Career Success Initiative Update
Faculty Affairs Advisory Board Meeting

November 12th, 2018
FAAB Meeting

Agenda

I. Career Success Projects Overview
II. 2nd Request for Proposals
III. Next Steps
Career Success Initiative Highlights

Goal: To develop career-informed academic programs and courses that integrate applied learning and career readiness

College Teams
- 12 teams received grants: most between $80-$90K

Course Innovation
- 18 faculty received grants of $12,000 each
Career Success
Project Examples

College Teams

- 9 colleges integrating career readiness into academic coursework - two specifically focusing on transfer students career readiness
- 5 colleges improving collaboration between academic advising and career services
- 2 colleges developing mobile apps for students’ use, to better track and encourage career readiness activities and support
- 2 schools focusing on integrating more experiential learning opportunities

Course Innovation

- 2 colleges (Guttman and BMCC) are integrating career readiness into academic coursework
- 4 colleges are revising existing career readiness coursework (John Jay, Queens, Lehman, and CSI)
- 2 colleges are weaving together academic advising with career advising into orientation and non-credit course (SPS, Queens)
- 3 colleges are integrating applied learning (Hostos, KCC, BMCC)
- Baruch, Brooklyn, Medgar, KCC colleges are combining career readiness with in-demand skills
NACE Core Competencies

- **Critical Thinking/Problem Solving**: Exercise sound reasoning to analyze issues, make decisions, and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.

- **Oral/Written Communications**: Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization. The individual has public speaking skills; is able to express ideas to others; and can write/edit memos, letters, and complex technical reports clearly and effectively.

- **Teamwork/Collaboration**: Build collaborative relationships with colleagues and customers representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints. The individual is able to work within a team structure, and can negotiate and manage conflict.

- **Digital Technology**: Leverage existing digital technologies ethically and efficiently to solve problems, complete tasks, and accomplish goals. The individual demonstrates effective adaptability to new and emerging technologies.

- **Leadership**: Leverage the strengths of others to achieve common goals, and use interpersonal skills to coach and develop others. The individual is able to assess and manage his/her emotions and those of others; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.

- **Professionalism/Work Ethic**: Demonstrate personal accountability and effective work habits, e.g., punctuality, working productively with others, and time workload management, and understand the impact of non-verbal communication on professional work image. The individual demonstrates integrity and ethical behavior, acts responsibly with the interests of the larger community in mind, and is able to learn from his/her mistakes.

- **Career Management**: Identify and articulate one's skills, strengths, knowledge, and experiences relevant to the position desired and career goals, and identify areas necessary for professional growth. The individual is able to navigate and explore job options, understands and can take the steps necessary to pursue opportunities, and understands how to self-advocate for opportunities in the workplace.

- **Global/Intercultural Fluency**: Value, respect, and learn from diverse cultures, races, ages, genders, sexual orientations, and religions. The individual demonstrates openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people and understand individuals’ differences.
National Examples and Data

Complete College America - Theme: Complete to Compete at University of Memphis includes:

- First-year coursework on career goals; integrated academic/career advising; more experiential learning opportunities from any sector
- New career-oriented Orientation for 1st year students

Mentoring College Students to Success - 2018 Strada-Gallup Alumni Survey

Career Advice

- 88% of graduates received at least some career advice from either or faculty or career services (more likely the former)
- Career advice from faculty or staff is more helpful than that from career services - 49% versus 30%
Career Success Course Innovation grants of $12,000 will support the redesign and/or creation of new credit and non-credit courses or programs that integrate new content including:

- employer-informed high demand skills and competencies;
- general and sector-specific career readiness;
- foundational skills;
- applied/experiential learning.
Faculty Affairs Advisory Board
Resources and Next Steps

For Discussion:

► RFP - Course Innovation
► OER - create career-development modules that can be pulled-down and incorporated into courses?
► Other thoughts and suggestions regarding how we can better support this work?
Thank You

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From OIRA: Baccalaureate graduates are more likely to work in low-wage industries one year following graduation than a decade ago.