will be given to meeting the career development needs of guided pathways students at regional/branch campuses, with typically fewer staff and resources.

Goals: a.Participants will be able to apply career counseling concepts from the presentation to align their services with guided pathways classes at their campuses b.Participants will leave with immediately actionable group and individual career counseling interventions to use at their home institutions c.Participants will learn methods of incorporating technology into group career counseling with highly diverse students d.Participants will understand the national guided pathways movement, and how career counseling interventions with guided pathways students can reduce attrition and support persistence to graduation

Summary: The community college guided pathways movement entered national discourse in 2015 with a focus on improving graduation rates, increasing transferability of credits, and reducing student loan debt through four pillars of intervention and pedagogy (Bailey, Smith Jaggars and Jenkins, 2015). To support the institution's adoption of guided pathways, the counseling faculty at Community College of Philadelphia forged a partnership with academic faculty, department heads, and deans to provide course-embedded career counseling. However, with a caseload ratio twice that of the main campus counselors, regional counselors were challenged to find a solution to serve their students. The presenter will detail how she and a colleague innovatively developed a unique model to serve regional campus guided pathways students. The regional team combines online, in person, and in class career interventions to help students to make connections between academic and occupational information, gain insight into self-as-worker, explore the world of work, identify ways that having a history of trauma can contribute to career indecision, and develop a career and transfer plan. The successful program has continued every semester since it launched in 2017, leading to positive outcomes between counselors, faculty, and students. Notably, aspects of the program were also later adopted by the main campus counselors. This workshop will provide generous materials, methods, and calendars for career counselors who are interested in adopting a similar approach to working with guided pathways classes at their home institutions.

Focus: Higher Education Career Center Counselors and Specialists

Program Type: Presentation (70 minutes)

Competency: Program Management/Implementation

Willing to Accept Alternate Presentation Type: 0

Virtual Alternative: 1

Method: Lecture

Relevance: Community College of Philadelphia joined the national guided pathways movement, and in so doing, the counseling faculty were challenged to creatively and innovatively meet the career development needs of a kaleidoscope of highly diverse student body in new ways. Using a hybrid service delivery model consisting of individual, group, and distance counseling interventions to provide career assessments, occupational information, and vocational guidance, the counselors address career development and the intersection of trauma with career decision making within the guided pathways framework.

Focus Area: Higher Education Career Center Counselors and Specialists

Program Type: Presentation (70 minutes)

ID/Title: *100 Using an Online Career Development Course to Prepare Life Science Students*

Abstract: This presentation will share results from a research study involving an online career course designed specifically for life science students. The course was based on the cognitive information processing (CIP) theory. This presentation will show the effectiveness of a discipline-specific career development course, especially for schools.

Goals: This presentation will share results from a research study involving an online career course designed specifically for life science (biology, microbiology, etc.) students. The course was based on the cognitive information processing (CIP) theory and was offered at a large public university in the southwest United States. The course was offered for both online and on-campus non-first year science students in a combined online course. This presentation will show the effectiveness of a discipline-specific career development course, especially for schools and departments.

Summary: Providing adequate resources for undergraduate students' career development is a priority for meeting the labor market demands of federal agencies and industry leaders. At a life science department at a large public university, the size of the undergraduate populations grew from 1,591 to 3,661, an increase of over 130% from 2003-2017. As of December 2019, it hosted a record 5,318 undergraduate majors on campus and 1,646 students in its online biological sciences program. This steady increase in enrollment showed the need to infuse career development education into the curriculum. The purpose of this instructional development project was to provide a theory-based, comprehensive career course for life science students onground and online. The course was based theory and covered improved self and option knowledge, career decision making, and employability skills. It was offered specifically for life science students in spring 2020 and used a multistrand mixed methods research design. All seven measured constructs included in the course (knowledge of career exploration and development tasks, self-efficacy for searching for alternative careers, goal selection, occupational information, problem solving, planning, self-appraisal) showed significant improvement at the end of the course. Students interviewed after the course noted grateful appreciation for the course content and instruction. They also reported improved career confidence, expanded perceptions of career options, and improved career planning behavior. The success from this discipline-specific career development course can be informative for university leaders seeking solutions to increase students' career readiness across all majors.

Focus: Higher Education Career Center Counselors and Specialists

Program Type: Presentation (70 minutes)

Competency: Program Management/Implementation

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Lecture

Relevance: Career development courses are typically offered in pre-professional programs (business, psychology, education) or in a generalized format for all majors. Now more than ever, college students are uncertain about their lives will look after graduation. This presentation is the result of applying an effective intervention (a comprehensive career development course) into a novel context: a life science program in an online format. We focused on a population of life science students who were anxious about their career options outside of research or medicine, and provided them tools to prepare for their careers and broaden their perceptions of possibilities.

ID/Title: *101 Career Education Courses at Colleges and Universities: Research Findings and Course*

Considerations

Abstract: Despite the prevalence of credit-bearing career education courses at colleges and universities, few resources have been created to assist career practitioners responsible for creating, revising, and teaching them. This presentation will enhance career practitioners' knowledge of recent research findings, as well as inform the development and delivery of career courses.

Goals: Discuss the measurable impact credit-bearing career education courses (CECs) at colleges and universities have on participants, as evidenced in 29 peer-reviewed research studies of CECs published between 2001 and 2018. "ç Make evidence-based decisions regarding the design, development, and delivery of credit-bearing career education courses, such as how many academic credits to award for completing a course and how to effectively deliver the course online. "ç Create a plan""based on empirical research and best-practices""to develop and/or improve credit-bearing career education courses at their institution.

Summary: Credit-bearing career education courses (CEC) are cost-effective interventions for supporting college students' job choice and attainment in the 21st century labor market (Grier-Reed, Skaar, & Conkel-Ziebell, 2009; Reese & Miller, 2010; Grier-Reed & Chahla, 2015). Such courses have also been touted an effective instrument for fitting career education into undergraduates' often hectic academic and social schedules (McDow & Zabrocky, 2015). It is of no surprise, then, that of the 666 U.S. colleges and universities that responded to the 2017-2018 Career Services Benchmark Survey (National Association of Colleges and Universities, 2018), more than one-third (37.4%) reported offering for-credit CECs during the ""16-""17 academic year. Despite the prevalence of credit-bearing CECs, however, few resources have been created to assist career practitioners responsible for creating, revising, and teaching them. Thus, the purpose of this presentation is to enhance career practitioners' knowledge of recent research findings regarding CECs at colleges and universities, as well as to inform the design, development, and delivery of such courses in postsecondary education settings. 100+ hours of research and analysis were conducted to reach the conclusions and considerations outlined in this session. More specifically, this presentation synthesizes twenty-nine peer-reviewed research studies of CECs at colleges and universities published between 2001 and 2018. Studies were located by searching two online databases for keyword phrases such as "career course" and "career education course." Search results were limited to peer-reviewed empirical research studies of CECs at colleges and universities. Results were further limited by publication date, language, and availability.

Focus: Higher Education Career Center Counselors and Specialists

Program Type: Presentation (70 minutes)

Competency: Program Management/Implementation

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Other

Relevance: The presentation described above aligns with the conference theme in four ways: 1. It highlights an intervention""credit-bearing career education courses""that have the capacity to effectively support college students' career needs during this time of ""uncertainty.' 2. It reflects ""innovative and effective evidence-based applications that integrate theory, research, and practice' insomuch that it integrates best-practice research and application. 3. As the research illustrates, career education courses are effective ways to meet the career development needs of ""people from population groups that are underrepresented.' 4. It demonstrates the ""creative and effective uses of technology and social media' in delivery of career interventions (i.e. courses).

Focus Area: Higher Education Career Center Counselors and Specialists

Program Type: Presentation (70 minutes)

ID/Title: *102 Summer Career Academy: A Programmatic Approach to Career Development During a Global Pandemic*

Abstract: An extension of the article, "Summer Career Academy: A Programmatic Approach to Career Development During a Global Pandemic," published in NCDCA's Career Developments Magazine, this presentation will investigate the development and implementation of the University of New Hampshire's Summer Career Academy—a virtual, cost-free career intervention aimed at helping participants cultivate in-demand skills and prepare for the application process.

Goals: 1. Outline how the Career and Professional Success team at the University of New Hampshire—in response to the Coronavirus pandemic—developed and delivered the Summer Career Academy, a virtual, cost-free career intervention aimed at helping participants cultivate in-demand skills and prepare for the hiring process. 2. Define recommendations for future applications related to curriculum development; delivery and format; recruitment and enrollment; participation and tracking; and feedback collection. 3. Create a strategic plan delineating how you (audience member) could implement a similar intervention at your institution.

Summary: In the wake of the Coronavirus pandemic, many companies and organizations across the United States canceled summer internships and rescinded job offers, rendering numerous college students and recent graduates jobless. In response, Career and Professional Success (CaPS) at the University of New Hampshire launched the Summer Career Academy (SCA), a virtual, cost-free career intervention aimed at helping participants cultivate in-demand skills and prepare for the application process. An extension of the article, "Summer Career Academy: A Programmatic Approach to Career Development During a Global Pandemic," published in NCDCA's Career Developments Magazine (Nov/Dec 2020), this presentation will address the development, execution, and outcomes of this intervention. It will also include recommendations for career practitioners who wish to establish a similar program at their institutions. Specifically, best practices and recommendations for each of the following programmatic elements will be addressed: motivations and aims; curriculum development; delivery and format; recruitment and enrollment; participation and tracking; and feedback. To learn more about the SCA, visit <https://www.unh.edu/career/summer-career-academy>.

Focus: Higher Education Career Center Counselors and Specialists

Program Type: Presentation (70 minutes)

Competency: Program Management/Implementation

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Lecture

Relevance: The intervention described above aligns with the conference theme in three ways: 1. It is an intervention launched in response to the 'uncertainty' and unemployment spurred on by the Coronavirus pandemic. 2. It is a 'creative' intervention inasmuch that it incorporated tools and resources not usually associated with career services, such as the University's learning management system (LMS) and free, online skill courses from reputable providers such as Codecademy. 3. In a similar vein, the intervention reflects 'creative and effective uses of technology' (i.e. the University's LMS) to deliver career programming to those in need of support and encouragement.

2021 Proposals

Focus Area: Higher Education Career Center Counselors and Specialists

Program Type: Presentation (70 minutes)

ID/Title: *103 Career Quest: An Innovative Program Utilizing Trauma-Informed Pedagogy in the Midst of a Pandemic*

Abstract: Welcome to Career Quest: A unique career development initiative supporting over 5,000 students in an award-winning cohort program. At the onset of the pandemic, the program was revised to operate within a remote structure. Utilizing Trauma-Informed Pedagogy, programming promoted career development while supporting the unique needs of students.

Goals: Explain the process of creating an innovative program available to a diverse cohort of over 5,000 students within the Accelerated Study in Associate Programs (ASAP). Define Trauma-Informed Pedagogy and how it can be used in a variety of career interventions to meet the needs of a diverse population. Explore creative solutions for challenges that might arise when adapting programming for remote learning. Illustrate how career development programming can promote retention efforts. Describe methods to gain buy-in from faculty, staff, and students. Develop ideas that career professionals can utilize to create a culture of care.

Summary: In the fall of 2017, I joined the Accelerated Study in Associate Programs (ASAP) at the City University of New York (CUNY), an initiative intended to graduate students in three years or less by removing the barriers which hinder academic success. I was tasked with ensuring the completion of six traditional career requirements for over 5,000 students. The new program was entitled Career Quest: An outer space themed, whimsical initiative designed to help students explore professional goals, gain relevant experience, and increase their employability. The purpose of this presentation is to guide participants through the process of creating Career Quest and later adapting it for remote learning. Participants will learn how methods of Trauma-Informed Pedagogy can be used to create a culture of care in a time of uncertainty. Although creating a culture of care was always part of the program, the pandemic made it essential to ensure students stayed connected, hopeful, and well supported. Flexibility was key when modifying program elements. Assignments, virtual workshops, and virtual one on one sessions were made readily available by email, phone, or Zoom. By recognizing student needs, employing thoughtful interactions, empowering student voices, and providing them with choices, Career Quest was able to thrive during unprecedented times.

Focus: Higher Education Career Center Counselors and Specialists

Program Type: Presentation (70 minutes)

Competency: Career Development Models

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Lecture

Relevance: Career Quest provides professional development opportunities to a large, diverse student population. This goal is achieved by offering a variety of internal and external opportunities for student completion. It is important to always meet students where they are and encourage thoughtful relationships, where students feel hopeful and capable. Career Quest was adapted for remote learning due to the global pandemic. Although the changes were necessary, the climate provided a foundation for innovative practices which will be utilized beyond the pandemic. These new practices will be incorporated into the existing structure as we work to provide improved services beyond in-person programming.

Focus Area: Higher Education Career Center Counselors and Specialists

Program Type: Presentation (70 minutes)

ID/Title: *104 Inspiring innovation by empowering academic advising partners using career counseling theories in an age of uncertainty*

Abstract: Career development occurs everywhere "" in career centers, throughout campuses, and beyond. How do we help students receive high-quality information when we are not there? At Illinois, all students meet with academic advisors, 94% of whom report having career conversations with students weekly. Learn about our Career Certificate Program for Advisors.

Goals: "ÇThink critically about implementing training programs for potential partners on their campus who can play key roles in being career development advocates "" starting career conversations and referring to programs and services as appropriate. "ÇUnderstand the steps to develop and implement a structured program for educating and empowering career services advocates. "ÇGain familiarity with the theories and career coaching fundamentals, including how they can both be applied to career professionals and to audiences beyond career professionals, and see how we are taking the fundamentals to the next level in academic advising.

Summary: The career services community at Illinois set out to educate academic advisors on the importance of career counseling theories. Our vision was to disrupt the stigma that career conversations with students only happen in career centers. Academic advisors initiate meaningful conversations with the many students that they serve. Providing a common language to stimulate career decision making enhances student experiences. This program was sparked by a recent student climate survey which showed that students were 3 times more likely to seek career advice from their advisor than a career office. However, the advisors did not feel equipped to support students in this way, nor did they fully understand how best to refer students to career services. We selected advisors to participate in our ten-week program from a variety of majors. Advisors completed a pre and post-assessment and we found that 94% of the surveyed advisors reported having career conversations with their students at least weekly. This demonstrates the importance of advisors understanding career coaching and career development theories. We also asked advisors to self-identify their confidence related to having career conversations with students, as well as with career theories and practices. Advisors then participated in the ten-week program. Throughout the program we covered a variety of career theories and practices such as career construction, planned happenstance, micro-counseling techniques along with multicultural counseling theories. Sessions were held weekly and after each session the advisors would take what they had learned and apply it with students during their academic advising sessions.

Focus: Higher Education Career Center Counselors and Specialists

Program Type: Presentation (70 minutes)

Competency: Helping Skills

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Lecture

Relevance: The Career Coaching Certificate program is one way that Illinois is inspiring colleagues in this age of uncertainty in career services. We know that we can level the playing field and reach more students from all backgrounds when we expand our reach on campus. Learn how our program is creating career advocates that are empowered to reach a broader student audience. Through this program, we have gained additional advocates for the work of career services on our campus. The program is being offered to a broader audience this year, and additional components have been added regarding vocational wellness.

Focus Area: Higher Education Career Center Counselors and Specialists

Program Type: Presentation (70 minutes)

ID/Title: *105 Key Strategies to Support the Job Search for International Students Beyond the U.S.*

Abstract: While studying in the United States, International students face much uncertainty. It is important that career services professionals are prepared with a "kaleidoscope" of tailored resources and tools for this population. This presentation will share data and resources to empower career services professionals to effectively support their international student population.

Goals: Participants will recognize the unique career development needs of international students, and consider how these needs might influence their approach to advising. Participants will be able to identify challenges international students face caused by various uncertainties while preparing for the job market. Participants will learn a few key strategies to advise international students about searching for employment opportunities in their home countries. Participants will be able to identify a few unique skills that international students could strengthen while studying abroad which would help them be more competitive in the job market.

Summary: One reason international students earn their degrees from U.S. higher education institutions is to be more competitive in the job market. Due to the political climate, limited number of work authorizations, and competitive job market, some international students must return home for employment opportunities. However, minimal discussion has taken place regarding how to effectively support the international students in the area of career development in their home countries. Nearly 100 international UW-Madison alumni were surveyed about their career paths after graduation. They were from the top four countries which current international students are from: China, India, South Korea and Malaysia. The results of this survey will be presented to offer career professionals with strategies on what have helped international alumni secure job opportunities in their home countries, what the differences and similarities are in the job searching process between the U.S and their home countries. This session will also provide a framework for career professionals to utilize when working with international students about career development regardless of what uncertainties they may face. The framework will include critical skills and experiences that international students should cultivate or strengthen while completing their degrees, and how career professionals can design programs or advise students about their career expectations. The presenters will provide strategies for how advisors who provide career advising can contribute to the career development process of international students. Participants will be able to apply knowledge learned throughout the session, and help enrich international students' professional development experience.

Focus: Higher Education Career Center Counselors and Specialists

Program Type: Presentation (70 minutes)

Competency: Diverse Populations

Willing to Accept Alternate Presentation Type: 0

Virtual Alternative: 1

Method: Lecture

Relevance: When choosing to pursue their education in the United States, International students are faced with a great deal of uncertainty. In addition to many barriers all students face in their career development journey, International students have additional hurdles to overcome. Because of this, it is important for career services professionals to be prepared with a "kaleidoscope" of tailored resources and tools to support their international student population. This presentation will share relevant data and resources that will empower career services professionals to effectively support their international students.

2021 Proposals

Focus Area: Higher Education Career Center Counselors and Specialists

Program Type: Presentation (70 minutes)

ID/Title: *106 Partnering with Faculty to Support Career Development of Diverse Populations: CliftonStrengths in the Classroom*

Abstract: California State University, Dominguez Hills serves a diverse student population with the goal of providing education that is accessible and transformative. In bringing CliftonStrengths into the classroom, Faculty and the Career Center are transforming how students engage with career readiness. Learn how to partner with Faculty to support professional development.

Goals: Learn how Career Centers can partner with Faculty to support student professional development by integrating the CliftonStrengths Assessment into the academic experience. By incorporating the 34 distinct talent themes into student coursework, Faculty and Career Centers can further facilitate the development of self-confidence, an understanding of unique skill sets, and an awareness of individual differences that are not value based.

Summary: The session will begin with an overview of the full-scaled collaboration model that California State University, Dominguez Hills Career Center and Faculty used to integrate the CliftonStrengths Assessment into the classroom. The presenters will outline the steps used to propose the partnership to Faculty and discuss courses appropriate to utilizing the assessment to supplement academic material and support self-awareness. A summary of purpose will be shared, which includes three areas: professional development, diversity, and inclusion. Guidelines for facilitating within the classroom will be introduced along with exercises to enhance peer-to-peer learning. Qualitative data from the 2020-2021 school year of students who participated will be shared.

Focus: Higher Education Career Center Counselors and Specialists

Program Type: Presentation (70 minutes)

Competency: Career Development Models

Willing to Accept Alternate Presentation Type: 0

Virtual Alternative: 1

Method: Lecture

Relevance: In this age of uncertainty, students need support in developing self-assurance and an understanding of how to transfer their skills and abilities in a fluid work climate. The CliftonStrengths assessment, rooted in a study of excellence, is widely used across campuses and in the workplace. With foundations in Positive Psychology it contributes to one's self-confidence, and provides a language for students to speak about their individual differences that is not value based. By collaborating with Faculty, Career Centers can reach exponentially more students with a focus on three specific areas: professional development, diversity, and inclusion.

Focus Area: Higher Education Career Center Counselors and Specialists

Program Type: Presentation (70 minutes)

ID/Title: *107 Built From the Ground Up: Creating New Liberal Arts Career Programs with an Entrepreneurial Mindset*

Abstract: Liberal arts majors face unique career challenges, as do those creating resources to serve them. To level the playing field, we used an entrepreneurial approach to create an impactful career program from the ground up. Join us to discuss building new initiatives on a foundation of innovation, resourcefulness, and collaboration!

Goals: 1. Explore the unique careers needs and experiences of student majoring in the liberal arts 2. Initiate discussion on the importance and integration of career development into the humanities and social science student experience 3. Provide a comprehensive overview of the development of a groundbreaking university career exploration program that helped secure a \$5 million endowment 4. Address the benefits and challenges of developing a long-standing extracurricular career program from the ground up 5. Engage audience members in thinking how similar approaches could be adopted at other institutions

Summary: This interactive presentation aims to describe the unique career challenges faced by liberal arts majors and offer one university's solution to integrating career development into the humanities and social science student experience. Now in its fifth year, the PAGES Program at Florida Gulf Coast University broke through barriers and overcame many obstacles to create a career exploration and preparation program for these students. PAGES is a small village "" but a lively and diverse one. It has a small budget and a team who all have other roles in the university. Its impact has come largely from adopting an entrepreneurial approach to building new audiences for career programming, pounding the pavement to securing funding, and forming coalitions among diverse stakeholders. Through a rolling schedule of weekly workshops, events, and excursions in a multi-year format, students are exposed to both the value and variety of career opportunities their liberal arts education will afford them, as well as provided a wealth of resources to reach their career goals. This presentation gears participants up for in-depth discussion of tailoring career development to a unique and under-served population of students while exploring both the triumphs and challenges of developing a long-standing extracurricular program from the ground up. With PAGES as a case study in program innovation, we will engage audience members in thinking how similar approaches could be adopted at other institutions, concluding with substantial audience input, ideas, and questions surrounding the topic.

Focus: Higher Education Career Center Counselors and Specialists

Program Type: Presentation (70 minutes)

Competency: Program Management/Implementation

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 0

Method: Lecture

Relevance: It is highly likely that students majoring in the liberal arts have exciting and inventive, yet different and challenging, career paths ahead of them. At FGCU, meeting the needs of these students required innovation, resourcefulness, and collaboration to create a program out of thin air. Building an effective career initiative meant engaging multiple constituencies and cultivating buy-in from stakeholders across the board "" especially a challenge for programs focused on the liberal arts. Our program brings together students, faculty, administration, employers, and the community to empower this population of future professionals though equitable access to career education and resources.

2021 Proposals

Focus Area: Higher Education Career Center Counselors and Specialists

Program Type: Presentation (70 minutes)

ID/Title: *108 Shedding Light on Establishing Relationships: How to Build Rapport with your Students in 30 Minutes or Less*

Abstract: One of the most critical times in a student's career is when they walk into your office to speak about their future. In this presentation you will learn about different counseling theories to quickly establish a positive relationship and build a positive rapport that keeps them coming back.

Goals: Goal 1: Participants will learn about multiple counseling theories. Goal 2: Participants will be able to take the theories we discuss and practically apply them to their everyday one on one sessions with students.

Summary: There are many stressors that a student faces during their collegiate career and thinking about their future is one of them. Even though many students struggle with career-related issues in college, few engage the career services offered by their academic institutions for help with their difficulties. Along with that, there is little research that focuses on what factors into a student engaging with career services so it has been difficult to develop programs to enhance student's use of career counseling services (Ludwikowski, Vogel, & Armstrong, 2006). With this in mind, it is incredibly crucial to provide the most positive and engaging experience for a student when they do decide to enter the world of Career Services. Encouragement is one of the most common ways through which individuals express support for one another (e.g., Beets, Cardinal, & Alderman, 2010; Hwang et al., 2011; Jose & Bellamy, 2012). During this session the presenters will discuss multiple theories including Bandura's Social Cognitive Theory, Solution Focused Brief Therapy, and the Wheel of Wellness to display how these theories can be practically applied to career advising sessions to help establish lasting rapport and positive relationships with students.

Focus: Higher Education Career Center Counselors and Specialists

Program Type: Presentation (70 minutes)

Competency: Helping Skills

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Lecture

Relevance: Now, more than ever, positivity and encouragement needs to be the forefront of career counseling and advising. While we are unsure what tomorrow holds, what we can control is our attitude which allows us to develop relationships with our students. Things can continue to change, but the one thing that should remain constant is that career services is a ray of shining light for our students!

Focus Area: Higher Education Career Center Counselors and Specialists

Program Type: Presentation (70 minutes)

ID/Title: *109 Coaching Graduate Students to Develop Practice-Based Professional Experiences*

Abstract: Explore how the University of Michigan School of Public Health supports graduate students to refine professional goals and relate them to academic programs. Discuss how staff and faculty at the school and department levels coach students to plan, create, and execute individualized opportunities for professional development and applied practice.

Goals: (1) Identify opportunities from planning to post-experience to strategically advance student's goal development and reflection (2) Discuss self-guided and structural support mechanisms to meet diverse student needs while systematizing program administration

Summary: From the limited research available on graduate master-level career services, we know students seek ongoing career development opportunities and experiences (Fong et al, 2016). Students expect and understand professional development at this level to be specifically relatable to their field of study while advancing applied, tangible skills (Sherrer & Prelip, 2018). Field-based work, including internships and projects, are often the ideal way to gain such skills as they engage program competencies, offer opportunities to build professional networks, and often include extensive networking (Hernandez, et al 2014). Coaching professional graduate students through reflective activities, goal setting, and the process of creating opportunities requires faculty and staff to balance between valuing and engaging with past experiences and advancing skills sets specific to the field of study (Lehker & Furlong, 2006). The Michigan School of Public Health approaches such challenges by scaffolding independent student experiences with classroom-based information sharing, optional career development workshops, individual advising, and a wealth of "any-time" web resources including webinars, informational handouts and worksheets. Furthermore, also understanding that the number one barrier to graduate student's engagement with professional development is allocating specific time for career development among multiple commitments (Rizzolo et al., 2016), this structure includes appropriate amount of accountability with designated class time and deadlines to keep students on track with expected timelines and deliverables. This workshop will explore both the administrative structure and student development tools used to support professional graduate students throughout the process of identifying goals, creating opportunities, and maximizing career development in practice-based experiences.

Focus: Higher Education Career Center Counselors and Specialists

Program Type: Presentation (70 minutes)

Competency: Helping Skills

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Lecture

Relevance: In times of economic and population health uncertainty, graduate career training becomes increasingly important. Especially with applied-practice components, students gain valuable field-based, practical expertise and boost their future employability. Exploring opportunities and strategies for providing ongoing professional master's degree students' career development will continue to expand our knowledge and service delivery to a largely under-served population. While research continues to offer opportunities to advance and our understanding of this diverse group, identifying options for practical applications for the students currently enrolled in these programs is an immediately (or quickly) actionable item for career offices and practitioners.

2021 Proposals

Focus Area: Higher Education Career Center Counselors and Specialists

Program Type: Presentation (70 minutes)

ID/Title: *110 When Dreams Are Deferred: Understanding Career Change Through The Lens of Grief and Loss*

Abstract: With college students who change majors or career paths, the gravity of that shift may be greater than expected. Using current grief models and student development theories, we will discuss the intersection of career change and grief & loss, a possible intervention and ongoing research.

Goals: The goal of this roundtable is to determine the connection between major/career change and grief & loss to begin formulating an intervention that addresses the transitional needs of college students. The presenters will facilitate this by: "çDiscussing current grief theories and models "çGeneralizing needs of college students based on their stage of development according to select student development theories "çIdentifying ways to support and/or intervene with the population based on understanding of the intersection between grief & loss and identified needs "çPresent findings of related research study in its early phases

Summary: In this presentation, the presenters will discuss the concept of college students experiencing grief & loss when faced with changing their major or career path. Student development theories will be overlaid with current grief models. Through the presentation, ideas will be generated as to how the understanding of grief & loss can be applied to a student's experience as they face changing their major or career path "" referencing student development theories as guidance. Participants will then discuss how these ideas can be applied when working with this population, particularly using group counseling and coaching sessions. Presenters will then discuss current early findings in a current research study being conducted in this area.

Focus: Higher Education Career Center Counselors and Specialists

Program Type: Presentation (70 minutes)

Competency: Helping Skills

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Lecture

Relevance: Looking at career change through the lens of grief is a concept not often discussed in career counseling and coaching. This session will offer a new way of conceptualizing career and major change in students as well as an intervention for attendees to utilize when working with students.

2021 Proposals

Focus Area: Higher Education Career Center Counselors and Specialists

Program Type: Presentation (70 minutes)

ID/Title: *111 Career Course Resources for Teachers of Career Courses*

Abstract: Learn about the Career Course Resources, what three different institutions are doing to meet undecided student needs in an age of uncertainty, and collaborate and connect with others who teach Career Courses for undecided students on the college campus.

Goals: 1. Bring together teachers of Career Courses in the Higher Education setting. 2. Share resources collected over the past two years and which are available to teachers of Career Courses. 3. Highlight what is taking place in at least three diverse settings regarding career courses. 4. Carry out an open discussion about what is needed by teachers of career courses.

Summary: It is true that there is much research taking place, or rather, that has taken place over the years focused on career courses. This research however primarily focuses on a specific curriculum that is advocated by one institution, person, or small group of people. During January and February of 2020, a survey of instructors of Career Courses took place through official NCDA supported channels. The guiding question for this data collection activity was to truly understand what teachers of career courses use in the teaching of their courses. The information obtained from this initial data collection activity was shared during the July 2020 NCDA Virtual Conference and a Career Course Resource LinkedIn page is now shared with interested individuals. The purpose of this session is to provide an opportunity for teachers of career courses to get together and learn from each other. During the session, representatives from three different institutions will share and highlight what is taking place at their institution regarding career courses for undecided students. Further, collected and curated resources will be shared with attendees. Instructions on how to find the LinkedIn Career Course resource page will be shared. Finally, an opportunity for attendees to share best practices, ask questions, pose challenges, and further create organic collaborative teams and shared interest will be facilitated. Specific topics addressed in this session, by presenters will include, but not be limited to: (a) credit hours, (b) student population, (c) mandatory v. elective, (d) reflection, and (e) guest panel ideas.

Focus: Higher Education Career Center Counselors and Specialists

Program Type: Presentation (70 minutes)

Competency: Career Development Models

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Panel

Relevance: Amid the uncertainty of 2020, students are still coming to higher education settings, and institutions are being looked at to help solve challenges. Uncertainty globally, and uncertainty in personal lives prevails and is with us. Career Courses in the Higher Education setting help students to manage the uncertainty of their lives in career decision making. Perhaps the resources and frameworks for dealing with uncertainty in career decision making have application to dealing with the uncertainty life presents us during 2020. This session seeks to help teachers of career courses learn from each other and share and collaborate in an effort to address career and personal life uncertainty of students.

2021 Proposals

Focus Area: Higher Education Career Center Counselors and Specialists

Program Type: Presentation (70 minutes)

ID/Title: 112 *Breaking the Mold: Diversifying Support and Resources for Faculty*

Abstract: Shift your relationship and reputation with faculty across disciplines. This session will highlight the strategies that have (and haven't!) worked in our efforts to do just that. We focus on providing targeted resources and support to go beyond guest presentations to collaborative partnerships to incorporate career development into the curriculum.

Goals: Share lessons learned while shifting the culture of our work and reputation with faculty - Provide examples of the diverse and creative strategies and methods that have (and have not) worked -Empower career counselors to honor their training and expertise when collaborating with faculty across disciplines while finding ways to allow - Demonstrate examples of targeted and generalized resources for faculty

Summary: As with many college career centers, our office is working to meet students where they are as proactive members of our community. As student schedules continue to be overly packed, and faculty are asked to provide increasingly hands-on support, we've recognized the need to diversify our methods. Our liaison model focuses on providing targeted support for faculty to go beyond guest presentations to collaborations and partnerships to incorporate career development into the curriculum. In this session, we will discuss our communications planning, strategies for relationship building, and the use of technology to provide content and resources. Our team has utilized promotional emails, outreach at new faculty welcome, tokens of appreciation, collaboration with our faculty support center, crafting highly tailored presentations for classes, LMS modules, and custom grab-and-go career development modules that faculty can download and teach. Our modules contain lesson plans, PowerPoints, learning activities, additional resources, and assignment ideas. We are working to curate information for our faculty and allow them to incorporate as they see fit in their classes. We recognize that we are not the only ones who can teach about careers, but our expertise does support and expand faculty efforts. We have more plans in the works for this academic year. The goal is to continue to develop creative "a la carte" resources that faculty can customize, edit, and connect to their courses to blend our knowledge of careers and student development with their knowledge of their field and their students.

Focus: Higher Education Career Center Counselors and Specialists

Program Type: Presentation (70 minutes)

Competency: Program Management/Implementation

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Lecture

Relevance: This line from Dr. Hayden's note about the theme struck me: "Shaking it up destroying what is there presents a new image that though different, can be equally awe-inspiring." As I've struggled to find methods to support our faculty to better connect with our students, I realized I needed to shake up my thinking. I've worked hard to claim and demonstrate expertise as a staff member on a college campus. However, I needed to challenge my own hold on what we needed to teach and how it needed to be taught so that I could find new methods of support.

Focus Area: Higher Education Career Center Counselors and Specialists

Program Type: Presentation (70 minutes)

ID/Title: *113 Cultural Formulation Interventions for International Students' Networking & Improvisation Skills*

Abstract: Networking can be tough even in normal times, but today's remote world adds a whole new set of challenges. In this session, the presenters will discuss how career counselors can utilize cultural validity to develop coaching interventions to improve international students' networking skills through improv.

Goals: Attendees will be able to: 1) Understand the trends and benefits of improvisation based on a cultural formulation approach 2) Learn about what challenges international students experience in networking and how cultural contexts cause those challenges; especially during uncertain times 3) Discuss how career services can utilize online tools like Zoom, Blackboard, Moodle, and other Learning Management Systems to develop a platform to teach networking skills and improve international students' improvisational skills 4) Receive some sample programming and in-person activities to help students overcome cultural barriers

Summary: As career service professionals, we are always seeking creative ways to help international students break through barriers and networking across cultures. Being in a foreign country, for many international students, the feeling of confidence they used to have back home can be replaced by shyness and social anxiety. Self-doubt takes place and they might not be able to enjoy the conversation. In many foreign countries, networking is still important but the ways to build and maintain relationships with connections may be quite different from those in the United States. To add to the complexity of virtual and in-person networking amid a pandemic, international students may internalize networking as more stressful than before. Improvisation can improve international students' networking skills and eventually help them expand their network outside of their community and overcome cultural barriers. The cultural formulation approach offers an organizing framework for counselors [and coaches] to consider cultural influences on their client's career issues and related interventions (Arthur & Popadiuk, 2010; Leong, Hardin, & Gupta, 2007). The presenters have utilized the cultural formulation approach to develop networking and improvisation skills through group coaching interventions for international students. The University of Illinois Career Center will share its stories of applying the improvisation approach to its nine weeks networking training program for international students using Zoom breakout-room based activities in various ways. International Career Advisory, Inc. will provide a sample learning roadmap, online networking training tools, and data of how online training can transform students' confidence and ability to network effectively.

Focus: Higher Education Career Center Counselors and Specialists

Program Type: Presentation (70 minutes)

Competency: Diverse Populations

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Lecture

Relevance: The pandemic era and socio-political climate require innovative interventions of career coaching for International students. This presentation will provide coaching interventions to help international students break through cultural barriers, fill networking skill gaps, and empower them to build their network across and beyond the U.S. market through improvisation.

Focus Area: Higher Education Career Center Counselors and Specialists

Program Type: Presentation (70 minutes)

ID/Title: *114 Nuances of Career Services - How to Serve the International Student Population in Uncertain Times*

Abstract: Presenters will discuss evidence-based approaches to help US institutions understand and enhance their current career services programming to fit international students' needs. Attendees will walk away with strategic tools (wishlist items, survey data, etc.) to better serve the International Student population during uncertain times.

Goals: Attendees will be able to: 1) Increase multicultural competence through the utilization of SCCT to address the career needs of International Students 2) Apply the data from International Students' responses to the COVID-19 outbreak, their expectation from career services, and identify key factors that hinder motivation in international students seeking career services 3) Walk away with an understanding of what the top 'wish list' items are in career services through qualitative & quantitative data 4) Participate in instructional simulations (role-play and metaphoric activities) to better understand international students' barriers and promote effective career practices

Summary: International students predominantly pursue education with hopes of developing career interests that lead to valued outcomes such as employment. Helping international students find jobs and stay positive in the face of the current economic downturn, socio-political environment, and immigration policy uncertainties continue to be a challenge for career development professionals who serve and advocate for international students. The Social Cognitive Career Theory (SCCT) model links the individual, outcome expectations, and environmental factors that influence the career development process (Zhao-Ping & Zhangran, 2012; Lee, Flores, Navarro & Kanagui-Monoz, 2015). This model will be utilized as a tool to inform career practitioners and raise cultural awareness. According to the 2020 QS International Student Survey, international students often rank the career services office as one of the most important factors when choosing a university. Still, it is not always clear how well this campus office responds to the needs of international students, which are often quite different from the broader (generally domestic) student population. Dr. Henderson and Segal will discuss evidence-based approaches to help US institutions understand and enhance their current career services programming to fit international students' needs. Attendees will walk away with strategic tools (wishlist items, survey data, etc.) to better serve the International Student population during the uncertain times.

Focus: Higher Education Career Center Counselors and Specialists

Program Type: Presentation (70 minutes)

Competency: Diverse Populations

Willing to Accept Alternate Presentation Type: 0

Virtual Alternative: 0

Method: Lecture

Relevance: Helping international students find jobs and stay positive in the face of the current economic downturn, socio-political environment, and immigration policy uncertainties continue to be a challenge for career development professionals who serve and advocate for international students. This presentation is aimed at facilitating multicultural awareness and competence through the utilization of SCCT. Attendees will learn from the data of an international student survey on expectations and barriers that inspires innovative interventions for International Student Career Services.

2021 Proposals

Focus Area: Higher Education Career Center Counselors and Specialists

Program Type: Presentation (70 minutes)

ID/Title: *115 Facing the Pandemic: Career Counseling with College Students in Uncertain Times*

Abstract: Navigating career decisions are challenging for college students, especially in times of economic uncertainty. Rather than focusing on interests and personality, counselors can utilize the Psychology of Working Theory and Happenstance Theory. We will discuss creating impactful interventions that will prepare students beyond making a singular career decision.

Goals: Participants will understand at least 2 economic and social factors impacting students in today's world. - Participants will be able to identify and apply 2 appropriate career theories to utilize with this population. -Participants will be able to implement at least 2 effective career counseling strategies for college students in uncertain times.

Summary: College students have environmental and cultural factors that impact their career development. In our current times of economic and societal uncertainty, career counseling, an already crucial process, escalates in importance. By using a post-modern theoretical perspective, career counselors can better prepare students to address career issues they will be experiencing across the lifespan. Certain college students face more challenges when career planning. Uncertain economic times can exacerbate these issues. In our presentation, we will consider the unique experiences of at-risk college students, such as those from low-socioeconomic backgrounds, first-generation college students, and those from diverse backgrounds. This presentation will first review the current world of work along with other economic, cultural, and social factors relevant for college students. Next, we will introduce the Psychology of Working (Duffy, Blustein, Diemer & Autin, 2016) and Happenstance (Mitchell, Levin, & Krumboltz, 1999) theories along with specific concepts of Career Adaptability (Savickas, 2002) and Work Volition (Duffy, Blustein, Diemer & Autin, 2016). Finally, we will discuss specific techniques, including time for discussion about specific issues and challenges practitioners may be seeing.

Focus: Higher Education Career Center Counselors and Specialists

Program Type: Presentation (70 minutes)

Competency: Career Development Models

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Lecture

Relevance: In times of economic uncertainty, college students face specific challenges. Career counselors may find that traditional theories and techniques, such as interest inventories, may not be applicable for the issues that college students are seeing in the current age of uncertainty. In this presentation, we will offer post-modern theories and techniques for career counselors to use with college students in these uncertain times. We want to help college students prepare for uncertainty across the lifespan of their career journey.

Focus Area: Higher Education Career Center Counselors and Specialists

Program Type: Presentation (70 minutes)

ID/Title: *116 Maintaining Motivation during Times of Economic, Cultural, and Social Upheaval*

Abstract: In times of economic, cultural, and social upheaval, maintaining motivation for career planning is more challenging than normal. This presentation will explore motivation along with concepts of decent work and work volition from the Psychology of Working Theory. Finally, strategies for increasing motivation, work volition and advocacy will be discussed.

Goals: Participants will understand the concepts of motivation, decent work and work volition. Participants will be able to identify one way to advocate for decent work for clients. Participants will be able to implement two strategies for increasing motivation and work volition.

Summary: Motivating young adults to do career planning is challenging. In times of economic and social upheaval, career planning is more difficult. Additionally, the uncertainty of work calls for new considerations in career planning with adolescents and young adults (Blustein et al., 2020). The Psychology of Working Theory suggests decent work and work volition concepts may be important for career development (Duffy et al., 2016). This theory posits that marginalization and environmental constraints predict people's ability to achieve decent work. Individual characteristics, like work volition, allow people to overcome systemic barriers. As defined by self-determination theory (Ryan & Deci, 2002), motivation plays a role in a person's ability to do career planning. In light of the current pandemic and social unrest, young adults may find it challenging to focus on careers, especially when systemic barriers are prevalent in their lives. The ability to achieve decent work is limited and precarious work on the rise (Duffy et al., 2020). The pandemic and subsequent recession will likely increase work instability. In an age of uncertainty, young adults will see impacts from the global pandemic directly through career opportunities and indirectly in their ability to manage careers and the systemic and societal barriers in front of them. This presentation will explore concepts of motivation (Ryan & Deci, 2002), decent work, and work volition (Duffy et al., 2016) in light of today's world. We will introduce strategies for increasing motivation and work volition in young adults. Finally, we will discuss the role of advocacy in career counseling.

Focus: Higher Education Career Center Counselors and Specialists

Program Type: Presentation (70 minutes)

Competency: Career Development Models

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Lecture

Relevance: In this presentation, we will introduce strategies for increasing motivation and work volition in young adults. We will also suggest ways counselors may advocate for decent work for their clients. Specifically, we will address issues that young adults will face during the current times of economic, cultural, and social upheaval.

Focus Area: Higher Education Career Center Counselors and Specialists

Program Type: Presentation (70 minutes)

ID/Title: *117 Understanding the Career Development and Career Challenges for LGBTQ+ College Students*

Abstract: LGBTQ+ college students face unique barriers in their career development. This session will examine the career development of this population, including The Bottleneck Effect. The challenges and strengths that these students have will be explored and strategies, theoretical models, and best practices will be discussed.

Goals: Participants will gain more awareness of the career development and challenges of LGBTQ+ college students. Participants will learn about effective theoretical frameworks, such as the Social Cognitive Career Theory, and developmental considerations, like The Bottleneck Effect, to better understand the career development and help this population achieve career success. Participants will be able to apply best practices discussed when working with LGBTQ+ college students..

Summary: One of the most salient times in career development is during adolescence (Lyons, Brenner, & Lipman, 2010). For LGBTQ+ individuals, this is also a crucial time in their development of a sexual or gender minority identity (Lyons et al., 2010). As these two identities develop during the same time period, it is presumable not only that these identities influence each other, but that they may compete with each other. This competition for development of multiple identities has been coined The Bottleneck Effect and it assumes that only so much energy can be directed toward developing identities (Lyons et al., 2010). LGBTQ+ college students also face numerous barriers and challenges in the workplace due to their LGBTQ+ identity. Among these challenges are discrimination, having to decide whether to disclose their identity, having fewer role models, not being identified as the proper gender, and a lack of laws protecting LGBTQ+ individuals (Allan et al., 2015; Barclay & Scott, 2006; Dickey et. al, 2016; Ng et al., 2012; Schneider & Dimito, 2010). Because of these numerous challenges, it is important for career services providers to understand the best practices in supporting their career development. In this session, specific challenges faced by LGBTQ+ college students will be addressed. Moreover, the session will highlight frameworks and developmental considerations, such as the Bottleneck Effect and Social Cognitive Career Theory, for career counselors to better assess and provide services for this population. Best practices on supporting this population through individual counseling and other career services initiatives will also be discussed.

Focus: Higher Education Career Center Counselors and Specialists

Program Type: Presentation (70 minutes)

Competency: Diverse Populations

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Lecture

Relevance: LGBTQ+ college students face many career barriers, from the development of career identity to challenges in the workplace. In recent months, federal laws have been expanded to allow for protections for LGBTQ+ workers. LGBTQ+ college students are having to navigate what having those protections mean for them on top of figuring out the reality of working during a pandemic. Career service professionals need to be aware of their unique career needs and how to guide them in current society. This session will help participants learn and apply best practices that allow them to empower these students in their career development.

2021 Proposals

Focus Area: Higher Education Career Center Counselors and Specialists

Program Type: Presentation (70 minutes)

ID/Title: *118 Connecting Equity, Diversity, and Inclusion to Career Practice Using the Identity Wheel*

Abstract: Come learn a career development-focused twist on the identity wheel. This introductory, reflective activity is designed to help both career counselors/specialists and student peer coaches to connect equity, diversity, and inclusion topics to career development. You'll leave ready to lead this exercise with your own team!

Goals: Attendees will: 1) Learn about a career development-focused identity wheel training activity, originally facilitated for peer coaches in a university career services office to improve service delivery 2) Practice the activity to build confidence in facilitating it themselves with their own staff or student team 3) Have the opportunity to deepen understanding of equity, diversity, and inclusion training in the context of career development

Summary: This session will present an effective social justice training activity for professional career coaches and peer coaches (students providing direct peer support). To help practitioners deepen their understanding of equity, diversity, and inclusion (EDI), this activity guides them through self-reflection using a popular tool called the "identity wheel" (e.g. Social Identity Wheel, n.d.). This self-reflection is followed by facilitated discussion about how identity relates to career development for themselves and for the clients they serve, with prompts informed by Carlstrom, Kaff, and Low's (2009) chapter which discussed the ways that "traditional career development theories and activities are based on five cultural values [...] that may differ from the cultural, family, and personal values and life experiences of students" (p. 113). By guiding practitioners through a discussion based on these five values, this activity provides the opportunity for them to directly connect an understanding of identity and positionality to career practice, thereby enriching their engagement with clients from different backgrounds and experiences than themselves. The activity is easily applicable to practitioners of all ages and experience levels, and attendees of this roundtable will leave with facilitation instructions to be able to lead this activity with their own teams. References: Carlstrom, A. H., Kaff, M. S., & Low, K. R. (2009). Diversity and career advising. In K. F. Hughey, D. B. Nelson, J. K. Damminger, B. McCalla-Wriggins, & associates (Eds.), *The handbook of career advising*. San Francisco, CA: Jossey-Bass. / Social Identity Wheel. (n.d.). <https://www.mcgill.ca/engage/files/engage/social-identity-wheel-handout.pdf>

Focus: Higher Education Career Center Counselors and Specialists

Program Type: Presentation (70 minutes)

Competency: Diverse Populations

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Demonstration

Relevance: The conference theme focuses on the "age of uncertainty," and invites programs about "effective techniques" to address social justice issues. Understanding equity, diversity, and inclusion (EDI) in relation to self and others is imperative in the current climate. Often in higher education settings, training in social justice topics is widely available, but rarely connected directly to career practice. This session provides a training tool for practitioners in collegiate settings to use to bridge the gap between EDI training and career practice, for professional staff as well as student peer coaches, and thereby improve service delivery.

Focus Area: Higher Education Career Center Counselors and Specialists

Program Type: Presentation (70 minutes)

ID/Title: *119 Using Technological Innovations to Provide Opportunity Equity to Students in Uncertain Times: A Course Pilot Leading to FYE*

Abstract: During uncertain times when face-to-face instruction is not guaranteed, using valid mobile-friendly tools can enhance student engagement. College of DuPage faculty piloted an innovative, technology-based career development product and assessed it as a cost-effective means to improve student course outcomes and provide a viable tool for a First Year Experience module.

Goals: This presentation provides the results of a pilot project implemented at the College of DuPage to determine the benefits of a career development tool applied to college students in a career class. The pilot compares courses which used the interactive technological approach to those course sections which did not use the tool. The objectives are to learn: 1. Strategies to provide opportunity equity in the career search process 2. The structure of the pilot project 3. The results of the pilot 4. Take-aways for colleges looking to improve access for students 5. How to incorporate technological tools into a newly developed First Year Experience module

Summary: Community colleges are a means to an affordable education for all members of the community. However, in this setting many students may not be able to afford the additional cost of standardized assessments. Access to valid, inexpensive career tools can level the playing field for students and give them the opportunity to become more marketable for well-fitting careers. College of DuPage (COD) piloted a career coaching program in their career development course to evaluate if it could enhance the traditional tools of instruction, including course textbook and standardized assessments. It was determined that the use of this technology-based tool enhanced the understanding and direction toward determining a career pathway for students. Based on the result of this pilot project, COD explored the integration of this online career tool into their newly developed First Year Experience modules. In order to assess the impact of how the program affected the students' completion rates and alignment with establishing career goals, all course sections were given pre- and post- self-report assessments and their activity completion rates were tracked. The results of the pilot project and the lessons learned will be presented to the participants with a question and answer period to help other colleges and universities assess if a technological approach would be appropriate for their FYE courses.

Focus: Higher Education Career Center Counselors and Specialists

Program Type: Presentation (70 minutes)

Competency: Technology

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Lecture

Relevance: Technological interventions are increasingly important in meeting students' career development needs, especially when face-to-face interactions are limited or unsafe. During times of global pandemics and economic downturns, career professionals need reliable alternatives to supplement virtual instruction. As Colleges and Universities seek affordable ways to scale their provision of career development services, students also seek additional opportunities to access services from their homes and phones. This presentation examines the use of technology to enhance the career guidance process.

Focus Area: Higher Education Career Center Counselors and Specialists

Program Type: Presentation (70 minutes)

ID/Title: *120 First-generation College Students' Career Barriers*

Abstract: First-generation students, who account for up to 56 percent of university students, encounter a lot of career barriers in college. This presentation aims to explore first-generation students' career experiences during college years and contribute to the understanding of their career development.

Goals: 1. The audience will comprehend the distinctive features of first-generation students' career development. 2. The audience will identify the first-generation students' career barriers based on the Social Cognitive Career Theory framework. 3. The audience will be able to illustrate effective career interventions for first-generation students.

Summary: First-generation (FG) students encounter a lot of barriers in college, as they do not have parents with the college experience. They have reported higher stress, lower confidence, lower college completion rates, and more career-related barriers. However, the unique features of their career development have not been explored thoroughly, especially in career counseling (Raque-Bogdan & Lucas, 2016). The presentation will examine the role of social capital and role model as the buffer to FG students' career development as well as introduce the students' perceived career barriers. Career barriers that FG students encounter include access to information in college, support from family, financial issues, and societal expectations and microaggression. Social capital can support college students to set career goals and increases the possibility of achieving the goals (Guiffrida, 2005). Counselors can be a resource for them to build social capital. Also, Counselors can find a role model with FG students as role models can increase inspiration and motivation and work as another resource. This presentation will examine the role of various counselors in the provision of career development services to FG students. The content of this program will include examining the career-related challenges of FG students, factors that can buffer the challenges, and practical strategies and activities that counselors can implement in a counseling setting. Also, discussion with the audience will be facilitated by the presenters to share ideas and devise effective interventions.

Focus: Higher Education Career Center Counselors and Specialists

Program Type: Presentation (70 minutes)

Competency: Diverse Populations

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Lecture

Relevance: The presentation is related to the conference theme, A Kaleidoscope of Career Interventions in an Age of Uncertainty. In the age of uncertainty, minorities are the most influenced population since they have fewer resources to deal with uncertainty and turbulence. First-generation students are likely to have minority statuses, such as female gender or disability, and come from low socioeconomic status backgrounds. The two reasons that they are involved in the minority population and their career development has less been explored explain why the presentation is needed and why the presentation is related to the conference theme.

2021 Proposals

Focus Area: Higher Education Career Center Counselors and Specialists

Program Type: Presentation (70 minutes)

ID/Title: *121 Strengths-Based Career Counseling: Increasing Career Confidence in Clients using CliftonStrengths Assessment*

Abstract: The CliftonStrengths assessment paired with a career development context, is a powerful tool to bolster job seeker confidence. Results equip jobseekers with a deeper understanding about who they are and how they can stand out in the world-of-work. Session will introduce CliftonStrengths, explore uses and career counseling applications.

Goals: During this 60-minute Presentation, participants will: Receive an overview of the CliftonStrengths Assessment, assessment structure and theoretical origins in Positive Psychology. Identify assessment uses with clients across the life span from youth through adulthood. Identify 3 tangible job search applications to empower and equip clients to stand out in the world of work. (skill stories, reframing, interview prep).

Summary: How can we build confidence in job seekers and empower them for their career journey? Based on Positive Psychology, the CliftonStrengths assessment can help clients identify their natural patterns of thinking, feeling and behaving and categories them into the 34 CliftonStrengths themes. When results are understood, job seekers are more confident about who they are and how they can stand out in the world-of-work. Presentation will provide introductory information on CliftonStrengths and its origins in Positive Psychology, explore uses and applications to career counseling in higher education and private practice.

Focus: Higher Education Career Center Counselors and Specialists

Program Type: Presentation (70 minutes)

Competency: Assessment

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Lecture

Relevance: Based on Positive Psychology, CliftonStrengths Assessment equips job seekers with a stronger, more personal professional narrative for use in networking, interviewing and other employment communications. This tool deserves attention with it's personal narrative applications and common language results. Career counselors and career development professionals have long focused on the skills of the client, this assessment takes a client's positive strengths further allowing them permission and a foundation to work inther strengths across all life roles (academic, personal, professional, community).

Focus Area: Higher Education Career Center Counselors and Specialists

Program Type: Presentation (70 minutes)

ID/Title: 122 *Peers Do Careers: Using Graduate Peer Engagement in Career Development*

Abstract: When picturing career counseling, we often forget the benefits of support groups and the value of exploring career topics amongst peers. This session will explore the benefits of group career counseling and discuss the unique needs of graduate students, as well as strategies for supporting this population in career development.

Goals: A. Gain an understanding of the benefits and limitations of group career counseling through examining empirical research and counseling frameworks B. Develop insight into the best practices recommended to create a career-focused group session as a facilitator and participant C. Identify strategies for implementing an engaging group counseling program design in your own setting

Summary: Graduate students face a variety of transitions, challenges, and milestones throughout their academic programs. Many of these decisions center around exploring, defining, and establishing career goals. As graduate students prepare for careers outside of or within academia, they can immensely benefit from shared discussions on navigating the job market and the career development process. NYU serves over 17,000 Masters and Doctoral students across various disciplines. The group sessions were office in-person and virtual to dozens of graduate students across campus. The goal of the program are to create an additional supportive space for graduate students to:

- a. Connect with fellow graduate students from different programs
- b. Identify similar barriers and challenges to reaching their career goals
- c. Learn new strategies to overcome these challenges from their peers and facilitator

The goals of this session are to assist career practitioners explore two important questions: "¿How can we use the group counseling model to create an additional supportive space to guide graduate students through the career development process?" "¿What are the benefits and challenges to conducting group peer engagement programs in-person and virtually?" This session will discuss the following:

- a. Benefits/Limitations of Group Counseling
- b. Unique Need of Graduate Students
- c. Program Goals and Learning Objectives
- d. Data Results and Student Feedback
- e. Group Counseling Best Practices

As a career professional, licensed counselor, and former supervisor of graduate interns, we must explore group counseling in career centers and encourage students to learn not only from knowledgeable experts, but also from each other.

Focus: Higher Education Career Center Counselors and Specialists

Program Type: Presentation (70 minutes)

Competency: Career Development Models

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Lecture

Relevance: This session focuses on a population within career development that often is not explored -- graduate students. Graduate students represent a variety of different identities: international students, online students, students with families, career-changers "" and more. This session will explore the benefits and challenges to conducting group peer engagement programming in person and virtually. This is an innovative program, offering graduate students an opportunity to explore and normalize barriers to reaching their goals and build community outside of their programs. As career practitioners, we much create thoughtful, inclusive and strengths-focused spaces for graduate students to explore their professional and personal identities.

2021 Proposals

Focus Area: Higher Education Career Center Counselors and Specialists

Program Type: Presentation (70 minutes)

ID/Title: *123 Offering Career Development events in a Virtual Environment*

Abstract: During the pandemic, many College Career Centers had to quickly adapt to virtual activities. Many Career Services professionals spent a significant amount of time planning virtual Career events in order to provide meaningful student-employer connects. Florida State College at Jacksonville used different virtual platforms in order to provide Career events for its students. This session will highlight some of the virtual platforms that were used to connect students with employers during the Pandemic.

Goals: to Provide information on the different virtual platforms available for career services professionals. -to Discuss success and pitfalls of using virtual career programming. -to highlight the importance of internal and external partnerships to assist in providing virtual career events.

Summary: During this session, I will discuss the different virtual career events held at Florida State College at Jacksonville during the pandemic. I will also showcase some of the virtual systems such as: Cisco WebEx, Canvas, Premier Virtual, and the Career Services Manager Virtual Career Fair. Further, I will provide information on the shift in some of the partnerships because of the move to a solely virtual presence.

Focus: Higher Education Career Center Counselors and Specialists

Program Type: Presentation (70 minutes)

Competency: Technology

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Lecture

Relevance: This session exemplifies the Conference theme. During the spring and summer term, we were unsure if we would be able to replicate many of our signature Career events. We forged ahead through the uncertainty and worked dilligently to provide career events virtually.

Focus Area: Higher Education Career Center Counselors and Specialists

Program Type: Presentation (70 minutes)

ID/Title: 124 *Understanding Our Clients: A Framework for Needs Assessment in Career Services*

Abstract: Do clients understand what career professionals offer? How well do we reach our clients and understand their needs, helping them to overcome barriers and achieve successes? Come learn about conducting effective needs assessments. Discover what needs assessment is, why it matters, and how to make your efforts meaningful and manageable.

Goals: Define the purpose and recognize the value of engaging in needs assessment work - Recognize the importance of examining needs from a variety of indicators or perspectives. Needs assessment is not just asking people what they want. A much more meaningful picture is developed when additional information is gathered (e.g., awareness, understanding, attitudes, beliefs, service use, demonstrated career competencies / behaviors, expressed supports and barriers, etc.) - Learn to strategize the scope of assessment work using the provided framework - Recognize strengths and weaknesses of needs assessment strategies selected

Summary: In 2019, The Career Center at Illinois set out to conduct a comprehensive needs assessment for career services to set a foundation for our upcoming strategic planning. Turning to the career services and student affairs literature, we were dismayed to find very little guidance on how to structure our efforts. When wanting to understand client needs, where should we start? What kinds of needs do we examine? What stakeholders should we include? How might we strategize gathering and analyzing information? And, how do we know we are collecting the "right" kind of information? This task can quickly become overwhelming! The Illinois team sought a framework to make our process both manageable and meaningful. To guide our work, we adapted existing needs assessment frameworks from other fields of study. Our career services framework includes nine indicators (e.g., awareness, attitudes, use), considered across three nested spheres of influence (i.e., our office, our campus, beyond campus). Our data collection and analysis choices then address these different areas. This presentation shares our journey, the framework for needs assessment in career services that resulted, and examples from our data collections. Participants will discuss application of the needs assessment framework to their setting, as a tool for planning the scope of program assessments, as well as recognizing the strengths and weaknesses of individual assessment projects. Finally, access will be provided to survey instruments, interview protocol, and focus group protocol from the Illinois' needs assessment inquiries for those who are interested in additional example resources.

Focus: Higher Education Career Center Counselors and Specialists

Program Type: Presentation (70 minutes)

Competency: Program Management/Implementation

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Demonstration

Relevance: Career services professionals serve diverse clients, embrace a wide array of tools and resources, and are constantly adapting to new service environments. Every fragment of our kaleidoscope is in motion. Yet, do we have a solid understanding of the needs, beliefs, and attitudes that our clients and other key stakeholders hold regarding our career services offerings? If our stakeholders do not connect with our goals or purpose "" or if we do not share common definitions "" it is not possible to work together to achieve success. Addressing this concern is the driving force behind needs assessment and this presentation.

Focus Area: Higher Education Career Center Counselors and Specialists

Program Type: Presentation (70 minutes)

ID/Title: *125 Career Development Interventions for Graduate Students*

Abstract: If you want to better serve the forgotten student populations "" graduate students "" this session is for you. Come and learn best practices, innovative solutions and strategies for providing career development resources to graduate students? Discuss how to add career advancement, leadership coaching, and career change strategy to your current counseling and professional development services.

Goals: 1. To provide insights regarding the career development needs of graduate students - an often overlooked population. 2. To share best practices, innovative ideas, and strategies for enhancing and increasing services for graduate students. 3. To provide a forum for idea sharing among practitioners who serve or would like to serve graduate students.

Summary: This session will focus on the career development needs of graduate students. First, presented will be an overview of the career development needs of graduate students in comparison to undergraduate students. Specific attention will be given to differences in career exploration and preparation strategies needed for graduate students pertaining to making a career change, advancing a career, re-launching a career, or launching a career with an advanced degree and no work experience. In addition, innovative strategies from several institutions will be highlighted providing insight on enhancing and increasing services for graduate students. Attention will be given to the resources, training, and programming needed to attract more graduate students to career services. In addition, examples for building organizational capacity to support the career development of graduate students will be provided. Lastly, an opportunity for discussion and idea sharing will occur to build a support network among professionals seeking to serve graduate students.

Focus: Higher Education Career Center Counselors and Specialists

Program Type: Presentation (70 minutes)

Competency: Diverse Populations

Willing to Accept Alternate Presentation Type: 0

Virtual Alternative: 1

Method: Lecture

Relevance: Graduate students are often overlooked on many campuses where career services focus on traditional, undergraduate student populations. Addressing the needs of graduate students on college campuses helps to increase diversity and inspire innovation for students seeking to advance or change their careers.

2021 Proposals

Focus Area: Higher Education Career Center Counselors and Specialists

Program Type: Presentation (70 minutes)

ID/Title: *126 Connecting College Coursework and Experiences to Career through Portfolio Development*

Abstract: Curricular and co-curricular experiences directly lead to career readiness. Students struggle to make the connection and frequently see coursework as separate from professional experience. Through building pathways into their long-running portfolio program, Columbia College Chicago is creating direct connections for students to use reflection as part of the skills identification process. Pathways provide a roadmap to a more inclusive process of career readiness.

Goals: To assist practitioners in applying experiential learning to their practice. This process uses experiential learning theory to engage a more diverse population and assists in developing confidence through demonstration of skills.

Summary: Experiential learning theory, when applied to career development models, provides a window into a series of experiences that demonstrate career readiness. Skills identification combined with portfolio development provide opportunities for evidence-based learning. In this presentation, participants will be challenged to examine how they reflect on their own professional experiences in order to better support their client base. Program development ideas will be demonstrated by Columbia College Chicago's long-running portfolio project. This project has expanded to include pathways, a series of activities a student can engage in to demonstrate career readiness. This includes awards programs, internships, and identification of key actions that support a student's engagement in their skill development.

Focus: Higher Education Career Center Counselors and Specialists

Program Type: Presentation (70 minutes)

Competency: Program Management/Implementation

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Lecture

Relevance: The process of creating pathways and gamification makes the career process more accessible to college students and fosters an attitude of inclusivity in the college. Developing portfolios from course assignments connects curricular and co-curricular activities and builds confidence in students during uncertain times.

2021 Proposals

Focus Area: Higher Education Career Center Counselors and Specialists

Program Type: Presentation (70 minutes)

ID/Title: *127 Catalysts for Change: Digitization of Career Resources for Marginalized communities*

Abstract: Learn about ways you can design fun, engaging, and creative career programming targeted to your students'™ needs. Explore how you can connect with your diverse students no matter where they are in their career journey during a time of uncertainty and Zoom fatigue. Engage with us as we share real-world examples to ensure access to resources and career education for all.

Goals: Our Career Catalysts Team has been catalysts in exploring programming in many different ways to support our students. Our team focuses on supporting marginalized students where we use our resources and skills to help create access to career education using new mediums to engage students during the time of uncertainty and Zoom fatigue. The goal of this presentation is to share the myriad of ways we were able to engage marginalized communities.

Summary: This presentation will explore how we design programming that is targeted to each student's needs in fun, engaging and accessible ways to diverse students during a time of uncertainty and digital content. Providing robust career education to marginalized students is important to remain engaged and supportive to communities that can often get lost in the masses. We will start by sharing our framework as to how we ensure we maintain our engagement with key campus partners and marginalized student populations. Then we will discuss what does this engagement look like by showing real world examples in the virtual space which includes cohorts, modules, podcast, online video library, gamification and more! Attendees can learn scalable ways to implement career programming to their student populations in non-traditional ways.

Focus: Higher Education Career Center Counselors and Specialists

Program Type: Presentation (70 minutes)

Competency: Diverse Populations

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Lecture

Relevance: This topic is related to this year's™ conference theme because our team had to quickly and efficiently change our programming in order to ensure that marginalized students still felt supported. Not only did we successfully digitize content but were able to create new ways of engagement that were successful with our populations. As our team continues to innovate, we find more and more meaningful ways to connect with students outside of your typical Zoom events and appointments.

2021 Proposals

Focus Area: Higher Education Career Center Counselors and Specialists

Program Type: Presentation (70 minutes)

ID/Title: *128 Navigating Resource Creation and Digitization in the Time of Virtual Learning for International Students and Practitioners*

Abstract: The International Student Services Committee (ISSC) has fostered learning and growth for the international community and practitioners by adapting to the times of uncertainty and creating virtual spaces where learning can continue in non-traditional ways. Come learn innovative learning opportunities that ISSC has created through social media engagement, career resource digitization, website creation and research dissemination.

Goals: The International Student Services Committee (ISSC) has embarked upon new horizons in research and resource development for career development professionals working with international students since its creation as a task force in 2012. Since then, ISSC has found innovative ways to digitize resources through creating a website and online video library for international students and practitioners. Through publishing videos on YouTube, this group has fostered innovative ways to share research, webinars and presentations in bite sized learning formats. ISSC has also found ways to widely disperse The Resources for Partnering with International Students guide digitally through website creation.

Summary: We[™]ve all had to learn ways to continue to engage our audiences innovatively while being mindful that due to COVID-19, it may be some time before we can engage with one another in person. This presentation will explore how to engage audiences during times of uncertainty. ISSC has implemented creative ways to continue to engage with international students and practitioners to ensure that they are supported through this unprecedented time. Through the creation of an online video library on YouTube, we have been able to develop targeted programming in virtual formats that will support the asynchronous learning of international student career practitioners and provide more ease of access to resources we[™]ve developed for the community. It is more important now than ever that we do our best to provide access to resources and tools for this marginalized community and the practitioners that support them in order to help all navigate these uncertain times and better equip them with knowledge of how to effectively navigate virtual learning. We will start by examining how we converted previously created resources and research into more readily available online materials on a website, then do a deeper dive into why and how we created an online video library bringing together research, resources and international student expertise. We will provide participants with opportunities to brainstorm ideas and strategies to bring back to their own campuses so that they can successfully engage their audiences through developing and digitizing resources in innovative ways.

Focus: Higher Education Career Center Counselors and Specialists

Program Type: Presentation (70 minutes)

Competency:

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Lecture

Relevance: We provide innovative examples that other career practitioners can use to digitize their content and utilize social media as avenues to connect even further with other practitioners and international students. Also, these examples will demonstrate successful resource transformation without changing the core values that ISSC has provided to international students and career practitioners. Since all members of our team work on a voluntary basis, we believe that this would be a great opportunity for practitioners to learn, replicate and even expand some of the offering we provided this year.

ID/Title: *129 Using Mentorship to Mitigate Professional Isolation in a Time of Uncertainty*

Abstract: To be an effective kaleidoscope to support change in others, we first must be an effective, functioning kaleidoscope ourselves. Using a Relational Cultural lens provides a new paradigm of group mentorship, resulting in purposeful interactions that are mutually beneficial and serve to mitigate feelings of isolation in our work.

Goals: Goals: 1. Discuss current hierarchical models of traditional mentoring relationships in higher education settings. 2. Educate the participants on the implications of Relational Cultural Theory (RCT) as applied to purposeful mentorship. Objectives: 1. Participants will examine current hierarchical models of mentorship and identify ways to derive benefit and decrease feelings of isolation. 2. Participants will learn about the elements of RCT and how it relates to mentoring wherein each member has equal responsibility for the impact of the experience. 3. Participants will be able to discuss and apply what they learned about the RTC Model of Mentorship their workplace.

Summary: In order to be an effective kaleidoscope to support the change in others, we first must be an effective, functioning kaleidoscope for our own journey. Through purposeful mentoring relationships, career development professionals can increase their capacity for expansive growth and ideas to help shape their post-COVID worldview, which in turn may help to infuse creative career solutions for their students and clients. In this phase of new normal, we are called to provide support that meets the demands of our altered workforce. Clients and students are looking to us for ways to navigate uncertainty, but also keep moving forward. Using Relational Cultural Theory (RCT) as a lens for understanding, we are rethinking how we engage as mentors and mentees. Removing the old way of hierarchical thinking, we are now engaging mentoring groups in where each member has an equal voice, which results in interactions that are mutually beneficial for all parties. Fitting with the cultural movements of our current climate, we are opening up the meaning of mentoring to include those with many years of experience and those with just a few, to be more inclusive and supportive of those who may bring a rich history to the group, but have fewer years in the profession. In this session, participants will engage in a case study approach to the RCT Group Mentoring Model. They may then be equipped to start their own groups and reframe this era of new normal with creativity and grace.

Focus: Higher Education Career Center Counselors and Specialists

Program Type: Presentation (70 minutes)

Competency: Program Management/Implementation

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Lecture

Relevance: This concept fits with the conference theme through the introduction of a mentoring group model to assist our higher education constituents with issues of isolation in a time of COVID-19 restrictions and stay-at-home orders. In this phase of new normal, we hope to provide support for career development professionals responsible for meeting the demands of their students and the companies and organizations with which they work. Through this interactive presentation, participants will increase their capacity for renewal to help shape their post-COVID worldview, in turn helping them to develop creative career solutions for their students and business partners.

Focus Area: Higher Education Career Center Counselors and Specialists

Program Type: Presentation (70 minutes)

ID/Title: *130 Focusing on Values and Calling with Gen Z Students*

Abstract: Understanding Gen Z student's hesitancy to identify themselves in any way can provide insight to career professionals in higher education. Career exploration curriculum at BYU-Idaho focuses on values and pursuing a calling orientation to work. Values assessment and clarification can benefit Gen Z student's education and career choices.

Goals: 1. Understand Gen Z student's needs related to career exploration in higher education 2. Explore the Gen Z concept of non-identity and the category of none 3. Describe the career exploration curriculum at BYU-Idaho emphasizing values and professional calling 4. Review various approaches and activities for values assessment and clarification 5. Explore the benefits of values clarification and calling orientation for Gen Z student's education and career choices

Summary: Gen Z only represents a small percentage of the workforce. However, the numbers of Gen Z students beginning college are on the rise. Understanding Gen Z students traits, characteristics, and needs will be important for career professionals in higher education. McKinsey Company and Pew Research Center reports combined with insights from the book, "Meet Gen Z, understanding and reaching the new post Christian world" by James Emery White will provide an overview of Gen Z student's needs. Gen Z students will be highly educated, digitally proficient, and entering an uncertain future as Covid-19 has reshaped the social, political, and economic landscape. The role of values in careers may be unclear to Gen Z students. Assessments such as Values in Action and other approaches such as card sorts, reflective exercises, and personal experiences are used to understand and clarify values. The curriculum design for the career exploration course at BYU-Idaho builds on this foundation of values and pursuing a calling orientation to careers. The book, "The Zookeeper's Secret: Finding your calling in life" by Jeffery Thomson and Stuart Bunderson is the primary text and provides a values rich approach to learning about the world of work. Focusing on values clarification, calling, meaning, and purpose with Gen Z students can provide a process for future education and career decisions.

Focus: Higher Education Career Center Counselors and Specialists

Program Type: Presentation (70 minutes)

Competency: Diverse Populations

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Lecture

Relevance: Gen Z students are facing a world and economy of uncertainty due to the global impact of Covid-19. Focusing on values and calling orientation is an effective intervention that relies more on reflection and introspection than data and logic. The unique curriculum design at BYU-Idaho focuses on interventions that keep students grounded in purpose while considering the uncertainties of the future.

Focus Area: Higher Education Career Center Counselors and Specialists

Program Type: Presentation (70 minutes)

ID/Title: *131 Reviving Students' Career Dreams: Acknowledging loss and creating solutions*

Abstract: Let's revive student career dreams! With plans abruptly interrupted and opportunities vanished, students feel anxious and lost. Constant adjustment has left little time to assess and grieve our losses. Learn ways to help students mourn loss while finding strategies to help students regain motivation and foster new career dreams.

Goals: 1. To provide an overview of the psychological consequences the COVID-19 pandemic has had on college students as related to their career development. 2. To describe coping strategies that students can apply to manage career related grief. 3. To discuss techniques to help students recapture career hope, motivation, and balance as they move forward with their career development

Summary: Career development providers are challenged to find virtual ways to support students as they experience the stress of altered career plans and challenging circumstances. The pandemic has resulted in losses big and small. Many have gone unnoticed but take a toll on wellness and students'™ ability to move forward with their career development. How do we stay nimble, replenish ourselves, and help students restore optimism and motivation amidst so much uncertainty? How can career development professionals marry their efforts to help students maintain or adjust their career dreams? Individuals'™ career development and mental health have long been touted as inextricably linked. Yet in practice this link has always been elusive and the perception that career issues are separate from mental health issues remain. Amidst the COVID-19 pandemic, the relationship between career development and mental health is undeniable. This presentation will examine the impact of COVID 19 on students'™ career dreams, motivations, and wellness. We share how the University of North Georgia staff and faculty from Student Affairs, Career Services, and the graduate Counseling Department have approached self-care, technology, collaboration, and proactive communication to support students grappling with lost opportunities, a virtual world, a tough economy, and resulting stress. We share what we learned from virtual programs, acknowledging loss, checking wellness, and helping students rebuild career plans. We celebrate the skills we developed by doing what it takes to stop on a dime, drink from a firehose, create new plans, scrap them, plan again, and be effective.

Focus: Higher Education Career Center Counselors and Specialists

Program Type: Presentation (70 minutes)

Competency: Helping Skills

Willing to Accept Alternate Presentation Type: 0

Virtual Alternative: 1

Method: Lecture

Relevance: Our presentation offers several career interventions and strategies for supporting students who face uncertainty about their futures. With internships and jobs revoked, academic success impacted, and career dreams in question, students (and providers) are swimming in a sea of change. Personal wellness is affected, and our interventions are being adapted to suit these new circumstances. We share some of what we have learned about the impact of COVID on students and ourselves and how that has led to new skills, strategies and ways of working with students so career dreams are rekindled despite uncertainty.

Focus Area: Higher Education Career Center Counselors and Specialists

Program Type: Presentation (70 minutes)

ID/Title: 132 *The ABC's of Career Development: Authenticity, Balance, and Challenge*

Abstract: Many campus career initiatives addressing students' needs assume a standard undergraduate focus with entry level career needs. This presentation will introduce the "ABC" series of integrated, generative, and intentional interventions developed for underrepresented minority and first-generation graduate and professional students involved in minority scholar mentoring programs.

Goals: This presentation will introduce practitioners to a triangular model of initiatives designed for the professional development of graduate students across campus. Presenters will summarize the kaleidoscope models design and challenges for both face-to-face and online workshop integration. Attendees will review new approaches with a focus on career and professional identity through change and uncertainty faced through the launch of an advisory board of career and industry professionals.

Summary: Although The Graduate School at Sam Houston State University provides services for all students, this presentation will highlight the career development tracks of minority and underrepresented groups, specifically those in the A.S.P.I.R.E (Academic Success Program in Research Empowerment) and R.O.A.D to PhD (Research & Outreach for Academic Diversity) programs. The Graduate School's ABC career development model utilizes a system of integrated, generative, and intentional interventions designed to guide students' personal and career development as they matriculate through their academic programs. ABC highlights three structures to contribute to career readiness and focus: formative development, relationship building, and industry narratives. Summarizing the development of an online community using the existing university learning management system (Blackboard), a graduate student writing lab, career support workshops, and industry professional career/job talk presentations, this presentation will provide an outline and discuss challenges. First, these resources and programs facilitate scholars' career identity formation while integrating technology, pop culture, and personal narratives. Second, relationship building opportunities will demonstrate several collaborative interventions that unite students' distinct and intersectional identities. Third, real-world experience interventions to prepare students for productive, professional lives after graduate school will be outlined. Our staff works alongside a volunteer advisory board comprised of experienced industry professionals who nurture students' growth holistically as they face cultural and changing job markets.

Focus: Higher Education Career Center Counselors and Specialists

Program Type: Presentation (70 minutes)

Competency: Diverse Populations

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Lecture

Relevance: The ABC career development model employs a multiplex framework of creative and structured development approaches which address a diverse student population and the consistently shifting employment landscape. To combat the uncertainties of standard, current day practices, our office has increased utilization of remote management systems such as Blackboard, Zoom, and Microsoft Teams. This system allows students and career development specialists to meet virtually, which is critically important for those who seek in-person engagement, guidance, and mentorship.

2021 Proposals

Focus Area: Higher Education Career Center Counselors and Specialists

Program Type: Presentation (70 minutes)

ID/Title: 133 UAB Career Center Canvas Course: *Connecting Campus to Career*

Abstract: The UAB Career Center shares insights related to the UAB Career Center Canvas Course - 21,000+ students enrolled, 3,000+ quizzes completed, and 31 academic course integrations. This session will walk participants through brainstorming and implementation of a campus-wide career readiness platform on their own campus.

Goals: 1. Explore basics of building an online, campus-wide, career readiness platform 2. Identify opportunities to customize content for students and faculty on your campus 3. Identify campus partners to collaborate with in content delivery

Summary: The UAB Career Center walk participants through utilization of campus-wide curricular platforms for delivery of career readiness content. We will explore opportunities to customize online career readiness content to fit the needs of campus - the goal to increase use and accessibility of career readiness content and resources through online learning platforms. We will discuss scaling of services to maximize staff utilization and identification of campus partners in career readiness efforts. These campus partners will play a critical role in career content implementation as they bridge the gap between academics and career preparation.

Focus: Higher Education Career Center Counselors and Specialists

Program Type: Presentation (70 minutes)

Competency: Career Development Models

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Other

Relevance: With remote engagement being an unambiguous reality, it is imperative that career services seek unique and synchronous methods of engaging with students. That is, while we must seek innovative approaches to delivering career ready content, we must also seek out opportunities to integrate these approaches into the existing student experience to the greatest extent possible. The UAB Career Center Canvas Course has proven to be a viable approach to achieving both innovation and integration with maximum effect.

2021 Proposals

Focus Area: Higher Education Career Center Counselors and Specialists

Program Type: Presentation (70 minutes)

ID/Title: 134 *Improving Access to Career Services and Enriching Virtual Relationships Among Staff, Students, and the Community*

Abstract: This presentation includes an examination of the ways in which we use technology to support students and staff in unique ways as well as enrich relationships between Career Services staff, students, and the community. Specifically, we examine the use of implicit assessments, D&D Beyond, social media, and Virtual Career Fairs.

Goals: We demonstrate how our remote Career Services Department utilizes existing technology and resources in creative ways to enrich staff, student, and community relationships. In this presentation, we specifically examine implicit bias assessments and the use of D&D Beyond to underscore individual identities and foster staff relationships. In addition, we investigate the utilization of Jobscan.co to explore skill adjacencies, the employment of Facebook Live to ease anxiety surrounding COVID-19, and the extension of virtual events to the entire community to increase access to career services and employment opportunities.

Summary: We demonstrate novel ways to utilize existing technology such as D&D Beyond, Jobscan.co, and virtual career fairs to establish and enrich virtual relationships between Career Services staff, with students, and among the community. We discuss how staff and student relationships can benefit by exploring implicit bias assessments and using team role-playing games to collaborate and solve problems in a creative environment. In addition, we explore student interests, values, and existing transferable skills as well as possible limitations when interacting with students whose Career Services needs differ. Technology examined includes Jobscan.co. Extending access to Virtual Career Fairs and other events, which are typically reserved for students and alumni, to the entire community increases access to employment and networking opportunities. Practices include general resume reviews for the attending public via small group sessions and the use of Facebook Live to ease anxiety surrounding COVID-19.

Focus: Higher Education Career Center Counselors and Specialists

Program Type: Presentation (70 minutes)

Competency: Helping Skills

Willing to Accept Alternate Presentation Type: 0

Virtual Alternative: 1

Method: Lecture

Relevance: We explore creative and effective methods of utilizing existing, free resources and technology to develop and enrich relationships between Career Services professionals, with students, and among the community as a whole. In this presentation, we will discuss our virtual team's use of technology, such as Jobscan.co, vFairs, and D&D Beyond. In addition, we discuss different topics, such as implicit bias and making technology widely accessible to the community, through real-world examples.

2021 Proposals

Focus Area: Higher Education Career Center Counselors and Specialists

Program Type: Presentation (70 minutes)

ID/Title: *135 User-Centered Design for the Customization of Career Design Journeys*

Abstract: The User-Centered Design framework and the persona method have facilitated the development of customized "Career Design Journeys" for students at various stages of professional development, across diverse Master's of Science programs. This approach allows us to serve a broad range of needs effectively while increasing the relevance of our programming.

Goals: Examine an innovative approach to the design and delivery of career education - Evaluate the use of learner-centered personas for customized programming - Analyze the role of pedagogical frameworks in co-curricular interventions - Workshop the customization process used to develop career design pathways

Summary: The Master's of Science students at the Columbia University School of Professional Studies are adult learners of all ages at various stages of professional development, from a broad range of backgrounds and cultures. It is a significant challenge for Career Education to serve and engage such a diverse body of students effectively. Our career interventions reflect the life design paradigm defined by Mark Savickas (2010) in seeking to ensure students develop the skills needed to self-manage a career-building process. But our programming has been limited by a one-size-fits-all approach, with mixed success. Over the last three years we have piloted the use of a User-Centered Design process to redesign our career interventions as scaffolded pathways customized to student personas. This approach allows us to serve a broad range of needs while increasing the relevance of our programming. Feedback from students and participating programs has been very positive so far, and the collaborative design process is transforming how curricular and co-curricular stakeholders work together. The presentation will include a group activity and cover the following topics: - The Problem: what problem are we trying to solve? - The Research: what existing academic research are we leveraging? - The UCD process: how does it work and who are the participants? - The Personas: how were they developed and who are they? - The Solution: how are the Career Design Journeys customized? - The Resources: what resources are we adapting and/or creating? - The Technologies: how are we supporting delivery? - The Feedback: user feedback and results to date

Focus: Higher Education Career Center Counselors and Specialists

Program Type: Presentation (70 minutes)

Competency: Career Development Models

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 0

Method: Demonstration

Relevance: Our career interventions serve a student body that is extremely diverse, and we must leverage available resources strategically in order to optimize their reach and relevance. We consider career education through a multi-dimensional lens much like a kaleidoscope. Career success looks different for everyone, and therefore we must work within more than one paradigm. We also seek to customize interventions based on marketplace needs across a wide array of industries. The new direction for our career interventions leverages multiple perspectives through a collaborative and dynamic design process that includes the participation of students, faculty, staff, and industry experts.

Focus Area: Higher Education Career Center Counselors and Specialists

Program Type: Presentation (70 minutes)

ID/Title: *136 Mentorship as an Early Career Intervention: A Prismatic Approach to Finding Clarity and*

Connections

Abstract: In today's uncertain environment, students feel pressured to make life-changing decisions with limited preparation. Underserved populations are at an even greater risk of being ill-prepared due to limited social capital. Learn how New College of Florida, a small, public liberal arts college, applied mentorship as an early career intervention.

Goals: Discuss and explore a model for integration of career and self-exploration theory with a mentorship experience to improve decision-making confidence, retention, and success. How to apply mentorship to the specific needs of sophomore college students in a liberal arts academic environment. Understand the benefits of and best practices when using mentorship as a career intervention. Explore best practices to preparing students for meaningful relationships with non-academic professional audiences.

Summary: In an effort to combat the sophomore slump, increase first-year to second-year retention, and improve career outcomes, New College's Center for Career Engagement and Opportunity launched the Novo Network Mentorship Program, which offers sophomores a unique opportunity for personal and professional growth. The year-long program combines a for-credit career exploration course with a one-to-one matched mentorship experience. The course offers program participants the opportunity to engage in meaningful career exploration and planning through the application of design thinking to three areas: self, academics, and career. Through self-assessments and class activities, students are equipped with knowledge and skills to strengthen academic and career decision-making. Furthermore, the knowledge and insights gained from the course are used to guide conversations between the student and their matched mentor, offering students an opportunity for industry-specific advice and/or professional and personal development reflection from a non-academic perspective. The launch of this innovative pilot-program is timely as networking is essential in today's uncertain world. Establishing your professional network early in life gives the student more adequate preparation and time to make potentially life-changing decisions and the confidence to manage career chaos. This preparation is even more critical for students of underserved populations as they often lack resources, especially social capital. This program seeks to use mentorship as an early intervention to prepare students, especially those from underserved populations, for a life of career and professional success.

Focus: Higher Education Career Center Counselors and Specialists

Program Type: Presentation (70 minutes)

Competency: Career Development Models

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Lecture

Relevance: The Novo Network Mentorship Program applies mentorship as an early career intervention guided by an academic course. The course facilitates the development of skills necessary to engage in a meaningful relationship with their mentor; it also provides a much-needed space for reflection and confidence-building. Working with a mentor one-on-one allows students to deepen insights gained in the course, practice networking skills, and utilize the support and encouragement of their mentor to create actionable steps related to their career and professional goals. Student participants establish a professional network and gain critical insights and needed to navigate these uncertain and ever-changing times.

Focus Area: Higher Education Career Center Counselors and Specialists

Program Type: Presentation (70 minutes)

ID/Title: 137 *Networking for Introverts*

Abstract: You don't even need to be an introvert to feel anxious at the thought of networking online or off? Do you wish you felt more comfortable meeting new people, but feel like networking is too quick and shallow for you to do it right? Do you feel misunderstood, coming off as unfriendly without meaning to? The Networking for Introverts workshop has been designed to address those specific concerns and more. You'll leave this event not only having a game plan for your future networking experiences but also feeling more confident in yourself and your ability to make meaningful connections.

Goals: In this workshop you will learn to: Ease anxiety around networking online and/or off Initiate and carry on conversations Establish rapport that is authentic to you Present yourself in a warm and friendly way Get the most out of networking events More!

Summary: You don't even need to be an introvert to feel anxious at the thought of networking online or off? Do you wish you felt more comfortable meeting new people, but feel like networking is too quick and shallow for you to do it right? Do you feel misunderstood, coming off as unfriendly without meaning to? The Networking for Introverts workshop has been designed to address those specific concerns and more. You will leave this event not only having a game plan for your future networking experiences but also feeling more confident in yourself and your ability to make meaningful connections.

Focus: Higher Education Career Center Counselors and Specialists

Program Type: Presentation (70 minutes)

Competency: Promotion and Public Relations

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Lecture

Relevance: As the world of work transitions, social distancing has brought many of our professional relationships to a pause or had some believe that all networking is on pause. This isn't true. Human connection is more important than ever. Let Stephanie Thoma show you how to make the transition online with helpful tools, best practices and more.

2021 Proposals

Focus Area: Higher Education Career Center Counselors and Specialists

Program Type: Presentation (70 minutes)

ID/Title: *138 Increasing Access to Services through an Online Career Development Course Using Rise 360*

Abstract: How can career counselors expand their career coaching services to reach a broader audience during uncertain times? The presenter(s) will demonstrate and share a self-guided, online career development tutorial that teaches students the necessary skills to assess their career goals, write a resume, network, interview and successfully land a job.

Goals: The goal of this presentation is to share and demonstrate a career development technique that increases access to career services through a beautifully designed platform that utilizes a diverse collection of career tools. This is a relevant and timely way to deliver career counseling to a diverse population during uncertain times. Objectives - Participants will be able to: 1. Discover and learn about a diverse collection of career tools delivered in a self-guided online platform 2. Identify and discuss a variety of ways to advance students'™ career awareness about their career development in an online platform

Summary: This presentation will share and demonstrate an online course using Rise 360 that increases access to career services for students through an online platform. This visually appealing platform includes inspirational quotes, videos, articles, activities, and assignments to help students increase their self-awareness regarding career interests, improve their written and oral communication skills through exercises in cover letter and resume writing; and interviewing and job search strategy through research and career exploration. An explanation of John Holland'™s Theory of Vocational Choice is referenced and explained in the platform to help students understand the results from the O*Net Interest Profiler (career assessment recommended in the platform). The online tutorial also includes scenarios to help students practice negotiation skills and navigate the world of work and professional etiquette. Presenters will also share results of a survey conducted prior to and after completion of the self-guided online career development tutorial which assessed awareness of career development skills.

Focus: Higher Education Career Center Counselors and Specialists

Program Type: Presentation (70 minutes)

Competency: Career Development Models

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Demonstration

Relevance: The online platform (Rise 360) used to create this self-guided tutorial can be described as a kaleidoscope (diverse collection; variegated changing pattern) or a beautifully designed and colorful method to deliver career development content using innovative technology.

Focus Area: Higher Education Career Center Counselors and Specialists

Program Type: Presentation (70 minutes)

ID/Title: 139 *Social Justice Advocacy in the World of Work*

Abstract: Engage with fellow practitioners as we dive into different techniques and best practices that create brave spaces for students in virtual workshops and counseling sessions to assist in understanding and integrating their intersecting identities in the world of work using a social justice lens.

Goals: Learn about specific career programing techniques to provide brave spaces for conversations that include the intersection of identity, social justice, and the workforce "ÇEngage with other practitioners to brainstorm and share common concerns or areas of growth to support career exploration for underserved and underrepresented groups through interactive polls "ÇAdapt career programing techniques for their specific student / client through brainstorm and sharing in breakout rooms "ÇIdentify techniques and best practices grounded by career and counseling theory that adheres to virtual spaces

Summary: With witnessing the death of George Floyd and the court decision involving the police officers charged with Breonna Tylor death, we see a civil unrest that is impacting how our students are identifying and aligning with companies that are addressing anti-racists initiatives, amplifying voices from folx of color, and committing themselves to diversity initiatives. We have seen a rise on career programing that addresses issues around microaggressions, racism, and deconstructing "™professionalism™". Career service practitioners are venturing into providing another space for students to integrate their multiple identities (ethnicity, gender, ability, status, socio-economic status, etc.) with the added lens of social justice. How do we continue this work and help students make sense of this in virtual spaces like workshops, counseling appointments, and career programing? This session will be sharing with practical ways to begin to provide this space to dialogue how social justice efforts and students™ multiple identities can be brought to the workplace in constructive ways. Participants will be able to first identify their own concerns about carrying these conversations in virtual spaces to find commonality in the group while also sharing their best practices. The session will also share workshop slides that provide community-based / healing and social justice focused approach to provide verbiage for practitioners. Finally, Participants will leave with a digital tool kit that provides examples of companies supporting social justice efforts, programing ideas to integrate in essential workshop topics (resume, interview, career exploration, etc.), and social media posts integrating social justice and career education.

Focus: Higher Education Career Center Counselors and Specialists

Program Type: Presentation (70 minutes)

Competency: Diverse Populations

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Lecture

Relevance: In light of this civil unrest amidst a pandemic, career programing efforts are addressing this reality for as a factor for students in their career decision making process, especially when it comes to applying to companies. No longer are our students looking just for culture fit, but they are looking for accountability in social justice efforts in companies that have promised diversity in their company. The best practices and strategies shared will provide resources that can support career programing that address the integration of a social justice lens and the multiple identities of our marginalized students of color.

Focus Area: Higher Education Career Center Counselors and Specialists

Program Type: Presentation (70 minutes)

ID/Title: *140 Trends in College Career and Employment Planning: Insights from Students, Schools, Business Leaders*

Abstract: What is the job market like for today's college students? How have employers changed their recruiting and hiring practices since the coronavirus outbreak? What do employers think of online education? This session responds to these questions through recent research that includes feedback from online students, school administrators, and business leaders.

Goals: This session presents results of a multi-survey research effort to gain feedback from online students, school administrators, and business leaders across the U.S. Findings include pre-and post-coronavirus perspectives reported in three primary areas: career goals and online students, employer perceptions of online education, and college recruiting insights. **Objectives:** *Identify current trends in employment recruiting of college students. *Explore data related to current hiring practices and the use of technology to connect students and employers. *Consider the changing perceptions of online education. *Discuss lessons learned during the past year by session attendees through opportunities to share relevant experiences and recommendations.

Summary: This session presents the latest in BestColleges' research series focused on trends in online education. It includes an in-depth look at feedback on career planning and employment goals collected through annual surveys of more than 1,500 online students and 300 online program administrators. An additional survey gathers input from more than 500 business leaders about their perceptions of online education and current hiring plans and practices. Findings include pre-and post-coronavirus perspectives and are reported in three primary areas: career goals and online students, employer perceptions of online education, and college recruiting insights. **Session outline:** *An in-depth look at the career goals of online students including their motivations to enroll online and expectations for employment after graduation. *College recruiting insights - identifying which industries are recruiting online, what strategies they use to connect with students at a distance. *The continuing impact of COVID-19 on the job market and recruiting practices. *The evolving perceptions of online education. **Session objectives:** *Identify current trends in employment recruiting of college students. *Explore data related to current hiring practices and the use of technology to connect students and employers. *Consider the changing perceptions of online education. *Discuss lessons learned during the past year by session attendees through opportunities to share relevant experiences and recommendations. Attendees will be asked to share their experiences and lessons learned in providing online services to connect students and employers. Attendees are encouraged to participate in conference backchannel communication with the conference hashtag, and in the discussions conducted live during the session.

Focus: Higher Education Career Center Counselors and Specialists

Program Type: Presentation (70 minutes)

Competency: Labor Market Information and Resources

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Lecture

Relevance: The year 2020 presented higher education institutions, college students, and career centers with unexpected challenges as campuses closed and unemployment soared as a result of the coronavirus outbreak. The impact was sudden, but is ongoing creating uncertainty about employment opportunities for college graduates. In addition, a massive shift to remote work across higher education required flexibility and resilience from all involved as many employers and career offices moved online. This session strives to inform the decisions of career centers as they continue to adapt to the long-term impacts of the outbreak and serve their students at a distance.

Focus Area: Higher Education Career Center Counselors and Specialists

Program Type: Presentation (70 minutes)

ID/Title: *141 Evaluate and Evolve: How to Successfully Teach Career Development to Incoming First-Year Students*

Abstract: Career development courses are beneficial for incoming first-year students transitioning into college. Learn about UC Santa Barbara's seminar offered during a summer bridge program. Hear about the kaleidoscope of changes implemented through assessment and evaluation over the years to fit the shifting needs of diverse student populations within an evolving economy.

Goals: Participants will: 1) Learn about the evolution of the Career Development & Decision Making course for incoming first-year students at UCSB in order to develop similar courses at their institutions 2) Identify how to continue to develop career-related courses in order to keep them fresh and relevant through assessment and evaluation 3) Gain information about how to enhance existing courses to best serve the needs of an ever-changing student population and new technological challenges 4) Recognize the importance of career development courses for students, and the long-term impacts that these courses can have on them

Summary: Career development courses can be an essential piece of a student's professional journey, imparting significant concepts, resources and information that support a student in their career decision-making. This type of learning is especially beneficial to the newest members on a college campus, incoming first-year students, who are just starting to transition into the collegiate environment and to discover more about themselves and the academic and career goals. The continuing development of career classes such as our 2-unit freshmen seminar are also imperative in addressing the needs of Generation Z students in times of great change and uncertainty. Learn about the past, present and future of UC Santa Barbara's career development and decision-making course through the Freshmen Summer Start Program for first-year students just embarking upon their time at a four-year, research I university. Hear about the kaleidoscope of changes that have been implemented as the class has been assessed and evaluated over the past few years to fit the shifting needs of a diverse population of students. We'll discuss our most recent changes to serve students entering college virtually amidst economic changes and the rise of social justice issues. Lastly, we'll share about how our evolving course and the changes we've implemented have impacted our students for the better.

Focus: Higher Education Career Center Counselors and Specialists

Program Type: Presentation (70 minutes)

Competency: Training Clients and Peers

Willing to Accept Alternate Presentation Type: 0

Virtual Alternative: 1

Method: Lecture

Relevance: Our career development course for incoming freshmen has been taught for over ten years. Over the past five years, our instructors worked hard to consistently improve and meet the current needs of our students. With all the kaleidoscope of significant changes, we assist students in learning how to successfully transition to a four-year college as well as leverage resources available on-campus and learn about emerging career trends. In 2020, as the entire world navigated the abrupt change we all faced with the global pandemic, it resulted in our team quickly trying to prep for a new online virtual environment in comparison to teaching our typical in-person six-week career development course. With the rise of social justice movements, we also moved to include class discussion that served to reflect these issues.

Focus Area: Higher Education Career Center Counselors and Specialists

Program Type: Presentation (70 minutes)

ID/Title: *142 Take your career service to the next level*

Abstract: This session is based on research into what makes a career service great and addresses five delivery themes: partnerships, strategic plans, co-location of services, responsiveness, and outreach. It also addresses organizational issues such as alignment with strategic plan, labor market context, engaging faculty/staff, and barriers to implementation.

Goals: At the end of this session, participants will be able to: 1. Identify SMART goals to increase: a. Stakeholder relationships b. Strategic planning c. Responsiveness d. Proactive outreach e. Remove barriers 2. Access all reference material via a website link designed for this session 3. Make at least one networking contact

Summary: This fast-paced, participant-centric session will condense a wealth of research into the session. A key feature of the session will be numerous "take-aways" that lead to SMART goals. The session will be structured by presenting a topic followed by discussion and a "take-away." An extensive handout will help organize the content into smaller chunks to make applications easier. The five delivery themes: "Partnerships" who are your campus stakeholders? "Strategic plans" do you work within your institutional strategic plan? "Co-location of services" can students get all their needs met at one place? "Responsiveness" to what degree are your services meeting your stakeholders' needs? "Outreach" what fun things are done to engage students? The four organization issues: "Alignment with strategic plan" is your boss's boss happy with your deliverables? "Labor market context" does your mandate include "getting a job?" "Engaging faculty/staff" do academic staff see your services as valuable? "Barriers to implementation" is money short? Are your staff onboard for change? Several specific examples of best practices will be presented as models to see what might be used in your own institution.

Focus: Higher Education Career Center Counselors and Specialists

Program Type: Presentation (70 minutes)

Competency: Program Management/Implementation

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Lecture

Relevance: During the COVID-19 pandemic which reduces budgets and causes the development of remote service delivery, a look at best practices is helpful to ensure career services are not diminished. Hopefully by June 2021, the world may be returning to some semblance of normal, so a focus on future career excellence is appropriate.

Focus Area: Higher Education Career Center Counselors and Specialists

Program Type: Presentation (70 minutes)

ID/Title: *143 Filling the Gaps - A Holistic Approach to Supporting International Student Success*

Abstract: For graduate international students in STEM, job searching has always been fraught with uncertainty. However, the current political climate and the COVID-19 pandemic has made it increasingly difficult for students to navigate their futures. We aim to show how to combat these challenges as advisors through innovative and holistic approaches.

Goals: The goals of this presentation are to identify the types of challenges graduate international students in STEM encounter while studying and job searching in America, and how we use tools creatively to foster an inclusive environment for students that best prepare them for their careers. We will provide information on best practices for navigating cultural differences, supporting students holistically, and utilizing technologies available to connect and communicate with students effectively. Attendees will walk away with applicable tools they can use when advising international students or students of similar backgrounds.

Summary: Challenges international students face are language barriers, lack of community or support, cultural differences or approaches to professionalism. Changes mid-year in political policies greatly impact visa restrictions and domestic sponsorships from employers. The ever-changing landscape often causes stress and anxiety for students regarding their futures. In response, we offer a variety of services to foster an inclusive and supportive environment. While teaching we use the VARK model to accommodate learners, both in-person and in virtual settings. We routinely offer lesson recordings, lecture PPTs and resource materials ahead of time, and incorporate opportunities for students to practice through hands-on exercises and projects, designed to push them outside of their comfort zones. We also assess levels of language proficiency and approaches to professionalism to create tailored success plans that provide additional resources to help them prepare for career success. In advising, we seek to increase engagement and decrease barriers by interacting with students virtually, especially with platforms they are comfortable with. We examined areas which students struggled with, and offered solutions such as translations for documents. We also work with departments within the university to be timely and responsive in guiding students on the impacts of policy changes, and to advocate for them when connecting with potential employers. Finally, we have designed a more conscious effort in celebrating students'™ cultural backgrounds by hosting events and social media campaigns. In addition, we focus on the power of networking and their exposure to various industry leaders through coordinating presentations, panels and workshops.

Focus: Higher Education Career Center Counselors and Specialists

Program Type: Presentation (70 minutes)

Competency: Diverse Populations

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Lecture

Relevance: Prior to the political policy changes and COVID-19 we have been at the forefront of offering innovative interventions to provide our graduate international STEM students with the means to be successful in their personal and professional pursuits. This has only been further emphasized in the recent months as the success of international students has become more uncertain. We pride ourselves in being creative and scientific in our response to the ever-changing barriers we identify in our student population. This proposal seeks to inspire and empower others to also take on a holistic approach when advising students of diverse backgrounds.

Focus Area: Higher Education Career Center Counselors and Specialists

Program Type: Presentation (70 minutes)

ID/Title: *144 Practitioner as researcher: Value of engaging career professionals in participatory action research*

Abstract: This presentation introduces a Participatory Action Research project that engaged career practitioners in research. With specific implications from their lived experience, participants will learn how research activities and relevant professional development can transform counseling practice for social justice with an emphasis on the case of international students' increasing career uncertainty.

Goals: Participants will be able to: Understand the key components of Participatory Action Research and its potential value in the career development field, especially related to social justice work. Learn about the process (including opportunities, challenges, and barriers) of Participatory Action Research with social justice design by hearing presenters'™ lived experiences as both career development professionals and participant-researchers. Reflect on the ways in which participatory, collaborative, and social justice-oriented research can deepen career development professionals'™ competencies in and beyond the individual counseling rooms to support their clients and counseling centers with an emphasis on the case of international students.

Summary: Participatory Action Research (PAR) allows practitioners to better understand and improve upon their practices, calls for changes in communities or society, and bridges the researcher/practitioner gap (Creswell & Clark, 2018; Guiffrida et al., 2011; Minkler & Wallerstein, 2003). Presenters for this session recently conducted a mixed-methods PAR with a social justice design with their research team under an NCDA committee. The team explored multicultural and social justice counseling competencies (MSJCC; Ratts et al., 2016) of career practitioners in higher education with an emphasis on the case of international students'™ increasing career uncertainty and systemic barriers. Throughout the process, participant-researchers developed a mindful research practice with self-reflexivity by writing research memo entries and conducting group discussions. The participant-researchers have vocalized their increased awareness and knowledge regarding MSJCC in their counseling work with clients and colleagues as an outcome of participating in the project. They also expressed more courage and motivation to integrate the MSJCCs and advocacy competencies into their counseling practices. Presenters will share the research process and its impact on their professional development by providing examples from their lived experiences as participant-researchers. Their reflection on the process, including opportunities and challenges (e.g., several unexpected barriers and changes due to uncertainty and stressors of the pandemic), will provide a useful context to introduce relevant constructs and counseling models (MSJCCs and Advocacy Competencies) to help the attendees learn about how participatory, collaborative, and social justice-oriented research can deepen their counseling competencies in and beyond individual counseling rooms to support their clients and communities.

Focus: Higher Education Career Center Counselors and Specialists

Program Type: Presentation (70 minutes)

Competency:

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Lecture

Relevance: This participatory action research explored MSJCCs in collaboration with a diverse team of career practitioners who witness increasing uncertainties and barriers to people'™s career development. By sharing the lived participant-researcher experience, this presentation introduces an innovative research practice that not only explores MSJCCs but also raises awareness and knowledge about them by enriching the professional development and collaboration of career practitioners. Furthermore, the case of international students'™ career uncertainty and systemic barriers provides a useful framework and strategies relevant to other individuals/groups, as more people face uncertainty and disruption to their career development in the climate of multiple pandemics.

Focus Area: Higher Education Career Center Counselors and Specialists

Program Type: Roundtable (30 minutes)

ID/Title: *R26 A Plan of Action! Current Crisis-Driven Strategies to Effectively Transition Interactive Career Courses Online*

Abstract: This presentation will explore the challenges faced when transitioning a comprehensive, variable credit, college level career development course to a virtual format, in addition to resources, programs, and strategies for navigating those challenges. Specifically, this presentation will draw upon experiences from an empirically supported career course at Florida State University.

Goals: "ç Review and summarize common challenges faced when transitioning an in-person career course to a virtual format "ç Explore distance learning pedagogies for delivering quality course content via remote teaching modalities "ç Provide strategies, resources, technologies, and tools to aid in the transition and support the management of virtual instruction "ç Discuss positive outcomes seen as a result of transitioning to a virtual format "ç Explore approaches that build upon those positive outcomes and/or integrate them into in-person formats "ç Discuss incorporating students' disability needs and accommodations into virtual course instruction "ç Share an example of an empirically supported college-level career course that transitioned to a virtual format

Summary: Postsecondary career course interventions have grown in popularity in recent decades, with over 37% of college career centers offering such courses for credit at their institution, according to the National Association of Colleges and Employers' (NACE) 2017-18 Career Services Benchmark Survey. Why is this? College career courses have been shown to help students improve career thoughts, career decidedness, and vocational identity as well as positively impact graduation rate, GPA, and job satisfaction (Hardesty, 1991; Reardon & Fiore, 2014; Whiston, Sexton, & Lasoff, 1998). College level career courses are different than most academic courses in that they are meant to provide students with tailored, individualized instruction as well as resources and tools by utilizing a wide range of instructional methods, activities, and assignments. Thus, when a national crisis requires universities to teach their classes virtually, career courses cannot simply change to a simpler, condensed curriculum at the expense of the students" they must adapt their curriculum accordingly. Of course, this comprehensive and differentiated approach to teaching brings about certain difficulties when transitioning a class designed for in-person instruction to a virtual format. This presentation will explore the challenges faced in transitioning an interactive, variable credit career course, as well as resources, strategies, and programs used to navigate those challenges. The information gathered will come from an empirically supported career course that offers five sections, each with 35 students, and a variable credit option to showcase how an interactive course with many working components is managed to meet the needs of all students.

Focus: Higher Education Career Center Counselors and Specialists

Program Type: Roundtable (30 minutes)

Competency: Program Management/Implementation

Willing to Accept Alternate Presentation Type: 0

Virtual Alternative: 1

Method: Other

Relevance: In this era of uncertainty in higher education, it is important that colleges and universities find innovative ways to adapt courses to meet the needs of students. Gone are the old ways of posting lecture slides and online tests. It is imperative now more than ever that courses, specifically career development courses, continue to engage students using diverse and comprehensive methods for instruction in order to equip students with the knowledge and skills needed to successfully navigate their careers, thus increasing their opportunities for social and economic advancement during unprecedented times.

Focus Area: Higher Education Career Center Counselors and Specialists

Program Type: Roundtable (30 minutes)

ID/Title: *R27 Career mobility pathways for early childhood professionals: A cohort model approach*

Abstract: Early Childhood Career Advisors are the coaches the early childhood workforce needs. Learn about two initiatives using a relationship-based cohort model, the Institute's tool to help determine a participant's disposition for a career in early childhood, identifying pathways, demystifying the college experience, and demonstrating the value in college credit course work.

Goals: The NY Early Childhood Professional Development Institute's Career Development Center launched two initiatives in the summer of 2019. The initiatives focused on a cohort model and a relationship based approach to support participant's success through the program, with an additional focus on identification and mitigation of barriers. The presentation will share the goals, implementation and outcomes of GradNYC College Completion Program and the CUNY Early Childhood Workforce Scholarship (Initial Year). Participants will discuss what was learned from this work, including the mitigation of barriers, and how we are using year one data to improve year two approaches for both initiatives.

Summary: Identifying and obtaining qualifications in early education in New York can be challenging, especially if someone does not attend a traditional on teacher preparatory college. The early childhood workforce is predominantly comprised of woman and more specifically woman of color. Many early childhood educators are minimal wage earners often being classified as the working poor. Traditional career mobility is often unattainable due to barriers. The barriers hinder advancement within one's career, opportunities for increased earning power and access to credentials, certificates and degrees needed to move along a specific career trajectory. The NY Early Childhood Professional Development Institute's Career Center launched two initiatives for the 2019/2020 academic year. The initiatives allowed the Career Center to reimagine the work of the Career Advisor and the approach taken with clients and participants. Adding to the information dissemination space that was historically provided, the team looked to the Institute's successful Coaching model, rich in relationship building and focusing on participants' strengths. The Career Advisors work one on one with participants to identify goals, create plans, identify barriers and challenges, and collaborate to problem solve to accomplish the identified goal/s. Initiative participants and general clients have regular follow ups to determine progress. The work of the Career Center is now being replicated throughout New York State's ten economic regions. The Career Advisors will share the implementation, outcomes, and what was learned from year one implementation of the GradNYC College Completion Program, the CUNY Early Childhood Workforce Scholarship and replication of new Career Development Centers.

Focus: Higher Education Career Center Counselors and Specialists

Program Type: Roundtable (30 minutes)

Competency: Career Development Models

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Question and Answer

Relevance: The two Initiatives that will be presented by the NY Early Childhood Professional Development institute served the early childhood workforce of New York City. As the nation looks to this workforce as the backbone to reopen and support the economic recovery, post-Pandemic, it is important to not marginalize the work, and to prioritize what is needed for this workforce to recover with a focus on not just surviving, but thriving. Both the GradNYC College Completion program and the CUNY Early Childhood Workforce Scholarship successfully prioritized serving 90% candidates of color.

2021 Proposals

Focus Area: Higher Education Career Center Counselors and Specialists

Program Type: Roundtable (30 minutes)

ID/Title: *R28 Fireside Chat: Building Rapport and Promoting Dialogue in a Virtual Uncertain World*

Abstract: How have you built rapport virtually with your clients? What has made you feel more comfortable throughout this year? What has made you feel uncomfortable? Join us for this casual fireside chat as we lead a conversation on strategies to build rapport and promote dialogue in these uncertain times in a virtual environment.

Goals: Participants will learn effective techniques to build rapport in a virtual environment Participants will share their own best practices for engaging in a virtual environment Participants will take home strategies to implement with their own career counseling practice

Summary: As career counselors, we have continued to engage clients throughout the duration of the pandemic. For most of us, our career counseling practice has shifted to a virtual environment for the first time. We understand that rapport building is important and key to building a successful relationship with a client. Each of our career counseling theories guide us to build connections and learn about our clients' lives in order to reflect back interests, skills and values. When engaging clients virtually, we still have the need to build rapport. As career counselors we would argue this is even more of a pressing need when presented with the barrier of physical space and technology. In order to build connections with our clients we are asking them different opening questions and paying close attention to their Zoom background. We are taking virtual clues in to enhance the connection between counselor and client. Learn how this group of career counselors met the challenge and continued to build rapport in exactly this way.

Focus: Higher Education Career Center Counselors and Specialists

Program Type: Roundtable (30 minutes)

Competency: Helping Skills

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Question and Answer

Relevance: During this age of uncertainty many clients have reached out for additional support. With the barrier of technology, rapport building has become an even more essential component of the career counseling tool kit. This fireside chat will explore the kaleidoscope of rapport building options that career counselors can implement into their virtual career coaching practice.

2021 Proposals

Focus Area: Higher Education Career Center Counselors and Specialists

Program Type: Roundtable (30 minutes)

ID/Title: *R29 Transitioning Grad School Boot Camp: Meeting the needs of students considering graduate education via an online conference*

Abstract: The Grad School Boot Camp event prepares undergraduate students for the process of considering and applying to graduate programs by leveraging technology and campus partnerships. Learn how the Florida State University Career Center transitioned a previously 1 day conference-styled, on-campus event to a week-long virtual event to prepare students.

Goals: 1. Share information regarding transitioning an in-person event to a virtual format successfully utilizing technology & campus partnerships to coordinate a week-long conference style event. 2. Discuss challenges in marketing, coordinating and hosting virtual workshops and panels as part of a conference style event. 3. Demonstrate changes in attendance from past on-campus event to virtual event to look at the accessibility of a virtual event 4. Challenge audience to consider how to prepare students who are considering graduate education due to changes caused by current events.

Summary: Florida State University saw a 23% increase in graduate enrollments for Fall 2020. As undergraduate students increasingly consider graduate education as part of their career plan, it is important that Career Centers provide resources to support them in considering and applying to graduate programs. This round-table presentation will cover the process of coordinating, structuring, marketing and hosting a week-long virtual conference to prepare undergraduate students for the graduate school application process. The Grad School Boot Camp event leverages campus partners, career center staff and technology to assist students in the process of considering and applying to graduate programs. As part of the event students will learn about the CIP Theory and using the CASVE cycle in their decision making process. The event aims to share helpful information and serve as a catalyst for connecting students to campus resources that will support them through their career decision making. Additionally the event covers a wide range of topics from a Funding Graduate Education panel to Developing your Personal Statement workshop. The presenter will share challenges faced in pivoting the once in-person event to virtual, helpful tips for hosting this type of event, and open a discussion on virtual events and accessibility.

Focus: Higher Education Career Center Counselors and Specialists

Program Type: Roundtable (30 minutes)

Competency: Program Management/Implementation

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Lecture

Relevance: Transitioning the Grad School Boot Camp event to a virtual week-long conference was a creative endeavor to ensure access to information, resources and services. As the kaleidoscope turns it is easy for negative thoughts to emerge as the envisioned plan shifts. Given current events students are increasingly considering graduate education as their next step. As a Career Center we leveraged the CIP theory, campus partnership and technology to assist students in connecting the broken pieces they see into a new image, as they navigate the twists and turns of these uncertain times.

Focus Area: Higher Education Career Center Counselors and Specialists

Program Type: Roundtable (30 minutes)

ID/Title: *R30 Emotionality and CIP: The vital nature of emotions & CIP in career exploration during a pandemic*

Abstract: Helping clients with increased emotionality through the Cognitive Information Processing lens, to explore emotions and their impact in career exploration during a pandemic. Discussion on the role emotions play in decision making, self-knowledge and personal beliefs through a CIP lens, with a focus on the emotional impacts related to COVID.

Goals: Learn to maintain self-awareness and openness to feelings "ç Explore and discuss increased emotionality (fear, isolation, etc.) associated with COVID "ç Explore value with focus on emotions and CIP, as an intervention, to increase self-knowledge and emotional awareness "ç Educate how CIP and emotional exploration can allow growth, insight and continued development (intra and inter) "ç Connect feelings to current jobs, majors, or career choices. Explore COVID impacts through the use of the CASVE cycle and CIP framework. "ç Discussion the importance of value seeking.

Summary: Emotional information is critical to "shape the individuals' judgements, decisions, priorities and actions" (Salovey et al., 2000, p. 506). Individuals are often receiving information from other important people in their life including family, significant others, roommates, friends, so how do they separate what is important to people around them compared to what is important to them? This roundtable will be a combination of information about the role emotions play in making career decisions and how to utilize an evidence-based theory, Cognitive Information Processing, to navigate these life altering decisions. In addition to sharing information, we would engage in didactic dialogue to promote discussions among practitioners to enhance outcomes with clients and these essential decisions clients make every day. Handouts that can be utilized and tailored with clients will be shared. Research about emotionality and CIP will also be shared.

Focus: Higher Education Career Center Counselors and Specialists

Program Type: Roundtable (30 minutes)

Competency: Career Development Models

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Other

Relevance: This roundtable aims to integrate theory, research, and practice in innovative ways. By merging emotionality and CIP, we are looking at decision-making from a unique lens to help clients address their emotions as they are making career decisions. This is even more essential during a worldwide pandemic (sometimes referenced as a double pandemic with both COVID and the racial injustices occurring) when so many emotions are running high. Practical tools and theory-based resources will be shared, which can be implemented by all who attend. Research on CIP and emotionality will also be shared.

Focus Area: Higher Education Career Center Counselors and Specialists

Program Type: Roundtable (30 minutes)

ID/Title: *R31 University Career Counselors: Navigating clients' career goals without ignoring mental health needs*

Abstract: When mental health needs impede students' ability to make career decisions, addressing these concerns is an important component of holistic career counseling. This presentation will offer evidence-based strategies for identifying, addressing, and providing appropriate referrals for mental health challenges in student populations seeking career counseling services.

Goals: A summary of current research related to mental health challenges faced by college students seeking career services and a discussion of the implications for career practitioners based on these findings will be presented. Participants will be able to explain the effect of mental health challenges on students' ability to navigate career choice, understand when mental health challenges may need to be addressed and how to address them appropriately, and identify strategies for navigating these challenges with students.

Summary: Student mental health needs had previously been rising steadily prior to the COVID-19 pandemic. Additionally, the rapid transition to online classes and the ceasing or re-organization of many on-campus activities, support, and resources in response to the crisis will contribute to student mental health needs moving forward. Career professionals will need to be prepared to appropriately respond to the mental health needs of students who require guidance in their career trajectory. While practicing ethically entails knowing one's limits of professional competency (ACA, 2014; APA, 2017), career counselors must not ignore the mental health challenges faced by their clients (Lenz et al., 2010; Zunker, 2006). In fact, a significant overlap between career-related concerns (e.g., career decision making) and mental health concerns (e.g., anxiety or depression) has been well-established (Saunders et al., 2000; Zunker, 2008; Betz & Corning, 1993; Krumboltz, 1993). Recognizing when students' mental health needs are impairing their ability to meet career goals and understanding what resources are available to best meet those needs are challenges facing career practitioners in university settings (Walker & Peterson, 2012). If this challenge is not navigated appropriately, career counselors run the risk of acting unethically and failing to meet the standard of care when serving their clients (Walker & Peterson, 2012). This presentation will provide insight on what the literature offers regarding the professional competencies of career counselors at university settings, as well as how these practitioners can assist a client seeking career counseling services while also managing mental health difficulties.

Focus: Higher Education Career Center Counselors and Specialists

Program Type: Roundtable (30 minutes)

Competency: Helping Skills

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Lecture

Relevance: Student mental health needs had previously been rising steadily prior to the COVID-19 pandemic. Additionally, the rapid transition to online classes and the ceasing or re-organization of many on-campus activities, support, and resources in response to the crisis will contribute to student mental health needs moving forward. Career professionals will need to be prepared to appropriately respond to the mental health needs of students who require guidance in their career trajectory. This presentation will address career practitioners' concerns related to the mental health needs of their students and discuss appropriate ways to respond these specific student needs.

Focus Area: Higher Education Career Center Counselors and Specialists

Program Type: Roundtable (30 minutes)

ID/Title: *R32 Networking for Professional Graduate Students : Coaching and Developing Networking Skills*

Abstract: While tempting to believe that professional graduate students have already learned and implemented networking lessons, career development professionals are increasingly seeing the need and desire for coaching and development in this area (Fong, et al., 2016). This session will explore opportunities for advance student's skills, both individually and as a cohort or group.

Goals: (1) Discuss networking skills within the context of graduate student career development (2) Identify strategies for networking skill development in individual and groups settings

Summary: With a growing sense of economic uncertainty and increasing competitiveness for jobs, students of all levels are seeking strategies to ensure employment (Selyuk et al., 2020) Within the interconnected world and within our new pandemic reality, networking may a key to standing out in a competitive job market (Furone, 2020). While the research on graduate student career development continues to be ripe with research opportunities and best-practice sharing, we know that graduate students understand professional development as activities that are tailored to support their entry into the field (Rizzolo, et al, 2016). Additionally, students' confidence in approaching the job search process remains a key component of predicting success (Sherrer & Prelip, 2018). Furthermore, direct coaching and networking skill development directly supports inclusion work as a method of increasing access and workforce satisfaction with first-generation and other underrepresented groups (Ortega, 2018; Hernandez, et al, 2014) Networking is a skill necessitating practice, however more is required of career professionals than encouraging students to "just do it". This session will explore strategies for supporting student's skill development including bolstering their confidence. From the beginning to end of a networking opportunity; we will look at ways to advise students on identifying traditional opportunities, coaching how to transform academic events into networking openings, developing an introduction and asking for follow up, strategies for capitalizing on networking conversations, and best practices in following up. Strategies will include tools for promoting student's individual reflection, as well as resources to promote tangible skill development.

Focus: Higher Education Career Center Counselors and Specialists

Program Type: Roundtable (30 minutes)

Competency: Helping Skills

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 0

Method: Lecture

Relevance: Especially with the professionally focused graduate degree programs, career skill development and implementation is a must. With a growing sense of economic uncertainty, increasing competitiveness for jobs, and a mounting crisis of student debt, students of all levels are seeking strategies for ensuring their post-graduation employment (Selyuk et al., 2020) The scope of this workshop combines strategies for individual and group development to promote career professionals' ability to provide tangible student support. Such skills are especially important when we consider networking's value with promoting the future success of our first-generation and other underrepresented identities.

Focus Area: Higher Education Career Center Counselors and Specialists

Program Type: Roundtable (30 minutes)

ID/Title: *R33 It's all in who you know...and the perfect online background*

Abstract: Attendees will learn how one higher education institution took recruitment/interviewing/networking in an online platform to a new level with a simple addition of a customization background image.

Goals: Participants of this presentation will learn how one institution took recruitment/interviewing/networking in an online platform to a new level with a simple addition of a customization background image. Participants will take away a new creative approach to online interviewing, networking and a new component for candidates to use in the online interviewing process.

Summary: In a world where recruitment and hiring went all online in a blink of an eye, we were faced with new challenges of how to prepare students for recruitment season. Several students expressed concern of using their webcams and how they would be perceived on camera. Will I be recorded? How can I be camera ready? were some of the questions asked. We discovered a simple tip that enhanced the networking and interviewing process and a new avenue of expression through the use of custom video conferencing backgrounds created by candidates displaying their goal, interests, and general info without revealing their dirty laundry in the background at their physical location during online interaction with interviewers and recruiters.

Focus: Higher Education Career Center Counselors and Specialists

Program Type: Roundtable (30 minutes)

Competency: Helping Skills

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Demonstration

Relevance: Direct application to the job interview process in an online setting and how it can be enhanced helping the applicant in video conferencing.

ID/Title: *R34 The Bravery to Change Careers: Understanding the Barriers while Promoting Self-Care, Wellness and Self-Exploration*

Abstract: Changing careers can have internal and external barriers. It is necessary to assess barriers to assist clients with navigating career changing challenges. The CTI, motivational interviewing and value exploration can be used to assess client readiness, needs, and wants while keeping in mind individual client advocacy and social justice issues.

Goals: 1.To better understand the barriers, internal and external, that can impact changing careers. 2.To discuss social justice and advocacy within career related services as it relates to barriers while using the CTI (career thoughts inventory) to deepen self-exploration and understanding. 3.Educate on the utilization of motivational interviewing and value card sorts to assist career counseling clients in exploring possible career changes and address ambivalence. 4.To engage in conversation on the value of knowing oneself. 5.To explore and discuss the role that careers can have on one's ongoing wellness while promoting self-care.

Summary: In today's ever-changing and advancing world career choices are vast, and exploring which careers are right for an individual can be daunting when a client is aiming to change vocations after achieving career establishment. There are barriers, both internal and external, that must be explored, discussed and evaluated with clients seeking to change careers. Career advisers and counselors must be able to assess client readiness, needs and wants to facilitate discussion and exploration of the clients' present and future career-related goals. In working with clients that are seeking a career change motivational interviewing and its' tools could be utilized to explore ambivalence (Miller, W., & Rollnick, S. 2013). Additionally, the CTI (career thoughts inventory) can be used for clients to explore their cognitions and barriers to making a career change (Sampson et al., 1996). The barriers that individuals face must be explored to assist, educate, promote wellness and encourage self-care engagement. As a career adviser, counselor, or coach one must be able to open discussion and provide education on the link between career choice, depression, anxiety, and happiness (Hirschi, 2011). Lastly, discussion on the importance of assessing clients' ecological context will be highlighted from a social justice and advocacy lens. This session will provide an overview of internal and external barriers clients might face when changing careers. Discussion on wellness and self-care while changing careers will be explored. Lastly, motivational Interviewing and the CTI will be used to highlight ways to explore possible barriers and ambivalence present when changing careers.

Focus: Higher Education Career Center Counselors and Specialists

Program Type: Roundtable (30 minutes)

Competency: Training Clients and Peers

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Lecture

Relevance: This presentation will address the uncertainty that individuals face when considering changing career fields. Discussion on barriers to change and exploration of clients' fears surrounding change during this uncertain time will be explored. The positive and negative in making a career change during uncertain times will be discussed.

Focus Area: Higher Education Career Center Counselors and Specialists

Program Type: Roundtable (30 minutes)

ID/Title: *R35 Implementation of a new career decision-making intervention and assessment tool*

Abstract: Looking for ways to enhance career decision making skills with your clients? The CASVE Cycle Questionnaire and Progress Tracker provides a method to teach, evaluate, and track client decision making. This session will present information from the use and research of the CASVE-CQ within a CIP-based career counseling group.

Goals: Goal: Learn more about the use of the new, CASVE Cycle Questionnaire within a CIP-based career group intervention. **Objectives:** 1.Learn how to operationalize a career decision-making process with clients using the CASVE-CQ 2.Explore research findings from the use of the CASVE-CQ and associated intervention methods within a CIP-based career counseling group 3.Enhance knowledge on developing and carrying out group career counseling (both virtually and face-to-face) in a population of students identified for retention 4.Discuss the presented intervention's contribution to the integration of theory, research, and practice

Summary: Collaboration and innovation are crucial to the continual development of career counseling interventions. By partnering with our university's Student Retention Office, we have the opportunity to implement new techniques in a group career counseling setting while also collecting research data and student feedback. Throughout a 6-session, manualized career counseling group based in the Cognitive Information Processing Approach, we implemented the new CASVE Cycle Questionnaire (CASVE-CQ) and its accompanying Progress Tracker. This career group intervention has been offered to students since 2011 but the addition of the CASVE-CQ allows counselors and clients to more objectively assess and track client decision making. This session will include a discussion of the impact that the CASVE-CQ had on students' group outcomes (e.g. career decision-making self-efficacy, negative career thoughts, career decision-making difficulties). Additionally, this session will include the presentation of a recent research study involving 45 students across two groups, one receiving traditional group career counseling and one including the CASV-CQ. This study revealed that both versions of the career group led to improvements in group outcomes, although there was no statistically significant difference between the types of group. Qualitative feedback on group member satisfaction revealed that students enjoyed the use of the CASVE-CQ as a way to solidify career goals, track progress, and feel confident in their decisions. This session will further explore use of the CASVE-CQ within career counseling as a way to navigate the career decision-making process in a more concrete, tangible way that than has been previously available.

Focus: Higher Education Career Center Counselors and Specialists

Program Type: Roundtable (30 minutes)

Competency: Assessment

Willing to Accept Alternate Presentation Type: 0

Virtual Alternative: 1

Method: Question and Answer

Relevance: In a time when so much is uncertain, practitioners and clients can use clarity on the progress made and the next steps in a pending career decision. Many assessments associated with career decisions exist but none of have been identified that assess our real-time progress. The CASVE-CQ and Progress Tracker are fun and helpful tools to objectively identify progress made in a career decision and important next steps. The CASVE-CQ is girded in theory and guided by research to assure we are providing our clients with reliable assistance with their career development.

Focus Area: Higher Education Career Center Counselors and Specialists

Program Type: Roundtable (30 minutes)

ID/Title: *R36 Train-The-Trainer Programs for Career Development of International Students*

Abstract: Peer mentoring and training has been shown to positively impact college students' career development. Come to learn about two unique career training programs that offer innovative strategies to reach out to international students who are often difficult to reach out to with traditional in-office services.

Goals: Learn about the value of developing train-the-trainer programs, where students deliver career development resources and information to their peers "çUnderstand unique benefits and challenges to implementing a train-the-trainer model to serve the needs of international students "çLearn about how presenters train the student trainers and assess the program effectiveness "çExplore strategies for applying this approach to their international student career programs at their own career centers

Summary: Peer mentoring and peer training have been said to be effective for career development of college students (Lenz & Panke, 2001). However, there have not been many examples targeting international students that have been explored academically or reported at the NCDCA conferences. This Roundtable shares our stories on why we developed train-the-trainer programs for our international students. At University of Illinois, The Career Center trains officers of international student groups through existing career certificate programs that serve Chinese, Taiwanese and Korean international students. After completing the certificate programs and getting additional training from career services staff, the student group officers deliver career workshops and programs translated into Chinese or Korean to Chinese, Taiwanese or Korean students. Benefits and challenges in running this type of train-the-trainer program are presented. At Rice University, the Center for Career Development collaborates with the international student services office and multiple student organization leaders by creating a task force focused on educating, connecting, and empowering international students in exploring and securing employment in the US workplace. The task force provides an avenue to gather, analyze, and address data on challenges international students often face in their career development. The student leaders are then trained on exploring career resources, job/internship search barriers, and communication problems that they may be able to assist their fellow international student peers in. We will discuss lessons learned and best practices of this train-the-trainer program model.

Focus: Higher Education Career Center Counselors and Specialists

Program Type: Roundtable (30 minutes)

Competency: Training Clients and Peers

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Question and Answer

Relevance: Career services professionals have an increasingly crucial voice in shaping and improving our understanding of international students'™ career development. In a time when many international students are "studying in the US" from their home countries and career services are delivered primarily online, train-the-trainer models can be the kaleidoscopes that present a new and awe-inspiring image of career development content delivery. Providing training to diverse student organization officers empowers students peer-to-peer learning in a fulfilling and meaningful way while also diversifying, improving accessibility to, and scaling delivery of career services offices beyond the hedges of our campus. In particular, international students who do not visit the career offices often or who face difficulties participating in career offices'™ programs due to time differences will benefit from these train-the-trainer programs.

Focus Area: Higher Education Career Center Counselors and Specialists

Program Type: Roundtable (30 minutes)

ID/Title: *R37 Identifying and Assisting Students at Risk of Negative Career Thinking: Can RIASEC Theory Help?*

Abstract: This roundtable will explore Holland's RIASEC typology as a tool for identifying and assisting college students who may be experiencing negative career thoughts and associated difficulties with their career exploration and decision-making. The presenters will share results from an original study and generate RIASEC-informed strategies for addressing negative career thinking.

Goals: Explore how negative career thoughts impede college students'™ career exploration and decision-making - Review existing theoretical and empirical literature on the relationship between RIASEC interests and negative career thoughts -Present results of an original study analyzing whether students'™ RIASEC interests predict type and severity of negative career thoughts in a sample of undergraduate students enrolled in a career development course -Generate strategies for addressing negative thinking using interventions tailored to RIASEC type

Summary: Dysfunctional thinking impedes career development for many undergraduates, contributing to career decision-making difficulties (Kelly & Shin, 2009; Kleiman et al., 2004), weaker vocational identity (Galles et al., 2019), and poorer career decision self efficacy (Bullock-Yowell et al., 2011). It can also signal deeper mental health concerns like depression that may need to be addressed before a student can effectively engage in career problem-solving (Dieringer et al., 2017). Given various stressors associated with the COVID-19 pandemic, it is imperative that practitioners and instructors working with undergraduate students identify and address negative career thinking to maximize career outcomes for this population. Towards that end, schemas for understanding who may be experiencing high levels of negative career thoughts can help busy practitioners identify students in need of support. Holland'™s RIASEC typology may be one such tool. Previous research found that students with Realistic interests experienced more negative career thoughts related to decision-making confusion, while students with Enterprising interests experienced more dysfunctional thinking related to commitment anxiety (Wright et al., 2000). Similarly, Burns et al. (2013) observed that Conventional and Realistic students experienced more career indecision than other types, while Artistic and Enterprising students struggled most with positive choice conflict. This roundtable will discuss these findings alongside the results of an original investigation into the relationship between RIASEC interests and negative career thoughts in a sample of undergraduate students enrolled in an introductory career development course during the COVID-19 pandemic. In addition, RIASEC-informed strategies for addressing negative career thinking will be discussed.

Focus: Higher Education Career Center Counselors and Specialists

Program Type: Roundtable (30 minutes)

Competency: Helping Skills

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Other

Relevance: Research suggests that COVID-19 and related stressors (e.g., economic uncertainty, job insecurity, social distancing) have resulted in higher rates of depression, anxiety, and other mental health issues among college students (Liu et al., 2020). Given the high correlation between depression and negative career thoughts (Walker & Peterson, 2012), such mental health concerns can also threaten students'™ career development. This roundtable will address these concerns, focusing in particular on how Holland'™s RIASEC typology may help practitioners identify students at increased risk of negative career thinking so as to maximize their career outcomes in an age of uncertainty.

Focus Area: Higher Education Career Center Counselors and Specialists

Program Type: Roundtable (30 minutes)

ID/Title: *R38 Undercover Bosses: A Competency-based Recruitment Program and its Virtual Transformation*

Abstract: Have you imagined competency-driven recruitment programs where student-employer engagements are made based on skills employers value instead of companies' names? Our "Undercover Bosses" event has brought diverse students and employers together based on skill matches instead of students' educational credentials, and we transformed it successfully into an interactive virtual affair.

Goals: Recognize the value of competency-based recruitment programs empowering students to go beyond their educational credentials (e.g., major or degree) including the challenges involved - View an example of one successful competency-based recruitment program, Undercover Bosses (UCB), as a win, win, win strategy for students, employers, and career services offices - Examine the design and implementation of the in-person competency-based recruitment program and its recent transformation to the virtual world during COVID-19 - Provide Participants with opportunities to brainstorm ideas and strategies to apply them on their own campuses

Summary: Career development professionals are strong advocates for providing diverse career opportunities that shouldn't be defined by students' majors or degrees. However, recruitment events often continue to apply the traditional credential-based approach, leading many great student candidates to avoid certain employers as they do not feel qualified. This is especially true for students of color, women, and international students. Further, students often pay more attention to the employer's brand names rather than the career fit. Since 2018, Princeton University has offered an innovative recruitment event, "Undercover Bosses (UCB)." The event applies a competency-based recruitment model to focus on the abilities or skills of candidates rather than their major or degree. In the UCB event, employers are identified by the competencies they look for without revealing their company names. Similarly, students identify themselves by the top skills they possess. This competency-oriented event fosters a unique environment where students feel confident in connecting with employers due to good skill matches instead of shying away from employers that may appear irrelevant. The event also prevents employers from missing potentially great candidates because of their major alone. This roundtable will share 1) practices and challenges in implementing this competency-based recruitment program and 2) transformation of this successful in-person event to a three-day interactive recruitment event in the virtual world during COVID-19. Participants are encouraged to discuss skill-based recruitment programs they are running if any, and explore better strategies to create and run such programs.

Focus: Higher Education Career Center Counselors and Specialists

Program Type: Roundtable (30 minutes)

Competency: Program Management/Implementation

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Demonstration

Relevance: Although shaking a kaleidoscope may destroy the existing pattern, there will always be a new pattern that is different, but equally beautiful. Similarly, unexpected challenges, such as COVID-19, have changed the career development landscape. But they provide an opportunity for career professionals to innovate new program themes, formats, and relationships with our students and employers. Our UCB event is a great example demonstrating how the event has transformed twice to address different challenges at different times (i.e., going beyond the traditional credential-based recruitment, virtual transformation). Still, it hasn't changed its core values and continues to build meaningful student-employer connections.

2021 Proposals

Focus Area: Higher Education Career Center Counselors and Specialists

Program Type: Roundtable (30 minutes)

ID/Title: *R39 Providing career services to international students during the current sociopolitical time*

Abstract: There is an increased demand for career services to meet the unique needs of international students, who makes up 5.5% of college student enrollment. COVID-19 and uncertain political issues create extra challenges for international students. The roundtable session will discuss the unique challenges for them in an age of uncertainty and providing services to support their career development.

Goals: 1. Through this roundtable session, participants will get to know the political and pandemic influence on international students. 2. Participants can have a better understanding of the challenges of international students and their concerns towards current sociopolitical issues. 3. The poster will provide participants with career strategies that they can use to support and work with international students.

Summary: According to the Institution of International Education (2019), the number of international students in America is 1,095,299, making up 5.5% of the students in higher education. One of the main concerns for international students is managing immigration and visa issues, and graduate students' concerns about getting a job in the U.S. during the pandemic (Chirikov & Soria, 2020). In the roundtable session, participants are encouraged to share the challenges and difficulties that international students face. This session also will discuss the career interventions and strategies used to support international students during the pandemic. The presenter will share her working experience with international students and the resources used at a college career center. Presenters will provide participants multiple ways to provide services and support to international students, such as useful websites, a supportive committee, and collaboration with international students and scholar offices.

Focus: Higher Education Career Center Counselors and Specialists

Program Type: Roundtable (30 minutes)

Competency: Diverse Populations

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Lecture

Relevance: The COVID-19 and political uncertainty create extra challenges for international students in the world-of-work. This roundtable session addresses the needs of international students in an age of uncertainty. The presenter will provide career resources and interventions to international students based on the working experience at career services.

Focus Area: Higher Education Career Center Counselors and Specialists

Program Type: Roundtable (30 minutes)

ID/Title: *R40 Applying Psychology of Working Theory (PWT) Constructs to Career Counseling with Undergraduate Students*

Abstract: During this roundtable, participants will learn about literature on marginalization experiences, economic constraints, and work volition from the Psychology of Working Theory. There will be a discussion on (1) how experiences of marginalization and economic constraints are related to work volition in undergraduate students and (2) potential career development interventions."

Goals: Attendees will learn about the Psychology of Working Theory (PWT) constructs of marginalization, economic constraints, and work volition, and how they relate in undergraduate students. Attendees will be provided with some possible interventions for career development work with undergraduate college students for whom these constructs are salient.

Summary: The Psychology of Working Theory (PWT) posits that marginalized experiences and economic constraints have a direct impact on career development (e.g., work volition, Autin et al., 2017). Career development problems are common in those with economic constraints however, its impact is higher for marginalized populations (Rothstein, 2012; U.S. Census Bureau, 2013). Studies have shown that marginalization and economic constraints are related to one another, implying that individuals with higher marginalization have increased difficulty accessing financial resources (Shields, 2008; Cole, 2009). Work volition is defined as ones perceived capacity to make choices about their occupation despite challenges (Duffy et al. 2012). In a study conducted by Duffy et al. (2018), it was found that work volition and economic resources shared a direct and positive relationship whereas, a negative and direct relationship was shared between marginalization and work volition. During the proposed roundtable discussion, authors will focus on these PWT constructs. We will give an overview of this literature and lead a discussion that will revolve around: (1) how specific experiences of marginalization and levels of economic constraints are related to work volition in undergraduate college students and (2) potential career development interventions for those who hold marginalized identities and low economic resources. A summary handout will be provided. Overall, this roundtable will assist practitioners with developing a deeper understanding of societal and personal influences on undergraduate college students' career development trajectory."

Focus: Higher Education Career Center Counselors and Specialists

Program Type: Roundtable (30 minutes)

Competency:

Willing to Accept Alternate Presentation Type: 0

Virtual Alternative: 0

Method: Other

Relevance: This proposal fits with the theme by focusing on career development experiences of marginalized undergraduate college students and by providing culturally specific career interventions for career counseling with this group. More specifically, participants will learn an overview of literature on marginalization experiences, economic constraints, and work volition from the Psychology of Working Theory. There will be a discussion on (1) how experiences of marginalization and economic constraints are related to work volition in undergraduate students and (2) potential career development interventions."

