



Resources for Partnering With International Students

(2018 Edition)

Developed by:

NCDA International Student Services Committee

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COMMITTEE HISTORY & MISSION

National Career Development Association (NCDA) International Student Services Committee

Under the leadership of the NCDA President for 2012-2013, Dr. Richard Feller of Colorado State University, the International Student Task Force was proposed and established during the NCDA conference in Atlanta, GA in June 2012. In his proposal, NCDA President Feller describes the desired result of this task force as follows: *“Recommend strategies tied to outcomes that will increase membership as well as retention, conference attendance, and contributions to NCDA resources and training, and a greater professional knowledge of and identity to NCDA.”*

After more than two years of impactful achievements and being supported by both the NCDA Board and passionate International Student Work Group members, the Work Group was successfully promoted and recognized as the official “International Student Services Committee (ISSC)” in 2015. The Committee continues to operate under the NCDA Trustee for Higher Education Career Counselors & Specialists.

The United States is the top international education destination for 1,078,822 students, who contribute more than \$36.9* billion to the U.S. economy, according to the Open Doors 2017 data from the Institute of International Education. A significant number of initiatives and organizations highlight international student recruitment rates and international education market strategies while only a few bring close attention to whether international students fulfill their educational and career goals in an increasingly global job market. *(*Data from NAFSA International Student Economic Value Tool)*

The NCDA International Student Services Committee aims to increase the understanding of career development experiences and the needs of international students. Involving a diverse team of dedicated career services practitioners who work with international students on a daily basis, this committee advocates for the enhancement of culturally competent career development services, programs and resources that help international students create meaningful career paths in the U.S. and beyond.

This committee accomplished several major tasks and gathered their outcomes in this report:

- Designed and distributed surveys for international students, career professionals working with international students, and employers. (2013-2015)
- Gathered and organized best practices and resources for career services professionals and international students.
- Created a new NCDA award, Service for International Students.
- Presented at the NCDA’s Global Conferences in Boston, MA (July 2013), Long Beach, CA (June 2014), Denver, CO (July 2015), Chicago, IL (June-July 2016), and Orlando, FL (June 2017). The ISSC is slated to deliver two presentations in Phoenix, AZ (June 2018).
- Wrote an article for the Spring 2015 issue of the NCDA *Career Developments*.
- Hosted an NCDA webinar on Best Practices in Working with International Students (May 2016)
- Published the article for the *Journal of International Students* (Volume 6, Issue 4, 2016) “Working with International Students in the U.S. and Beyond: A Summary of Survey Research by NCDA International Student Services Committee”

- Reached out and sparked the interest of career services professionals in the U.S. and around the world, who requested further information, resources and peer consultation from our committee members. Many also expressed their interest to contribute to and work in the committee.

This resource guide is made possible based on the past 6 years of NCDIA International Student Services Committee members (formally the International Student Work Group). The ISSC would like to recognize the following current and former members.

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- *Brian Hutchison (2017-)*
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- *Paul Timmins (2012-2015)*

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- Employer Survey Report, 2015
- International Students, 2014
- Career Services Professionals, 2013

RESOURCES FOR STUDENT ADVISING & COUNSELING

Multicultural Counseling

As international students remain a significant population among American colleges and universities, many career services professionals, counselors and scholars continue to advance the research and practice to support the unique needs of this population. This section introduces studies of international students and higher education in the U.S., current career theories, conceptual framework, case analysis and assessment tools through various journal articles and books.

Navigating U.S. Higher Education Systems

- Duffy, R.D. & Lucas, M. S. A career development profile of first year international students within the United States (Unpublished paper). The University of Maryland, College Park: MD.

Link:

<http://citeseerx.ist.psu.edu/viewdoc/download;jsessionid=33CA57083D43E99527722A082238FAD8?doi=10.1.1.295.3547&rep=rep1&type=pdf>

Description: This study explores the work values and career decisions of 327 international college students, identifying value differences between American & International students in their career search.

- International Student Lifecycle Resources- The Higher Education Academy

Link: <http://www.heacademy.ac.uk/international-student-lifecycle>

Description: The Higher Education Academy focuses efforts in their Resources Center on internationalization, specifically materials and resources supporting the lifecycle of an international student.

- Marginson, S. (2012) Equals or other? Mobile students in a nationally bordered world. In S. Sovic and M. Blythman, eds. *International Students Negotiating Higher Education: Critical Perspectives*. London and New York: Routledge

Link: <https://www.routledge.com/International-Students-Negotiating-Higher-Education-Critical-perspectives/Sovic-Blythman/p/book/9780415614702>

Description: This article poses the question whether international students are included equals or subordinate others, providing an overview of international students' dilemma that comes with the lack of citizenship status.

- Montgomery, C. (2010). *Understanding the international student experience*. New York: Palgrave Macmillan.

Description: This book presents a contemporary approach to the experience of international students in Higher Education. Using empirical and qualitative data, the book explores their social and cultural context and its impact on their learning experience.

- Wadsworth, B.C., Hecht, M.L., & Jung, E. (2008). The role of identify gaps, discrimination, and acculturation in international students' educational satisfaction in American classrooms. *Communication Education*, 51(1), 64-87.

Link: <http://eric.ed.gov/?id=EJ781658>

Description: This study examined a model of international students' educational satisfaction in the U.S. Using Communication Theory of Identity as a framework, the authors proposed that personal-enacted identity gaps and personal-relational identity gaps contribute to international students' educational satisfaction. Furthermore, acculturation and perceived discrimination were hypothesized as contributing factors to those gaps.

- Zollner, E., Smith-Palinkas, B., Mohamed, A., Miranda, A., Kalaydjian K., Kosel Eckstein, L., & Mitchell, D. (2003). *Understanding your international students: An educational, cultural, and linguistic guide* (Edition 1). Ann Arbor: University of Michigan Press.

Description: This book surveys the school cultures of the many countries whose students top the international student enrollment lists in the U.S. educational institutions. This volume comprehensively addresses the educational, cultural, and linguistic backgrounds of the international students who are studying in English speaking countries.

Counseling & Support Resources

- Arthur, N. (2016). Counselling international students in the context of cross-cultural transitions. In J. Draguns, W. Lonner, P. Pedersen, J. Trimble, & M. Scharrón del Río (Eds.), *Counselling across cultures* (7th ed., 301-322). Thousand Oaks, CA: Sage.

Link: <http://sk.sagepub.com/books/counseling-across-cultures/n16.xml>

Description: This chapter provides foundational knowledge about international students in the context of their experience of cross-cultural transitions. It also helps counselors enhance their professional skills through inclusive cultural empathy, and facilitate the integration of international students on the campuses of their host countries.

- Arthur, N. (2004). *Counseling international students: Clients from around the world*. New York: Kluwer Academic/Plenum Publishers.

Description: Resource for designing and delivering culturally responsive counseling services for international students, introducing contributions made by international students in higher education.

- Arthur, N. & Popadiuk, N. (2010), A cultural formulation approach to career counseling with international students. *Journal of Career Development*, 37, 423-440.

Link: <http://jcd.sagepub.com/content/37/1/423.abstract>

Description: The cultural formulation approach is proposed as an organizing framework for career counselors to consider cultural influences in the practice. The discussion illustrates the application of cultural formulation for career counseling with international students including a case study.

- Bartram, B. (2008). Supporting international students in higher education: Constructions, cultures and clashes. *Teaching in Higher Education*, 13(6), 657-668.

Link: www.tandfonline.com/doi/abs/10.1080/13562510802452384?journalCode=cthe20#preview

Description: This article focuses on student support requirements, understanding of support, and the social constructs around support for international students in the higher education setting.

- Chudasama, S. Y. (2009). Cultural blind spots in career counseling with international students. *National Career Development Association Career Convergence*.

Link:

http://www.associationdatabase.com/aws/NCDA/pt/sd/news_article/12550/PARENT/layout_details/true

Description: The author describes various cultural factors that career counselors and staff should consider when working with the international student population.

- Crockett, S. A. & Hays, D. G. (2011). Understanding and responding to the career counseling needs of international college students on U.S. campuses. *Journal of College Counseling*, 14(1) 65-79.

Link: <http://eric.ed.gov/?id=EJ922291>

Description: In this article, the authors present 3 themes regarding international students' career needs derived from the current literature: career placement needs, individual factors mediating international student career needs and barriers, and help-seeking behaviors.

- Leong, F.T.L (2010). A cultural formulation approach to career assessment and career counseling: Guest Editor's Introduction. *Journal of Career Development*, 37(1) 375-390.

Link:

http://www.researchgate.net/profile/Frederick_Leong/publication/234130850_A_cultural_formulation_approach_to_career_assessment_and_career_counseling_Guest_editors_introduction/links/0f31752fbd279e03fa000000.pdf

Description: This article discusses the Cultural Formulation Approach in the context of career counseling. Elements of this approach focus on the cultural context for how career problems are thought of, the cultural context, dynamics, and cultural identity.

- Leong, F. T. L. & Chou, E. L. (2015). Counseling international students in the context of cross-cultural transitions. In Pedersen, P.B., Lonner, W.J., Draguns, J.G., Trimble, J.E. , & Scharron-del Rio, M.R. (Eds.), *Counseling across cultures* (584). Thousand Oaks, CA: Sage Publications.

Description: This chapter focuses on career issues of international students, stress and other issues, and "inclusive cultural empathy" needed by counselors as part of the career counseling process.

- Leong, F. T. L. & Chou, E. L. (2008). Counseling international students. In Pedersen, P.B., Draguns, J.G., Lonner, W.J., & Trimble, J.E. (Eds.), *Counseling across cultures* (275). Thousand Oaks, CA: Sage Publications

Description: This chapter focuses on counseling techniques and skills for partnering with international students, outlining counselor competencies, strategies, and soft skills to building successful relationships.

- Malcolm, Z. T. & Mendoza, P. (2014). Afro-Caribbean International Students' Ethnic Identity Development: Fluidity, Intersectionality, Agency, and Performativity. *Journal of College Student Development*, 55 (6), 595-614.

Link:

https://muse.jhu.edu/login?auth=0&type=summary&url=/journals/journal_of_college_student_development/v055/55.6.malcolm.pdf

Description: This article discusses intersectionality of identities of Afro-Caribbean international students and misperceptions once studying in the U.S. related to identity development and their U.S. university experience.

- Mori, S. (2011). Addressing the mental health concerns of international students. *Journal of Counseling & Development*, 78(2), 137-144.

Link: <http://onlinelibrary.wiley.com/doi/10.1002/j.1556-6676.2000.tb02571.x/pdf>

Description: The author examines the sources of international students' psychological concerns, the reasons for their underutilization of existing counseling services, and the ways to provide more culturally sensitive services.

- Popadiuk, N.E. & Arthur, N.M. (2014). Key relationships for international student university-to-work transitions, *Journal of Career Development*, 41, 122-140

Link: <http://jcd.sagepub.com/content/41/2/122.abstract>

Description: This article examines international students in their last year of university study through 3 years post-graduation in Canada and identified six themes, including the importance of creating relational networks early to obtain employment, the role of international alumni, career decision-making success factors with career counselor recommendations.

- Ratts, M., Singh, A., Nassar-McMillan, S., Butler, S., & McCullough, J. (2016). Multicultural and Social Justice Counseling Competencies: Guidelines for the Counseling Profession. *Journal of Multicultural Counseling and Development*, 44(1), 28-48.

Link: <https://www.counseling.org/docs/default-source/competencies/multicultural-and-social-justice-counseling-competencies.pdf?sfvrsn=20>

Description: Multicultural and Social Justice Counseling Competencies (MSJCCs) offers counselors a framework to implement multicultural and social justice competencies into counseling theories, practices, and research. It highlights the intersection of identities and the dynamics of power, privilege, and oppression that influence the counseling relationship. The framework provides implications for both individual counseling and social justice advocacy interventions.

- Reynolds, A.L. & Constantine, M.G. (2007). Cultural Adjustment Difficulties and Career Development of International College Students, *Journal of Career Assessment*. 15:338-350.

Link: <http://jca.sagepub.com/content/15/3/338.abstract>

Description: Career expectations and hopes were examined related to perceived intercultural competence and acculturative distress for 261 international students from Africa, Asia, and Latin America. Findings are discussed in the context of career counseling with international students from these regions.

- Sangganjanavanich, V.F., Lenz, S. L., & Cavazos, J. (2011). International students' employment search in the United States: a phenomenological study, *Journal of Employment Counseling*, 48 (1): 17-26.

Link: <http://onlinelibrary.wiley.com/doi/10.1002/j.2161-1920.2011.tb00107.x/abstract>

Description: This study identifies the major themes of international students' perception and experience going through the employment exploration and application process.

- Singaravelu, H. & Pope, M. (Eds.) (2007). *A Handbook for Counseling International Students in the United States*. Alexandria, VA, US: American Counseling Association.

Link: <http://www.worldcat.org/title/handbook-for-counseling-international-students-in-the-united-states/oclc/927031090?loc=>

Description: This handbook provides a detailed look into the lives of international students and their personal and academic challenges. Thirty-seven experts from around the world discuss many issues facing international students including an unfamiliar culture and educational system, isolation and adjustment and family expectations, sexuality, career decision and management, among other issues. Several chapters focus on the unique needs of counseling students from eastern and southern Asia, Latin America, Africa, the Middle East, Europe, New Zealand, and the former USSR nations.

- Singaravelu, H., White, L. J., & Bringaze, T. B. (2005). Factors influencing international students' career choice: A comparative study, *Journal of Career Development*, 36(1), 46-59.

Link: <http://www.sagepub.com/cac6study/articles/Singaravelu.pdf>

Description: This study examined the factors influencing the career choice of international students. The authors found that family influenced the career choice of non-Asian international students, whereas friends influenced the career choice of Asian international students.

- Yu, X. (2014). Crossing the cultural bridge: Coaching international students to prepare for job interviews. In: *Career Convergence*, National Career Development Association.

Link:

http://associationdatabase.com/aws/NCDA/pt/sd/news_article/92291/_self/layout_details/false#sthash.iBLUIrQ2.dpuf

Description: This article discusses cultural differences in the context of interviewing related to a U.S. job search.

Ethics & Competencies

- American College Personnel Association and National Association of Student Personnel Administrators (2010). Professional Competency Areas for Student Affairs Practitioners. A joint publication of American College Personnel Association (ACPA) and the National Association of Student Personnel Administrators (NASPA).

Link: https://www.naspa.org/images/uploads/main/Professional_Competencies.pdf

Description: This joint task force of ACPA and NASPA on competencies and standards includes globalism, equity, diversity and inclusion and cultural competency for practitioners in Student Affairs.

- Fawcett, M.L. & Evans. K.M. (2013). *Dimensions of personal identity and racial identity models. In Experiential approach for developing multicultural counseling competence (pp.51-67)*. Thousand Oaks CA: Sage Publications.

Link: <http://sk.sagepub.com/books/experiential-approach-for-developing-multicultural-counseling-competence/n3.xml>

Description: This chapter examines the three dimensions of personal identity. Other experiential models and interventions are also included in the book for further strengthening counselors' competency in working with individual across cultures.

- National Career Development Association, (2009), Minimum competencies for multicultural career counseling and development. Retrieved from <http://ncda.org/aws/NCDA/pt/sp/guidelines>

Description: This resource provides competency guidelines for individuals practicing multicultural career counseling according to the National Career Development Association.

- National Career Development Association, (2015), Code of ethics. Retrieved from http://ncda.org/aws/NCDA/asset_manager/get_file/3395/code_of_ethicsmay-2007.pdf

Description: This resource outlines the National Career Development Association code of ethics, adapted from the American Counseling Association code of ethics.

- Shallcross L. (2013). *Multicultural Competence: A Continual Pursuit*. Counseling Today (a publication of the American Counseling Association).

Link: <http://ct.counseling.org/2013/09/multicultural-competence-a-continual-pursuit/>

Description: ACA President Cirecie West-Olatunji, Mark Pope, and several others are contributors to this collection of interviews about developing multicultural competence as a counselor, challenges, research, staying current in the field, and trends in this area.

- United Nations Educational, Scientific and Cultural Organization, (2013), Intercultural competences: Conceptual and operational framework. Retrieved from www.unesdoc.unesco.org/images/0021/002197/219768e.pdf

Description: Given increased globalization in an intercultural world, this resource highlights intercultural competencies for communication, cross-cultural relationships, and support at a global level.

Assessment

- GlobeSmart Assessment through Aperian Global and Teaming Assessment

Link: http://corp.aperianglobal.com/sites/default/files/APG-MC-GlobeSmart%20Profile_2014-LTR.pdf

Alternate Link: <http://corp.aperianglobal.com/globesmartn>

Description: This on-line assessment is designed for individuals from different cultures who are interested in identifying their own work styles connected to different cultural dimensions with the goal of more effectively interacting in the workplace. Variables assessed by GlobeSmart are: independence/interdependence; egalitarianism/status; risk/certainty; direct/indirect; and task/relationship. The Teaming Assessment assesses conflict resolution, team process, team meetings, virtual communication, cultural diversity, and team formation.

- Ishii, H., Olguin D.L., & Keim, J. (2009). Career assessment with international students: International student card sort (ISCS). Presented at American Counseling Association Annual Conference and Exposition.

Link: <http://www.counseling.org/resources/library/vistas/2009-v-print/Article%201%20Ishii%20Olguin%20Keim.pdf>

Description: The authors developed the ISCS card sort to facilitate international students' career transitions by integrating Super's career archway with culture specific variables, with the purpose to identify strengths and potential career development barriers for international students.

- Suzuki, Lisa A., Ponterotto, & Joseph G. (2008). Handbook of Multicultural Assessment: Clinical, Psychological, and Educational Applications: 3rd Edition. New York: John Wiley & Sons.

Description: The authors and contributors include a chapter on the use of the MBTI with culturally diverse populations as part of this book which discusses ethical issues, the validity of multicultural assessments, and cultural identity and acculturation related to culturally diverse populations.

Building Career Services: Centers & Programs

The career development process is one of the most important aspects of the international student experience. Providing comprehensive and culturally competent services requires institutional efforts that utilize best practices developmentally throughout the college experience and beyond. This section includes journal articles and practice examples from colleges and universities across the U.S. and in other countries, including programs, initiatives, career web pages designed for international students, and professional development opportunities for career professionals.

Developing Career Services

- Australian Council for International Research Engaging International Students. AUSSE Enhancement Guide

Link: https://www.acer.org/files/AUSSE_EG_International_Students.pdf

Description: The AUSSE Enhancement Guide provides suggestions about how international students and universities can enhance their engagement with this specific population.

- Balin, Elif, Anderson, Nicole M., Chudasama, Satomi Y., Kanagasingam, Sutha K., Zhang, Lily (2016). Working with International Students in the U.S. and Beyond: A Summary of Survey Research by NCDIA International Student Services Committee. *Journal of International Students*, v6 n4 p1053-1061 2016. 9 pp.

Link: <https://eric.ed.gov/?id=EJ1125554>

Description: This article is based on the work of the International Student Services Committee of the National Career Development Association, especially the surveys conducted with international students, career development professional and employers. The authors focus on three major themes from the surveys: knowledge about work authorization options, impact of cultural differences on job search, and specialized career services for international students. Discussing these major themes, the authors report on best practices and future implications for supporting international student career development in the U.S. and beyond.

- Balin, E., Yaji-Chudasama, S., & Knapp, E. (2015). Understanding the career development needs of international students. *NCDIA Career Developments*, Spring 2015.

Link: *Career Developments* is a members only print magazine. Select archived issues and articles may be posted here - https://ncda.org/aws/NCDA/pt/sp/magazine_archives.

Description: In this brief article for the NCDIA Career Developments magazine, the authors highlight some of the findings and implications from two surveys conducted by the NCDIA international Student Work Group: the first to assess and identify needs and challenges of career development professionals as they assist international students at their higher education institutions and a second to explore the career development needs, interests and challenges of international students in higher education. Based on the survey results, the authors discuss strategies to partner effectively with international students in the U.S.

- Gibson, E. (2005). The development of career services for international students. *Australian Journal of Career Development*- v14 n2 p19-23.

Link: <http://journals.sagepub.com/doi/pdf/10.1177/103841620501400205>

Description: The number of international students attending Australian universities has increased markedly over the past five years and has resulted in a need for career services that adequately reflect the requirements of these students. This case study discusses these services.

- Kim, S., & Egan, T. (2011). Establishing a formal cross-cultural mentoring organization and program: A case study of international students association in a higher education context. *Journal of European Industrial Training*, v35 n1 p89-105.

Link: <http://eric.ed.gov/?id=EJ922410>

Description: The aim of this paper is to offer potential insight regarding formal cross-cultural mentoring organization and program development in higher education contexts and beyond, by elaborating regarding the founding and programmatic efforts of an International Student Mentor Association (ISMA) at a large university in North America. (Retrieved from ERIC.ed.gov)

- Lee, S. K., Eland, A., & Rowland, Y. (2016) Seeking best practices for career services to international students. A research report from University of Minnesota GPS Alliance.

Link: <https://global.umn.edu/icc/resources/umntc-ugis-data/career-services-international.html>

Description: A research team from the University of Minnesota conducted four studies to explore best practices in serving the career needs of undergraduate international students: 1) general international student survey of career experiences/expectations, 2) internship focus groups, 3) interviews of international alumni who found jobs, and 4) interviews with other institutions about best practices.

- Loo, B., Luo, N., & Ye, Z. (2017). Career Prospects and Outcomes for U.S.-Educated International Students: Improving Services, Bolstering Success. New York: World Education Services.

Link: www.wes.org/partners/research/

Description: This report examines the career expectations and outcomes of international students and alumni educated at U.S. higher education institutions, including the experiences of alumni who stayed in the U.S. and those who returned home.

- McFadden, A. and Seedorff, L. (2017). International student employment: navigating Immigration regulations, career services, and employer considerations. *New Direction for Student Services*, 2017: 37–48. doi:10.1002/ss.20218

Link: <https://eric.ed.gov/?q=international&id=EJ1144401>

Description: This chapter introduces student services professionals to trends and issues regarding international student employment from career services and international student services advising perspectives.

- Whitehead, Frederika (2011). Improving the university experience for international students: Are higher education institutions doing enough for international students?, *The Guardian*.

Link: <http://www.theguardian.com/higher-education-network/2011/may/03/improving-experience-for-international-students>

Description: The author discusses the importance of placing the student experience and integration first. Specific programs designed at universities in the UK to aid in this process are mentioned.

- World Education Services (2016). Better career services for international students = Better retention and recruitment

Link: <https://wenr.wes.org/2016/06/better-career-services-international-students-one-key-retention-recruitment>

Description: Based on their research on university career services in the United States, World Education Services (WES) suggests strategies to better address international students career and employment prospects. This report concludes that universities need to be mindful of more customized career service needs for international students in order to continue attracting international students over the long term.

Example Programs, Initiatives & Resources

Programs & Initiatives

- Colorado State University, College of Business | Global Business Network

Link: <http://csuqbn.com/>

Description: The Global Business Network is an organization for students interested in international business, studying abroad, learning about different cultures, building connections with other business majors, and exploring global career options. It provides an opportunity for undergraduate and graduate students to develop international business skills and etiquette, facilitates international networking and provides a platform for international and domestic students to forge stronger connections.

- George Washington University | International Student Career Ambassador Program

Link: <https://careerservices.gwu.edu/international-student-assistance>

Description: To supplement the support provided by career coaches at the university's career services centers, the International Student Career Ambassadors (ISCA) provide peer-to-peer career advising, including resume and cover letter critiques. ISCA's are international students who have had an internship/job either in their home country or the U.S.

- Indiana University, Kelley School of Business | Immigration Bridge Program

Link: <https://kelley.iu.edu/recruiters-companies/graduate/students-and-alumni/international-students/index.cshhtml>

Description: Immigration Bridge is a proactive partnership between the Kelley School of Business, the IU Office of International Services, and a top immigration law firm to assist international students and recruiters with immigration matters related to employer sponsorship. While this program does not guarantee a visa sponsorship, visa, or employment, it does improve the situation for international students being recruited both on- and off-campus.

- Michigan State University | International Student Career & Resource Fair

Link: https://msu.joinhandshake.com/career_fairs/501/student_preview

Description: This event focuses on job opportunities (full-time, part-time and internship) in the student's home country, outside the United States, and employment opportunities that require OPT, CPT, or sponsorship in the United States. It also features campus and community resources, including student organizations, on-campus support resources, and community organizations aimed at supporting international initiatives.

- Northeastern University | International Student Career Forum

Link: <https://www.northeastern.edu/careers/services/international/>

Description: The Annual International Student Career Forum assists international students in navigating the US and International job search by providing panels and workshops by guest speakers. Topics for sessions include networking, Optional Practical Training, H-1B and other visa employment options, and an employers' panel. This event is one of the many career development offerings for international students at Northeastern University.

- University of Illinois | Career Certificate - International Students (CC-I)

Link: <https://www.careercenter.illinois.edu/career-certificate-international-students-cc-i>

Description: This program helps international students plan their career, develop job search skills, and enhance self-promotion and networking skills. In 2016, CC-I received the Services to International Students award presented by the National Career Development Association.

- University of Nebraska-Lincoln, College of Business Administration | International Student Career Readiness Certificate Program

Link: <https://business.unl.edu/promo/international-student-career-readiness-certificate/>

Description: The International Student Career Readiness Certificate (CRC) is an eight-week intensive career preparation program to help College of Business international students (sophomores and juniors) discover and develop skills to seek opportunities in the U.S. Upon completion of this resume enhancing program, students receive a Career Readiness Certificate from the Business Career Center.

- University of Oregon | International Student Career Alliance

Link: <https://career.uoregon.edu/isca>

Description: A group of students and staff who work to support international students in developing the awareness, confidence, skills, and strategies for meaningful career development. The ISCA oversees two preparation programs: 1) Career Empowerment Program - four week, on-campus work shadow experience, and 2) Career Readiness Certificate - intensive career preparation program with small group workshops, career and international student specialists, and specialized career coaching

Resources & Websites

- Amherst College | Job Search FAQ Guide

Link: <https://www.amherst.edu/campuslife/careers/resources>

Description: In addition to specialized career advising and workshop content available for international students, Amherst College has a resource page and a FAQ Guide available for international students.

❏ [International Student FAQ: Seeking Jobs & Internships in the U.S.](#)

- Columbia University | Career Guides

Link: <https://www.careereducation.columbia.edu/audiences/international-students>

Description: The Columbia Center for Career Education (CCE) offers guidelines for international students regarding their internship and job search as well as a timeline. It includes information about career counseling services, on-campus employment, workshops, and campus events.

❏ [2018 International Undergraduate Students Career Action Plan](#) (Please see [Terms of Use](#))

❏ [Career Passport for Graduate Students](#)

- Michigan State University | Employer Guide

Link: <http://careernetwork.msu.edu/resources-tools/student-resources/resources-for-international-students.html>

Description: The MSU Career Services Network has developed a comprehensive International Student Employment Guide with information for students, employers, and career advisors.

❏ [2018 International Student Employment Guide](#)

- Mount Holyoke College | Immigration Advisor Office Hours

Link: <https://www.mtholyoke.edu/global>, <https://www.mtholyoke.edu/cdc/about>

Description: The Mount Holyoke College Career Development Center has partnered with the McCulloch Center for Global Initiatives to offer targeted resources and programming annually - including the Immigration Advisor offering office hours during afternoon career center walk-ins once a week and creating an international identity resource handout for use during individual advising.

- University of California Berkeley | International Career Counselor

Link: <https://career.berkeley.edu/IntnlStudents/IntnlStudents>

Description: UC Berkeley has a designated Career Counselor to support international students through career counseling, programming and resource development. International Students have the option of meeting with this counselor or a career counselor for their College/School.

- University of Colorado Boulder | Student and Alumni Networking Group

Link: <https://www.colorado.edu/career/students/international-students>

Description: University of Colorado at Boulder created a LinkedIn group specifically for their international students and alumni to connect with each other and help one another in their US-based and global job search process.

❏ [UC Boulder International Students & Alumni Career Network](#)

- University of Illinois at Urbana-Champaign | List of Friendly Companies

Link: <https://www.careercenter.illinois.edu/instructable/international-friendly-companies>

Description: University of Illinois provides lists of companies that have hired their international students on the CPT, OPT, or Academic Training status. This list is updated twice each year.

- Webster University | Action Steps

Link: <http://www.webster.edu/career-services/ecareer-services/international-students.html>

Description: Webster University has outlined tips and recommended activities for international students to help them navigate the career development process. It includes videos and information on communication and cultural differences, job and internship search, and campus resources.

Professional Development, Training & Continued Learning

- Annual International Student Career Services Roundtable

Link: <https://www.rhsmith.umd.edu/office-career-services/events/intl-student-career-roundtable>

Description: The Office of Career Services at the University of Maryland Robert H. Smith School of Business hosts an Annual International Student Career Services Roundtable. This conference brings together over 100 university professionals, working with large international student populations, to learn and share best practices. Some of the topics discussed are what others are doing in areas such as programming, data tracking, curriculum, business development and job placement.

- National Academic Advising Association (NACADA)

Link: <http://www.nacada.ksu.edu/>

Description: NACADA promotes student success by advancing the field of academic advising globally. The organization provides opportunities for professional development, networking, and leadership for a diverse advising membership.

- ❑ *Global Engagement Advising Community: <http://www.nacada.ksu.edu/Community/Commission-Interest-Groups/Advising-Specific-Populations-II/Global-Engagement-Commission.aspx>.*

- National Association of Colleges and Employers (NACE)

Link: <https://www.nacweb.org/>

Description: NACE is the leading source of information on the employment of the college educated, and forecasts hiring and trends in the job market; tracks starting salaries, recruiting and hiring practices, and student attitudes and outcomes; and identifies best practices and benchmarks. It brings together college and university career service professionals and recruiting professionals.

- ❑ *NACE Principles for Ethical Professional Practice include case studies for working with special populations: <https://www.nacweb.org/career-development/organizational-structure/principles-for-ethical-professional-practice/>*

- National Career Development Association (NCDA) International Student Services Committee

Link: https://www.ncda.org/aws/NCDA/pt/sp/about_committees

Description: The NCDA International Student Services Committee aims to increase the understanding of career development experiences and the needs of international students. In addition to conducting its own surveys and writing articles, the committee shares advice, resources, and best practices with NCDA members and career development professionals who work with international students in the U.S.

❏ LinkedIn group: <https://www.linkedin.com/groups/4509171>

- NAFSA: Association of International Educators

Link: <http://www.nafsa.org/>

Description: With nearly 10,000 members, NAFSA is the world's largest nonprofit professional association dedicated to international education. NAFSA and its members believe that international education and exchange—connecting students, scholars, educators, and citizens across borders—is fundamental to establish mutual understanding among nations, prepare the next generation with vital cross-cultural and global skills, and create the conditions for a more peaceful world.

- Overseas Association for College Admissions Counseling (OACAC)

Link: <http://www.oacac.com/>

Description: OACAC is an affiliate of the US based National Association for College Admission Counseling (NACAC). With a membership made up of over 1500 professionals from more than 90 countries worldwide dedicated to serving students as they make choices about pursuing postsecondary education. OACAC is committed to maintaining high standards that foster ethical and social responsibility among those involved in the transition process, as outlined in the NACAC Statement of Principles of Good Practice.

- The Society for Intercultural Education, Training and Research (SIETAR)

Link: <http://www.sietarusa.org/>

Description: An educational membership organization for those professionals who are concerned with the challenges and rewards of intercultural relations. SIETAR-USA is a point of connection for people from many cultural and professional backgrounds who explore differences on many levels in multicultural or cross-cultural situations, within national borders or around the world.

- Society for Vocational Psychology (SVP)

Link: <https://www.div17svp.org/>

Description: SVP is a division within the American Psychological Association (APA). Its main purpose is to bring together researchers and practitioners in the study of vocational psychology (i.e. career development and counseling) and keep career services professionals abreast with new findings and interventions. Their biennial conference is attended by many influential researchers and practitioners in career development and counseling.

Job & Internship Search

Sub-section description: This section list job search guides and website resources designed for international students to navigate job and internship search in the U.S. and abroad. This is a non-exhaustive list to provide a starting point for international job seekers.

Jobs & Internships in the U.S.

- Barros, M. (2015). The International Advantage: Gen Noticed. Get Hired!

Link: <http://theinternationaladvantage.com/>

Description: The author who used be an international student from Brazil and a college career service professional for international students provides strategic approaches and practical tips to international students who dreams of securing a job in the U.S.

- Beaudry, D. (2009). Power ties: The international student's guide to finding a job in the United States.

Link: <http://www.powerties.net/>

Description: The author, former head of campus recruiting at Monster.com, and former Associate Director of Corporate Recruiting at the Boston University School of Management, shares the potent job search system he has used to help many international students find U.S. employment.

- Dalton, S. (2012). The 2-Hour Job Search: Using Technology to Get the Right Job Faster

Link: <http://2hourjobsearch.com/>

Description: This book provides international students with a lot of useful tips on how to identify international-friendly companies, and how to network with alumni who are working such companies. The author tells international students to use technology more in this process.

- Goinglobal.com

Link: www.goinglobal.com

Description: This fee-based site provides a database of H1B visa application listings for American employers seeking to hire international talent in the United States. Its U.S. City Career Guides shows job search resources, hiring trends, industry overviews, and professional and social networking groups related to more than 45 large metropolitan areas.

- Indeed.com

Link: www.indeed.com

Description: This website is not providing open positions that target international students. However it is very useful when international students use it along with Myvisajobs.com. As this website collects most of the jobs posted nationwide, international students can find positions by using relevant keywords (ie. skill sets, languages, company names) and locational information, and then check the international friendliness of the companies that posted the positions. Simplyhired.com (www.simplyhired.com) is its strong competitor.

- International Student Website

Link: <http://www.internationalstudent.com/jobsearch/>

Description: This database includes articles, tips, job postings, resume writing, personal statements, test preparation, country work guides, visa and immigration information, and more to support students around the globe with international study and work opportunities. This resource creates extensive connections to best practices and available jobs/internships to enhance next career step opportunities.

- MyVisaJobs.com

Link: www.myvisajobs.com

Description: This web resource is dedicated to identifying employment opportunities for foreign nationals wishing to live and work in the United States. The site provides a FREE database of positions at employers that have sponsored H1B visas or Green Cards for recent years. You can search by industries, occupations, job titles, and locations.

- Steinfield, S., & Fox, H. (2015). LinkedIn for International Students. Chicago, IL

Description: This LinkedIn guide book helps international students to develop more appealing profiles, connect with professionals and alumni who can recommend and hire them, and connect with unlisted job opportunities.

- Steinfield, S., & Yinping, H. (2013). 3 steps to your job in the U.S.A.: International student edition. Chicago, IL

Description: Resources for going from an F-1 to H1B, including a practical step-by-step guide on how to land the best internship, OPT assignment, or H1B work opportunity.

- Uniworld

Link: www.uniworldonline.com

Description: This fee-based resources provides up-to-date multinational business contact information with listings in over 200 countries, with the ability to locate American firms and their locations in other countries and firms based in other countries with locations in the U.S.

Jobs & Internships in Home Countries/3rd Countries

Multinational Job & Internship Search

- CareerJet Worldwide

Link: www.careerjet.com

Description: A U.K. based job search engine covering 90 countries. Select the CareerJet Worldwide tab to see a full list of countries and search in the local language. The company also owns two branches focusing on the Spanish speaking markets (Opcionempleo) and the French speaking markets (Optioncarriere).

- DevNetJobs

Link: <http://devnetjobs.org/>

Description: This site provides a comprehensive list of jobs in the international development sector, including NGOs, UN organizations, non-profits, funding agencies and foundations in developing countries. It's supplementary to Idealist.org which focuses on U.S. based non-profit positions.

- Goinglobal.com

Link: www.goinglobal.com

Description: This fee-based site provides international job seekers with country-specific career and employment guides for more than 40 countries. Job search resources, industry and employment trends, top companies, networking resources, work permits and visas, and resume/CV guidelines are provided. This company also provides job search engine services that cover 63 countries.

- GradConnection

Link: www.gradconnection.com

Description: This site provides career opportunities mainly in Australia, South Africa, East Asia and South Asia. This Australia-based company also provides a fee-based job board software to universities globally.

- Indeed Worldwide

Link: <http://www.indeed.com/worldwide>

Description: It's an U.S. based search engine for job listings worldwide. It provides free access to millions of jobs and internships from thousands of job boards, newspaper classifieds and company websites in 63 countries across 5 continents. Local languages are available for users.

- Monster International

Link: <http://www.monster.com/geo/siteselection>

Description: This site connects Monster.com users to 51 affiliated job sites in 44 countries. Note that there is no site for China. Each site is operated by global branches or affiliated companies with different features. English or local language options are available.

- Passport Career

Link: <http://www.passportcareer.com/>

Description: This fee-based resource and interactive service is designed for institutions to support global job seekers with their international career and life transition, featuring detailed, country-specific resources on all aspects of the job search and alternative opportunities.

- TechMeAbroad

Link: <https://techmeabroad.com>

Description: This FREE online job posting resource lists available opportunities with tech startups and tech companies who will recruit from abroad.

International Academic Job Search

- Career Edu

Link: <http://www.careeredu.eu/>

Description: A Netherlands based job board with focus on international academic and research opportunities.

- FindAPostDoc

Link: <https://www.findapostdoc.com>

Description: This site advertises jobs for new and recently qualified PhD graduates Worldwide. The job database focuses on research, faculty and administrative positions mostly in a higher education institution. The discussion forum may provide helpful tips for international academic job seekers.

- HiBrain

Link: <http://www.hibrain.net/>

Description: More than 95% universities in South Korea post faculty, researcher, and administrator positions on this website managed by a research group in South Korea. Fluency in Korean is required to navigate the website. It provide opportunities to native Koreans and foreigners with advanced degrees.

- UniJobs

Link: <http://www.unijobs.com.au/>

Description: A job board as part of the Times Higher Education, a media company reporting news related to higher education and university ranking worldwide. The majority of the positions are at institutions in Asia and Australia.

Job Search Resources in Asia

- ChinaHR.com

Link: <http://www.chinahr.com/>

Description: One of the earliest comprehensive job sites in China with focus on international talents. A new section is added to the website targeting at Chinese students returning from studying abroad. The company also works with institutions globally to bring employers to campus for recruiting events.

- Contact Taiwan

Link: www.contacttaiwan.tw

Description: Operated by the Ministry of Economic Affairs in Taiwan, this site provides various kinds of information on employment opportunities located in Taiwan as well as Taiwanese companies overseas.

- ForeingerCN.com

Link: <http://www.foreignercn.com/>

Description: This site serves foreigners looking for jobs in China. All information is available in English. Select the Classifieds tab to view jobs in major cities such as Beijing, Shanghai, Guangzhou and Shenzhen. It also provides information of living in China.

- Job Korea

Link: www.jobkorea.co.kr

Description: Bought by Monster.com in 2005, this site has been the most influential job site in South Korea. Job listings range from part-time, entry-level, mid-career to executive search firm positions. All information is in Korean.

- Lockinchina

Link: www.lockinchina.com

Description: A comprehensive recruiting service provider for Chinese returnees, including job boards, career fairs, job search guidance with additional for-fee features. A global career conference is hosted in China annually to connect university career centers and Chinese employers.

- Peoplenjob

Link: www.peoplenjob.com

Description: It's a major job site for foreign companies operating in South Korea. All information is in Korean. It's suitable for both Korean natives and foreign job seekers fluent in Korean.

- Zhaopin.com

Link: www.zhaopin.com

Description: Founded as a head hunting agency, Zhaopin provides similar features as 51jobs and it's also one of the largest job search platform. All information is in Chinese.

- Zhimaqiao

Link: www.zhimaqiao.com

Description: One of the earliest job site that focus on Chinese students returning from studying abroad. All information is in Chinese.

- 104.com

Link: www.104.com.tw

Description: A comprehensive human resource agency founded in Taiwan and expanded to China mainland. Job listings cover not only Taiwan but also the pan-Asia area.

- 51job.com

Link: www.51job.com

Description: A leading human resource agency in China with comprehensive recruiting services and an online job board. It has a large job database for domestic candidates with an "abroad" label to search for overseas positions. All information is in Chinese.

1-Page Resource Handout for International Students

The 1-page Resource Handout is the work of ISSC, any use, distribution, and reproduction will not be permitted without consent from the NCDA International Student Services Committee.

Transitional Resources

US cultural and employment norms may be quite different as an international student transitioning to the US. The following resources provide various information on cultural norms, educational requirements, obtaining visas, and transition information.

- Foreign-born.com
- [International Student](#)
- [National Association for College Admission Counseling](#)
- “Crossing customs: International students write on US college life and culture” by Jay Davis & Andrew Garrod (Book)
- “Succeeding as an international student in the US and Canada” by C. Lipson & A.E. Goodman (Book)

Visa Information

As you search for jobs or internships, it is important to understand the processes to employment associated with your visa. Employers may have false assumptions about visa limitations, costs, or processes, and it is important to be able to provide accurate information to potential employers. The following resources provide visa information.

- [US Department of Labor](#)
- [H1 Base Website](#)

Job & Internship Search (US, Home Country & Global)

A job or internship takes a combination of numerous resources and strategies. The following resources provide a variety of lists of potential sponsoring employers, occupational outlooks, and job opportunities. Utilize these resources as you build your job search strategy and create target employers list.

- [List of H1B Employers](#)
- [MyVisaJobs.com](#)
- [GoinGlobal](#)
- [H1visajobs.com](#)
- [Inside Higher Ed: Job Tips for International Students](#)
- [International Student Website](#)
- “Power Ties: The International Student’s Guide to Finding a Job in the United States” by Dan Beaudry
- “3 Steps to Your Job in the USA: International Student Edition” by S. Steinfeld & H. Yinping
- “The International Advantage: Get Noticed. Get Hired.” by Marcelo C. Barros
- <http://www.dreambridgepartners.com/international-student-resources>

Education Resources

The following resources are helpful when exploring continuing education options, institutions, and processes.

- [Education USA](#)
- [Institute for International Education](#)
- “International Student Handbook 2013: All-new 26th Edition” by The College Board (Book)

RESOURCES FOR EMPLOYER & ALUMNI RELATIONS

Continuing a slide that has occurred in recent years, the percentage of employers that indicate they will consider international student candidates has hit a new low, according to [NACE's Job Outlook 2018 report](#). In 2018, just 23.4 percent of employer respondents indicated they will hire international students. This is down from 27.5 percent in 2017 and a high of 34.2 percent in 2015.*

This trend is a reality Career Services offices and institutions must face. It is important for Career Services staff to be knowledgeable regarding international student hiring in the U.S.; and intentionally develop relationships with employers who are open to hiring international students for experiential opportunities and employment.

There are many misconceptions and myths surrounding the hiring of international students in the U.S. As the frontline of communication with employers, it is important for Career Services staff to be able to speak about the immigration eligibility of international students to complete internships and work full-time in the U.S.

While global employment opportunities, including home country opportunities can serve as an important alternate for international students' post-graduation plan, international students face extra and unique challenges and disadvantages in seeking home country opportunities while being in the U.S. The common challenges are different recruiting timelines, lack of knowledge about employers' recruiting practice, gap in job search and networking resources, and unfamiliarity with the job search skills required for home country opportunities, such as resume requirement and interview style. International alumni can be a valuable and powerful resource to inspire, inform, and support international students' job or internship search and career success with home country employers.

In the section to follow, readers will find sample resources, initiatives, and programs to enhance employer and alumni relations for the benefit of international student career development.

Resources & Websites

- Career Prospects and Outcomes for U.S.-Educated International Students: Improving Services, Bolstering Success - World Education Services

Link: www.wes.org/partners/research/

Description: The research team at World Education Services (WES) conducted a survey of both current international students and international alumni of U.S. higher education institutions to provide insight into student experiences and perspectives on their careers and the preparation they received on campus-and to promote discussions about how such students might be better served.

- Employers' Thoughts on International Students for Internships and Fulltime Positions

Link: <http://www.ceri.msu.edu/wp-content/uploads/2010/01/internationalseriousPart-I.pdf>

Description: Phil Gardner, Director of CERI at Michigan State University provides results from 2000 employers surveyed regarding international employment practices. This short brief presents the basic findings from two

questions 1)How serious are employers' hiring intentions for international BA/BS and advanced degree graduates and 2)How willing are employers to assist and support undergraduate international students by providing internships or related pre-professional work experiences.

- Employment Opportunity as a Driver of Student Mobility

Link: <https://ejournals.bc.edu/ojs/index.php/ihe/article/viewFile/9237/8293>

Description: For international students, work experience in the United States provides educational benefits and provides them with critical skills in their field that will ultimately help them navigate a path to the working world in their host country, back home, or in a third country.

- From China to America. Then What?

Link: <https://www.chronicle.com/article/From-China-to-America-Then/239023>

Description: An overview of the conundrum that Chinese students attending U.S. universities face in both barriers to securing employment within the U.S; and returning home to China, where a Western degree does not carry the same prestige it once did.

- Hiring of International Students Continues Decline, National Association of Colleges & Employers (NACE)

Link: <https://www.nacweb.org/job-market/trends-and-predictions/hiring-of-international-students-continues-decline/>

Description: 201 employers responses were analyzed to predict hiring trends for 2018 among international student candidates.

- International Alumni Affairs - An Overview

Link: <https://www.insidehighered.com/blogs/world-view/international-alumni-affairs-overview>

Description: An overview of the benefit of institutions continuing to engage with international alumni.

- Key Relationships for International Student University-to-Work Transitions

Link: <http://dx.doi.org/10.1177/0894845313481851>

Description: This resource specifically addresses how relationships support international students to successfully navigate the late-stage transition from university to work. This qualitative study includes findings from surveys conducted with 18 international students from diverse cultures, ages, and professions with an emphasis on their last year of university and 3 years post-graduation. The resources discusses the importance of key relationships for international student success and how relationships are embedded in career decision making.

- LEGAL Q&A: Are Employers Required to Interview International Students? National Association of Colleges & Employers (NACE)

Link: <http://www.nacweb.org/public-policy-and-legal/legal-issues/legal-q-and-a-are-employers-required-to-interview-international-students/>

Description: a brief legal explanation that employers are not required to interview an international student who has an F-1 or J-1 visa, even if the student is otherwise qualified for the job.

- University of California Berkeley - U.S. Employer's Guide to Hiring International Students

Link: <https://career.berkeley.edu/sites/default/files/pdf/Guide/intlhiring.pdf>

Description: The purpose of this guide is to inform U.S. employers about International students' F-1 and J-1 work authorization options; the ease of procedures and costs involved when hiring UC Berkeley international students for internships or full-time opportunities after graduation; and how the Career Center can support employers' recruiting efforts.

Sample Programs and Initiatives

- Columbia University, Teachers College - Alumni Council International Outreach Committee

Link: <http://www.tc.columbia.edu/alumni/get-involved/alumni-association/>

Description: the International Outreach Committee is the committee of the Alumni Association that focuses on (re)connecting TC's overseas alumni. The committee recruits alumni outside the U.S. to serve as Country Representatives for the International Alumni Network (IAN) and supports them in organizing locally attractive alumni activities. The committee also promotes events for current international students, to encourage them to stay connected to TC after they have returned to their home countries. The committee works with the Offices of Alumni Relations and International Student Services.

- Global Talent Region Initiative of Michigan (GTRI)

Link: <http://www.globaldetroit.com/partner-initiatives/gtri/>

Description: In conjunction with the State Governor's office, GTRI aims to educate employers about hiring international students and also provide information for students regarding employment in Michigan and general career preparation.

- Harvard University - Global Networking Night

Link: <https://alumni.harvard.edu/events/global-networking-night-january-9-2018>

Description: Operates a biannual Global Networking Night, open to current students and alumni, located in 80+ locations around the world.

- Indiana University Kelley School of Business Undergraduate Career Services Office (UCSO):

Link: <https://kelley.iu.edu/recruiters-companies/undergrad/students/international-students.cshtml>

Description: UCSO has several innovative initiatives to engage international alumni including a collaboration between the UCSO and the International Alumni Career Council of the school's Office of Development and Alumni Relations; a webinar featuring international alum, a connection with Indiana University China (Beijing Office) which, in collaboration with five other Universities, hosts two career fairs and an alumni reception to connect international students with employers in mainland China, a Kelley Chinese Alumni WeChat group, home country company visits, and an affiliation with the Global Career Club; a think-tank student organization which engages student leaders to brainstorm best practices for global career topics.

- Massachusetts Institute of Technology - International Career Fairs

Link: <https://gecd.mit.edu/jobs-and-internships/career-fairs-and-company-presentations>

Description: MIT holds several (Middle East, European) annual Career Fairs to connect MIT and local students with global career opportunities.

- University of Delaware - Working Globally, Connected Locally - An Alternative to H1B

Link: https://events.udel.edu/event/working_globally_connecting_locally_-_an_alternative_to_h1b#.WocMU4JOITY

Description: Hosts employer panel to introduce students to global career opportunities and networking with employer representatives.

- University of Illinois - International Friendly Company List

Link: <https://www.careercenter.illinois.edu/instructable/international-friendly-companies>

Description: University of Illinois lists employers that have hired international students for jobs or internships. Maintain an employer list by updating it four times a year. University of Illinois Career Center hosts a networking event annually where students meet with international alumni who work at those 'international friendly' companies.

- University of Vermont - Global Job Shadowing

Link: http://www.uvm.edu/~career/?Page=global_job_shadowing.html

Description: Expanding job shadowing opportunities around the world to allow students to explore careers with an alum, for one day over summer break.

- University of Vermont - Global Pipeline

Description: Identifies UVM alumni working in organizations with offices in the U.S. and abroad and encourages the businesses to hire qualified UVM international students in their U.S. offices for the 1-3 years depending on their visa status. If successful, organizations commit to extend job offers in the abroad offices to student/employees after a positive working relationship. This initiative helps global employers build their workforce with culturally competent and educated professionals. Currently three organizations participate in the UVM Global Pipeline program.

U.S. EMPLOYERS' GUIDE TO HIRING INTERNATIONAL STUDENTS

Many international students in the United States are on an F-1 or J-1 non-immigrant student visa status which offers work authorization benefits during and after their academic programs. This guide will provide an overview of these work authorization options and illustrate that there is minimal paperwork for the employer. Resources for long-term employment visa options are also addressed.

For F-1 International Students:

Type of Employment	Description	Employer Role	Student Role	Duration	Cost and Processing Time
Internship and Co-op: Curricular Practical Training (CPT)	<ul style="list-style-type: none"> Off-campus work authorization for F-1 students who are currently pursuing a full-time degree program and have completed one academic year as an undergraduate and sometimes less as a graduate student. In order to qualify for CPT, there must be an option for internship or co-op in the student's academic program. Employment must be related to student's major field of study and can be paid or unpaid. Authorized for CPT on the student's I-20 by the International Student Office. Employer does not need to complete paperwork except for the I-9. 	<ul style="list-style-type: none"> Provide student with an offer of employment. Employer complies with I-9 guidelines in asking student to provide evidence of identity and authorization to work. Student can provide his/her passport, I-94, and a copy of his/her I-20, authorized for CPT at specific company for specific time period, from the student for I-9 purposes. Communicate with student's program if issues arise while on the internship or co-op, as you would any student completing an internship or co-op. 	<ul style="list-style-type: none"> Follow university/college protocol for ensuring eligibility, obtaining employment, and obtaining CPT approval, whether for an internship or co-op, or other short-term CPT-eligible employment. Submit complete CPT application to International Student Office on campus and receive CPT notation on I-20 prior to beginning employment, whether paid or unpaid. 	<ul style="list-style-type: none"> Employment authorization is given on a semester-by-semester basis or according to specific school's calendar. (Some schools use a semester/some 6 months). CPT may be extended or renewed with advance approval if eligible. Generally, students are limited to part-time (20 hrs or less per week) during the Fall/Spring semester and full-time work during the summer; some graduate students, as well as undergraduate and graduate students completing co-op, may be eligible for full-time CPT. 	<ul style="list-style-type: none"> No cost to employer. Student pays cost of any applicable academic unit(s). The processing and approval time for CPT varies at each institution, ranging from 3-10 business days.

Type of Employment	Description	Employer Role	Student Role	Duration	Cost and Processing Time
<p>Employment after Graduation: Optional Practical Training (OPT). Some students may also be able to obtain Pre-Completion OPT during their academic program depending on lead time by employer.</p>	<ul style="list-style-type: none"> • Post-Completion OPT: Employment authorization for F-1 students who have completed all coursework for their academic program. • Employment must be related to student’s major field of study and can be paid or unpaid. • United States Citizenship and Immigration Services (USCIS) issues an Employment Authorization Document (EAD) card with specific dates of employment authorized as proof of work authorization. 	<p>Ask for authorization to work per I-9 guidelines. Students can provide evidence of identity and authorization to work by showing their EAD and providing a copy for I-9 purposes.</p>	<ul style="list-style-type: none"> • Verify eligibility for OPT with the International Student Office and academic/co-op program as necessary. • Submit complete and timely OPT application to your university or college’s International Student Office for endorsement prior to being submitting application to USCIS in order to <u>obtain approval prior to beginning employment.</u> • Ensure work is related to field of study. • Report employment to international student office as well as any home address changes. 	<ul style="list-style-type: none"> • Typically issued for up to 12 months. • Some students may be eligible for 24-month STEM extension to allow them to work on OPT for 36 months (see below) • Students cannot work until EAD is received and start date has arrived. 	<ul style="list-style-type: none"> • No cost to employer. • Student pays a nominal filing fee to USCIS to obtain OPT and EAD. • The USCIS processing time for OPT can take up to 3 months; students are encouraged to apply as early as 90 days prior to graduation but can also apply after graduation.
<p>STEM OPT Extension</p>	<ul style="list-style-type: none"> • 24-month Extension of OPT for students holding Science, Technology, Engineering or Math degrees. • Employer must be enrolled in the USCIS E-Verify Program • USCIS issues an extended EAD card. 	<p>Employer and student must complete Form I-983, Training Plan for STEM OPT Students; agree to report material changes to employment to International Student Office; agree to provide training at worksite controlled by employer; and promise to pay market wages to student, among other things.</p> <p>Ask for authorization to work per I-9 guidelines. Students can provide evidence of identity and authorization to work by showing their expired EAD, I-20 with STEM authorization, and copy of receipt Notice for STEM OPT. Authorization to work based on pending STEM application lasts for 180 days from expiration of OPT. At the end of 180 days, Employer should</p>	<ul style="list-style-type: none"> • Verify eligibility for STEM extension with International Student Office. There is an approved list of majors/degrees which qualify. • Contact International Student Office on your campus and follow their protocol to apply for extension to USCIS prior to the end date of 12-month OPT. • Report employment to international student office, as well as any home address changes. 	<p>An additional 24 months to the initial 12-months of OPT is authorized to total 36 months.</p>	<ul style="list-style-type: none"> • Student pays a nominal filing fee to USCIS to obtain extended EAD card. • If application has been filed with USCIS in a timely manner, students may work for up to 180 days after the end of the 12-month OPT EAD while extension request is in process.

		ask Student to re-verify I-9 per I-9 guidelines.			
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For J-1 International Students:

Type of Employment	Description	Employer Role	Student Role	Duration	Cost and Processing Time
Pre- and Post-Completion Employment: Academic Training (AT)	<ul style="list-style-type: none"> • Employment authorization for J-1 students who are currently pursuing or have recently completed a study of program in U.S. • Employment must be related to student's field of study and can be paid or unpaid. • Authorized through the DS-2019 by the International Student Office. 	Request documentation confirming identity and authorization to work as per requirements for I-9. The student can provide a copy of the DS-2019 for I-9 purposes.	<ul style="list-style-type: none"> • Verify eligibility for AT. • Submit application to International Student Office in a timely manner. 	<ul style="list-style-type: none"> • Generally, students are eligible for up to 18 months of work authorization. • Actual duration is determined by the student's length of study. 	<ul style="list-style-type: none"> • No cost to the employer • Processing and approval time for AT varies at each institution, ranging from 3-10 business days.

For Longer- Term Temporary Worker Visas:

Type of Employment	Description	Employer Role	Duration	Cost and Processing Time
H-1B	<ul style="list-style-type: none"> • Employer-sponsored visa that permits temporary employment in "specialty occupations." • For most private employers, H-1B applications should be submitted on April 1 for "cap" subject applications. • Certain employers are not subject to the "cap." • Approved applications are effective October 1. • Exceptions to the timeline and cap requirement may be granted to some non-profit, research and educational institutions. • Employment may be authorized to bridge "cap gap" between OPT and the H-1B. 	The employer, with a qualified immigration attorney, is responsible for preparing and filing a timely petition.	H-1B visas are initially granted for three years, but can be renewed for a total of six years.	<ul style="list-style-type: none"> • Costs will include attorney and USCIS application fees. • Estimated cost is \$4000+, depending on size of employer and region of the U.S. • USCIS provides an option to pay an extra fee of \$1,225 and obtain "premium processing" of an H-1B petition, which guarantees adjudication within two weeks of filing. • Total processing time (including preparation & application) may take 2 to 6 months; renewals, extensions, & change of employer may be shorter.
TN	NAFTA Professionals for citizens of Canada and Mexico	Employer issues offer letter. Occupation must be eligible for TN visa.	3 year and renewable each year; may be renewed indefinitely provided Individual maintains proper nonimmigrant intent.	Individual, not employer, bears the cost of the TN visa.
E-3	Specialty Occupation Visa for Australians	The employer, with a qualified immigration	E-3 visas are generally issued in 2-year increments; may	Individual presents Employer support letter, LCA and academic credentials to U.S.

		attorney, is responsible for preparing support letter and obtaining Labor Condition Application from Department of Labor	be renewed indefinitely provided Individual maintains proper nonimmigrant intent.	Consular Officer. No USCIS action required.
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Additional Longer-Term Temporary Worker Visas:

L-1: Intra-company Transferee	O: Individual with Extraordinary Ability or Achievement
H-1B1: Free Trade Agreement (FTA) Professional - Chile , Singapore	H-2A: Temporary Agricultural Worker
H-2B: Temporary Non-agricultural Worker	H-3: Trainee or Special Education visitor
P-2/3: Artist or Entertainer (Individual or Group)	Q-1: Participant in an International Cultural Exchange Program

For more details on H, L, O, P and Q temporary worker visas visit [U.S. Department of State](#) website.

HELPFUL RESOURCES:

United States Citizenship & Immigration Services (USCIS) www.uscis.gov/portal/site/uscis

Department of Homeland Security (DHS) www.dhs.gov/index.shtm

E-Verify: www.uscis.gov/e-verify<http://www.uscis.gov/e-verify>

American Immigration Lawyers Association’s Immigration Lawyer Search: www.ailalawyer.org/

This guide was created by the National Career Development Association (NCDA) International Student Services Committee (ISSC) and edited by Prasant D. Desai, Esq. with Iandoli Desai & Cronin P.C. (May 2018) This is meant to be a general guide and is not a substitute for the advice of an immigration attorney or a student’s specific International Student Office. The information above does not apply to spouses of students on F-1 or J-1 visas or students in visa categories not indicated above.

For additional information on ISSC, please contact iswg@ncda.org.

Questions about an international candidate’s ability to work in the U.S. should be directed to the students’ Designated School Official and/or an immigration attorney.

Appendix

Summary of Survey Reports

NCDA International Student Services Committee (formerly NCDA International Student Task Force and NCDA International Student Work Group) developed and conducted three original surveys from 2013-2015 in an attempt to understand needs, interests, and challenges of career development practitioners working with the international student population, international students, and U.S. employers as well as to identify and develop best practices based on survey implications. This summary includes major findings and implications from all three surveys with career development professionals (2013), international students (2014) and employers (2015).

As is other part of this Resource Guide, all information shared in this appendix is copyrighted by the National Career Development Association (NCDA) and NCDA International Student Services Committee. Full reports of these surveys are available by request (iswg@ncda.org).

Career Development Professionals (2013)

Synopsis:

As part of the NCDA International Student Task Force, the survey group was formed to assess and identify needs and challenges of career development professionals working primarily in a higher education setting as they assist international students at their institutions. The survey was responded by 373 career development practitioners who were working in U.S. higher education institutions at the time of survey.

Findings:

- The large majority of them work with international students at least a few times a month. However, nearly 20% of respondents did not know the number of international students in their institutions.
- Many of them would like a position that focuses on working with international students.
- More than half of respondents have moderate to very strong knowledge of work authorization and visa issues relating to international students. On the other hand, the large majority of them have no to moderate knowledge of OPT, CPT and H-1B.
- Less than half of respondents currently offer specialized programs and services for international students. Many of them are partnering with international student offices. The large majority topics are relating to job search skills and immigrations.
- There is a significant level of desire to offer targeted programming and services for international students in institutions that do not currently offer such programs and services.

Implications:

- We can offer program ideas to help diversify offerings to international students.

- Career development professionals are also looking for more comprehensive and updated resources to support their international students.
- More collaborative efforts across the campus to support international students are needed.
- More research, education and training to guide career counseling/advising professionals in integrating attitude, knowledge and skills of internationalization into their roles/work in higher education.

Students (2014)

Synopsis

As a part of the International Student Work Group, the survey team was formed to explore career development needs, interests, and challenges of international students in U.S. higher education. The group designed the survey to explore these areas as well as to better understand the career development of this student population. This survey was responded by 1,422 undergraduate and graduate students who were studying in the United States at the time of the survey.

Findings:

- Approximately 80% of international student survey respondents intended to secure internship or full-time position in the U.S.
- More than 85% of students indicated their career choices are influenced by themselves or family.
- While 70+% students had internship or full-time work experience outside of the U.S., only 30% of them had experience in the U.S. (not including on-campus employment)
- About third of students rely on their families for career advice and consultation whereas only 7% indicated career counselors as a primary resource for consultation.
- While students acknowledge the importance of relevant skills and backgrounds, they tend to place more weight on GPA as an important factor for securing positions. Moreover, from their perceptions, extracurricular activities are not seen as valuable to overseas employers as to U.S. employers.
- Many survey respondents are interested in learning about which U.S. employers offer visa support to international students.
- Most of international students do not recognize the lack of cultural understanding as a challenge in their employment search.
- Students need to increase the understanding of OPT and CPT as well as work visas.
- The large majority of international students have no or limited knowledge of career services prior to their arrival in the U.S. Accordingly, less than a half of them had utilized career services offices at the time of the survey.

Implications

- International students need to be engaged early in their U.S. college experience.
- It is imperative that career development professionals become more knowledgeable of unique issues and challenges pertaining to challenges of obtaining employment authorizations and cultural differences.
- Develop specific, comprehensive resources and programs targeting international students, including job search knowledge and skills development.
- Compile a list of alumni and educate students on how to make connections with alumni, especially international alumni.

Employers (2015)

Synopsis

As a part of the International Student Work Group, the survey team was formed to explore career development needs, interests, and challenges of international students in U.S. higher education as well as propose best practices to support this student population. Following the survey for international students and career development professionals in the past two years, this year our group designed a survey for employers in order to better understand interests, insights and trends relating to hiring international students in the U.S. The survey was responded by 84 U.S. employers.

Findings

- Employers tend to be more willing to support visa filing for full-time opportunities if they have previous experience with international students for internships.
- Some employers were open to hiring international students, but had not hired actively because their understanding of work authorization, immigration regulations and visa filing options was limited.
- While some employers did not indicate cultural difference as a major impact on hiring decisions, many provided constructive feedback relating to cultural differences during job search.
- It is helpful for employers to know candidates' immigration statuses sooner than later.
- Coastal employers (both east and west) are more open to recruit international students.
- More than 70% of survey respondents work for organizations that do not have policies preventing to hire international students, but many of them do not routinely hire international students.
- Many employers are less willing to hire international students because of the lack of long-term commitment as well as limited language proficiency.

Implications

- Given the number of employers asking immigration related questions on online application forms, it is important for career development professionals to provide students with strategies regarding the appropriate time to communicate their immigration status.

- It is critical for employers to understand the work authorization process and visa types. Universities and colleges can encourage more employers to consider hiring international students for internship, full-time and project-based positions and provide appropriate resources. Similarly, international students should be equipped to demonstrate their understanding of work authorization to a level where they can explain it to employers.
- Career development professionals should educate international students on how to best promote (or self-brand) themselves since some employers may be willing to make exceptions and hire international students even when they might have policies that restrict hiring international candidates.
- Career development professionals need to help international students understand both opportunities and limitations relating to their areas of interest in the U.S. job market, and facilitate their life and career planning around an exploration of alternative options outside the U.S. even as a back-up as well as organizations that have operations in both U.S. and abroad.
- Career development professionals must find effective advising and counseling interventions to support career aspirations of international students, while assisting them in making realistic plans for work in the U.S. At the same time, they should encourage students to get involved in different recruiting activities to increase more connections with employers and their marketability.
- Career development professionals should develop programming for or coordinate with employers on educating their organizations on the benefits of hiring international students.

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