

# GACE Conference 2023 & NBCC

Program	Program Description	Learning Objectives	Presenter & Qualifications	NBCC Hours
<p style="text-align: center;"><b>How to Craft a Perfect LinkedIn Profile for a College Student</b></p>	<p>LinkedIn is critical for college students to begin building a network, searching for jobs, and engaging with mentors. I want to teach career services employees what hiring managers are looking for when they look at a LinkedIn profile, How to best show case a college student's talents on LinkedIn, and how colleges students should be using the platform.</p>	<ul style="list-style-type: none"> <li>• Building the most effective LinkedIn Profiles for college students.</li> <li>• Learn new features of LinkedIn.</li> <li>• How college students can effectively use LinkedIn to help them in their career.</li> </ul>	<p style="text-align: center;"><b>Zack Ballinger</b> B.S., Business Administration (2004) Spoken on this topics at over 25 colleges around the United States.</p>	1
<p style="text-align: center;"><b>LifeWorks SUPER 100 Initiative: A Case Study on Promoting Student Employee's Career-Readiness, Awareness, &amp; Confidence</b></p>	<p>This session will describe a case study on Berry College's "LifeWorks SUPER 100 Initiative". This is a campus wide initiative to recruit 100 LifeWorks supervisors (including Mohawk's Internship supervisors) to use a new career-readiness assessment tool (from SkillSurvey) to evaluate their student employees in the 8 NACE career-readiness competencies. Presenters from Berry college and Mohawk Industries will share data and lessons learned from this LifeWorks SUPER 100 initiative, including aggregate data from students' career-readiness assessments, specific feedback from student workers and supervisors, and next steps for integrating and scaling this initiative across every student work department across campus (about 180 areas) and within every C&amp;I internship opportunity.</p>	<ul style="list-style-type: none"> <li>• How to partner to implement an innovative career-readiness assessment tool to provide comparative, competency-based, developmental feedback to ~300 student employees from ~100 supervisors.</li> <li>• How to use career-readiness assessment data to support and guide student employees' professional development plans/goals, both individually and collectively.</li> <li>• Best practices and strategies for implementing/scaling similar types of career-readiness initiatives for their student employees/ interns (how to train supervisors, get buy-in from senior leaders, how to share data)</li> </ul>	<p style="text-align: center;"><b>Dr. Marc Hunsaker</b> Ph.D., Higher, Adult, &amp; Lifelong Education (2019) Presented at numerous state and national conferences on professional development topics.</p> <p style="text-align: center;"><b>Dr. Jessica Nguyen</b> Ed.D., Higher Education Administration (2018) Serves as University Relations Manager and has 7 years of experience in higher education career services.</p>	1

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<p><b>Perceptions, Motivations, and Challenges of Career Center Collaborations with Faculty in Higher Education</b></p>	<p>Few studies have been conducted on collaborations in higher education specifically between faculty and institutional career centers. Faculty and career center collaborations are very important as approximately 85% of students attend college to secure a better job, yet institutional career centers are still often underutilized. Employers, researchers, and career centers recognize the importance of faculty influence over student attitudes, especially when it comes to utilizing different student services on campus, such as career centers. Additionally, research reveals that oftentimes students will go to a faculty member instead of their career center for career-related guidance, even though many faculty do not perceive themselves as experts in this area.</p>	<ul style="list-style-type: none"> <li>• Understand the research on the underutilization of institutional career centers and faculty being seen as the primary source for career guidance by college students</li> <li>• Identify the collaborative methods preferred by faculty when working with their institutional career centers</li> <li>• Identify what both faculty and institutional career center staff view as the biggest challenges to these collaborations</li> <li>• Leave with recommendations of how career centers can increase their collaborations with faculty</li> </ul>	<p><b>Dr. Heather McIntosh</b> Ed.D., Student Affairs Leadership (2022) Two years conducting extensive research and developing a literature review on the specific topic for doctoral dissertation.</p>	<p>1</p>
<p><b>Elevating Your First Destination Survey: Best Practices in the Data Collection, Cleaning, &amp; Reporting of Student Career Outcomes</b></p>	<p>Universities are frequently called upon to provide information on the career outcomes of their graduates. Is your career center poised and ready to share this information with your stakeholders? Learn about the NACE First Destination Survey and how your university can maximize data collection methods to produce the best comprehensive results. Mercer will share best practices that have enabled them to consistently reach knowledge rates and career outcomes above 90%.</p>	<ul style="list-style-type: none"> <li>• Gain an understanding of the NACE First Destination Survey and its reporting cycle</li> <li>• Discover unique resources for uncovering and confirming career outcomes</li> <li>• Gain the knowledge to develop a plan for career outcomes collection at their institution</li> </ul>	<p><b>Dr. Stefanie Swanger</b> Ph.D., Educational Leadership (2021) Lead of FDS at Mercer University for over 6 years.</p>	<p>1</p>

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<p><b>Ready Day 1: Elevating Career Readiness</b></p>	<p>As career services professionals, we are constantly looking for innovative ways to develop our students and to help prepare them to be career ready upon graduation. Career readiness has always been and continues to be essential for ensuring success for our students. Georgia Southern University has launched a university-wide initiative titled Ready Day 1 to increase career preparation for students. The presenters will discuss how they created a strategic partnership and developed learning modules that are being taught to all students within the college. Presenters will also share the data that has been collected to demonstrate the effectiveness of the program thus far. The presenters will allow the opportunity for attendees to share their own ideas on successful strategies to implement career readiness on their campuses.</p>	<ul style="list-style-type: none"> <li>• Identify best practices used across the university to have consistent career readiness concepts delivered to students.</li> <li>• Describe career readiness modules used to develop students' career readiness and how modules were integrated into the College of Behavioral and Social Sciences.</li> <li>• Discuss additional resources for students and faculty to elevate career readiness at your institution.</li> </ul>	<p><b>Katie Norwood</b> M.Ed., Counselor Education - Clinical Mental Health (2017) One of three curriculum developers for the Ready Day 1 pilot and lead the implementation of the material through Folio courses.</p> <p><b>Kristina Lancaster</b> M.S., Kinesiology (2013) 8 years of higher education professional development.</p>	<p>1</p>
<p><b>Best Reasons to Hire Veterans and the Worst Reason Companies Don't</b></p>	<p>The presentation will share some positive traits that veterans learn in the military which can be beneficial to employers. In addition, the presentation will discuss barriers that hiring managers may create if they are not "military focused". Ways to avoid or remove the barriers will be shared. Veterans have unselfishly serviced our country and it is essential to provide them with a "level playing field" as they continue to serve the communities in which they live after separation from the military. This presentation is an extension of my advocacy for veterans on campus to veterans in the applicant pool for employment.</p>	<ul style="list-style-type: none"> <li>• To discuss positive traits veterans learn in the military that are beneficial and desirable in the workplace.</li> <li>• To discuss myths or misconceptions about veterans</li> <li>• To guide employers in ways they can be more receptive of hiring veterans</li> </ul>	<p><b>Dr. Stefane D. Raulerson</b> Ed.D., Curriculum &amp; Leadership in Higher Education (2019) Knowledge of positive traits veterans learn during their services and assumptions that may be barriers to them in academia and the workplace.</p>	<p>1</p>

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<p><b>Enhancing the Quality of Career Development for International Students</b></p>	<p>All of our students contribute to our campus communities however, our international students may need a little more empathy, guidance, and encouragement. Imagine being miles away from your family and familiar things and places while trying to make it on your own in a new environment. This presentation will discuss how Career Center Professionals can support their international student population through their career development and have an open discussion of best practices from other institutions.</p>	<ul style="list-style-type: none"> <li>• Tips on how to support international students through their career development</li> <li>• The benefits of collaborating with campus partners, specifically the Office of International Education</li> <li>• Providing tailored programming and events</li> </ul>	<p><b>Iteeah Pounds</b> M.Ed., Professional Counseling (2016) Developed and presented first Cultural Diversity Training for the City of Douglasville's Police Department.</p> <p><b>Ariel Gladney</b> MSW (2024) B.A., Psychology (2014) Coupled her knowledge with her skill set to perpetuate social work in action.</p>	<p>1</p>
<p><b>Scaling Together: Project-Based Learning Partnerships</b></p>	<p>This session will be a discussion and Q&amp;A with panelists representing both higher education and industry professionals. First, we will sketch the landscape of current Project-Based Learning initiatives across several Georgia colleges and universities. Panelists will describe their involvement in work integrated learning programs that incorporate project teams. Next, we will explore the industry perspective and discuss their expectations for and experiences with these programs. Thus, this panel will be of interest to experiential learning program administrators, employer relations staff, industry recruiters, and those in talent acquisition.</p>	<ul style="list-style-type: none"> <li>• Session attendees will identify three different project-based learning models offered at Georgia institutions of higher education.</li> <li>• Session attendees will have an opportunity to assess project-based learning within their own organizations.</li> <li>• Session attendees will develop examples of two student benefits derived from participating in a project-based learning partnership.</li> </ul>	<p><b>Amy Sweet</b> M.S., Public Administration (2022)</p> <p><b>Dr. Annelise Norman</b> Ph.D., English (2022)</p> <p><b>Tarnecia "Neci" Sampleton</b> B.S., Management (2011)</p> <p><b>Bridgette McDonald</b> M.S., Guidance &amp; Counselling (1996)</p> <p><b>Sandra Ruhlman Smith</b> B.A., Psychology</p>	<p>1</p>

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<p><b>How to Increase Confidence &amp; Decrease Anxiety in Major &amp; Career Decision-Making</b></p>	<p>The selection of an academic major is a significant decision for any college student, and most college students expect their academic major will eventually lead them to a career. How can we, as career services professionals, help students find the right academic major? What types of career exploration activities should students be doing, and when is the right time to declare an academic major? Using original research, this presentation will seek to find the answers to these big questions. This presentation will discuss significant factors that influence students' major and career decision-making, and help career services professionals uncover ways to boost students' confidence in their decision-making while reducing the anxiety associated with making these decisions.</p>	<ul style="list-style-type: none"> <li>• Identify key factors that promote confidence or anxiety in college students' major and career decision-making processes.</li> <li>• Understand when is an ideal time for students to declare an academic major according to research.</li> <li>• Employ practices associated with academic and career advising that will promote students' confidence in major and career decision-making.</li> </ul>	<p><b>Dr. Amanda Long</b> Ed.D., Student Affairs Leadership (2023) Content researched for dissertation and was inspired by 12+ years of experience working in college career services.</p>	<p>1</p>
<p><b>Integrating DEI&amp;B in Career Programming (The State Way)</b></p>	<p>The UCS DEI committee and career services unit is dedicated to supporting our students as they formalize their college to career transition, in a way that opens opportunities and offers recruiters access to a broader scope of our student population, allowing for a successful launch into the global workforce. As a result of our initiative, employers are more knowledgeable about the strategies they need to implement to effectively recruit our students.</p>	<ul style="list-style-type: none"> <li>• Participants will learn how best to identify the gaps in existing career development and recruitment for career and internship opportunities.</li> <li>• Participants will explore how to bridge the gaps and leverage resources.</li> <li>• Participants will establish ways to connect DEI Initiatives with students and employers.</li> </ul>	<p><b>Makesha Hillery-Dockery</b> M.Ed., Higher Education Leadership (2012)</p> <p><b>Brenda Baugh</b> B.A., Public Administration (1984)</p> <p><b>Katina Raines</b> B.S., Psychology</p> <p><b>Kristina Barrett</b> M.S., Public Administration (2022)</p>	<p>1</p>

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<p><b>All Paths Lead to Middle Management</b></p>	<p>As Assistant Directors, we have shared responsibility to serve as advisors to students in our college specific student populations, but also serve as supervisors for the Career and Internship Advisors. Our presentation focuses on the methods advising leadership employs to engage direct reports, bolster office culture, and encourage team development. During our presentation, we will share our experiences, highlight lessons learned, and provide perspectives for attendees to take back to their current and prospective future roles.</p>	<ul style="list-style-type: none"> <li>• Leverage individual experiences and highlight transferable skills from current and/or past roles</li> <li>• Identify the unique role and positioning of mid-level managers in student affairs and advising</li> <li>• Redefine ambition and encourage it amongst student affairs professional staff</li> </ul>	<p><b>Aaron Miller</b> M.A., Counselor Education (2012)</p> <p><b>Rev. Anthony Holmes</b> M.Div., Theology (2016)</p>	<p>1</p>
<p><b>Smoke &amp; Mirrors: What I Wish I Knew about Becoming a Director of Career Services</b></p>	<p>This panel discussion will educate professionals in career services on the good, the bad and the ugly about being a director of career services. Often times we are drawn to high titles and increased pay but becoming a director is so much more than what we do not see. The panel will take a dive into skills needed to become a director, day to day operations of the director position, what we wish we knew but no one ever told us, and much more. Participants will have an opportunity to ask questions as well. The panel will consist of directors spanning from less than 10 years to more than 20 years (total of 4-5 panelists).</p>	<ul style="list-style-type: none"> <li>• Participants will learn misconceptions about serving in the director role in career services.</li> <li>• Participants will learn what skills are needed to become a successful director in career services.</li> <li>• Participants will leave with a better understanding about the director role in career services.</li> </ul>	<p><b>Dr. Roslyn Brown</b> Ed.D., Organization Leadership (2013)</p> <p><b>Caitlyn Cofer</b> M.Ed. Counselor Education (2014)</p> <p><b>Lauren Easom</b> M.Ed., Business Education (2013)</p> <p><b>Sherrie Goodman</b> MBA (2013)</p> <p><b>Catherine Neiner</b> M.A., Communication</p> <p><b>Bridgette McDonald</b> M.S., Guidance &amp; Counseling (1996)</p>	<p>1</p>

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<p><b>Winning the War on Talent: Underrepresented Talent is the Key</b></p>	<p>As employers continue to face challenges with attracting and hiring qualified talent, they must consider alternative talent pools as the traditional talent pools are not sufficient. Why? There are just not enough people in the population and in the job market to fill the current or future needs. Employers who redefine their talent attraction and recruitment strategies to include overlooked populations are more likely to win this war and meet their hiring targets.</p>	<ul style="list-style-type: none"> <li>• Discuss current employment trends.</li> <li>• Identify underrepresented talent pools and the opportunities the barriers they face to finding employment.</li> <li>• Introduce strategies to attract underrepresented talent</li> </ul>	<p><b>Monique Jenkins</b> MBA (2013) Spoken on a variation of this topic for 5+ years to HR professionals at the local and state level.</p>	<p>1</p>
<p><b>Take the Next Step: Moving Your Employer Relationships to the Next Level</b></p>	<p>This session aims to provide best practices on how to develop mutually beneficial partnerships between industry and institutions of higher education. The Metro Atlanta Chamber will provide insights into the strategies it is implementing with its employer and talent partners throughout the region to develop talent pipelines for the most critical, in-demand careers. The session will also dive into the needs and perspectives of both employer and education leadership when creating sustainable, high-quality talent partnerships. Utilizing a question-and-answer format, the presenters will engage in an interactive discussion designed to help mobilize conversations into action!</p>	<ul style="list-style-type: none"> <li>• Exploring a shared language to use in building sustainable industry relationships between campus leaders and industry.</li> <li>• Understanding employer/industry perspectives in developing talent pipelines with colleges.</li> <li>• Inform the audience about the Metro Atlanta Chamber's new initiative to help their largest investors build partnerships with colleges to meet their workforce needs.</li> </ul>	<p><b>Justin Haight</b> M.S., Management Information Systems (2021) Certified business engagement professional and 12+ years working directly with employers.</p> <p><b>Jenna Colvin</b> J.D. (2000) President of the Georgia Independent College Association.</p>	<p>1</p>

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<p><b>Love Your Job: Career Decision Making and Pivots</b></p>	<p>This presentation will assist with identifying the right career path (for yourself and students) at the right time and how to make pivots throughout life when they arise. It will discuss helpful strategies, rewiring past experience, and how to make that final decision.</p>	<ul style="list-style-type: none"> <li>• Help students identify interests, learn more about careers related to them and how to build a career plan</li> <li>• Learn about career planning tools for students including informational interviews, job shadowing, and internships</li> <li>• Identify tools for their own career pivots including leveraging their networks, joining professional organizations, and utilizing coffee or lunch chats</li> </ul>	<p><b>Stan Broome</b> B.S., Industrial Management (1985) Retired Business Professor from Georgia Institute of Technology after 17 years.</p>	<p>1</p>
<p><b>Experiential Learning Summit</b></p>	<p>The Experiential Learning Summit will cover how AI will impact future job trends, markets, and how people find jobs before diving into a panel of best practices for experiential learning from the college side and employer side, before finishing up with an Ideation Sprint based upon Design Thinking that will allow attendees to leave the event with new practices or ideas that they can continue to develop and put into practice at their place of employment to help students with experiential learning.</p>	<ul style="list-style-type: none"> <li>• Attendees will understand how AI will effect future job markets and how employers recruit for future roles to assist students with their job hunt</li> <li>• Attendees will identify best practices that they can put into place to enhance their experiential learning opportunities for students</li> <li>• Attendees will design new concepts for improving experiential learning at their place of employment</li> </ul>	<p><b>Kay Stanton</b> M.A., Historic Preservation (2003)</p> <p><b>Dr. Jessica Nguyen</b> Ed.D., Higher Education Administration (2019)</p> <p><b>Whitney Denney</b> M.Ed., Learning, Leadership &amp; Organization Development (2021)</p> <p><b>Caitlyn Cofer</b> M.Ed., Counselor Education (2014)</p>	<p>2</p>



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<p><b>Dealing with a Toxic Colleague while Keeping Your Sanity, Focus, &amp; Integrity</b></p>	<p>Who has worked with or for a toxic employee? What if you never again had to fall victim to those who love to make your work life miserable? Let's explore techniques for dealing with difficult people in the workplace. How do you get adversaries to cooperate ... bullies to back off ... wallflowers to open up ... chronic complainers to quiet down? They all have one thing in common- you must address them. Knowing how to deal with difficult people at work will allow you to approach your job with more enjoyment and your coworkers with greater confidence.</p>	<ul style="list-style-type: none"> <li>• Attendees will learn Conflict Management skills</li> <li>• Attendees will identify Conflict Resolution ideas for different scenarios</li> <li>• Attendees will work on Leadership Development and how to have difficult conversations with those above and below them</li> </ul>	<p><b>Karen McGrath, PHR</b> B.S., Social &amp; Political Science (2000)</p> <p><b>Daffany Murphy</b> B.A., English &amp; Psychology (1998)</p>	<p>0</p>