



Thank you for carving out time in your very busy schedules to learn more about U of A career development resources. Thank you for taking time to learn from and discuss with your colleagues to improve our students' academic and career success.

We define Career Everywhere as "Intentionally embedding career education and career readiness into the full student experience by providing access and equity to career development for all students through a network of faculty, staff, alumni, and employer career champions."

Our Goal is to give ALL students access to the resources needed to build meaningful careers- not just the ones who come to a Career Connections office or event on their own.

OPENING REMARKS

PROVOST MARTIN

&

CHANCELLOR

ROBINSON



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What's Your Challenge?

- Are you working to solve this challenge now?
- Why is this challenge important to you?
- How did you prepare to tackle this challenge?
- Has this challenge changed over time?



To take online assessment, create a Student profile; Code: UARK607

Read over the challenge card you selected. Are you involved in activities related to solving this challenge currently?

Introduce yourself to your neighbor and talk briefly about why this societal challenge is important to you and how you're working to solve this challenge.

How did you prepare to tackle this challenge? Was your preparation intentional or were you working to solve this problem organically?

Has the challenge you've selected changed over time?



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Reimagined

Explore selves & world of work

Practice Engaging & Exposure to options

Teach Career & Self-Development practices

Collaborate with skill developers

Mission

Weaving lifelong career confidence & readiness into the full college experience and beyond



We've all experienced many changes in the last few years- many of which have impacted how students learn, find resources, receive support & prepare for post-graduation success. Nationwide, university career service departments have also been adapting to workforce changes and new research. We're seeing the national career services research-informed conversation move from a transactional-focused model to a more collaborative model. And there is a trend of career centers moving from student affairs to academic affairs. These changes can be traced back to the legislative branches, media outlets and families asking, "What is the purpose and what is the ROI of higher education in the 21st century?" As a country, we have a vested interest in higher education institutions focusing more attention on career outcomes and inclusive support of the diverse learning styles and needs of today's learners. This means career centers are directing more resources toward reaching 1st generation, low-income and other marginalized student groups who traditionally have not participated in career services or understood the necessity of career and self-development practices that enable them to meet their life and career goals. Thus, the career everywhere concept of including faculty and non-career center staff in the career development conversation is taking off.

Thank you for recognizing the value of career development and joining us today to learn how you can better prepare your students for a successful life beyond their college years. Direct your attention to the current Career Connections Resources handout on your table to gain a better sense of how Career Connections is responding to U of A student career needs.

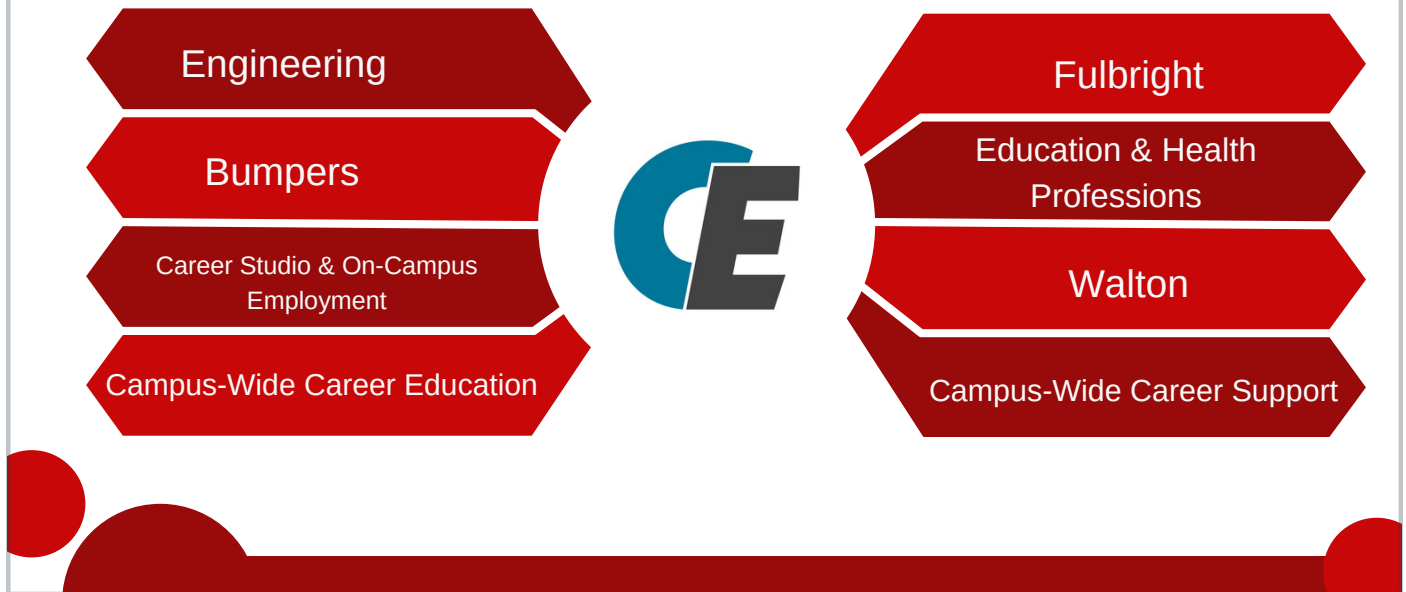
Some changes you'll notice:

1) We have a new name. Career Connections better signals that our career teams around campus are not only connecting students with potential employers or continuing education opportunities, but also helping students learn how to connect the foundational, transferability of

coursework and co-curricular activities toward workforce opportunities. To do this, we have re-organized our work toward these 4 pillars:

- 1) creating opportunities for students to explore the connection between themselves and the world of work;
- 2) practice engaging with professionals and resources to learn about the ever-changing career path landscape;
- 3) teach career & self-development practices such as identifying societal challenges they want to work to help solve; and
- 4) collaborate with skill developers- like employers and YOU!

Offices of Career Connections



We have 23 career connections staff embedded throughout campus to reach students from all areas of campus, but we can't possibly reach and serve all 32K students on our own. Students need to learn how to prepare for post-graduation success from everyone they learn from- which means you, too!

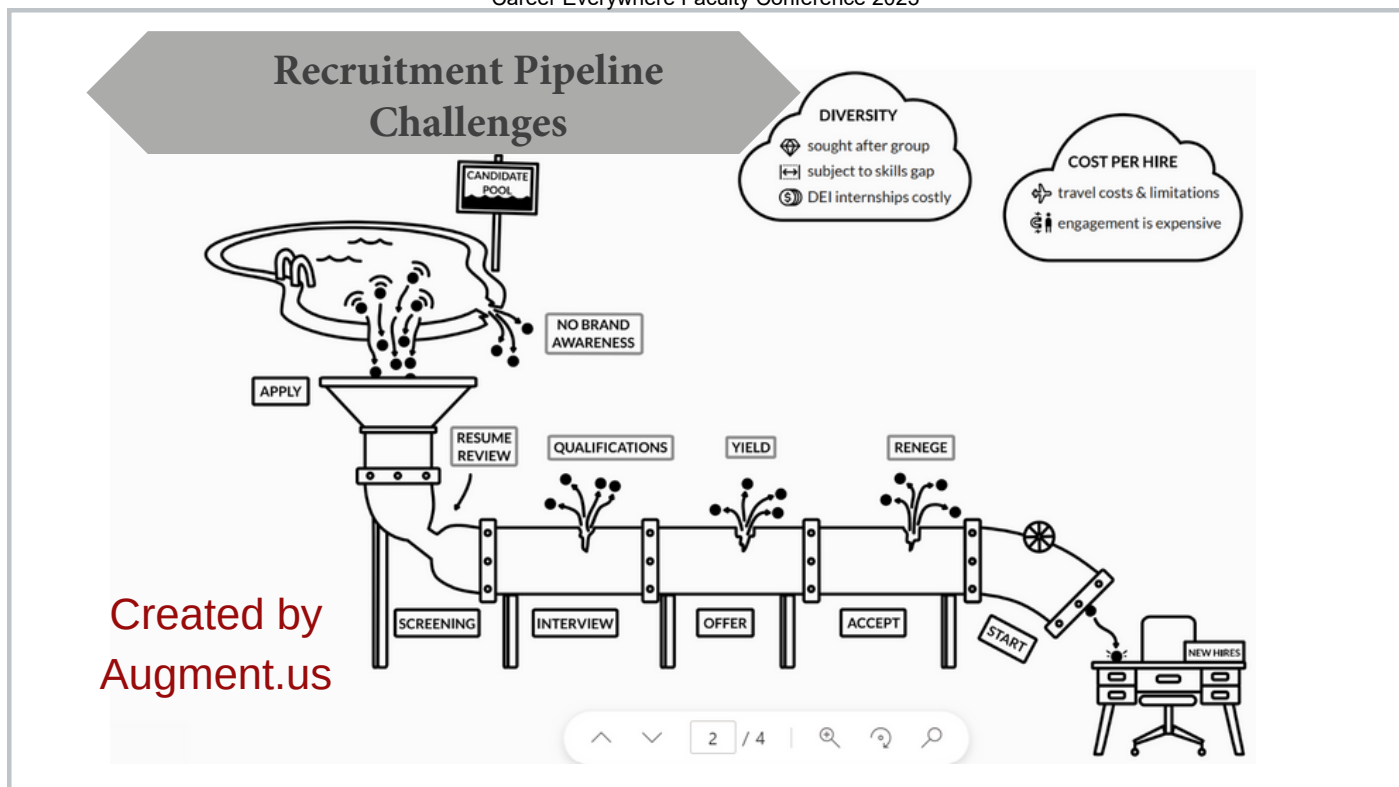
We have Career Connections offices in Engineering, Bumpers, Fulbright, COEHP and Walton. We also work closely with the Graduate School and Fay Jones School of Architecture & Design on important career initiatives.

Career Connections includes other areas of support also. For example, our highly training student Career Peer Mentors provide resume reviews, mock interviews, LinkedIn reviews, and job & internship search services to students on a walk-in basis at the Career Studio in the New Student Success building- the CORD.

We also have staff focusing on:

- *on-campus student employment,
- *career education content for all audiences,
- * and support staff for marketing, technology, the First Destination Survey, employer inquiries and career fairs.

I'd like you all to meet a few of the staff on the Career Connections team.



In addition to collaborating with faculty to embed career education into the classroom, we also work closely with hiring organizations and recruiters. We connect students with recruiters in several ways- career fairs, Handshake, coordinating information sessions and class presentations... to name a few.

This image was developed by a start-up I was assisting. I love it because it helps illustrate just how tricky recruiting can be. It's not as simple as inviting students to apply for an opening.

1st students must recognize the company's value and brand and understand how someone with their skillset could be valuable at that company.

After applicants apply, there are clogs in the pipeline to find the right skill set, experiences, and qualifications.

And the student must help the recruiter understand how their experiences translate to fulfilling the company's needs on their resume and in their interviews. But companies also must present a competitive offer that meets the students needs. And there's always the chance that an applicant OR a company could renege on this offer or that something could happen to interrupt the new hire from actually starting-

For example, we've had companies renege on their offers to students because their funding source changed because of a downturn in the economy or in that particular industry.

On the student side- the student may have received a better offer from another company, or a student's graduation timeline changes, or the student's personal circumstances have changed... etc. etc.

Employer Panel: The Applicants' Experience

Moderated by Vice Chancellor of Economic Development, Mike Malone



Marleen Arboleda



Carol Vella



Donna Graham

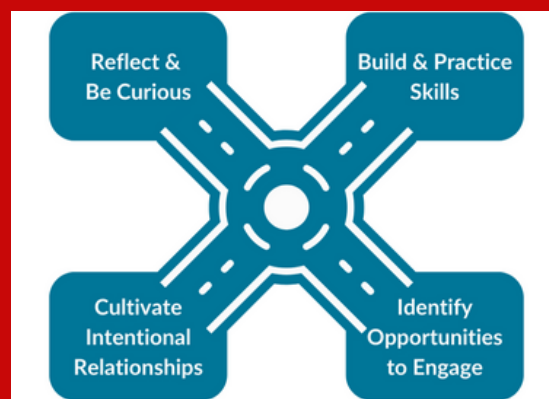


Having Career Conversations



Lifelong Career Exploration Roadmap

- How might this assignment relate to your life experiences & talents?
- You're really good at X, how might you keep practicing it outside of the classroom?
- Where can you try this idea out?
- Who else is doing interesting things with this concept?



Asking your students powerful questions can make the difference between a student feeling lost and a student feeling supported by the U of A.

Gallup asked more than 75,000 college graduates to reflect on their campus experiences, and found that alumni who strongly agree that a professor "cared about them as a person" and "made them excited about learning" are more engaged in their work, more emotionally attached to their alma mater, and experience higher levels of wellbeing. (Gallup-Purdue Index, 2014).

Career Connections created the Lifelong Career Exploration Roadmap as a guide that calls out the 4 most impactful ways students and professionals can manage their careers. Some ways you might use the roadmap are:

- 1) Share with students the value you found by engaging in these 4 activities on your own career path. And encourage them to have this type of conversation with their peers, student organization advisors, part-time job supervisors, volunteer coordinators, alumni & professionals in their own networks. (Career Conversations)
- 2) Invite your students to reflect on the meaning class content has for them personally by asking them to reflect at the end of class "I notice. I wonder? What if?"
- 3) Offer your students an opportunity to practice building relationships with their peers in class. The more times students step outside of their comfort zone in safe spaces, the more confident they will feel when they attend professional gatherings, career fairs, conferences, interviews, etc.

By inviting students to reflect, be curious, understand & practice the transferable skills that you're teaching them, and inviting students to find new spaces and people to engage with their interests,

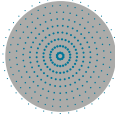
you are helping students explore potential career opportunities.

Here are 4 questions to get you started. These kinds of questions encourage students to reflect on how class content relates to them as individuals and offers students feedback. These questions invite students to take their classroom learning outside of the classroom and connect with other people and places for career exploration.

Faculty Panel: Adding Career Education into the Classroom

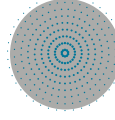
Moderated by Dr. Sarah Denison

Director of Career Initiatives for Fulbright Career Connections



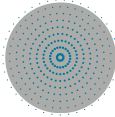
Dr. Jim Maddox
Teaching Assistant Professor & Human Resource Development Graduate Program Director

Dr. Maddox has over 25 years of experience teaching, consulting, and working in the field of H.R. and Organizational Development & Change.



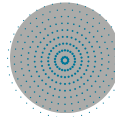
Dr. Stephanie Thomas
Associate Professor of Practice & Executive Director of Women Impacting Supply Chain Excellence

Dr. Thomas was recognized as one of the Top 100 Most Influential Women in Supply Chain Management by B2G Consulting. Her work experience with world renowned companies supplies depth and breadth to her teaching and research.



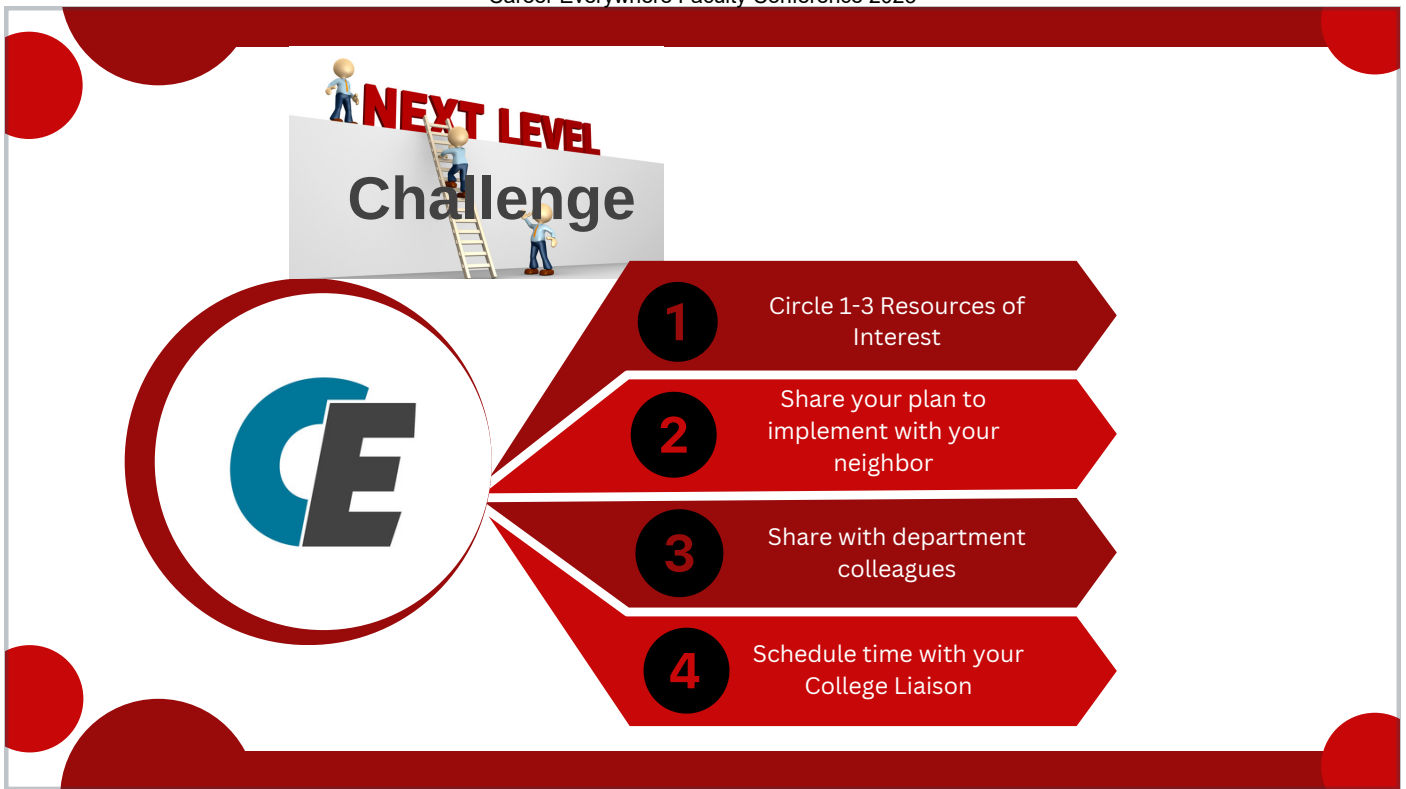
Dr. Chris Shields
Teaching Associate Professor & Project Manager for the Terrorism Research Center

In addition to his award-winning teaching, Dr. Shields also supports his department through work with over 100 students each year in internships and executing a department specific career fair helping students bridge the gap between academics and their careers.



Dr. Heather Walker
Teaching Assistant Professor & Associate Department Head for the Undergraduate Program in Engineering

A Fayetteville native, Dr. Walker's investment in the University of Arkansas spans decades. Her teaching and research in conjunction with support for student organizations only begin to scratch the surface of this award-winning faculty member.



The only way to make changes is to DO Something!

What WILL you do?

Will you request the Career Toolkit to use in your class?

Will you request to access Handshake?

Will you ask your students to take the career readiness assessment?

Will you invite your graduating students to complete the First Destination Survey?

