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This 2019-2022 Strategic Plan is the result of the combined efforts of the full staff of University Career Services at the University of North Carolina at Chapel Hill.
EXECUTIVE SUMMARY

In the complex environment of the University of North Carolina at Chapel Hill, University Career Services serves as a centralized career education office on an otherwise-decentralized campus. With this plan, we align our initiatives and priorities with those of the Student Affairs, the University, and the UNC System. We began this process with a reformulation of our mission and vision statements, along with establishing a new set of guiding principles. These were used as the basis for the development of 34 action items with approximately 100 objectives across three categories: students, employers, and our campus community.

Our strategic direction was formulated by three working groups based on these categories and comprised of the full UCS team, using 10 areas of focus (along with the consistent threads of assessment, diversity & inclusion, and use of peer educators). The areas of focus were:

**Students:** 1) underserved student populations, 2) individual student development plans, 3) experiential learning, and 4) articulation of competencies and strengths development.

**Employers:** 5) new engagement opportunities with students, 6) connection students with alumni, and 7) expanding employer connections within traditional recruiting activities.

**Campus Community:** 8) campus ecosystem of career advising, 9) engagement with non-career collaborators and close campus partners, and 10) connections with academic departments

Our desire is for these areas of focus and related objectives to help us advance toward our vision for all UNC-Chapel Hill students to create lives of impact, purpose and prosperity, in alignment with their personal goals.

This three-year strategic direction focuses on maximizing our resources and strengths on the immediate needs of our campus. Our staff is being both empowered and challenged to use this structure to bring all their creativity and innovation to bear within these focused parameters.

Neither the world of work nor higher education are static. As such, modifications to this direction may occur as dictated by circumstances or institutional priorities. However, barring such redirection, by the conclusion of the three academic years covered by this direction document, we should see appropriate growth, improvement, and expansion of our work in relation to all three of the categories set out by the plan.
PROCESS TIMELINE

Phase 1: 2018
- Vision/mission/guiding principles
- Office restructuring
- Areas of focus development

Phase 2: Spring 2019
- Idea generation
- Planning teams
- Recommendation development

Phase 3: Summer 2019
- Consolidation/Feedback
- Allocation of tasks
- Preparation

Phase 4: 2019-2022
- Implementation
- Assessment
- Updating, as needed
Our vision is for all UNC-Chapel Hill students to create lives of impact, purpose and prosperity, in alignment with their personal goals.

Mission: We support the mission of the University and Student Affairs by providing personalized and innovative career education to empower student success and transformation.

Our Guiding Principles:

Accountable
Adaptable
Appreciative
Caring
Collaborative

Committed
Creative
Inclusive
Knowledgeable

Lively
Professional
Responsive
Student-Centered
ORGANIZATIONAL CHART

Director

Senior Associate Director
- Business Services Coordinator (Event/Mktg Manager)
- Senior Assistant Director
- Assistant Director
- Assistant Director
- JLD Coordinator

Business Services Coordinator (Recruiting Manager)
- Administrative Support Specialist
- Administrative Support Specialist
- Student Employees
- Peace Corps

Associate Director
- Assistant Director
- Assistant Director
- Assistant Director

Associate Director
- Temporary Counselor
- Assistant Director
- Assistant Director
- Pre-Law Advisor
- Grad Student Advisors

Peer Educators
These highly-trained, compensated peer educators extend the reach of our career education services by providing drop-ins and appointments and other activities related to the strategic plan.

Daily supervision and support provided by members of the counseling staff, each of whom has responsibilities for an assigned number of peer educators.
At any given moment during their collegiate experience, students are giving consideration to their path and future. They must do this while simultaneously carrying out an existing set of preparations or plans (even in instances in which the preparation is actually an absence of planning). Simultaneously, they contend with the unknown and the unknowable. Career educators serve to help students navigate the chaos, make or confirm action plans (tapping into their hopes for the future), connect with experiences and subsequently make meaning.
EMPLOYER RELATIONS WORKFLOW

ERT Workflow Model

External Relations
- in-bound logistics
  - posting requests
  - event requests
  - connection requests

External Relations
- out-bound logistics
  - active employers
  - in-active employers
  - reach employers

Internal Relations
- in-bound logistics
  - CCP requests
  - counselors requests
  - special programs requests

External Relations
- out-bound logistics
  - event/job promotions
  - faculty/staff training
  - experiential activities

Internal Relations
- in-bound logistics
  - engagement activities
  - SOI for engagement activities
  - marketing capabilities
  - communications
  - talking points external stakeholders
  - activities: on/off campus
  - define desired outcomes/WOE

Career Support
- faculty/staff engagement

OCR Operations
ENVIRONMENTAL SCAN

The students served by UCS continue to reflect a significant array of needs, desires, and intended career paths. The nature of a centralized career center on a campus of 28,000 requires us to recognize the limitations we face as generalists while making decisions about how to best deploy our resources to have the maximum amount of impact on student success. Our charge to serve all students, excepting a few populations within professional schools, represents a significant undertaking.

At the same time, by incorporating a competency mindset (based on those offered nationally by the National Association of Careers and Employers and locally by the Carolina Excellence project), we are able to see the "connective tissue" of the Carolina experience and the common set of desirable and transferable skills that are highly sought by employers and graduate programs in all fields and industries. This approach is in alignment with the stated goals of the undergraduate curriculum and desires of the Graduate School.

Student use of UCS services and resources remain strong, on the whole. In 2018-2019 Fifty-three percent of the entire student body logged into Handshake (our career services management hub) at some point, with a total of nearly 150,000 uses in total. In that same year, students submitted more than 90,000 applications to jobs and internships. However, after three consecutive cycles of year-over-year growth, we saw our first drop in student participation in one-on-one and programmatic services in 2018-2019.

The job market in 2019 is particularly strong. The NC Department of Commerce reports that there are currently 1.8 applicants for every opportunity (compared to 11.5 ten years ago), giving North Carolina nearly record unemployment. This serves students well as they enter the job market. This strength in the state and across the nation is reflected in the number of opportunities appearing in Handshake for students – approximately 65,000 jobs and 23,000 internships were posted in 2018-2019.

Historically UCS has relied on the reputation of the institution and our students, along with our strong alumni base, to provide connections and opportunities with organizations. In 2017-2018, UCS began a reorganization process to create a formal Employer Relations Team, hiring a new Senior Associate Director and changing the focus of several other employees to allow for more intentional focus on managing and developing connections for UNC students.

The campus continues to evolve in the ways students experience career development support. Students have always had multiple sources of support, with UCS continuing to serve as a centralized center for the majority of campus. The past year has seen growth and expansion in career support within the Department of Computer Science, the Undergraduate Business Program, and Honors Carolina. While retaining responsibilities for those students, these additions will allow UCS to deepen efforts to reach other populations.

Other support services, while not providing identical content, serve as parallel support for student career development and decision-making. These units include Academic Advising, Undergraduate Retention, Academic and Professional Development within the Graduate School, those focusing on experiential learning, such as Study Abroad, Undergraduate Research, APPLES Service Learning, BEaM, and the various leadership development initiatives on campus.
The three working committees and ten areas of focus, as well as the threads of Diversity and Inclusion, Assessment, and Peer Education, in the UCS 2019-2022 Strategic Plan were informed by a variety of guiding documents and sources, including but not limited to:

UNC Blueprint for Next, IDEAs in Action curriculum documents, and the mission, vision, and goal statements of the UNC System, UNC Chapel Hill, and UNC Chapel Hill Student Affairs, as well as research and position papers from the American Association of Colleges and Universities and the National Association of Colleges and Employers.
EXISTING INITIATIVES

Existing programs, services, and initiatives were cataloged and mapped to the 10 areas of focus prior to undertaking the planning and recommendation process. Although some existing approaches and structures will shift in relation to our new strategic direction, the majority of our existing work will continue with renewed focus and direction.

Examples of existing initiatives, mapped to the new areas of focus include:

STUDENT INITIATIVES

Partnership with Athletics; program series with Chancellor's Science Scholars; Carolina Covenant, McNair Scholars, collaboration with the Veteran's Center and the Graduate School, funding efforts related to internship funding, professional attire, and travel; and others.

EMPLOYER INITIATIVES

Career fairs (across both employment and graduate school sectors); on-campus recruitment initiatives like on-campus interviews and information sessions; connection and networking events; and others.

CAMPUS COMMUNITY INITIATIVES

Collaboration with the Academic Advising Program on Hardin Hub; the Carolina Career Community (C3) Conference; shared lunch-and-learn series with Academic Advising Program and Undergraduate Retention staff; program partnerships with multiple departments and units across campus; resource sharing with other career-related professionals on campus; and more.
Emphasizing their importance in the success and direction of the organization and institution, three "threads" were identified which will be considered during the analysis, development and delivery of any initiatives carried out by University Career Services.

- Diversity and Inclusion
- Assessment
- Peer Educators

**Diversity and Inclusion**
Aligning with the UNC System's focus on access, all initiatives of the 2019-2022 UCS Strategic Plan will be developed with a focus on being inclusive of all students and represent the diversity of the UNC student body. This thread could manifest in a variety of ways, including ensuring awareness among student populations, focusing on the "hidden costs" of career development (clothing, travel, participation costs, etc.), creating programs that fill gaps between programmatic "haves and have-nots," and more.

**Assessment**
With a strong foundation in place, and informed by a desire for efficient use of resources and determining the most effective approaches to our work, each UCS staff member is charged with establishing appropriate assessment measures for all initiatives. Equally, we will measure usage rates, perform cost-benefit analyses, and carefully consider desires for cross-initiative learning outcomes.

**Peer Educators**
UCS has long had a Career Peers program, but in 2018-2019 we took bold new steps to convert their contributions from primarily a "street team" to fully-trained peer educators. As we develop additional initiatives as a result of this strategic plan, each staff member is charged with examining the landscape for appropriate peer educator contributions. The staff members who direct the program will take the lead in converting potential/identified avenues for their contributions into work plans distributed across the Career Peer team. The Career Peer supervisors, along with the program managers, will create implementation plans to ensure their skills and connections are properly deployed toward the goals and objectives of the plan.
AREAS OF EMPHASIS FOR STUDENTS

Underserved Student Populations
On a campus as dispersed and decentralized as UNC, and with limited resources to address the great variety of needs and desires, it is easy for some student populations to either have or feel an imbalance in service. This area of focus is in alignment with the university’s dedication to equity and access to all students and serving the State of North Carolina. In some cases, especially where there is a close alignment between academic discipline and career direction, students might naturally use UCS services more or less frequently. In other cases, students in particular groups might be more prone to use UCS services through class requirements, organizational relationship history, or even familial expectations. In alignment with the Blueprint For Next’s focus on removing barriers for all, and as our campus grows increasingly decentralized with regard to career education services (i.e. supplemental support in Honors, Computer Science, KFBS, Journalism, SILS, Public Heath, School of Government, and others), UCS is able to refocus our efforts on those who have historically been underserved, while still upholding our commitment to all those under our purview. Regardless of the source of the imbalance, our first area of focus is to identify and close gaps for student populations who have historically been underserved by the department. The recommendations associated with this area of focus include assessment, outreach, and initiatives by both full-time and para-professional staff to ensure our resources.

Individual Student Development Plans
Embedding student development plans into the UNC student experience speaks to our unwavering commitment to supporting students in discovering, building, and utilizing their strengths to navigate the career development and job search process. This area of focus is in strong alignment with aspects of the emerging IDEAS in Action undergraduate curriculum (i.e. EDUC 101 and e-portfolios) and with the Individual Development Plans used with many among our graduate student population. Additionally, this contributes to the desire in the Blueprint for Next to prepare students for a changing workforce needs and post-degree objectives. Our approach, reflected in the associated goals and objectives, is to create milestones associated with phases of career development, accessible to students at any point in their academic and career journey, not dictated by class, major, or degree level. Personalized career development plans will be integrated into the totality of the student experience and will be leveraged in our one-on-one experiences with students, group sessions/workshops, in our EDUC 111/211/311 content, and closely associated with Carolina Excellence/Heel Life campus engagement tracking. Additionally, UCS will be intentional in incorporating NACE career-readiness competency language and a strengths-based approach to all career-related instruction.
AREAS OF EMPHASIS FOR STUDENTS

Experiential Learning
This area of focus is driven by both the importance of practical experiences in the career development lifecycle, in the selection practices of employers and graduate programs, and as a component of the IDEAs in Action undergraduate curriculum at UNC. While internships have long been associated with the work of career services, expanding our advocacy, engagement and collaboration with other forms of experiential learning is vital (i.e. study abroad, performance/production, volunteerism/service learning, research, and capstone courses, and even on-campus employment). It is our goal to help students connect these high-impact activities to their career identification, attainment and satisfaction; in addition to, helping our campus partners connect their language/work/syllabi to the career readiness competencies. Many UNC students already experience campus as a "place of doing," and our goals and objectives seek to broaden that for students lacking in opportunity or awareness. Other goals and objectives related to this area of focus, including building communities of students with related goals and interests with the support of peer educators, serving as a main hub of the experiential learning ecosystem, as well as ensuring appropriate synergy between UCS career educator efforts and employer relations work.

Articulation of Competencies and Strengths Development
The development of compelling personal narratives is a vital part of students career and academic journeys for both the purposes of reflection and of articulating those stories to others as they take next-steps. UCS prepares students for career-readiness through direct services, but also through our commitment to building and maintaining relationships with faculty, staff, and employers. We seek to create a foundation of inclusivity and respond to the diversity that exists throughout our student populations, in terms of their histories, their experiences, and their desires for their futures. Aligning with the "Reflection and Integration" goals of the IDEAS in Action undergraduate curriculum and the desires of the Graduate School CHART Guide, this area of focus includes goals and objectives that help propel students from beyond "just doing" and into the realm of meaning making and personal transformation. This means providing counseling and coaching services that move beyond the transactional. Driven by a strengths-driven focus on both NACE Career Readiness and Carolina Excellence Competencies, as well as a grounding in multi-cultural perspectives that honor student identities and journeys.
AREAS OF EMPHASIS FOR EMPLOYERS

New Engagement Opportunities for Students and Employers
Although UNC has traditionally had strengths (especially in specific industries) with traditional on-campus recruiting activities, this area of emphasis challenges us to create and maintain new avenues of connection that serve as vehicles to support student career development, employer visibility, and employment outcomes. Our approach is to be strategic and focus on the right engagement activities that build on students’ academic and career classroom learning. We have identified a number of “low hanging fruit” engagement activities, and a select few will be implemented in AY 2019/2020.

Additionally, the goals and objectives of this area of focus include a number of more complex engagement activities that will be researched and benchmarked throughout AY 2019/2020 for decision-making and consideration to launch in Year 2. We will market student-employer engagement activities to Internal/External stakeholders in Summer 2019 in order to build a repository of volunteers who can support our various initiatives with a focus on more creative approaches to building connections.

Connecting Students with Alumni
Having a strong alumni relations strategy is vital to maximizing employer engagement opportunities that are both OCR (on-campus recruiting) and non-OCR focused. Our approach will be to take inventory of the existing alumni relations activities on-campus and evaluate their intent and effectiveness. Initial research has revealed that some departments have resources in place to manage their own alumni relations activities. Our intention is to build on the natural good will that comes from alumni connections to help with both career education and employer relationships. Some of our existing tools and partnerships will drive our efforts (i.e. Handshake, LinkedIn, GAA, Academic Departments). The goals and objectives related to this area of focus include looking for ways to leverage the shared learning from those initiatives and involving alumni in departments/schools/programs to support underserved and underrepresented student populations, as well as forming connections for employer development.

Expanding Employer Connections for Traditional Recruiting Activities
The Employer Relations Team markets, plans, and operates a number of Career Fairs each year. Additionally, the team support OCR activities managed and scheduled by the UCS Recruitment Coordinator (and campus partners, where appropriate), such as On-Campus Interviews, Employer Presentations, Tabling, etc. Our approach to expanding employer connections at Career Fairs is twofold: 1) look at our historical data to determine targets for maximum attendance for both employers and students, and 2) evaluate the viability for organizing additional fairs based on student demand and employment trends. We’ve begun evaluating employer/student attendance at all of our fairs over the past 4 years in order to identify active and inactive employers/student majors. Through First Destination Surveys and student career interest surveys, we will identify new employers to invite to the fairs. We will also design and implement marketing/communications initiatives in collaboration with Internal Stakeholders to maximize student awareness and participation in all fairs. The goals and objectives related to this area of focus are driven by a desire to maximize the usage by both employers and students for these traditional activities.
AREAS OF EMPHASIS FOR THE CAMPUS COMMUNITY

Campus Ecosystem of Career Advising
As noted previously in this document, expanding the ecosystem of support is a primary focus of our efforts, and UCS is well-positioned to be a coordinating body, a collaborator, and a supporter of the increasingly-decentralized career development experience of our students. With this area of focus, we define this network as encompassing any staff members that provides any form of career advising. We recognize that students' career journeys can be supported, explored, or modified through engagement with a wide variety of individuals across campus. Rather than uphold a facade of control or attempt to assert primacy in the delivery of these experiences, our goals and objectives related to area of focus are to identify, enhance, expand, and maintain a network of career advisors through educational efforts, communication and information exchange, system sharing, and collaboration.

Engagement with Non-Career Collaborators and Close Campus Partners
Our relationship to other types of advisors is vital from a number of perspectives, including a strong referral process, increased student awareness, and having a shared language of support. Within this area of focus, we will concentrate on relationship building, information/resource gathering and sharing, as well as seeking avenues for collaboration. Our role can be of both trainer and learner as we seek to diversify our connections and further our reach with a wide variety of non-faculty professionals across campus (i.e. academic advisors, retention professionals, learning support professionals, admissions and financial aid advisors, and others).

Connecting with Academic departments
By investing in work with academic departments, we will be reinforcing a variety of initiatives across the goals and objectives of this strategic plan, including the focus on underserved students, raising awareness and increasing referrals, developing partnerships for employer development, and supporting the career work being carried out across campus. Our goals and objectives in this area of focus will help generate buy-in for UCS services and resources, ultimately supporting positive student impact. Our new and renewed relationships will allow for initiating mutually beneficial collaborations and sharing language related to the crossroads of career readiness and liberal education tenets (NACE Career Readiness and Carolina Excellence competencies).
ACTION STEPS

Action Item 1:
Facilitate a student needs assessment to support best practices in UCS decision-making.

To be carried out in Academic Year 2019-2020

Objectives:
Gain understanding of student perceptions related to UCS, our peers, and our functions.

Gain understanding of student perceptions related to industries and career paths.

Gain understanding of perceived barriers to career success.

Action Item 2:
Identify and address academic departments whose students under-utilize UCS by examining assessment data.

Objectives:
Engage with department chairs/other point persons to provide once-per-semester updates on student use of UCS resources (Beginning Fall 2019)

Invest in tailored communication strategies related to students in identified departments (Beginning Fall 2019)

Develop appropriate means of addressing any utilization gap based on department needs (Summer 2020)

Mapped relationship to other categories: students, employers, campus community
ACTION STEPS

Action Item 3:
Increase student engagement in targeted populations by assigned percentages.
To be carried out each year from 2019-2022

Objectives:
Identify campus partners associated with assigned target population;
Establish meetings to create or deepen relationships (Summer/Early Fall)

Carry out appropriate feedback opportunities for students in targeted population, such as focus group, survey, and interviews (Early Fall)

Propose to leadership team new marketing and outreach initiatives (including use of peer educators) to raise awareness of and participation in UCS programs and services

Increase appointments/drop-ins, career fair attendance and UCS workshop/programmatic initiatives by assigned percentages (ongoing, increases measured annually in July)

Action Item 4:
Help first-year undergraduates find purpose and direction as they transition to UNC.

Objectives:
Work with Student Affairs IT to grant earlier access to UCS resources (Summer 2019)

Introduce/offer FOCUS 2 to first-year students during orientation (Summer 2019)

Support Academic Advising Program and Undergraduate Retention to strengthen academic-to-career decision making (begin Fall 2019)
ACTION STEPS

**Action Item 5:**
Create a framework for individual student development plans.

**Objectives:**
- Establish career development milestones to serve as basis for plan structure (Fall 2019)
- Identify appropriate action steps for each milestone, including campus inventory of related opportunities (Fall 2019)
- Design individual development plan structure and format, integrating appropriate theoretical models, milestones, and action steps (Spring 2020)
- Create pre-appointment self-assessment framework to establish baseline for individual development plans, including maps to milestones (Spring 2020)
- Build SOPs and training experiences for counseling staff (Summer 2020)
- Integrate individual development plans into UCS EDUC courses (Fall 2020)

**Action Item 6:**
Develop concept and features for online platform for tracking student individual development plans.

**Objectives:**
- Explore functionality of existing campus systems to determine potential for use with individual development plans (Summer 2020)
- Make adapt/buy/build recommendation to UCS leadership team (Fall 2020)
- Execute steps to adapt/buy/build system to support individual development plans (Fall 2020-Spring 2021)

Mapped relationship to other categories: students, employers, campus community
**ACTION STEPS**

**Action Item 7:**
Create career learning communities that support attainment of and meaning-making from experiential learning opportunities.

**Objectives:**
- Identify target populations for whom communities can be created, partnering with counseling staff to focus on underserved populations (Early Fall 2019)
- Offer programmatic and resource solutions to career learning communities, mapped to Career Readiness and Carolina Excellence Competencies (Spring 2020 and beyond)
- Establish opportunities to support experiential learning reflection through partnerships/sponsorship (Spring 2020 and beyond)

**Action Item 8:**
Establish student-employer opportunities to foster student career exploration.

**Objectives:**
- Prepare students to attend career treks for the purpose of gaining clarity on industry needs, work functions, and workplace culture (Fall 2020 and beyond)
- Engage employers in reverse career-fair model to showcase student competencies resulting from experiential learning opportunities (Fall 2020 and beyond)
- Create a "meaningful work" student-employer conversation series (Spring 2021)
**Action Item 9:**
Partner with targeted campus experiential learning units and program to integrate Career Readiness and Carolina Excellence Competencies and remove barriers for underserved students.

**Objectives:**
- Develop or deepen relationships with targeted experiential learning units and programs (Fall 2019)
- Create resources to help students and program staff identify and articulate transferable skills and competencies commonly derived from targeted experiences (Spring 2020)
- Identify ways UCS can support participation goals of targeted experiential learning units and programs, especially among underserved student populations (Spring 2020 and beyond)

**Action Item 10:**
Streamline and provide consistency in alignment between Career Readiness (CR) and Carolina Excellence (CE) competencies.

**Objectives:**
- Provide guidelines and models related to CR and CE Competencies for counseling staff in describing and delivering UCS programs and services (Summer 2019)
- Reinvigorate use of CR and CE language in Heel Life for UCS programs (Fall 2019 and beyond)
- Explore badge functionality in Heel Life and other campus systems to emphasize CR and CE competencies. (Summer 2020)
ACTION STEPS

Action Item 11:
Implement a multicultural approach to career counseling that mirrors the continuous diversification of the workforce.

Objectives:
Develop or deepen relationships with campus partners and groups to help drive diversity conversations to further advocate for student access to career development opportunities (Fall 2019 and beyond)

Identify employer diversity recruiting initiatives that align with UCS Employer Relations Strategic Plan to support Counseling Team awareness (Spring 2020 and beyond)

Launch "Real Talk" series, collaboratively between Counseling Team and Employer Relations Team, providing a platform for employers and alumni to highlight navigating a diverse workforce (Spring 2020 and beyond)

Action Item 12:
Expand campus network of career advising.

Objectives:
Conduct an inventory of campus staff delivering career advising to students (Fall 2019)

Establish relationships, recruit new members, invite members to communication platforms and events (Spring 2020)
**Action Item 13:**
Enhance campus network of career advising.

**Objectives:**
Create a system of quality communication within the campus network (2019-2020)

Create a networking and event series that provides training, information sharing, and professional association membership (Fall 2020, Spring 2021)

Offer CliftonStrengths Overview workshop to expose campus community to the tool and related techniques to support their incorporating it into practices (Fall 2020)

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**Action Item 14:**
Maintain the campus network of career advising.

**Objectives:**
Administer communication system (Spring 2020 and beyond)

Collect and update resources and make them available in single database (2021-2022)

Continue event practices [C3 Conference, others established by Action Item 13] (Spring 2020 and beyond)
ACTION STEPS

Action Item 15:
Examine current relationships with non-career advising units (academic advising, learning support, etc.).

Objectives:
Inventory current relationships and collaborations with non-career advisors (Fall 2019)

Conduct benchmarking on collaboration best practices between career services and non-career advisors (2019-2020)

Determine non-career advisors’ knowledge of UCS purpose, perceptions of service, and connections with their work through surveys, interviews, and focus groups (Fall 2020)

Action Item 16:
Analyze, maintain, and enhance current relationships with non-career advising units.

Objectives:
Continue Roundtable Series in collaboration with Academic Advising Program and Undergraduate Retention (Fall 2019 and beyond)

Meet with non-career advising units to deepen relationships between staff members (Spring 2020 and beyond)

Design customized messaging to reach non-career advising units to communicate UCS initiatives and priorities (Fall 2020 and beyond)

Offer training sessions to non-career advisors to 1) inform them of UCS services to improve referrals; and 2) provide them with basic tools to improve informal career conversations with language of strengths and purpose (Spring 2021 and beyond)

Mapped relationship to other categories: students, employers, campus community
**Action Item 17:**
Develop collaborations with targeted non-career advising units where relationships are tenuous or none exist.

**Objectives:**
- Conduct needs assessment with non-career advisors identified in Action Item 15 through interviews, surveys, and focus groups (2020-2021)
- Develop mutually-beneficial relationships based on identified needs and departmental priorities (2021 and beyond)
- Offer CliftonStrengths Overview workshop to expose campus community to the tool and related techniques to support their incorporating it into practices (Fall 2020)

**Action Item 18:**
Generate awareness and buy-in from academic departments, schools, and colleges related to UCS services, resources, and student impact.

**Objectives:**
- Present UCS philosophy, overview, and priorities at targeted department faculty meetings (Spring 2020 and beyond)
- Disseminate First Destination Survey data to inform departments on post-graduation outcomes through face-to-face meetings (Fall 2020 and beyond)
- Create interactive website tools based on First Destination Data via Tableau (Begin Spring 2020 with target launch Fall 2020)
ACTION STEPS

Action Item 19:
Initiate and establish mutually beneficial collaborations with academic departments, schools, and colleges.

Objectives:
Collect information on current career-related activities within departments, schools, and colleges and identify points of contact (Fall 2019 and beyond)

Establish communication channel and structure for ongoing updates of benefit to contacts within departments, schools, and colleges (Spring 2020 and beyond)

Host UCS informational meetings for targeted department points of contact to share information and explore their needs (Spring 2020, Spring 2021, Spring 2022)

Action Item 20:
Introduce and advocate for inclusion of Career Readiness (CR) and Carolina Excellence (CE) competencies with course objectives in syllabi.

Objectives:
Present information on CR and CE in faculty meetings or individual consultations (Fall 2020 and beyond)

Serve as consultant to facilitate alignment of course objectives and class assignments with CR and CE competencies upon request (Fall 2020 and beyond)

Mapped relationship to other categories: students, employers, campus community
ACTION STEPS

Action Item 21:
Strengthen relationships and information sharing between UCS and UNC graduate and professional programs.

Objectives:
Maintain mutually beneficial relationship with program representatives (Fall 2019 and beyond)

Collaborate with representatives to disseminate information to interested undergraduate students through pre-grad advisors and UCS counselors (Fall 2019 and beyond)

Remain aprised of UNC graduate and professional program trends and issues through meetings and ongoing communication (Fall 2019 and beyond)

Action Item 22:
Identify existing and new engagement opportunities for employers with UCS counselors.

Objectives:
Research and benchmark 10 peer career centers to generate categories for employer engagement (EE) opportunities with UCS (Summer 2019) and establish relationships with UCS stakeholders for building purposeful and relevant EE opportunities (Fall 2019 and beyond)

Develop proposed list of new EE opportunities (Fall 2019) and evaluate feasibility of complex opportunities [e.g. trek/experiential] and implement less-complex opportunities [e.g. recruiters-in-residence/mock interviews] (Fall 2019 and beyond)

Collect and analyze related data to determine updates to lists, processes and opportunities (Fall 2019/Spring 2020)

Mapped relationship to other categories: students, employers, community
**Action Item 23:**
Identify and establish sponsorship opportunities with employers.

**Objectives:**
Research minimum of 10 career centers to determine feasibility/ROI for employers to participate in Employer Advisory Board/Employer Partnership Program to implement in 2020-2021 (Fall 2019/Spring 2020)

Seek approval from Faculty Committee on Naming (Fall 2019) and carry out naming campaign (Spring 2020) for appropriate Hanes Hall named rooms.

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**Action Item 24:**
Identify and build engagement opportunities with Student Affairs programs.

**Objectives:**
Identify potential programs within Student Affairs for partnership and employer connections and establish relationships with key partners for those partnerships (Fall 2019)

Research and benchmark identified opportunities, including potential employer partners, costs, logistics, and alignment with mission (Fall 2019 and beyond)

Pilot identified opportunities based on feasibility (Spring 2020)

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Mapped relationship to other categories: students employers campus community
**Action Item 25:**
Create and facilitate opportunities for employer involvement in events/activities for campus community partners and underserved student populations.

**Objectives:**
Identify minimum of four potential opportunities for employers to partner with existing programs/events for underserved student populations (Fall 2019)

Based on relationships developed in Action Items 12, 17, and 22, develop two new relevant and purposeful employer connection opportunities (Spring 2020)

Develop targeted messages and protocols to ensure maximum awareness of OCR and non-OCR employer events and activities (Fall 2019 and beyond)

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**Action Item 26:**
Use portfolio management strategy with campus community partners to effectively promote student/employer connection activities.

**Objectives:**
Using process created for Action Item 25, communicate with faculty or staff in assigned areas to identify existing career programs and needs of departments (Fall 2019)

Research and benchmark minimum of four existing experiential education activities within assigned portfolios and include potential systems needed, costs, logistics, and alignment with competencies and mission (Spring 2020)

Determine timeline and process for ongoing communication with partners (Fall 2019)
ACTION STEPS

Action Item 27:
Gain understanding of employer capacity to develop relationships/identity on campus through UCS-facilitated, non-OCR activities.

Objectives:
Work with UCS counseling team to identify planned programs for employer inclusion (Summer 2019)

Conduct follow-up survey of career fair employer attendees and on-campus recruiters to determine interest in participating in campus events/activities (Summer 2019)

Use Handshake or other appropriate CRM to manage list of employers desiring participation in identified engagement activities (Summer 2019 and beyond)

Action Item 28:
Identify opportunities to involve alumni in existing UCS career development activities.

Objectives:
Work with the General Alumni Association to identify collaborative projects for mutually beneficial goals (Summer 2019)

Work with UCS counseling team to identify current alumni programs and potential areas of engagement with students (Summer 2019 and beyond)

Work with assigned portfolios to identify and list current alumni programs for potential UCS development or collaboration (Fall 2019/Spring 2020)
ACTION STEPS

Action Item 29:
Establish UCS-coordinated alumni programs to support student career engagement.

Objectives:
Generate list of activities categorized by complexity of implementation, that support student and alumni engagement by benchmarking a minimum of 10 career centers (Summer 2019)

Identify 2019/2020 programs and workshops in which alumni can be feasibly included (Summer 2019)

Determine existence of alumni mentoring and job shadowing programs already existing on campus and develop expertise (Summer 2019)

Identify minimum of four program managers at peer universities to gain additional knowledge of alumni mentoring and job shadowing programs (Fall 2019)

Create framework and feasibility study for pilot for Alumni Mentoring/Job Shadowing Program to begin 2020-2021 (Fall 2019)

Action Item 30:
Create and facilitate opportunities for alumni involvement in events/activities organized by campus partners for underserved students

Objectives:
Identify potential opportunities for alumni partnering (Summer 2019)

Develop 2 new relevant and purposeful alumni connection opportunities (Summer 2019/Fall 2019)

Develop targeted messaging and delivery protocols to ensure awareness of alumni events/activities

Mapped relationship to other categories: students, employers, campus community
ACTION STEPS

Action Item 31:
Maximize career fair attendance (students and employers).

Objectives:
Review and categorize past fair employer attendees and generate associated invitation lists (Summer 2019)

Analyze past employer attendance to develop invitation lists for upcoming fairs, with input from UCS counseling team and campus partners (Summer 2019)

Work with internal and external stakeholders to increase student awareness and participation in fairs (Fall 2019/Spring 2020)

Coordinate with UNC Family Programs to raise event awareness among family members (Fall 2019/Spring 2020)

Collaborate with UCS counseling team to design and deliver "Prepare for the Fair" series as both marketing and career education mechanism (Summer 2019)

Action Item 32:
Collaborate with UCS counseling team and campus community partners to develop targeted campaigns to increase OCR participation among underserved student populations.

Objectives:
In conjunction with appropriate UCS counseling team, identify relevant mediums to promote OCR events and activities (Summer 2019 and beyond)

Develop targeted messaging and delivery protocols to ensure maximum awareness of events and activities, especially those in alignment with employer hiring priorities (Summer 2019 and beyond)

Mapped relationship to other categories: students, employers, campus community
**ACTION STEPS**

**Action Item 33:**
Fill employer/industry gaps in current OCR activities.

**Objectives:**
Conduct assessment and gap analyses of existing employer relationships to determine potential prospects and posted positions to majors represented by users of Handshake (Summer 2019)

Analyze FDS results to identify employers for outreach that have not used OCR (Summer 2019)

Analyze needs assessment (Action Item 1) to identify new employers and industries (Fall 2019/Spring 2020) and design related outreach strategy to source new employers (Spring 2020 and beyond)

Source employers for OCR at other recruiting events (Fall 2019 and beyond)

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**Action Item 34**
Provide faculty and administrators with tools and information that facilitate their ability to support UCS’ OCR and non-OCR activities.

**Objectives:**
Research UNC websites and identify and categorize departments/majors offering and not offering for-credit internships (Summer 2019)

Build key relationship with faculty and administrators to increase student participation in career and graduate school fairs, Handshake, and other career development activities (Summer 2020 and beyond)

Encourage faculty and administrators to refer employer contacts to the ERT in order to support tracking, relationship building, and job development initiatives (Summer 2020 and beyond)

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**Mapped relationship to other categories:**

- students
- employers
- campus community
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