

15:03:05 It is made available for you. If you are.
15:02:44 Make sure you select the right one. And thank you, Jenny. So again, encourage everyone to introduce yourself. And we also offer a closed captioning.
15:03:07 I'm interested in.
15:03:09 Using that service.
15:03:10 So would this.
15:03:13 My name is Nicholas shoe-in. I'm.
15:02:56 So you'll see the CC live transcript at the bottom of the screen. It is made available for you. If you are interested in using that service.
15:03:08 So with this.
15:03:21 I'm strategy director at complete college America.
15:03:23 And it is my pleasure today to be joined by Paul Timmins and Miranda
15:03:27 Atkinson from university of Oregon.
15:03:29 Very happy today.
15:03:30 It is about, you know,
15:03:31 Career exploration and aligning with between career and academic.
15:03:34 Advising.
15:03:36 Just quick word about the format of today's session.
15:03:10 My name is Nicholas shoe it, I'm a strategy director I Complete College America and it is my pleasure today to be joined by Paul Timmons and Miranda Atkinson from the University of Oregon, very happy today.
15:03:39 So we'll start with a quick.
15:03:40 PowerPoint presentation.
15:03:24 It is about, you know, career exploration and aligning with between career and academic advising, just a quick word about the format of today's session so we'll start with a quick PowerPoint presentation, followed by a discussion, and then a q amp a where
15:04:05 Followed by a discussion and then a Q and a
15:04:09 where we'll use your, your question. So, as, as I mentioned,
15:04:12 please feel free to use the Q and a during the entire session.
15:03:44 we'll use your, your question. So, as, as I mentioned, please feel free to use the q amp a during the entire session, you don't have to wait till the end to post your questions and we hopefully will be able to use your questions during the q&a portion,
15:04:15 You don't have to wait until the end to post your questions.
15:04:17 And we hopefully will be able to use your questions during
15:04:00 and during our conversation as well between Paul, Miranda, and myself. So with this.
15:04:20 the,
15:04:21 the Q and a portion and during our conversation as well between Paul.
15:04:25 Miranda.
15:04:26 Myself. So would this.
15:04:28 Happy to yield the floor to.
15:04:29 Paul.
15:04:30 Who will be able to share a screen?
15:04:08 Happy to yield the floor to Paul, who will be able to share screen.
15:04:14 All right.
15:04:32 All right.
15:04:33 Thank you very much, Nicholas.
15:04:34 And thank you to all of you for joining us today.

15:04:37 So my name is Paul Timmins.
15:04:38 And I am the executive director of the university career center at the
15:04:42 university of Oregon.
15:04:43 And just what I'm going to do is I've got just a few slides that I
15:04:46 want to go through in about the first 15 minutes or so of our time
15:04:48 together. And then after that,
15:04:49 we're going to have a conversation where I'll be joined by my
15:04:15 Thank you very much, Nicholas, and thank you to all of you for joining us
today. So my name is Paul Timmons, and I am the Executive Director of the
University Career Center at the University of Oregon, and just what I'm going to do
is I've got just a
15:04:52 colleague Miranda Atkinson, and Nicholas will be back.
15:04:30 few slides that I want to go through and about the first 15 minutes or so
of our time together. And then after that we're going to have a conversation where
I'll be joined by my colleague, Miranda Atkinson and Nicholas will be back.
15:04:55 And we'll,
15:04:56 we'll kind of have a bit of a group conversation about everything that
15:05:00 we cover here.
15:05:00 As I mentioned, I work right now at university of Oregon.
15:05:04 Throughout my career I have worked at in basically public higher ed
15:05:08 career centers.
15:04:42 And we'll kind of have a bit of a group conversation about everything that
we cover here.
15:05:09 Worked at the university of Minnesota prior to coming here and also at
15:05:11 Indiana university.
15:05:12 And I also was president of the national career development
15:05:15 association a couple of years ago.
15:04:49 As I mentioned, I work right now at the University of Oregon. Throughout
my career I have worked at in basically public higher ed career Center's worked at
the University of Minnesota prior to coming here and also at Indiana University.
15:05:16 And I mentioned all of that because I feel like.
15:05:21 As I've gone through my career.
15:05:23 And as I've gotten to the spot where I am today,
15:05:25 I'm convinced more and more about how essential it is.
15:05:04 And I also was president of the National Career Development Association a
couple of years ago, and I mentioned all of that because I feel like, as I've gone
through my career and as I've gotten to the spot where I am today.
15:05:29 For career readiness and career exploration.
15:05:31 To be embedded throughout the student experience in higher ed.
15:05:35 I fear, you know, too often.
15:05:16 I'm convinced more and more about how essential it is for career readiness
and career exploration, to be embedded throughout the student experience in higher
ed.
15:05:46 And there are still too many people in,
15:05:47 in student services or in higher ed and none of you on this call,
15:05:29 I fear you know too often. And there's still too many people in in student
services are in higher ed.
15:05:51 but there are too many people who think of career centers as something
15:05:54 that students should go go to. When they're a senior,
15:05:55 they're getting ready to graduate.

15:05:57 And I'm convinced that what we really have to do,
15:05:59 if we're going to really make a difference for our students and
15:06:02 especially some of our students that are most vulnerable and need our
15:05:37 And none of you on this call, but there are too many people who think of
career centers as something that students should go to go to when they're a senior
they're getting ready to graduate.
15:06:05 support the most, we have to come up with ways.
15:05:45 And I am convinced that what we really have to do if we're going to really
make a difference for our students and especially some of our students that are
most vulnerable and need our support the most.
15:06:14 Of building a career readiness culture and getting career readiness
15:06:17 included throughout the student experience. And so for me,
15:06:21 a couple of years ago,
15:05:56 We have to come up with ways of building a career readiness culture and
getting career readiness included throughout the student experience. And so for me
a couple years ago when I got connected to CCA and when I first met Nicholas and
others incomplete
15:06:22 when I got connected to CCA and when I first met Nicholas and others
15:06:25 in complete college, America,
15:06:27 it's been really motivating for me because I.
15:06:28 I feel like CCA. And by extension those of you on this call.
15:06:32 Your folks who realize the importance.
15:06:10 College America. It's been really motivating for me because I, I feel like
CCA and, by extension, those of you on this call your folks who realize the
importance of the way that career exploration should be fit into the broader
Student Success conversation
15:06:43 Or the way that career exploration should be fit into the
15:06:47 broader student success conversation.
15:06:49 And so I really appreciate all of you on this call today that you're
15:06:52 taking the time to be here,
15:06:54 to spend a little bit of time thinking about how career
15:06:29 and so I really appreciate all of you on this call today that you're
taking the time to be here to spend a little bit of time thinking about how career
fits into student success and how Korea how having a better sense of why why I'm in
college can help
15:06:57 fits into student success and how career.
15:06:59 How having a better sense of why,
15:07:01 why I'm in college can help students persist,
15:07:04 graduate and succeed. So in my, my first few minutes here,
15:07:08 I want to talk.
15:07:09 You know,
15:07:10 a little bit about this notion of creating a career readiness culture.
15:06:46 students persist graduate and succeed. So, in my first few minutes here I
want to talk a little bit about this notion of creating a career readiness culture.
15:07:13 And as I do that, I do want to point out that I feel like the,
15:07:17 the work that CCA has done.
15:07:23 I suspect many of you are very familiar with their purpose first a
15:07:26 project. And if not, I can't recommend it highly enough.
15:07:30 A lot of the things that I'm going to talk about today are the same
15:06:58 And as I do that I do want to point out that I feel like the work that CCA

has done. I suspect many of you are very familiar with their purpose first projects and if not I can't recommend it highly enough, a lot of the things that I'm going to talk about

15:07:15 today are the same concepts that are included in purpose first and so you can find that on the CCA website.

15:07:33 concepts that are included in purpose first.

15:07:35 And so you can find that on the CCA website.

15:07:37 It gives a lot of really strong strategies that all of us in higher ed

15:07:41 can be thinking about as we help our students early on.

15:07:44 Develop a sense of purpose and why they're in college so that they can

15:07:47 be ready to, to go on and graduate and succeed.

15:07:23 It gives a lot of really strong strategies that all of us in higher ed can

be thinking about as we help our students. Early on, develop a sense of purpose and

why they're in college so that they can be ready to go on and graduated and

succeed.

15:07:51 And I really do think that.

15:07:52 We have an imperative in front of us for doing this.

15:07:56 It is critical that we're having this conversation and that we're

15:07:40 And I really do think that we have an imperative in front of us for doing this.

15:07:58 bringing career center folks into these,

15:08:01 these conversations about student success.

15:08:05 A couple of years ago,

15:08:06 Strada wrote a report that they titled crisis of confidence.

15:07:47 It is critical that we're having this conversation and that we're bringing Career Center folks into these, these conversations about student success.

15:08:09 Current college students do not feel prepared for the workforce.

15:08:18 And, you know, it kind of goes through a lot of the points of,

15:08:21 we know many of our students come to college. I mean,

15:08:23 it's like 60% of them will come to college saying they want to,

15:07:56 Couple years ago strada wrote a report that they titled crisis of competence, current college students do not feel prepared for the workforce. And, you know, it kind of goes through a lot of the points of, we know many of our students come to college,

15:08:26 that they're there because they want to get a better job.

15:08:28 Like that's part of.

15:08:29 Why they're enrolled, but in a national study,

15:08:32 You know,

15:08:33 we found all sorts of Strada found all sorts of results that

15:08:37 are challenging for us.

15:08:41 Now not, not surprisingly.

15:08:42 They found students who receive career support are the ones who do

15:08:10 and it's like 60% of them will come to college saying they want to they're there because they want to get a better job like that's part of why they're enrolled, but in a national study, you know, we found all sorts of strata found all sorts of results

15:08:26 that are challenging for us.

15:08:45 feel most prepared for the workforce.

15:08:47 So that's good news that if students are getting support,

15:08:49 they feel prepared.

15:08:29 Now, not, not surprisingly, they found students who receive career support are the ones who do feel most prepared for the workforce, so that's good news that of students are getting support, they feel prepared.

15:08:52 But are they getting that support? I mean,

15:08:53 nearly four in 10 students have never visited

15:08:57 their school's career services office or never used online resources.

15:09:00 And that includes more than one third of seniors.

15:09:02 So students too often, aren't going into the career center.

15:08:41 But are they getting that supportive and nearly four in 10 students have never visited their schools Career Services Office or never use online resources.

15:09:06 So are they getting help elsewhere?

15:09:07 Not often enough, unfortunately.

15:09:10 Students report that they do receive good advice from their advisors

15:09:14 about courses and programs.

15:08:52 And that includes more than one third of seniors so students too often aren't going into the Career Center. So are they getting help elsewhere. Not often enough, unfortunately, students report that they do receive good advice from their advisors about

15:09:22 But less so about careers and postgraduate options.

15:09:25 And so that's a little bit about what Miranda and I will talk about is

15:09:28 how we, we re bring advisors and other colleagues into.

15:09:31 This conversation about building a career readiness culture.

15:09:34 And the last point that I pulled from that report.

15:09:08 courses and programs, but less so about careers and postgraduate options and so that's a little bit about what Miranda and I will talk about is how we, we, we bring advisors and other colleagues into this conversation about building a career readiness

15:09:24 culture.

15:09:42 Career services are particularly helpful for our underrepresented and

15:09:45 our underserved student populations.

15:09:47 We know we have students in college who are first-generation or who

15:09:51 don't bring the social capital with them.

15:09:26 And the last points that I pulled from that report. Career Services are particularly helpful for our underrepresented and our underserved student populations.

15:09:56 That they're,

15:09:57 they're looking to us to help give them a sense of what's possible

15:09:35 We know we have students in college who are first generation, or who don't bring the social capital with them that they're looking to us to help give them a sense of what's possible what they what they can aspire to.

15:10:01 what they, what they can aspire to.

15:10:02 And so getting those students connected to conversations about career,

15:10:05 whether that's in a career center or somewhere else,

15:10:12 Is essential.

15:10:13 So we need to find ways of building equity by

15:10:16 helping more of our students connect with career conversations.

15:09:49 And so getting those students connected to conversations about career, whether that's in a career center or somewhere else is essential. So, we need to find ways of building equity by helping more of our students connect with career conversations, and

15:10:20 And I, you know, as I mentioned,
15:10:21 I've worked in career offices for a long time and I know.
15:10:24 My own career offices,
15:10:25 I'm sure are no different than those on your own campuses.
15:10:28 There, you know,
15:10:06 I you know as I mentioned, I've worked in career offices for a long time,
and I know my own career offices I'm sure are no different than those on your own
campuses.
15:10:34 We're small, right? We're, we're small,
15:10:35 but mighty we're doing really good work,
15:10:37 but we don't have a staff that's large enough to meet with every
15:10:39 single student individually. We need allies across campus.
15:10:42 And that's why it's critical that we build.
15:10:46 Career readiness ecosystem as I call it, call it here.
15:10:48 And so today what I want to just briefly introduce our four strategies
15:10:18 There, you know, we're small right we're small but mighty we're doing
really good work, but we don't have a staff that's large enough to meet with every
single student individually we need allies across campus.
15:10:52 that I've used in my own work, or I've seen others use.
15:10:59 With building a career readiness ecosystem on,
15:11:01 on my own campuses. And I'll be curious to hear your own thoughts on,
15:11:05 on some of the ways we can either take these ideas or use others too.
15:10:30 And that's why it's critical that we build a career readiness ecosystem as
I call it, call it here. And so today what I want to just briefly introduce our
four strategies that I've used in my own work or I've seen others use with building
a career readiness
15:11:09 To increase the career readiness ecosystems on our own campuses.
15:11:12 So first strategy or first thing I would say.
15:10:47 ecosystem, on, on my own campuses, and I'll be curious to hear your own
thoughts on on some of the ways we can either take these ideas or use others to
increase the Career Readiness ecosystems on our own campuses.
15:11:20 Is absolutely, it's got to start at the top. We need our presidents,
15:11:24 our provost, our deans, our trustees,
15:11:26 to be clear with messaging and to have consistent,
15:11:29 clear messaging that we.
15:11:31 We push out.
15:11:32 To students.
15:11:34 To faculty, to staff, to the whole community,
15:11:36 letting everyone know that career readiness is the work of the entire
15:11:40 campus. It's not just something that happens in the career center.
15:11:03 So first strategy or first thing I would say is absolutely it's got to
start at the top. We need our presidents, our provost, our Dean's our trustees to
be clear with messaging and to have consistent clear messaging that we we push out
to students to
15:11:43 This messaging. And as I think about it,
15:11:45 And I'll share the example of what we've done at the university of
15:11:22 faculty to staff to the whole community, letting everyone know that career
readiness is the work of the entire campus, it's not just something that happens in
the Career Center.
15:11:47 Oregon in a minute here.

15:11:48 But I think by being clear about putting this messaging out there,
15:11:51 it reminds students that.
15:11:59 Career readiness is just what we do.
15:12:01 It is our promise to you that if you enroll at the university of
15:11:35 This messaging, and as I think about it, and I'll share the example of
what we've done at the University of Oregon in a minute here, but I think by being
clear about putting this messaging out there, it reminds students that career
readiness is just what
15:12:04 Oregon, you will, you will be career ready when you graduate.
15:12:06 That is our promise to you.
15:12:07 However, by being clear about it and consistent.
15:12:10 And by putting that messaging out there.
15:11:50 we do. It is our promise to you that if you enroll at the University of
Oregon you will you will be career ready when you graduate, that is our promise to
you.
15:12:19 I also think it,
15:12:20 it reminds students that we have expectations of them. Right. There,
15:12:24 there are things that we are going to ask you to do while we are here
15:11:59 However, by being clear about it and consistent and by putting that
messaging out there. I also think it, it reminds students that we have expectations
of them right there are things that we are going to ask you to do while we are
here, while you are
15:12:26 while you are here,
15:12:27 because we're wanting you to build career readiness throughout your
15:12:30 time in college.
15:12:35 But I think having that messaging from the leadership in the
15:12:38 institution matters. And so those of you on this call,
15:12:13 here because we're wanting you to build career readiness throughout your
time in college, but I think having that messaging from the leadership in the
institution matters and so those of you who are on this call who are leaders in
your own spaces.
15:12:41 who are leaders in your own spaces, we need your help.
15:12:43 We need your help with putting that clear,
15:12:46 consistent messaging out there.
15:12:47 And at Oregon, this is the way we do it in this.
15:12:51 I'm really proud of this. This happened.
15:12:52 I've been here for about two years and this was already in motion
15:12:54 before I got here. So I didn't have a hand in writing this,
15:12:29 We need your help we need your help with putting that clear consistent
messaging out there, and at Oregon, this is the way we do it and this. I'm really
proud of this this happened, I've been here for about two years and this was
already in motion before
15:12:57 but I love it.
15:12:58 The we tell our, our, our staff and our students,
15:13:00 our students will graduate. Having had a positive experience.
15:13:02 And they will be well-educated socially responsible and career ready.
15:13:12 I love that when we share this definition,
15:12:43 I got here so I didn't have a hand in writing this but I love it, that we
tell our staff and our students, our students will graduate having had a positive
experience, and they will be well educated socially responsible and career ready.

15:13:15 I've got the two words career ready right there in front of every
15:13:18 student so that they know this is something that's our promise to you.
15:12:56 I love that when we share this definition, I've got the two words. Career
Ready right there in front of every student so that they know, this is something
that's our promise to you.
15:13:21 And it's also something that, that brings with it. Expectations.
15:13:25 So that's the first strategy is that very clear, consistent messaging.
15:13:27 The second one, and this is right out of the purpose first documents.
15:13:30 If you've used that at all.
15:13:08 And it's also something that, that brings with it, expectations. So that's
the first strategy is that very clear consistent messaging.
15:13:31 Career readiness work needs to start early.
15:13:33 It's something that can't wait till the end.
15:13:35 We need to help students appreciate that it's a priority.
15:13:16 A second one, and this is right out of the purpose first documents if
you've used that at all. Career Readiness work needs to start early it's something
that can't wait till the end.
15:13:39 And so we're going to put it in front of them.
15:13:41 We want students to envision what's possible that whole purpose.
15:13:26 We need to help students appreciate that. It's a priority, and so we're
going to put it in front of them. We want students to envision what's possible that
whole purpose, you know purpose for admin purposes about having a sense of the why,
why am I here.
15:13:53 Purpose for a minute. Purpose is about having a sense of the why.
15:13:56 Why am I here?
15:13:57 So we want to help help students envision what they can aspire to.
15:14:00 We want them to see the link between academics and career.
15:14:03 That's why having conversations with academic advisors is so.
15:14:06 Appropriate right. As students are making academic choices.
15:13:41 So we want to help help students envision what they can aspire to. We want
them to see the link between academics and career that's why having conversations
with academic advisors is so appropriate right as students are making academic
choices, even from
15:14:09 Even from their first terms on campus,
15:14:10 we want them to be thinking about a career.
15:14:13 We also want them to make data informed decisions, learn more about.
15:14:16 Who you are.
15:13:57 their first terms on campus we want them to be thinking about career. We
also want them to make data informed decisions. Learn more about who you are, what
makes you unique, but also learn more about the world of work you know what are our
majors that
15:14:27 What makes you unique, but also learn more about the world of work.
15:14:30 You know, what are our majors that we have here,
15:14:32 where career opportunities that are out there, where our growth areas.
15:14:35 I mean,
15:14:36 those are all types of questions that we can help students get better
15:14:39 access to data. And that,
15:14:41 that becomes so important as they make decisions.
15:14:43 And I also feel like it is critical that career readiness work.
15:14:13 we have here where career opportunities that are out there where our

growth areas I mean those are all types of questions that we can help students get better access to data, and that, that becomes so important as they make decisions.
15:14:46 As it starts early, it needs to be baked into our systems.
15:14:27 And I also feel like it is critical that career readiness work as it starts early, it needs to be baked into our systems.
15:14:49 So much of my own work is, is thinking in terms of systems.
15:14:52 Like I want to see students one-on-one and that's great,
15:14:54 but if we can set up systems.
15:14:55 That are.
15:14:36 So much of my own work is thinking in terms of systems, I want to see students one on one and that's great. But if we can set up systems that are accessed by all students right all students, you know, go through orientation, all students in most cases
15:15:08 Accessed by all students, right? All students, you know,
15:15:10 go through orientation. All students in most cases,
15:15:13 meet with an advisor. At some point, all students are in classes,
15:15:15 all these systems. If we can get career readiness in there,
15:15:18 then it's no longer just something that the privileged students or the
15:14:52 meet with an advisor, it's all students are in classes, all these systems
if we can get career readiness in there, then it's no longer just something that
the privilege students or the students in the know are accessing, it's something
that every student
15:15:21 students in the know are accessing.
15:15:23 It's something that every student can access.
15:15:25 And I was very proud of this is that my picture is here. I took it.
15:15:28 When I was at the university of Minnesota.
15:15:29 So this is work that I did a few years ago. We had in our,
15:15:32 at our institution,
15:15:34 a first-year experience course that was an online class that all of
15:15:37 our students took. They were all required to take.
15:15:06 can access, and I was very proud. This is that my pictures here I took it
when I was at the University of Minnesota, so this is work that I did a few years
ago, we had in our at our institution our first year experience course that was an
online class
15:15:39 And it didn't include any career work at the beginning,
15:15:41 but they found later on that students were asking about when they
15:15:20 that all of our students took they were all required to take. And it
didn't include any career work at the beginning, but they found later on that
students were asking about when they pulled students.
15:15:43 pulled students, what do you want out of the FYE class?
15:15:46 They increasingly were asking about why do you want help with my
15:15:48 resume? Or I want help.
15:15:52 Learning about careers that I can do.
15:15:53 I was working in the college of liberal arts specifically.
15:15:55 And so students were asking about that.
15:15:30 What do you want out of the FYE class they increasingly were asking about
why you might help with my resume I want help, learning about careers that I can do
I was working in the College of Liberal Arts specifically, and so students were
asking about
15:15:57 And so what we were able to do was squeeze our career stuff into the

15:16:00 existing first year experience course.
15:16:02 And even though it was an online course,
15:15:42 that. And so what we were able to do is squeeze our career stuff into the
existing First Year Experience course. And even though it was an online course.
15:16:03 We made our stuff in person. And so we, in our career center,
15:16:06 we dropped everything we were doing for a week and we had career week.
15:16:09 Where we had every all 2000 of our students were required to come into
15:16:13 the career center. They had to go to our website,
15:16:15 look at some material there. They came into the career center.
15:15:52 We made our stuff in person and so we in our Career Center we dropped
everything we were doing for a week and we had career week where we had every all
2000 of our students were required to come into the Career Center, they had to go
to our websites,
15:16:17 We sort of made it like this.
15:16:31 Carnival like atmosphere. There's like a prize wheel over there.
15:16:05 look at some material there they came into the Career Center we sort of
made it like this, Carnival like atmosphere there's like a prize wheel over there I
forgot about that but it made a lot of noise I think we eventually got rid of the
prize wheel because
15:16:34 I forgot about that, but it made a lot of noise.
15:16:36 I think we eventually got rid of the prize wheel cause we got in
15:16:15 we got in trouble with other people in our building but anyway we're
trying we have popcorn there's people eating popcorn in the pictures there. So we
were trying to make it fun for them to come in but I would joke with the students
as they came in that
15:16:37 trouble with other people in our building. But anyway, we were trying,
15:16:40 we had popcorn. There's people eating popcorn in the pictures there.
15:16:42 So we were trying to make it fun for them to come in.
15:16:44 But I would joke with the students as they came in that I wanted them
15:16:47 to know essentially they weren't going to be able to avoid.
15:16:49 Conversations about career. We,
15:16:27 I wanted them to know. Essentially they weren't going to be able to avoid
conversations about career, we it was important that they started early, and we
were going to put it in front of them frequently throughout their time.
15:16:51 it was important that they started early and we were going to put it
15:16:53 in front of them frequently throughout their time.
15:16:55 And so that was just our way of getting them going.
15:16:57 We had every student write a resume.
15:16:59 We had all of them initiate their handshake account.
15:17:01 So they had to kind of get started learning about the systems that
15:17:04 were there to support them. So starting early.
15:17:06 Is the second strategy that I think is important.
15:16:38 And so that was just our way of getting them going. We had every student
write a resume, we had all of them initiate their handshake account so they had to
kind of get started learning about the systems that were there to support them.
15:16:50 So starting early is the second strategy that I think is important.
15:17:08 Third one is we want to help students identify the connection between
15:16:54 Third one is we want to help students identify the connection between what
they learn, and their future career.
15:17:11 what they learn and their future career.

15:17:13 Those of you who are familiar with the work that NACE has done.
15:17:16 I really embrace the work that NACE has done around career
15:17:19 readiness competencies. They just revised their,
15:17:22 their list of eight competencies.
15:17:23 And then a webinar earlier this morning.
15:17:24 And so there's going to be new material coming out. I mean,
15:17:26 they're very similar to what the competencies were previously, but.
15:17:01 Those of you who are familiar with the work that nice has done. I really
embrace the work that needs is done around career readiness competencies, they just
revise their, their list of eight competencies and then a webinar earlier this
morning.
15:17:29 I'm embracing those on my own campus and wanting to use them as the
15:17:32 common language that will help students understand.
15:17:37 You know what they're learning in a political science class or what
15:17:40 they're learning at their part-time job or what they're learning when
15:17:42 they come to the career center.
15:17:43 I want as much as possible to get faculty on board with using them.
15:17:16 And so there's going to be new material coming out and they're very
similar to what the competencies were previously but I'm embracing those on my own
campus and wanting to use them as the common language that will help students
understand, you know what
15:17:29 they're learning in a political science class, or what they're learning at
their part time job, or what they're learning when they come to the Career Center.
15:17:48 Right now. And I'll, I'll, I'll share an example of this in a minute,
15:17:50 but I've got a faculty group that has put pulling together resources.
15:17:53 I want them calling out on their course syllabus.
15:17:57 Here are ways you are developing the leadership competency or the comp
15:18:01 communications competency.
15:17:37 I want as much as possible to get faculty on board with using them right
now and I'll share an example of this in a minute but I've got a faculty group that
has put pulling together resources.
15:18:14 I want that on the syllabus. I want that, you know,
15:18:16 maybe even in assignments.
15:18:18 And so we've got a group of faculty that are trying to pull together
15:17:48 I want them calling out on their course syllabus here Our way is you are
developing the leadership competency or the comp communications competency, I want
that on the syllabus, I want that, you know, maybe even in assignments.
15:18:20 examples of ways that they can highlight these competencies.
15:18:01 And so we've got a group of faculty that are trying to pull together
examples of ways that they can highlight these competencies. And our hope is that
we can get other faculty to pick them up later.
15:18:23 And our hope is that we can get other faculty to pick them up later.
15:18:11 So getting faculty involvement is critical.
15:18:25 So getting faculty involvement is critical.
15:18:28 Faculty led involvement is even better.
15:18:30 If we can find ways of doing that on our campus.
15:18:31 And I feel like this appreciating of competencies is especially
15:18:34 critical for liberal arts students.
15:18:36 For whom major doesn't necessarily equal career. Right? I mean, so.
15:18:39 The competency has given them a language to appreciate what they're

15:18:14 Faculty lead involvement is even better if we can find ways of doing that on our campus. And I feel like this appreciating of competencies is especially critical for liberal arts students for whom major doesn't necessarily equal career right i mean so

15:18:41 learning.

15:18:42 And I, you know,

15:18:43 I firmly believe I'm someone who's worked with liberal arts students,

15:18:45 my whole career.

15:18:47 I firmly believe that.

15:18:51 Appreciating the competencies and the ways that they can transfer to

15:18:54 new environments is what gives our students strength.

15:18:30 the competencies give them a language to appreciate what they're learning, and I, you know, I firmly believe I'm someone who's worked with liberal arts students my whole career.

15:18:57 As they graduate into a very changing economy.

15:19:04 Where the jobs of tomorrow haven't been invented yet,

15:19:06 but I know the jobs of tomorrow will require the competencies that my

15:19:10 students are developing today.

15:19:11 So some of the ways that we are trying to put that in front of our

15:18:38 I firmly believe that appreciating the competencies and the ways that they can transfer to new environments, is what gives our students strength as they graduate into a very changing economy where the jobs of tomorrow haven't been invented yet, but I

15:19:14 students,

15:18:54 know the jobs of tomorrow will require the competencies that my students are developing today. So some of the ways that we are trying to put that in front of our students on the left there you see some of our graphics that we've created we've created

15:19:21 On the left there, you see some of our graphics that we've created.

15:19:23 So we've created little icons that our faculty members can download

15:19:25 and put on their course syllabus.

15:19:27 And we're going to be trying to roll out more branding across campus

15:19:29 this fall,

15:19:30 where we're going to let students know about how they're building

15:19:07 little icons that our faculty members can download and put on their course syllabus and we're going to be trying to roll out more branding across campus this fall, where we're going to let students know about how they're, you know, building these eight

15:19:18 competencies.

15:19:33 these eight competencies.

15:19:34 On the lower right there.

15:19:35 Is a little screenshot of the blog that our faculty members created.

15:19:38 And I do have the URL for that underneath there. I mean, it it's,

15:19:41 you know, it's something that they'll keep building over time.

15:19:43 But I love it.

15:19:44 It's a way where we're trying to get faculty to bring their own

15:19:46 examples of how they're bringing the competencies and career readiness

15:19:48 into their own classes.

15:19:20 On the lower right there is a little screenshot of the blog that our faculty members created and I do have the URL for that underneath their minute,

it's you know it's something that they'll keep building over time, but I love it is it's a way where we're

15:19:50 So that they can share that with their colleagues.

15:19:52 And then on the top right there,

15:19:53 I share an example of something that I just found really cool. We,
15:19:33 trying to get faculty to bring their own examples of how they're bringing the competencies and Career Readiness into their own classes, so that they can share that with their, their colleagues.

15:19:56 we asked Illinois if.

15:19:58 If we could steal this and create our own campaign at the university

15:20:00 of Oregon and they graciously of course said, yes,

15:20:06 But what they did a couple years ago is they created their,

15:19:43 And then on the top right there I share an example of something that I just found really cool and we asked, Illinois, if we could steal this and create our own campaign at the University of Oregon and they graciously Of course said yes.

15:20:08 the way you stay at campaign,

15:20:09 which is a way of helping students think about, well, if I've been a.

15:20:13 You know, barista in Starbucks.

15:20:15 In the student union.

15:20:18 How did I build competencies at well,

15:20:20 it's really the way that you say it. You know what you did,

15:20:21 you can think about the strength of the work that you did.

15:19:55 But what what they did a couple years ago is they created their, the way you say it campaign, which is a way of helping students think about wealth I've been a you know barista in Starbucks, you know, in the Student Union.

15:20:33 But competencies give you a language to use to translate it and to use

15:20:36 it in your job, interviews down the road. And so I,

15:20:38 I just found that to be an especially powerful concept that we're

15:20:41 hoping to use at Oregon at some point down the road.

15:20:10 How did I build competencies that well it's really the way that you say it, you know what you did you can think about the strength of the work that you did, but competencies give you a language to use to translate it and to use it in your job interviews

15:20:44 As we try to help our students.

15:20:46 But it's all about using this common language and getting students to

15:20:49 experience it in a variety of places.

15:20:23 down the road and so I I just found that to be an especially powerful concept that we're hoping to use at Oregon at some point down the road, as we try to help our students, but it's all about using this common language and getting students to experience

15:20:51 And the last thing that I'll say before I bring Nicholas and Miranda

15:20:54 back in.

15:20:55 Is the forest strategy is I think it is critical that we find ways of

15:20:59 integrating the work of career and academic advising.

15:20:39 it in a variety of places.

15:21:03 At the university of Oregon in a, we are trying to do, you know,

15:21:07 trying to be very intentional about this.

15:21:08 I find it's it's.

15:20:42 And the last thing that I'll say, before I bring Nicholas and Miranda back

in, is the fourth strategy is, I think it is critical that we find ways of integrating the work of career and academic advising at the University of Oregon, you know we are trying

15:20:59 to do you know trying to be very intentional about this. I find its first of all at its heart It's student centric, right, students are making academic and career choices in their head I mean they're they're making these together.

15:21:31 First of all at its heart it's student centric, right?

15:21:33 Students are making academic and career choices, even their hat.

15:21:35 I mean, they're, they're making these together. And so by,

15:21:37 by focusing on the student, what they need,

15:21:12 And so by by focusing on the student what they need. It's a way of centering the student in our conversations about how we support them, integrating values identities skills, interests, the academic programs that we have available all of that, bringing

15:21:40 it's a way of centering the student in our conversations about how we

15:21:43 support them. Integrating values, identities, skills, interests,

15:21:46 the academic programs that we have available. All of that,

15:21:49 bringing it together in one conversation.

15:21:51 As much as possible.

15:21:52 We want to get career assessment and we want to get that to them

15:21:54 early.

15:21:27 it together in one conversation as much as possible we want to get career assessment and we want to get that to them early and that's something we're working on it.

15:21:55 And that's something we're working on it at UO right now is getting

15:21:58 students to be thinking about career assessment early,

15:21:36 You all right now is getting students to be thinking about career assessment early do an interest inventory that helps you make academic and career choices and you can talk about that with your academic advisor.

15:22:00 doing interest inventory that helps you make academic and career

15:22:03 choices. And you can talk about that with your academic advisor.

15:22:06 And then just a point I always like to make, and I.

15:22:08 I don't. I feel like this is my previous institution,

15:22:11 sometimes this happened and I've always tried to push back on it.

15:22:13 I don't want the career center just to be another place on a list of a

15:21:49 And then just a point I always like to make and I, I don't, I feel like this is my previous institution sometimes this happened and I always tried to push back on it.

15:22:15 bunch of referrals that we can rail.

15:22:17 We refer some students to financial aid and some to the career center

15:21:58 I don't want the Career Center just to be another place on a list of a bunch of referrals that we can robbery refer some students to financial aid and some to the Career Center and someday.

15:22:19 and someday.

15:22:20 I want us to be integrated as much as possible into the work that our

15:22:24 advisors do.

15:22:25 And then I want my team in the career center to also be familiar with

15:22:29 the work.

15:22:30 That is happening in our advising offices.

15:22:20 that our advisors do and then I want my team and the Career Center to also

be familiar with the work that is happening in our advising offices. And so at Oregon.

15:22:38 And so at Oregon, what we have done and I've got our duck here and I,

15:22:41 I I've got my contact information on the screen. And also Miranda's,

15:22:44 who's my colleague. I'm going to bring back in, in a moment.

15:22:46 What we have done is, and we,

15:22:48 we moved into a new building a couple of years ago,

15:22:49 which was a great opportunity for us.

15:22:21 What we have done, and I've got our duck here and I've got my contact information on the screen and also Miranda's who's my colleague I'm going to bring back in in a moment.

15:22:51 So we've got our advising unit that Miranda leads.

15:22:53 Our career center is there.

15:22:31 What we have done is and we moved into a new building a couple years ago which was a great opportunity for us. So we've got our advising unit that Miranda leads our Career Center is there there's some other important units that are in the building but

15:22:54 And there's some other important units that are in the building, but,

15:22:56 but it's worth noting that we're on.

15:22:58 A couple of fillers.

15:22:59 Like very close to each other.

15:23:00 And we have tried to, to, to set up a system where the advisors.

15:23:03 Take the lead on career exploration.

15:23:05 Right. I mean from day one, when students come to campus,

15:23:07 if they have questions about career and academic.

15:22:43 but it's worth noting that we're on a couple of floors like like very close to each other, and we have tried to set up a system where the advisors, take the lead on career exploration right i mean from day one when students come to campus if they have

15:23:09 Those advisors are the experts on helping students with career

15:23:12 exploration and even so much so that if we get questions in the career

15:23:14 center from students who are undecided and they're wanting to look

15:23:16 around.

15:23:18 We want to gently refer those students back to the advising office,

15:23:20 because that should be the hub where students get support with career

15:23:23 exploration.

15:23:24 Whereas in the career center, we see ourselves as picking it up.

15:22:57 questions about career and academic those advisors are the experts on

helping students with career exploration and even so much so that if we get

questions in the Career Center from students who are undecided and they're wanting to look around, we want

15:23:27 As students have some ideas about what they want to do,

15:23:29 and we want to help them figure out how to get there. Right.

15:23:09 to gently refer those students back to the advising office because that should be the hub where students get support with career exploration, whereas in the Career Center we see ourselves as picking it up as students have some ideas about what they want

15:23:39 I want to help you learn about potential internships,

15:23:41 learn about employers, write a resume,

15:23:43 prepare to interview all those sorts of things that are around what I

15:23:22 to do and we want to help them figure out how to get there. Right. I want to help you learn about potential internships learn about employers write a resume, prepare to interview, all those sorts of things that are around what I loosely called career

15:23:46 loosely call career implementation. Right. We,

15:23:48 we specialize in that in the career center.

15:23:50 So we have slightly different focuses in our two offices.

15:23:52 But we want to have common training as much as possible on the things

15:23:55 that are important to us.

15:24:07 We want to have staff that are clearly liaising with each other and

15:24:10 finding ways of connecting. And so that's what we try to do in our,

15:24:14 in our joint work together is make sure that our work is aligned and

15:24:17 that our staff are,

15:24:18 are familiar with each other's work and that we can kind of figure out

15:23:51 liaising with each other and finding ways of connecting. And so that's

what we try to do in our, in our joint work together as make sure that our work is

aligned and that our staff are are familiar with each other's work, and that we can

you know kind

15:24:07 of figure out how to align and connect what we are doing as we we work with each other.

15:24:22 how to align and connect.

15:24:24 What we are doing as we work with each other.

15:24:26 And with that, I'm going to, I'm going to stop my screen share,

15:24:28 and I think we'll, we're gonna bring Miranda and Nicholas back in,

15:24:31 and we wanted to just kind of keep talking about some of,

15:24:33 some of this work.

15:24:34 As we have blended our academic and career advising.

15:24:37 So thank you by the way, Paul.

15:24:11 And with that, I'm going to I'm going to stop my screen share. And I think

we're going to bring Miranda Nicholas back in, and we wanted to just kind of keep

talking about some of some of this work, as we have blended our academic and career advising.

15:24:25 So, Brad thank you by the way fall.

15:24:28 I may have a neck ache.

15:24:44 I may have a neck ache after this.

15:24:46 I've been nodding the entire time you've been talking about how yes,

15:24:50 yes. In these. Oh, that's a great idea.

15:24:52 So I may need a nice back after, after this,

15:24:55 but before we get started, I.

15:24:56 I wonder now, Miranda, would you mind.

15:24:31 After this, I've been nodding the entire time you've been talking about

how yes yes it is that all of us a great idea. So, I mean the nice back after after this.

15:24:58 Introducing yourself. First of all,

15:24:59 and maybe talk a little bit more about your work.

15:25:01 At, at Oregon and fix him.

15:24:42 But before we get started I wonder, Miranda, would you mind, introducing yourself first of all and maybe talk a little bit more about your work at Oregon and Tyson.

15:25:03 Absolutely. Thank you so much.

15:25:05 And thank you everyone for being here.
15:25:06 This is really exciting to get to speak to other folks who are really
15:25:08 invested in and interested in exploring this work.
15:25:11 As was mentioned earlier, my name is Miranda Atkinson.
15:25:12 The acting director in texting.
15:25:14 And career advising, which is a mouthful.
15:24:57 Slowly. Thank you so much, and thank you everyone for being here this is
really exciting to get to speak to other folks who are really invested in and
interested in exploring this work.
15:25:16 The unit that I'm helping to lead right now.
15:25:20 Serves as the academic advising and career exploration.
15:25:24 Home or resource for all students.
15:25:26 Who are exploring different majors of career options.
15:25:31 And then we are also the academic advising and career home for
15:25:05 As was mentioned earlier, my name is Miranda Atkinson and I'm the acting
director and texts in college and career advising, which is a mouthful.
15:25:34 students.
15:25:36 Ended up declaring a particular major in the college of arts and
15:25:38 science.
15:25:39 And part of the reason I'm mentioning that is because there are other
15:25:41 units on campus.
15:25:42 Provide academic and career.
15:25:44 For it around professional schools.
15:25:45 Etc.
15:25:12 The unit that I'm helping to lead right now serves as the academic
advising and career exploration, Homer resource for all students at the U of O who
are exploring different majors of career options, and then we are also the academic
advising and career
15:25:52 So we kind of have a unique role.
15:25:53 We serve all of campus and then also focus in on some specialization
15:25:29 home for students end up declaring a particular major in the College of
Arts and Sciences. And part of the reason I mentioned that is because there are
other units on campus as well that provide academic and career support around
professional schools,
15:25:42 etc.
15:25:56 with students who end up really landing.
15:25:58 And the college of arts and sciences,
15:25:59 which is our liberal arts school.
15:26:00 At the university of Oregon.
15:26:01 Before I was in Tyson college and career advising.
15:26:06 I worked in the school of journalism and communication at the
15:26:08 university of Oregon.
15:25:44 So we kind of have a unique role we serve all of campus and then also
focus in on some specialization with students who end up really landing, and the
College of Arts and Sciences, which is our liberal arts school at the University of
Oregon.
15:26:09 I started there back in 2010.
15:26:11 And a big pawn I've.
15:26:19 I've had a different journey to this work.
15:26:20 So I came into this field in this work through kind of the route of an

15:26:23 academic advising. So I started out as an academic advisor.
15:25:58 Before, I was in Tyson college and career advising, and I worked in the School of Journalism and Communication at the University of Oregon. I started there back in 2010.
15:26:26 And I wasn't in the journalism school for too long before our
15:26:28 director.
15:26:29 Sally Garner proposed an idea.
15:26:32 Which at the time was pretty new.
15:26:33 And the idea was what if.
15:26:35 We make all of our advisors, both academic and career advisors.
15:26:40 And part of the, there are a couple of reasons behind that,
15:26:42 that I think are important to call out.
15:26:09 And Paul and I have had a different journey to this work so I came into this field in this work through kind of the root of an academic advising so I started out as an academic advisor, and I wasn't in the journalism school for too long before our director
15:26:46 One was at the time that we did have a person in our unit who was a
15:26:28 at the time Sally Garner proposed an idea, which at the time was pretty new. And the idea was, what if we make all of our advisors, both academic and career advisors.
15:26:49 career advisor.
15:26:50 And the academic advisors would refer to that person.
15:26:36 And part of that, there are a couple of reasons behind that I think are important to call out.
15:26:54 The person's office was next to mine was next to my director, Sally.
15:26:57 Honor's office.
15:26:58 And still we saw so much attrition in that referral process.
15:27:03 And so we realized right. Having these two next to each other with.
15:26:40 One was at the time that we did have a person in our unit he was a career advisor, and the academic advisors would refer to that person on the person's office was next to mine was next to my director Sally governor's office and still we saw so much attrition
15:27:08 But it wasn't enough, right?
15:27:10 It wasn't enough to help students really engage in that process.
15:27:12 So that's part of why we made the shift.
15:27:14 The other key thing is.
15:27:15 That group of advisors.
15:26:56 in that referral process. And so we realized right having these two next to each other was helpful, but it wasn't enough right it wasn't enough to help students really engage in that process.
15:27:20 Many of us who work in advising kind of espouse the holistic advising
15:27:23 philosophy or theory. Right.
15:27:26 That we work with students who are whole people and in order to do the
15:27:30 best job that we can supporting them.
15:27:31 And to really keep equity.
15:27:35 And social and racial justice in mind,
15:27:37 when we do our work supporting students,
15:27:08 And so that's part of why we made the shift. The other key thing is that group of advisors and I think many of us who work in advisor and kind of espouse the holistic advising philosophy or theory right that we work with students who are

whole people,

15:27:38 we must consider all the pieces of their lives. Right.

15:27:41 I'm not.

15:27:42 I think, I think that means that if you're doing holistic advising,

15:27:23 and in order to do the best job that we can supporting them and to really keep equity and social emotional justice in mind when we do our work supporting students, we must consider all the pieces of their lives.

15:27:45 You'll also have to be doing career advising, right?

15:27:48 We can't essentially advise students.

15:27:50 Holistically without also considering their career exploration and
15:27:53 their.

15:27:54 Anyway.

15:27:57 So, those were kind of the factors that went into that decision to
15:27:59 integrate both of those in the school drugs.

15:27:34 Right. And that means, I think, I think that means that if you're doing holistic advising, you also have to be doing career advising right we can essentially advise students holistically, without also considering their career exploration on their career

15:28:01 And communication.

15:28:02 And here we are years later with kind of this.

15:27:49 work.

15:28:05 This approach being applied in another unit on campus,

15:28:08 then another pocket.

15:28:09 On campus.

15:28:11 As well.

15:28:13 And, and so that's,

15:27:51 Anyway, so those are kind of the factors that went into that decision to integrate both of those in the school drugs and communication.

15:28:14 that's kind of my introduction and context right there.

15:28:16 I can also speak, I think a little bit.

15:27:58 And here we are years later with kind of this, this approach being applied and another unit on campus, then another pockets on campus as well.

15:28:18 Two.

15:28:19 What it's looking like and type.

15:28:21 And Paul clips on this already. Right?

15:28:26 Which is that we're working a lot together with the career center,

15:28:29 right?

15:28:30 We are next to each other, but we also work together a lot.

15:28:08 And so that's that's kind of my introduction and context, right there.

15:28:33 We have kind of different teams within this larger unit.

15:28:37 That includes.

15:28:13 I can also speak, I think, a little bit to what it's looking like and types and Paul touched on this already, right, which is that we're working a lot, together with the career center right we are next to each other but we also work together a lot.

15:28:39 From the career center and they meet regularly and they talk together

15:28:42 about over.

15:28:44 But our goals are what our philosophy.

15:28:45 What are approaches? How are we working together?

15:28:51 We're on the same piece of technology system for even having student

15:28:29 We have kind of different teams within this larger unit that include staff from the Career Center and they meet regularly and they talk together about over what our goals are what our philosophy is what approaches, how are we working together.

15:28:54 appointments. Right. So there's the ability for.

15:28:56 On advisor.

15:28:57 And types in college and career advising to help a student make an

15:29:00 appointment with a career coach.

15:29:01 As a followup, right? It just makes that referral process.

15:29:03 A lot, a lot smoother and a lot more.

15:28:44 We're on the same piece of technology system for even having student appointments right so there's the ability for an advisor and types in college and career advising to help a student, make an appointment with a career coach as a follow up right it just

15:29:10 Let's just,

15:29:11 I can get a sample of some of the work that we're doing and I can go

15:28:57 makes that referral process, a lot, a lot smoother and a lot more effective.

15:29:13 on and on about this, but I want to make sure that we have.

15:29:15 QA, but that's a little bit of context.

15:29:17 Thank you.

15:29:18 I appreciate that.

15:29:19 So I was wondering if she could.

15:29:02 So let's just I can get a sample of some of the work that we're doing and I can go on and on about this but I want to make sure that we have time for Q amp a but that's a little bit of context.

15:29:28 You know, Paul, and you can, can talk a little bit about,

15:29:31 about what does it look like? Like, you know, from,

15:29:33 from a student's perspective or just like in general, like, so what.

15:29:37 Why don't we talk about aligning academic and career.

15:29:39 Advising. So what.

15:29:40 What does it look like? What has gone well,

15:29:42 Because like,

15:29:13 Thank you, Rhonda I appreciate that and so I was wondering if you could, you know, Paul and you can talk a little bit about, about what does it look like like you know from from a student's perspective or just like in general like.

15:29:47 And maybe talk a bit about the false starts or the challenges,

15:29:51 because I'm sure that a lot of folks on the call who are listening now

15:29:53 is like, oh yeah,

15:29:54 It's not that easy. It's like, no, but it's, it can't be done.

15:29:58 So I was wanting to talk a little bit about, you know,

15:29:59 How you went about it, basically what it looks like right now.

15:29:26 So, what, when we talk about aligning academic and career advising so what what does it look like what is gone well, because I can, and what, maybe talk a bit about the false starts are the challenges because I'm sure that a lot of folks on, you know

15:29:44 who are listening now is like, Oh yeah, it's not that easy like no but it's, it can be done. So I was wanting to talk a little bit about you know how you went about.

15:29:55 Basically what it looks like right now.

15:30:11 I can, I can start and then Miranda can, can pick up, you know,
15:30:14 I think what, what I appreciate about it is that it,
15:30:16 it just increases the number we've been able to increase dramatically
15:30:19 increase the number of.
15:30:22 Professionals caring professionals on campus who can help students
15:29:58 I can, I can start and then Miranda can can pick up you know, I think what
what I appreciate about it is that it just increases the number we've been able to
increase dramatically increase the number of professionals caring professionals on
campus who
15:30:25 start thinking about career early.
15:30:26 So getting our advisors to kind of adopt this mindset of, you know,
15:30:30 including career emanate.
15:30:36 I think they, you know, as an advisor, you do that anyway. I mean,
15:30:12 can help students start thinking about career Early. So getting our
advisors to kind of adopt this mindset of, you know, including career m&a. I think
they, you know, as an advisor you do that anyway I mean it's there but you know we
want to give give
15:30:38 it's, it's there, but you know, we want to give,
15:30:39 give our advisors additional tools and strategies for bringing that
15:30:43 conversation up earlier and feeling empowered to do so and feeling
15:30:46 like, yeah, we.
15:30:47 That's why we need that expertise because we want students to get
15:30:49 started early.
15:30:51 You know, going back to my, my points I was making.
15:30:53 So those advisors you.
15:30:54 Have many more contacts with students than we ever have in the career
15:30:26 our advisors additional tools and strategies for bringing that
conversation up earlier and feeling empowered to do so and feeling like yeah, we
that's we need that expertise because we want students to get started early, you
know, going back to my, my
15:30:57 center. So the more we can get advisors.
15:31:01 Thinking about career talking with students about it that just has a
15:31:04 dramatic impact on the number of students who are,
15:31:07 are challenged and asked to, to.
15:31:09 To think about these issues. I think, you know, from my perspective,
15:30:41 points I was making so those advisors, you know, have many more contacts
with students than we ever have in the career center so the more we can get
advisors, you know, thinking about career talking to students about it, that just
has a dramatic impact
15:31:17 And one of our challenges,
15:31:19 and I think Miranda would agree with this is that if we talk about it
15:31:21 all the time is kind of the gray area in between. Like,
15:31:24 when we talk about exploration happening in, you know,
15:31:26 in the advising office,
15:31:27 And implementation happening in the career center.
15:31:29 Of course, all of us know that.
15:30:55 on the number of students who are, are challenged and asked to think about
these issues. I think you know from my perspective, and one of our challenges and I
think Miranda would agree with this is that if we talk about it all the time is
kind of the

15:31:10 gray area in between like when we talk about exploration happening you know in the advising office and implementation happening in the Career Center, of course, all of us know that you know there's a lot of time where you know students looking for an

15:31:37 You know, there's a lot of time where, you know, a,

15:31:38 student's looking for an internship,

15:31:39 but really they're looking for that internship because they're still

15:31:41 undecided about their major and they need to talk to someone about

15:31:43 potential majors or careers. And so there's,

15:31:45 there's gray area in between. And that's honestly, I think something.

15:31:48 We.

15:31:49 Have been working on and will continue to be working on because it's

15:31:24 internship but really they're looking for that internship because they're

still undecided about their major and they need to talk to someone about potential

15:31:24 majors or careers and so there's there's gray area in between and that's honestly I

think something.

15:31:52 not always, as, you know,

15:31:53 Everyone, every human being is, is complex.

15:31:56 And so helping a student get to the place where they can be helped.

15:31:59 Most effectively, isn't always easy. And you know, that's,

15:32:02 that's been one of our challenges.

15:32:03 Hmm.

15:32:04 Thanks. Cool.

15:32:05 I mean, I think.

15:31:36 We have been working on and will continue to be working on, because it's

not always as, you know, every, every human being is is complex, and so helping a

student, get to the place where they can be helped, most effectively isn't always

easy, and you

15:31:55 know that's that's been one of our challenges.

15:32:10 One of the, one of the key things that we've kind of started off,

15:31:59 Marina things.

15:32:12 started off with is really wanting, advising.

15:32:15 Conversations with students to include career.

15:33:06 covering both and talking about how they connect together?

15:33:09 And one of the key things that we do, I think,

15:33:10 especially with students who are earlier in their academic tenure is.

15:33:13 You think about it?

15:33:14 Didn't come in.

15:33:15 I think to college with a lot of narratives that aren't necessarily

15:33:17 accurate around what career development looks like and how it happens.

15:33:09 we talked about how do you have advising conversations where you're

covering both and talking about how they connect together. And one of the key

things that we do I think especially with students who are earlier in their

academic 10 years we will have

15:33:21 And so, and those can connect to things like, oh, you know,

15:33:24 You wait to gain experience.

15:33:25 Well, you know what you want to do, right?

15:33:05 a myth busting, you think about it, didn't come in I think to college with

a lot of narratives that aren't necessarily accurate around what career

development, looks like and how it happens.

15:33:26 But we know that.
15:33:27 Having experience.
15:33:37 All forms of experiential learning can be a key tool for exploration
15:33:15 And so, in those can connect to things like, Oh, you know, you wait to gain experience and so you know what you want to do right. But we know that having experience all forms of experiential learning can be a key tool for exploration, and the more experiences
15:33:40 and the more experiences in general that a student can have during
15:33:44 their time in college, the more likely they are to be career ready.
15:33:46 Right. And to be able to speak and.
15:33:48 Be successful in pursuing the career outcomes and objectives.
15:33:50 Up there. You're towards right.
15:33:51 So there's a lot of shifting that narrative and perspective with a
15:33:54 student early on. If they're coming in for advising.
15:33:30 in general that a student can have during their time in college, the more likely they are to be career ready right and to be able to seek and be successful in pursuing the career outcomes and objectives that they're geared towards right.
15:33:57 And I think part of why the integrated piece of it is so key in Paul's
15:33:59 reference.
15:33:42 So there's a lot of shifting that narrative and prospective students, early on as they're coming in for advising.
15:34:02 Do you access advisors more often? You know,
15:34:04 academic advising and planning is on a lot of campuses, mandatory.
15:34:08 On some, maybe not mandatory,
15:34:09 but really critical and just kind of more of a well-known entity.
15:34:12 Right.
15:34:13 So students are going to encounter it.
15:33:49 And I think part of why the integrated piece of it is so key and Paul's referenced this, but students do access advisors, more often you know academic advising and planning is on a lot of campuses mandatory, and some maybe not mandatory but really critical
15:34:16 And that's so important because it means right that career development
15:34:19 happens.
15:34:22 For all students.
15:34:23 And I think that's essential for addressing issues of equity within
15:34:26 higher education.
15:34:28 If career development career resources are just this tangential piece
15:34:04 and just kind of more of a well known entity right so students are going to encounter it. And that's so important because it means right that career development happens for all students and I think that's essential for addressing issues of equity within
15:34:31 that.
15:34:20 higher education.
15:34:33 Students are referred to and told the access right.
15:34:35 When they have time.
15:34:39 Inevitably, what we see transpire, right?
15:34:41 Is that students who are in the know or have the social and cultural
15:34:44 capital.
15:34:46 Pursue those resources are the ones who do and who do so earlier.
15:34:49 And then we're just creating an increased equity gap, right?

15:34:22 If career development Career Resources are just this tangential piece that students are referred to and told to access right when they have time, inevitably, what we see transpire right is that students who are in the know or have the social and cultural

15:34:51 Within this time that a student has in college.

15:34:54 Instead,

15:34:55 what we need to do is to support students and how they're acting

15:34:58 career.

15:34:59 And pursuing their, their career outcomes.

15:35:01 Their career development to make sure that it truly is something

15:35:04 that's accessible.

15:35:05 The students.

15:35:06 From a lens of equity and social and racial justice.

15:34:38 capital to pursue those resources are the ones who do and who do so earlier. And then we're just creating an increased equity gap right within this time that a student has in college.

15:34:49 Instead what we need to do is to support students and how they're accessing Career Resources and pursuing their, their career outcomes their career development to make sure that it truly is something that's accessible to students from a lens of equity

15:35:15 Well, so I'm,

15:35:16 I'm going off here and also talking about why think in particular the

15:35:19 integration piece is so essential.

15:35:21 For our students.

15:35:22 And it's part of why there's such an emphasis on just finding

15:35:25 opportunities.

15:35:26 Talk to students about it in advising conversations with advising

15:35:04 and, you know, social and racial justice as well. So that's I'm going off here and also talking about why think, in particular the integration piece is so essential for our students and it's part of why there's such an emphasis on just finding opportunities

15:35:28 programming.

15:35:29 Challenges. I think I agree with you, Paul. There.

15:35:32 I think as many of us who do career work know.

15:35:43 Career development is not a linear process.

15:35:18 to talk to students about it in advising conversations and advising programming challenges, I think I agree with you, Paul there.

15:35:45 I don't really know that it's a circle, right?

15:35:46 It's more like a scribble, you know,

15:35:48 it goes all sorts of directions and all sorts of ways.

15:35:50 So inevitably when you try to.

15:35:52 Divide pieces of it in whatever way that looks like.

15:35:55 And so there's always going to be some gray area.

15:35:57 So, and we're navigating that.

15:36:00 I feel I'm looking at Paul. I feel like we're doing pretty well.

15:35:28 I think as many of us who do career work know you know career development is not a linear process but don't really know that it's a circle right it's more like a scribble, you know, it goes all sorts of directions and all sorts of ways so inevitably when

15:35:41 you try to divide pieces of it in whatever way that looks like it doesn't

quite work. And so there's always going to be some gray area.
15:36:02 Right? We talk about it. We communicate about it.
15:36:04 We're figuring it out.
15:36:05 And that's on that.
15:36:06 That's I think part of the challenging process.
15:36:11 From an advising perspective,
15:36:13 my experience doing this work in a different setting with a different
15:36:15 structure over the years, I think applies here too.
15:35:51 I'm so and we're navigating them and I feel I'm looking at Paul I feel
like we're doing pretty well right we'll talk about it we communicate about it
we're figuring it out.
15:36:20 Career can be when it's coupled with academic advising,
15:36:22 kind of the thing that gets pushed to the side,
15:36:00 And that's and that's I think part of the challenge in process from an
advertising perspective, my experience doing this work in a different setting with
a different structure over the years I think applies here to it.
15:36:24 because there are other acute.
15:36:25 You know, things that come up right.
15:36:34 Needing to support students who are facing academic disqualification
15:36:37 or academic standing challenges. Right.
15:36:13 Career can be when it's coupled with academic advising kind of the thing
that gets pushed to the side because there are other acute, you know, things that
come up right needing to support students who are facing academic disqualification
or academic standing
15:36:38 Other initiatives that come into play and write curriculum changes and
15:36:41 these sorts of things, they're kind of always.
15:36:43 Immediate.
15:36:44 And of course they are, and they must be addressed,
15:36:45 but it does take real effort and systematic.
15:36:48 A systematic approach.
15:36:49 Make sure that the career work continues forward.
15:36:51 But it's not the thing that always does get pushed to the side in our.
15:36:54 Want to make sure that students have.
15:36:26 challenges right other initiatives that come into play and right
curriculum changes and these sorts of things are kind of always immediate and
acute, and of course they are and they must be addressed but it does take real
effort and systematic a systematic
15:36:56 Need that's it.
15:36:58 Good boy.
15:37:00 And by bringing equity.
15:37:02 Cause that was going to be one of my questions about like how.
15:37:04 Have that integration between career and academic.
15:37:07 Advising is so.
15:37:08 So crucial.
15:37:13 Especially for students who may not have the cultural capital.
15:36:40 approach to make sure that the career work continues forward and it said
it's not the thing that always does get pushed to the side in our want to make sure
that students have what they need.
15:37:15 And I mean, I can.
15:37:16 You know, already coming in, potentially with.

15:37:18 You know,
15:37:25 Imposter syndrome. I was like, well,
15:37:26 I'm not going to ask for help because I'm expected to know this.
15:37:29 So by baking it into the cake, as,
15:37:30 as Paul mentioned it into the experience,
15:36:57 It's a good way to bring equity because that was going to be one of my
questions about like how how that integration between career and academic advising
is so so crucial, especially for students who may not have the cultural capital and
I mean I can
15:37:12 you know already coming in potentially with, you know, imposter syndrome
is like well I'm not going to ask for help because I'm expected to know this.
15:37:32 Everyone.
15:37:33 Gets access to that. So I.
15:37:37 I love that. And obviously I think that again,
15:37:40 demystifying it and all that. I think that that, that really helps.
15:37:44 I was wondering if,
15:37:46 cause both of you mentioned the cross training aspect of it.
15:37:48 And I was wondering if, because I have to meet as a that's it.
15:37:50 Easy.
15:37:21 So by baking it into the cake as Paul mentioned it into the experience and
everyone gets access to that so i i love that and obviously I think that, again,
demystifying it and all that I think that that that really helps.
15:37:52 Practice to replicate on your campus that may not necessarily need,
15:37:55 you know, a whole lot of resources other than.
15:37:57 Volunteers.
15:37:58 To do that on your own campus. So who, who leads?
15:38:03 Those training sessions like between the different offices or is it
15:38:06 kind of a.
15:38:07 I do one.
15:37:37 I was wondering if, because both of you mentioned the cross training
aspect of it and I was wondering if, because that to me that's that's an easy
practice to replicate on your campus that may not necessarily need you know a whole
lot of resources, other
15:37:52 than, volunteers to do that on your own Kim So, who, who leads.
15:38:10 Career, and then you're going to do one on advising and vice versa.
15:38:12 How does it work at your.
15:37:58 Those training sessions like between the different offices or is it kind
of a.
15:38:14 Your institution or, or how would you recommend that it works?
15:38:24 Yeah, well, I, you know, what, what we have done.
15:38:03 I do one career and then you're going to do one on advising and vice
versa, how does it work at your institution, or, or how would you recommend that it
works.
15:38:26 And so Miranda mentioned, you know,
15:38:28 she's doing some in-depth training with, with.
15:38:29 With the advising staff, then I'll let her talk more about that.
15:38:16 Yeah, but I you know what what we have done.
15:38:32 Right?
15:38:33 In a moment.
15:38:34 And you know, that, and that really is just focused on, on her team.

15:38:37 When we've done the joint training for everyone.
15:38:42 Those have been, you know, it's essentially Miranda and myself,
15:38:21 And so, Miranda mentioned you know she's doing some in depth training with
with advising staff and I'll let her talk more about that right in a moment.
15:38:45 and a couple of other key leaders in our offices.
15:38:29 You know that. And that really is just focused on on her team when we've
done the joint training for everyone.
15:38:54 You know, the, the, the four of us,
15:38:56 we meet every couple of weeks where we're, you know,
15:38:58 whether we're working on different initiatives or, you know,
15:39:00 comparing notes about how things are going or commiserating about how
15:38:37 Those have been you know it's essentially Miranda and myself and a couple
of other key leaders in our offices, you know the four of us, we meet every couple
weeks where we're, you know whether we're working on different initiatives or, you
know, comparing
15:39:03 things are going, whatever the case might be.
15:39:04 The four of us have just kind of generated our training topics there.
15:38:45 notes about how things are going or commiserating about how things are
going, whatever the case might be.
15:39:06 And we've tried to think about.
15:39:08 What are some of the things.
15:39:09 That are, you know, kind of.
15:39:14 Go to, you know,
15:39:15 quick things that are useful for advisors and my career readiness
15:39:18 coaches in my office that we need to be ready to help students with.
15:38:55 The four of us have just kind of generated our training topics there and
we've tried to think about what are some of the things that are, you know, kind of,
go to, you know quick things that are useful for advisors and my career readiness
coaches in my
15:39:21 So for instance,
15:39:23 Handshake is our job and internship database.
15:39:25 And so we've done handshake training with, with the whole group,
15:39:27 because we want all of them familiar with how to refer students.
15:39:30 So that's, that's really just been a matter of the four of us.
15:39:10 office that we need to be ready to help students with so for instance
handshake is our job and internship database and so we've done handshake trading
with with the whole group because we want all of them familiar with how to refer
students, so that's
15:39:40 Try the, as leaders trying to think about, you know,
15:39:42 what are some of the individual components that we want to make sure
15:39:45 everyone,
15:39:46 everyone has access to and then finding the campus experts to,
15:39:49 to bring them in as, as necessary.
15:39:51 Thank you.
15:39:52 Right. I didn't want to interrupt if you, if you had, okay.
15:39:54 So one of the questions that was asked was.
15:39:55 No, we talked a lot about institutions being student ready.
15:39:23 that's really just been a matter of the four of us trying to as leaders
trying to think about, you know, what are some of the individual components that we
want to make sure everyone, everyone has access to and then finding the campus

experts to bring

15:39:37 them in, as necessary.

15:39:41 Thank you and I am right I didn't want to interrupt if you if you have okay.

15:39:58 And I like how, you know,

15:40:02 The question was, was sort of like.

15:40:04 Basic paraphrase.

15:40:10 Are there any talks or discussions with employers to make sure that

15:40:13 they are.

15:39:47 So one of the questions that was asked was, now we talked a lot about institutions being student ready.

15:39:55 And I like how, you know, the question was, was sort of like, Basically, a paraphrase.

15:40:16 Stew or like Sood right or graduate ready basically as they're like,

15:40:19 how do we ensure.

15:40:24 That the competencies that we're providing through the academic

15:40:28 experience actually prepares them.

15:40:05 Are there any talks or discussions with employers to make sure that they are are like sued right or graduate ready basically as they're like, how do we ensure that the competencies that we're providing through the academic experience actually prepares

15:40:44 And that they are aligned with the careers that the employers are.

15:40:47 So I was wondering like, what kind of conversation is, is ongoing,

15:40:23 them, that they are aligned with the careers that the employers are so I was wondering, like, what kind of compensation is ongoing, I guess with employers.

15:40:50 I guess, with employers. Yeah. That's, I mean,

15:40:53 that's a fascinating question, you know, I think, you know,

15:40:55 the first thing I would say is,

15:40:56 and as I talk with people across campus about the competencies.

15:40:59 You know, they were developed by nice.

15:41:01 Very much in partnership with employers, right? I mean,

15:41:02 this is what employers have said. They are looking for these,

15:41:05 these are the concepts that are critical to success in a

15:40:34 Yeah that's I mean that's a fascinating question. Yeah, I think, You know, the first thing I would say is, and as I talked with people across campus about the competencies, you know they were developed by nice, very much in partnership with employers

15:40:47 right and this is what employers have said they are looking for these, these are the concepts that are critical to success in a general employment setting.

15:41:08 general employment setting.

15:41:10 So that's kind of the first thing that I, you know,

15:41:12 as I go across campus, I remind people that, you know, these,

15:41:15 these happen to look like the outcomes of a liberal education.

15:41:17 That.

15:41:18 And that's a happy coincidence because they're also what employers

15:41:21 tell us they are looking for.

15:41:23 What I, what I do think, and as a part of this question,

15:41:24 it wasn't asked directly, but it is also interesting for us.

15:40:57 So that's kind of the first thing that I, you know, as I will go across

campus I remind people that, you know, these happen to look like the outcomes of a liberal education that and that's a happy coincidence because they're also, what employers tell

15:41:28 Two.

15:41:29 You know, have conversations with employers about.

15:41:31 You know,

15:41:36 H H w what are they doing to help students or help their new hires

15:41:39 succeed? You know,

15:41:40 what are they doing to set a culture that helps students, students,

15:41:10 us they are looking for what i what i do think as a part of this question

it wasn't asked directly but it is also interesting for us to, you know, have conversations with employers about, you know,

15:41:44 or new hires succeed?

15:41:45 You know that that's something that I think we, we talk with them.

15:41:26 what are they doing to help students or help their new hires succeed you

know what are they doing to set a culture that helps students, students or new hires succeed.

15:41:47 We talk with them about that in the career center, we're doing a.

15:41:50 This tomorrow.

15:41:51 I've been obsessed, getting ready for this webinar.

15:41:53 So I haven't thought enough about what I'm doing tomorrow and I got

15:41:54 it.

15:41:55 That's the next thing we're ready for that. But.

15:41:57 I have a student advisory board in my office.

15:41:37 You know that that's something that I think we talked with them, we talked with them about that in the Career Center.

15:41:42 We're doing a this tomorrow.

15:41:46 I've been obsessed getting ready for this webinar so I haven't thought enough about what I'm doing tomorrow and I got it. That's the next thing we're ready for that but what I have a Student Advisory Board in my office.

15:42:12 And what we are doing is we have invited employers as like an employer

15:42:15 education session.

15:42:17 We want these employers to come in and have a conversation with my

15:42:19 students about that transition from college to career.

15:41:55 And what we are doing is we have invited employers as like an employer

education session we want these employers to come in and have a conversation with my students about that transition from college to career and I said would suspect

this be the type

15:42:22 And I would suspect this would be the type of question that will come

15:42:25 up is, you know, what.

15:42:26 What are employers doing to cultivate the success of students as they

15:42:29 come in,

15:42:30 or particularly students from underrepresented or under-resourced

15:42:33 backgrounds?

15:42:35 What are we doing to help make sure that those students can find role

15:42:37 models?

15:42:08 of question that will come up is you know what, what are employers doing to cultivate the success of students as they come in or particularly students from underrepresented or under resourced backgrounds.

15:42:38 Who've you know,

15:42:39 Traveled their path before or who look like they do, or you know,
15:42:42 what, whatever aspect of it is important.
15:42:45 To the student and to helping them see themselves succeed,
15:42:48 get past that imposter syndrome and see themselves succeeding.
15:42:50 And I think that's important for all of us in career centers to be
15:42:53 engaging our employers in, in conversations about.
15:42:20 What are we doing to help make sure that those students can find role
models, who've, you know, traveled their path before or who looked like they do or
you know what, whatever aspect of it is important to the student and to helping
them see themselves
15:42:36 succeed get past that imposter syndrome and see themselves succeeding. And
I think that's important for all of us in career centers to be engaging our
employers and in conversations about those sorts of things, so that we can help
students make make an
15:43:00 Those sorts of things so that we can help students make,
15:43:02 make an informed choice about the organizations that they're looking
15:43:06 at going into. So I don't know if that addressed the question head on,
15:43:09 but I mean, those are some of the things that go through my.
15:43:10 My brain, as I think about that.
15:43:12 I guess the last question is, is.
15:43:13 So what, what does it look like? Your next steps? Like, you know,
15:42:49 informed choice about the organizations that they're looking at going into
so I don't know if that address the question head on but I mean those are some of
the things that go through my brain as I think about that.
15:43:16 obviously you're, you're doing it. And I think that, you know,
15:43:02 I guess the last question is.
15:43:18 Is it.
15:43:26 Well, I'm not going to speculate as to what the place is.
15:43:29 I leave it to you. So what are the next steps for,
15:43:30 for that integration between an alignment between academic and career
15:43:06 So what, what does it look like on your next steps like you know obviously
you're doing it and I think that, you know,
15:43:12 is it.
15:43:34 advising here?
15:43:35 Oregon.
15:43:36 You want me to take this one?
15:43:37 Well, I mean, I, you know, the, the one,
15:43:39 one that comes to mind for me and you may have others is.
15:43:42 I think.
15:43:43 And, and some of it goes back to one of my points of having clear,
15:43:46 consistent messaging out there in front of students.
15:43:15 Well, I'm not going to speculate as to what the position is I'll leave it
to you. So what are the next steps for for that integration between an alignment
between academic and career advising here at Oregon won't take this one.
15:43:29 Well I mean I you know the one one that comes to mind for me and you may
have others is, I think, and, and some of it goes back to one of my points of
having clear consistent messaging out there in front of students.
15:44:07 And so we have have talked, you know, Miranda and myself,
15:43:42 And so we have have talked, you know, Randy and myself and some of our
colleagues have talked about wanting to, to kind of have a much clearer kind of

four year roadmap of these are the types of things that we want students to be thinking about as they

15:44:10 and some of our colleagues have talked about wanting to,

15:43:54 go through the University of Oregon and we've talked about that with our staffs already and kind of generated a lot of ideas.

15:44:11 to kind of have a much clearer kind of four year roadmap of these are

15:44:15 the types of things that we want students to be thinking about as they

15:44:17 go through the university of Oregon.

15:44:18 And we've talked about that with our staffs already and kind of

15:44:20 generated a lot of ideas. We want to figure out ways,

15:44:24 better ways of putting that in front of students. So, you know,

15:44:01 We want to figure out way better ways of putting that in front of students, so you know, letting a student know, back to my, my joke earlier they can avoid us right we're going to be there, asking them hey you know have you initiated your handshake account.

15:44:26 Letting a student know.

15:44:28 Back to my joke earlier, they can't avoid us. Right.

15:44:30 We're going to be there asking them, Hey, you know,

15:44:31 have you initiated your handshake account?

15:44:33 Have you done informational interviews? Have you.

15:44:35 Looked at the internships that are available. Have you,

15:44:37 have you done research with a faculty member?

15:44:39 They're all different ways that students.

15:44:40 You know, can kind of in a, choose your own adventure format,

15:44:42 you know,

15:44:15 Have you done informational interviews. Have you looked at the internships that are available, have you have you done research with the faculty member, they're all different ways that students, you know can kind of choose your own adventure formats, you

15:44:43 pick up some of the career readiness experiences that I want them to

15:44:26 know, pick up some of the Career Readiness experiences that I want them to get as they go through here, but we have to do a better job of communicating that to our students.

15:44:46 get as they go through here.

15:44:47 But we have to do a better job of communicating that to our students.

15:44:34 So I think that's one one next step.

15:44:50 So I think that's one.

15:44:51 One next step.

15:44:52 I agree. I think that that roadmap,

15:44:54 if you will identify as what actions,

15:44:56 we're all working together to support students and being able to

15:44:59 pursue.

15:45:01 So figuring out how to turn that document into a student.

15:44:39 I agree I think that that roadmap, if you will identify what actions were all working together to support students and being able to pursue.

15:45:03 Student facing document.

15:45:04 And then also to make sure that it doesn't become static.

15:45:06 But it continues to be examined and evaluated. I think,

15:45:08 especially from an equity lens, we talk a lot about it, right.

15:45:11 We're inviting students to engage in these particular crew development

15:45:13 actions, but how comfortable are these.
15:45:15 Who might this action exclude.
15:45:16 Right. And how can we make sure that we have diverse opportunities and
15:45:19 actions?
15:44:49 So figuring out how to turn that document into a student student facing
document and then also to make sure that it doesn't become static, that it
continues to be examined and evaluated I think especially from an equity lens we
talk a lot about All right,
15:45:20 Good for students.
15:45:22 To really make sure that we are not leaving out students with
15:45:25 minoritized identities. First-generation students.
15:45:01 we're inviting students to engage in these particular career development
actions but how accessible are these who might this action exclude right and how
can we make sure that we have diverse opportunities and actually listed for
students to really make
15:45:27 Non-traditional students and other in populations who are
15:45:30 traditionally underserved.
15:45:31 The other piece of it that I think is an important, next step is.
15:45:15 sure that we are not leaving out students with minorities identities first
generation students non traditional students and other student populations who are
traditionally underserved.
15:45:39 Since we do work so closely with our liberal arts school on the
15:45:42 college of arts and sciences,
15:45:43 I think starting to really look at how can our career exploration
15:45:26 The other piece of it but i think is an important next step is, since we
do work so closely with our liberal arts school in the College of Arts and
Sciences.
15:45:46 work.
15:45:48 Specialized.
15:45:49 Within those particular majors on.
15:45:51 Disciplines.
15:45:34 I think starting to really look at how can our career exploration work
specialize within those particular majors and disciplines.
15:45:58 It's really essential because you know, there,
15:45:59 I think there are a lot of big myths that come in around career and
15:46:02 pursuing a major in a liberal arts major, right.
15:46:05 That it might not lead to a career. And we know that that's not true.
15:46:07 Right.
15:46:08 Beneath competency is kind of really helped with that,
15:46:10 but I think there's, I'm excited for us doing more work around.
15:46:13 Specializing.
15:45:45 It's really essential because you know there, I think there are a lot of
big myths that come in around career and pursuing a major in a liberal arts major
right that it might not lead to a career and we know that that's not true right and
the base beneath
15:46:14 How we integrate career.
15:46:16 Particularly in support of that.
15:46:17 Those students.
15:46:19 See those matrix. Thank you.
15:46:21 English major here. So I totally understand that there.

15:46:24 There's definitely a need.
15:46:32 Because at least to share that, because I think that,
15:45:58 competencies can really help with that but I think there's I'm excited for
us doing more work around specializing, how we integrate career, particularly in
support of that those students who pursue those majors.
15:46:35 and to your point, Bob, about that,
15:46:36 the competencies that are learned in liberal arts and humanities,
15:46:39 I think are.
15:46:40 Are so easily transferable and,
15:46:42 and something that employees really, really wish for.
15:46:45 So with that, thank you.
15:46:46 Both of you. I too would talk.
15:46:48 About this.
15:46:16 Second, English major here so I totally understand that there are there's
definitely a need. Because, at least to share that because I think that. And to
your point about the competencies that are learned in liberal arts and humanities,
I think, are,
15:46:49 A lot longer.
15:46:50 But, you know, we, we did promise folks.
15:46:32 are so easily transferable and something that employers really, really
wish for. So, with that, thank you.
15:46:52 It's only 45 minutes or so.
15:46:53 We're about a minute late.
15:46:54 So with this, thank you. Both of you.
15:46:41 Both of you, it will talk about this a lot longer.
15:47:02 You know, and just want to share again, the,
15:47:05 the next webinar that CCA is hosting is around core sharing.
15:46:45 But, you know, we did promise folks that it's only 45 minutes or so and
we're about a minute late.
15:46:52 So with this. thank you both of you.
15:47:09 And a consortium that we are partnering with KDM.
15:47:11 So I strongly hope for you guys, you know,