

# Event Summary & Survey Results



Almost 400 individuals attended the 2019 Competency Symposium. Following the event, participants received an online survey about their experiences. The following results reflect responses to select close and open-ended questions. The survey response rate was 62% (n=261). Attendees will share progress at the four/five-month mark.

## Pre-Symposium Survey Pillar Development Efforts

|  | No or Little Action Taken<br>1-3 | Action Taken But Not Fully Developed<br>4-7 | Developed and Sustained<br>8-10 |
|--|----------------------------------|---|---------------------------------|
| Pillar 1<br>Conceptualization & Planning | 42.70%<br>161 responses          | 47.22%<br>161 responses                     | 10.08%<br>38 responses          |
| Pillar 2<br>Coalition Building           | 53.19%<br>200 responses          | 39.63%<br>149 responses                     | 7.18%<br>27 responses           |
| Pillar 3<br>Resources                    | 51.20%<br>192 responses          | 41.87%<br>157 responses                     | 6.93%<br>26 responses           |
| Pillar 4<br>Assessment                   | 56.65%<br>213 responses          | 39.09%<br>147 responses                     | 4.26%<br>16 responses           |

## Post-Symposium Survey Pillar Development Efforts

|  | No or Little Action Taken<br>1-3 | Action Taken But Not Fully Developed<br>4-7 | Developed and Sustained<br>8-10 |
|--|----------------------------------|---|---------------------------------|
| Pillar 1<br>Conceptualization & Planning | 60.53%<br>138 responses          | 35.53%<br>81 responses                      | 3.95%<br>9 responses            |
| Pillar 2<br>Coalition Building           | 71.06%<br>162 responses          | 27.62%<br>63 responses                      | 1.32%<br>3 responses            |
| Pillar 3<br>Resources                    | 60.96%<br>139 responses          | 33.33%<br>76 responses                      | 5.71%<br>13 responses           |
| Pillar 4<br>Assessment                   | 55.26%<br>126 responses          | 41.67%<br>95 responses                      | 3.07%<br>7 responses            |

## Moving Forward and Future Planning

**FUTURE VISION:** I have a vision for what an institution wide competency initiative looks like on my campus.

| Count | Percent     |                   |
|-------|-------------|-------------------|
| 3     | 1.35%       | Strongly disagree |
| 120   | 9.01%       | Disagree          |
| 158   | 71.17%      | Agree             |
| 41    | 18.47%      | Strongly agree    |
| 222   | Respondents |                   |

**ACTION STEPS:** I have identified action steps towards implementing an institution wide competency initiative.

| Count | Percent     |                   |
|-------|-------------|-------------------|
| 1     | 0.45%       | Strongly disagree |
| 40    | 18.02%      | Disagree          |
| 139   | 62.61%      | Agree             |
| 42    | 18.92%      | Strongly agree    |
| 222   | Respondents |                   |

**RESOURCES:** The time and financial resources I spent to attend the symposium were worth it.

| Count | Percent     |                   |
|-------|-------------|-------------------|
| 2     | 0.90%       | Strongly disagree |
| 9     | 4.05%       | Disagree          |
| 109   | 49.10%      | Agree             |
| 102   | 45.95%      | Strongly agree    |
| 222   | Respondents |                   |

## Open-ended Questions

### Career Services Responses

**NEXT STEPS:** Briefly describe your institution's next steps and plans for the future.

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| 1. Post- conference planning with University career center and senior leaders to review where we are now as an institution and College and determine action items for moving forward.  |
| A next step I would love to see would be alignment and understanding among all groups affected by our Strategic Plan that includes career development. I don't think we're all on the same page on how those plans are being implemented and there's not a lot of common language. We need to create common ground and understand differences between colleges/programs. |
| As a next step will will include competencies in our supervisor evaluations of student employment on campus and our internship program.  |
| As an office, we will use this information in our summer planning to define our vision, align it with competencies, and determine the language we want to begin to promote. We will take a small wins approach as we have a lot of internal work to do.  |

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| As coaches we will continue to integrate these principles within our coaching and resource development and at the director level they'll be having more conversations with Administration to integrate more fully into our campus community.  |
| Assign tasks based on our thoughts and priorities we gathered after reflecting on the symposium   |
| At the moment, we are taking what I would call a "small wins" approach and creating a Student Employment Training program. This will operate out of the Career Development office and reach, we hope, 30-40% of our students in the next two years. From there, we hope to use the data we gain from the program to demonstrate the importance of competency integration to faculty and campus leadership.  |
| Begin to engage outside the Business School   |
| Better integrating the competencies into our language and interactions with the academic departments  |
| Branding our new skills and 3 stage career development process; integrate skills into our weekly e-news as Skill of the Week and in other areas such as our virtual series etc.   |
| Bringing all OSU attendees together to agree on common language/framework and ways we can customize our own implementations underneath that framework.  |
| building coalitions across campus; developing marketing and information to share so folks can use existing programming and resources to infuse competencies as makes sense -- combination of small wins and strategic planning approach   |
| Communicate within our unit about what we can do, but also reach out to the university community and try to create a unified effort.  |
| Continue recruiting faculty in various departments to offer competency-related material in classes. Identify means of assessing competency attainment that is scalable to thousands of students.  |
| Convening a high level meeting of campus leaders including Dean of undergrad studies (academic) Assistant Dean for retention, Faculty lead of Center for Teaching Research and Learning, a representative from campus life, and Academic Advising lead.   |
| Creating a Task Force to spread awareness and build next steps.   |
| Develop clear actions steps as a champion for a competency initiative at my school.   |
| Discuss and outline next steps at various levels: department, college and university wide. Pull together key stakeholders if possible   |
| Discuss with new VP, engage key stakeholders in initial discussions to formulate a strategy   |
| Embed competencies in student worker evaluations, summer internship award   |
| From my view we will continue to strengthen our own work with the competencies and have more conversations with our co-curricular partners. With the small, but growing, group of active faculty partners we will work with them to develop a plan to take the message across the whole spectrum here at Southwestern.  |
| Highlight a different competency each week for 8 weeks preceding events like career fairs in our job flash emails and give examples for how to build them. Create a page in our career fair booklets explaining the competencies Update fair registrations to ask employers what the top 3 competencies they're seeking are Add competencies to the following forms/evaluations: Internship Supervisor Internship Reflection Paper City Trek Eval and Itinerary for discussion Post-Career Services Meeting Survey Work Study and Internship Agreements Highlight competencies on Career Services Bulletin Board Figure out what we want to call the competencies (don't think our students will respond to word 'competencies' Map competencies to existing wellness keys and RA programming model |
| I am first processing and reviewing the ideas developed with the rest of my career team, with my vision to be taking the NACE competencies which we already do a lot with, but developing our own ASU version in collaboration with faculty/staff across the university so that we are able to obtain their buy in and really infuse them into academic things.   |
| I am meeting with my dean tomorrow morning and will provide him with an overview of the conference and a sketch of how I see our school implementing the competencies in both the undergraduate and graduate programs. If he is in agreement, I will convene a meeting with other directors in the school to begin working toward that goal. If he is not in agreement, or doesn't feel ready to move forward on a large scale, I will implement in my office's programs and the classes we manage.   |
| I am sharing this information with my Career Center department and Dean of Students to discuss next steps.  |
| I believe we will focus on the small successes approach.  |
| I have already typed up my notes from the symposium to share with the competency committee. We are slightly adapting the final recommendations for our administration based on what I learned from colleagues doing similar work.   |

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| I now have a clear plan for building competency assessment into the framework of our college, and ideas for which partners I can tap into on campus to help me in this.  |
| I plan to take a 'small wins' approach since I am on a regional campus with limited resources. By the end of the summer, I plan to have taken steps toward integrating the competencies into the career classes that I teach and to work with the Marketing team to help bring out the language of competencies through published stories about our student interns.   |
| I think a distinction between institution wide and office/departmental wide needs to be made. steps for each are different and we will soon we having a conversation about what competency implementation looks like office wide.  |
| I think as a campus who has not integrated competencies at all and there isn't a lot of recognition campus wide yet, it was very important to have faculty and staff there from our college who can be exposed to the importance of these competencies and hopefully develop a partnership to be able to move forward.   |
| I will meet with partners to discuss what I learned and how to get started and create small wins.  |
| I work at a large public institution. As the flagship institution for our state system there is a heightened level of bureaucracy and politics that present challenges regarding launching institution wide initiatives. My next step is to share what I learned with my office, (our centralized career center) and consider small wins approach that we can implement with our career peer team. Piloting competency development with this group could create inroads for creating similar training and development programs for resident advisors, orientation leaders, and work study students.  |
| I would like to look at current initiatives on my campus and see how we can define the competencies in a way that fits with UCR and aligns with existing language and initiatives. I would like to use our existing UJA Career Readiness Assessment Team to determine an institutional plan (but first figure out a way to pitch competencies/career readiness in a way that demonstrates the importance for the whole campus approach for the CRA team). I want to embed the competencies into our existing Career Center workshops, handouts and videos and make sure we are assessing.  |
| identifying campus partners to being building bridges with   |
| In my role, I will continue to meet with the Dean of the College of Arts and Letters to implement a career readiness program for CAL students. We will assemble a "steering committee" of faculty members and work with them to redesign the program, increase student engagement, and empower faculty and students to feel a sense of ownership over the program. In the larger University, I will continue to create partnerships for future collaborations and iterations of career readiness programs, and spread awareness of the competencies. In Career Services, I will work with my team to develop resources that focus on the competencies, such as timelines, self-assessment activities, and rubrics to determine which level of competency development students are at. In collaboration with a new staff member focusing on mock interview programs, I will design a formal mock interview assessment to gauge how well students are articulating their competencies, along with a rubric to review Handshake and LinkedIn profiles to assess the same. |
| Marketing to overall university and becoming infused in multiple curriculum areas  |
| my hope is we can continue the conversation to determine what is core university wide, with opportunities to tailor in specific areas as needed.   |
| Next step would be to get the buy in to move forward with this initiative.   |
| Our Career Services Director and Faculty Development Administrator attended last year and have been working on an implementation plan. They were able to pool resources so that our entire Career Services team could come to the symposium this year to have a better understanding of the new competencies initiative.   |
| Our institution is currently creating a Strategic Plan 2025, which will include career competencies. We hope to use the framework created to really begin the groundwork. The plan should come out in September, and we have a few specific campus partners that we hope to reach out to in the coming months.   |
| Our next step is teaching our faculty to integrate career competencies into their courses.   |
| Our next steps are to invite campus partners to serve on a task force to help move the initiative forward. From there, we are going to create a common definition of "Career Readiness" and start by infusing the competencies into Career Center appointments and programs. We then look to infuse the competencies into Student Affairs leadership roles and work study.   |
| Our next steps is to have our competency framework approved by the Council of Academic Deans. During this process, the competencies will be integrated into various co-op and experiential education reflection pieces for students, and also into business courses.   |
| Our Nursing Director has a project idea re her students who are also in tech roles at a local hospital. She also mapped in the NACE Competencies within some of her curricular maps to see where they aligned with the ILOs and her specific standards before we left.   |

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| <p>Plan to weave competencies into career services programming, internship course, and career exploration course. Also plan to consult with faculty to encourage them to highlight/emphasize competencies in their curriculum/classes.</p>  |
| <p>Provide proposal to staff and director.</p>  |
| <p>Reaching out to individuals across campus who could be good partners to increase awareness of competencies and embed into courses and programs, meeting with faculty to encourage identification of competencies in their syllabi and courses that are already present, continue project of mapping competencies onto CPDC resources and programming, exploring ways to engage employers with the career readiness competencies, creating and promoting more branded career readiness competency resources, etc.</p>                                 |
| <p>Reworking our current resources into a consistent competency message as well as partnering with other departments to ensure this messaging remains consistent.</p>   |
| <p>Short term: We will identify a task force that will assist in developing an institution wide competency initiative. We will identify the competencies that we feel best reflect the values of our university. We will identify where the program will be housed. Long term: Identify where competencies are already implemented in programming and academics. Educate faculty on the program and its importance. Infuse the beginning stages in first year seminar, UNIV 100.</p>  |
| <p>Since I was the only one to visit from my institutions, I have two immediate steps. To provide a summary of the symposium to the VP of Academic Affairs with emphasis on the four pillars for organizational purposes. The second step will be to meet with our Director of Institutional Effectiveness to determine where the NACE8 are presently being evaluated in our IE process and what outcomes are being measured.</p>   |
| <p>Talk with academic advising campus partners, sharing the career competencies language and skills inventory assessment materials for students</p>   |
| <p>Talk with our decentralized campus of careers to come up with consistent language to take back to each college. Within the college, starting with small steps: Include competencies in Career Services internship and professional development courses; reach out to curriculum manager about competencies to develop talking points with faculty, and share information with internship coordinators in departments and program managers with licensure programs to start the conversation and further develop relationships and find champions</p> |
| <p>The groups involved in this arena are continuing work this summer, including developing a plan to coordinate with other appropriate groups around campus, determine communication methods with faculty and marketing the competencies to students</p>  |
| <p>The next steps for our group will be to bring together those that attended the Symposium to have a follow-up conversation about what they learned; encourage departments to look at their current courses to see which ones may already help build CRCs; and arrange partnerships with a few departments to run pilot programs of whatever it is we decide to do to better integrate CRCs (taking the 'small wins' approach).</p>  |
| <p>The plan is to start small by implementing competency based assessments for student employees with one or two departments on campus in addition to our own.</p>  |
| <p>Those of us who attended have had a few team meetings, and will continue to do so, to carry the work to colleagues and others on campus. It's hard to find time since it is somewhat philosophical/elusive work and the more transactional stuff (events, programs) tends to take front seat.</p>  |
| <p>University wide plans to develop name and branding of program ; plans set to meet with pilot program academic departments</p>  |
| <p>We are a decentralized career services. I work in the College of Business, so the framework will be completed within the College. It has potential to be brought to the entire campus, but right now, our focus is on our College. General Education courses are also being reviewed, so there is a push to align the General Education courses with the NACE Competences.</p>   |
| <p>We are at a great point to initiate a college-wide competencies program. Our president has made career development a high priority in the strategic plan, and we are looking at a revamp of the career services department as well as ways to integrate career development into the classroom. Having a faculty member, an administrator, and a career development committee person at the conference with me was invaluable for insight and for idea generation with some of the right players.</p>   |
| <p>We are continuing to look at ways to infuse the competencies into curricular and co-curricular activities as well as developing macro level proficiency assessments.</p>   |
| <p>We are getting a new provost who is from a liberal arts SUNY and I think this will help a lot in show casing our hands-on / applied learning concept.</p>  |

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| We are going to form a cross functional committee to discuss next steps   |
| We are looking at ways to get faculty buy in. We are setting financial resources aside to work on it. We are going to start with low hanging fruit like workstudy and co-op. We would like to work at restructuring Gen Ed.   |
| We are meeting with the supervisor of student employees in the Library to discuss how to implement competencies into their roles and evaluations.   |
| We are moving forward within our college. With a decentralized model, we are looking at what works best for our students. TBD on how we will incorporate for the entire campus community.   |
| We are planning to address senior leadership about the need for a competencies model, and hope to move forward in "institutionalizing" it.  |
| We are starting an initiative in the fall focused on faculty and staff as partners/champions(ecosystem model) and the competencies fit nicely into this!  |
| We currently have a competency-based Career Readiness Program in our College, but we are looking to expand the number of participants and the scope of the requirements. Additionally, we are working with Central Career Services to try to influence additional utilization of competency-based programming.  |
| We feel that we have some action steps ready within our own team and department, but are waiting on campus partners and administration to finalize other strategic campus-wide initiatives and discuss more thoroughly the opportunity to integrate custom competencies for our campus.   |
| We had a team of 11 from all across campus. We will meet within the next 2 weeks to debrief. I feel like an easy entrance is to continue the work we are doing with student employment. The competency language has been well-received in the student employment world. Our greatest challenge is to work on the measurement and assessment of the initiative.  |
| We have a meeting scheduled for next week for all that were in attendance to start on branding what we are doing and have a means of tracking or identifying.   |
| We have agreed to meet in June, but have not set a date or agenda.  |
| We have established a core team that will "own" the initiative. That team will now begin to build a comprehensive implementation plan.  |
| We have gathered several constituents in the college (academic and co-curricular) to develop a core set of skills for our students - the hope is to integrate these into course syllabi, leadership initiatives, programming and mock interviews.   |
| We have implemented our platform and outlined all of the competencies with learning outcomes and assessment. We are continuing to expand our network of partners and market the SOAR program to campus and students. The biggest challenge is student buy in the "WHY?" I am very interested in pursuing student employment and getting that integrated into SOAR.  |
| We have put together a cross-departmental team to develop curriculum and an implementation plan.  |
| We need to work on faculty support and identifying our stakeholders. Use the "small wins" approach.   |
| We plan to start with a "small wins" approach that will give us an opportunity to get buy-in from stakeholders across the college.  |
| We want to continue to do much of what we are doing, but to get broader support, a common language needs to be better established.  |
| We will be continuing to meet weekly and have set aside a full day retreat to continue our work next week. Additionally, we will begin to determine allies in this project and work with our University level career services to develop a larger scale model for future growth.  |
| We will be developing a small wins grassroots approach to accompany our top-down approach. With a focus on student employment and dean buy-in.  |
| We will begin with addressing two competencies to incorporate into the fabric of the institution.   |
| We will continue refining our curriculum, student advising initiatives and stakeholder outreach to establish ourselves as a leader in NACE competency development. TWC would love to take on a larger role with NACE going forward if given the opportunity.  |
| We will first determine how the implementation team views the role of their respective areas supporting the implementation of the competencies. We also wanted to follow up with two institutions we met at the symposium to gain more insight on their initiatives and to see if they could share any supporting data as to how their implementation has moved or positively impacted their campuses to date. We are also developing a one-page proposal to be shared with key contacts on our campus who we feel would show interest and who could support constructing a clear message |

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| moving forward to ultimately be shared with key stakeholders including the university president, provost, board of trustees, and faculty senate leadership.   |
| We've identified our key institutional players and are working on a plan to present the idea to leadership. Starting with a small group next week. This will take time. We are ideally still in the planning phase.   |
| Where to start? We want to work with our marketing team to come up with a name for the competencies that works with our population. We hope to inquire if we can attend a faculty meeting in the fall to share the competencies with our faculty. We are going to map our current events/offers to the competencies and create a reward system for students who can exhibit the competencies as a result of engaging in a career services activity.                                   |
| Will help to craft common language across campus and partner with CASL Committee (focus on learning outcomes). Create hashtag and tagline. Join the SkillSurvey project this summer, to get feedback on our students. This summer I will also create a virtual on demand Career Readiness program for our student workers, using Symplicity's Pathways module. Assuming I get some positive feedback, then approach specific Programs asking them to integrate it into their program. |
| Working with advisors and our first year programs as well as career services.   |

### Campus Partner Responses

**OUT OF CLASSROOM EXPERIENCE:** What ideas do you have for how competencies could better be incorporated into the outside-of-the-classroom experience?

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| Academic advising seems to be a great place to start as all students have to see academic advisors. Also looking at our system-wide initiatives to reach more students.  |
| Competencies are already incorporated into our Co-Curricular Record (CCR), but they could be better understood by students in those activities (ie presentations about about the competencies, surveys etc).   |
| Division of student affairs working together to infuse the competencies into our job descriptions and share them across the division.  |
| e-portfolios and badging came up a number of times and I would have appreciated the opportunity to talk more specifically about that.  |
| experiential learning is a place where we can see easy wins  |
| I think we should do a DACUM on some of our programs to make sure the competencies we think are important really are the ones the employers want.  |
| Identifying and training student champions to guide and educate their peers.   |
| integrating competency development into academic-advising conversations  |
| It needs to be a campus-wide initiative and not just the Career Center   |
| Map competencies to options for student involvement in the particular campus setting - Create Infographics to use at Orientation to introduce the concept of "competencies" to new students and their families - utilize their desire for assessing the potential ROI from attending a particular school |
| More buy in from campus partners   |
| My department will be including competencies in job descriptions for student employees on campus.  |
| negotiate an agreement on some common framework (e.g. AAC&U) to be used as reference for all units   |
| Once competencies are determined at an institution, the committee/owners can connect with campus partners to share and see how they can be integrated into mission statements, learning outcomes, etc. (for Student Life programs, service-learning, research, work experiences, internships, etc.)      |
| Probably the most interesting idea I heard here is about NYU's "Career Zone" training. I think this is an excellent way to find additional allies across the institution with direct contact to students. Additionally, Purdue's training of advisors with career development information is also great. |
| require students who participate in experiential learning to reflect on their growth in the competency areas   |
| Simple language that can be put into syllabi or program descriptions that identify the competencies that can be enhanced through participation/engagement.   |
| Start building partnerships and leveraging the language  |

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| Student activities - employment, involvement in organizations and activities - need to be defined as educational experiences. We have been doing that at Purdue in the Division of Student Life. Student employee supervisors, student organization and activities professionals, student organization advisors, etc need help understanding the competencies that students are developing through employment and involvement.       |
| Student affairs departments could promote the competencies acquired through participation in a particular event/activity.  |
| Student benchmarks   |
| student organizations, leadership programs, and other extra-curricular experiences are oftentimes already touching on these competencies so providing a framework by which a common language can be utilized among students and staff would be very helpful. Also ensuring that there is an effective assessment plan put in place would also be extremely valuable in competency development.                                       |
| the ideas I took away have more to do with translating the "competencies" into several distinct administrative/academic languages that will facilitate integrating the processes into larger institutional projects and mission. We will probably not use the language of competency, but the conference helped me think how tasks and projects relate to the institutional mission, which already includes most of these processes. |
| This was my first introduction to the competencies. Beyond the bullet points of the competency statements I have not idea of what activities, etc would operationalize each competency. I'm not able to contribute ideas for the remaining questions.  |
| Via our student employees, student leaders, student organizations, mentor programs that include alums as mentors.  |
| We are currently infusing competencies in all programs within our dean of students area and some additional campus partners.   |
| We are developing and launching a full rebrand of the Heavener school of business based on competencies. What started as a means to do program evaluation has evolved into to an opportunity to align curricular and co-curricula initiatives. We launch July 1.   |
| We will reach out to our Center for Student Involvement to see how programming may match up with competencies. It's a way to get the competencies out there without making massive changes to our campus culture   |
| Working with Student Employment to create a training program for all supervisors on campus to help teach students how they increase their competency based skill set through working on campus; partnering with campus programmers to help them understand when they are contributing to competency growth through their existing programs   |

**WORKING WITH CAMPUS PARTNERS:** What can the career center and other campus partners do to better deliver competencies to your students?

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| Actively work on communicating language to others, and inviting them into the conversation to tie in what they are already doing (no one needs to reinvent the wheel, just make the connections with each other and program).   |
| Be more visible. I am sure they have a challenging work load, but as long as career center staff remain holed up in their office across campus, it is hard for us to learn from them.   |
| Be on the same page as far as competencies go, but also respect that each unit has its own learning outcomes and it's not necessary for us to boil everything down to just one language. We need to stop the repeated mantra of having "one common language." As a literature teacher, such language strikes me as colonizing and overlooking the ways that a common language also often brings about a centralized system that reduces nuanced thought and respect for local control. We need to teach students to translate across units. |
| Become experts and then provide PD and planning support for other campus partners and faculty to implement a competencies model   |
| better explanation of the competencies and training students how to articulate their skill set  |
| Career center could assist students with articulating the competencies in student resumes.  |
| Career centers and campus partners must enlist students as partners. Campus partners must make the competency model part of their messaging to students. Students must come to view co-curricular experiences as opportunities to practice and further develop their abilities and expand their learning. This will only fully succeed when their peers are the messengers.   |
| Communication around the competencies and brainstorming around incorporation is key. We are now working to identify and align multiple levels of competencies on campus.  |
| Continually reinforce competencies by interweaving language into campus mission statement and other guiding frameworks  |



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| create badges/microcredentials around each skill   |
| Develop a common competency language and co-sponsor events. Also connecting to resources and employers outside of the institution is very valuable.  |
| Guide them to how competencies have been structured and implemented in offerings   |
| I think we just need to do a better job of starting with the competencies and making them central to our decision making. This will just normalize for the students so that it doesn't feel like an additional thing they have to do but something that is just an expectations. |
| It needs to be integrated into everything they do.   |
| map them to ILSO's   |
| Model the professional behaviors that are expected in the workforce.   |
| More training for professional staff and faculty   |
| Offer to identify the competencies already being utilized by faculty-it truly is an articulation gap, not a skills gap.  |
| Once the competencies that the organization would like to focus on are identified, the career center can help to promote them by advising students on how these competencies relate to both their academic work and the student's future career.                                 |
| Our career center does not seem as interested in measuring competencies or incorporating them into their work.   |
| Partner with faculty - Start by cultivating relationships with them to build trust and help them come to understand career staff as educators, too   |
| Partner with student activities/leadership office to connect with student organizations, programs, and activities.   |
| Put the competencies on Handshake and have the definitions of competencies clear and readily available.  |
| Simplify messages and point out clear advantages for students to spend time on these areas.  |
| Stop calling them competencies. Think of the educational goals in terms of the broader goals of a liberal arts education and help students and faculty see them as meta-cognitive projects related to all the things we already do.  |
| Use language that everyone understands.  |
| using the same vocabulary using our platform   |
| Visit classrooms to share the competencies; brand the competency initiative so it is visual; talk to the students about competencies   |
| we are working internally with the college career services office and our own leadership programs, our "institution" is the Heavener School and we have full buy in  |
| We will work side by side with Career Services as we go through this process   |
| Work with Co-Curricular/Student Life units concerning programming, messaging and marketing to students, faculty and staff.   |

## Faculty Responses

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| <b>ACADEMIC CONNECTION:</b> How can campus partners assist you and other faculty in incorporating competencies into the academic experience?  |
| Assist with workshops, classroom visits, one on one meetings with faculty to help train them in using the common language. Also, to help articulate the long and short term benefits of competency education. |
| Buy in from upper level administration  |
| by making the language super accessible and easy to remember..... that gets everyone on board   |
| Continue having symposiums. Maybe create a closed Facebook page where attendees could join and discuss how they are making this happen on their campus.   |
| Develop a common framework to be used across the board to include the competencies in the work that individuals are doing already in their areas.   |
| Each taking responsibility and ownership of the competency development initiative - not relying on an office in particular to do the work alone.  |
| Educate up - raise awareness and educate senior administrators and the president so that a common vernacular and narrative can be created and perpetuated by all at the institution                           |

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| Housing and Residents Life could incorporate the competencies into RA training. RAs can share this knowledge with residents. Student employment could incorporate competencies into job descriptions, training, and evaluation of student employees.                      |
| Linking competencies to what is already happening in and outside the classroom.   |
| Make sure the competencies are clearly understood and seen not as another thing added, but as a valuable asset in our work.   |
| make templates or icons and text about competencies easily accessible for faculty to add to their course syllabi  |
| More support for training and mindset shifts.   |
| Offer to identify the competencies already being utilized by faculty-it truly is an articulation gap, not a skills gap. If faculty don't have to do extra work beyond adding an explanation (which could be provided for them) they will help build a competency culture. |
| Provide training and resources in how to incorporate, institute recognition and declaration of competencies as part of syllabi and instructor credentials   |
| reflective feedback opportunities for students to decipher how their have increased their skills in competency areas through their coursework; intentional explanations by faculty where/when competency growth with occur  |
| Sharing ideas and helping to get others on board.   |
| Showing up and being present at discussions, and helping to make connections with potential employers.  |
| They can make it a focus, and choose to participate.  |
| translation   |
| We struggle with getting faculty on board to do anything, let alone talk about leadership.  |
| we're looking to capture students first through our leadership and career development programs, and then have the faculty see how invested students are in making these connections to competencies in the curriculum   |

**CAMPUS COLLABORATION:** What opportunities do you see to collaborate with career services or other partners to help develop competencies at your institution?

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| Building and fostering relationships between faculty and career services.  |
| Career Services will be having a meeting with everyone who attended from the college this summer to plan.  |
| Continued communication and collaboration on where the competencies are integrated and reinforcement of the language across all areas of campus.   |
| Getting more of my peer faculty involved   |
| I plan to integrate meetings with career service representatives and career fairs into certain syllabi.  |
| Inviting folks to speak to my students is a first step.  |
| It could provide the opportunity to engage in the creation of better general education outcomes.   |
| Our career services is only two employee and one of them is part-time but even with that restraint I think opportunities can be made to choose the core competencies that faculty hear from employers and advisory councils and for reporting competency work. Assessment will also need to be done through collaboration. |
| See above. I am on a college student success committee (strategic planning) charged (in part) w/increasing communication/collaboration w/career services. This work will resume in the Fall. We are also meeting w/the CAS dean to debrief and brainstorm integration.   |
| We already have informal relationships with Career Services and employers. We need to coordinate and formalize some of what we are already doing.  |
| We are already setting up a follow-up meeting to debrief on the symposium and brainstorm next steps together   |
| We have been meeting with them in our planning   |

**FACULTY COMPETENCY INTEGRATION:** How do you plan to incorporate campus competencies into your own office?

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| Adding the NACE competencies to my courses and syllabi |
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| As faculty I plan to incorporate competency language and work into courses by fall. I am also a Chair and I plan to lay the groundwork with all my faculty (even before career services launches a college-wide effort).  |
| At the most basic level, I already incorporate most of the competencies (transferable skill development and elaboration) in my career course (psychology degree requirement), I will use some of the resources to build on this. We can also offer some department-level workshops/learning opportunities for faculty and students. Our attendee working group has discussed faculty outreach/education initiatives---and, as I mentioned already, I will share this information in my student success subcommittee and dean. |
| Begin with my own Syllabi and then engage adjunct. Also to connect competencies with course assignments and discuss when going over assignment then again when they turn assignment in.   |
| By altering the language of the academic assessment of the major and minor in my department; by integrating it into academic advising of undergrad and grad students into my department; and by making competency goals clearer to my students by adjusting the language of desired outcomes in my syllabi and assignments, where applicable.   |
| I am in the process of developing a #SpartanReady series, primarily aimed at faculty, that brings together faculty and student affairs in a panel format to discuss how to integrate each of the competencies into courses pedagogically and through encouraging students to be engaged on campus.  |
| I have been doing the same things I heard in the symposium.   |
| I plan to adjust language used in the classroom and on my syllabi to explicitly incorporate competencies. I also plan to explicitly connect information presented in the classroom with real world skills and competencies.   |
| I think the first place to look at integration is with general education outcomes. Several of the competencies seem to overlap with what we are already looking for in that area.   |
| I will use several of the resources I gained from people in my teaching.  |
| Integration into existing curriculum and other competency based initiatives currently taking place on campus.   |
| List them on syllabi  |
| Maybe. It's not a natural fit with the nature of the office im in.  |
| The competences are incorporated in the curriculum offered by my department.  |
| Under discussion. Faculty buy- in is a concern.   |

## Employer Responses

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| <b>CAMPUS COLLABORATION:</b> What ideas do you have for how career centers can better partner with employers on competency initiatives?   |
| Coming together more frequently. It may be a bit of a guessing game if the parties do not come together to talk about behaviors each is seeking. Both parties may have different competency-related objectives, both for valid reasons, but there may be a mismatch from the student's perspective upon entering the workforce. |
| constant open communication, face to face meetings if possible, and collaboration on referring students.  |
| Start with having an employer focus group to share their insights to determine what would work best for the symposium. The conference lacked employer representation and it would have been nice to interaction with employers who have done similar competency work.   |
| Workshop to show where they are and training to get departments on board once they have direction   |

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| <b>EMPLOYER INCORPORATION:</b> How can employers help to integrate competencies into recruitment and interviewing processes? |
| A big area would be educating recruiters first in competencies and use competency based behavioral interview questions.      |
| highlight expectations with all schools and students upon interview. Follow ups and review often                             |
| Job descriptions   |
| Post competencies directly on the job listing; tie interview questions directly to those competencies.                       |

# Final Survey Distribution – Sept 23

**Plans are in the works for a Competency Symposium 4.0!  
Stay tuned for dates and location.**

## Helpful Links to Resources

<https://u.osu.edu/symposium2019/schedule/resources/>

Password: symposium

<http://www.naceweb.org/career-readiness/competencies/career-readiness-defined/>