IMPACT

Social Sciences Alumni Expo

RESOURCE GUIDE

USC Dornsife
Career Pathways
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Mission

The mission of USC Dornsife Career Pathways parallels the central mission of the University of Southern California to cultivate and develop the human mind and spirit. Career Pathways works to align students’ academic interests with individual career and professional pathways through exploration and engagement in curricular and co-curricular opportunities. Career Pathways works in collaboration with academic advisors, career counselors, Faculty, and alumni to provide a network of resources to address students’ professional aspirations.

Services & Programs

◊ Curricular and co-curricular advisement and planning | Career exploration
◊ Resume, cover letter, & CV review | Mock interviews | Internship search
◊ Career newsletters & career readiness programs
◊ Employer recruitment events
◊ Job/Internship opportunities

Career Pathways Advisors

Octavio Avila
Director | Humanities
Cynthia Kossan
Social Sciences
Vivi Nordstrom
Natural Sciences

Career Advising Appointments
Walk-In Schedule

Post Job/Internship Opportunities:
USC Dornsife Career Pathways
USC Career Center

USCDornsifecareerpathways
USCDornsifeCP
USCDornsifeCP
213.821.4728 | GFS 320
SANJANA SRIKANTH MANCHALA

B.A., Anthropology
Program Assistant, USC Shoah Foundation

Sanjana Srikanth Manchala is the Program Administrator and Assistant at USC Shoah Foundation Institute for Visual History and Education. A recent graduate from USC with a B.A. in Cultural Anthropology, she immensely enjoys hearing people's stories and studying human behavior, and enjoys applying her observational, analytical, and communication skills in a thriving, enlightening, and educational work environment. She likes to spend her free time writing, singing, sketching, perusing books, and learning foreign languages.

XOCHITL RUIZ

B.A., Anthropology | M.A., Anthropology | Ph.D., Anthropology
Assistant Professor of Anthropology, University of Southern California

Xochitl Ruiz is an anthropologist who works in Bogotá, Colombia on issues of food, aging, and Catholic humanitarianism. She is particularly interested in the networks of care that older adults who receive charitable foods create through continuous exchanges of these foods. As an anthropology major at USC, she was offered the tools and support that prepared her for graduate school and for a career in teaching anthropology, and her former professors at USC continue to be important mentors. She is a first generation high school and college student, and she knows first-hand that academic and social support are critical factors in career success.

ARDA TCHAKIAN

B.A., Economics, Minor Law & Public Policy
District Representative - California State Senate

Arda Tchakian is a District Representative for California State Senator Anthony Portantino. She represents the Senator in communities within the 25th Senate District, administers constituent casework and researches and tracks legislation. Prior to assuming this role, Arda worked in the Distribution Marketing Department at AIG Life and Retirement. While at AIG, Arda simultaneously served as a Community Outreach Coordinator on the Senator’s election campaign. Arda is a graduate of the University of Southern California where she earned a degree in Economics and minor in Law and Public Policy.
VIJETA TANDON
B.A., Economics | M.A., Economics
Research Associate, Cornerstone Research

Vijeta is a Research Associate at Cornerstone Research, an economic litigation consulting firm in Downtown Los Angeles. She graduated with a B.A. and M.A. in Economics from USC in May 2015. At USC, Vijeta was a Presidential Scholar and actively involved in International Relations research, the Joint Educational Project, and was also a Dornsife Ambassador. Vijeta currently volunteers with the Minds Matter Los Angeles chapter where she mentors a local high school student.

KATHERINE HURLEY
B.A., Economics, Minor Cinematic Arts
Member of Business and Legal Affairs Team at Lionsgate Entertainment

Katherine works in Business & Legal Affairs, Motion Picture Group at Lionsgate Entertainment. As a member of the Business & Legal Affairs team, she is responsible for tracking the progress of deals and payments, summarizing deal terms for other divisions, and monitoring the recordation of documents with the U.S. Copyright Office. Katherine served as operations coordinator at Maxus Global, a digital media agency, focusing on the NBCUniversal account prior to joining Lionsgate. While attending USC, she served as Co-Executive Producer on Trojan Vision’s "Platforum". In 2015, Katherine graduated magna cum laude and a Renaissance Scholar from USC Dornsife with a bachelor’s degree in Economics and minor in Cinematic Arts.

MARCO A. VALADEZ
B.A., Economics | B.A., American Studies & Ethnicity
Senior Advisory Risk Consultant, Ernst & young Global Consulting Services

Marco Valadez works within Corporate Governance, Risk & Compliance (GRC). Part of his job is to find/reduce risk with new and existing vendors during the contract process and monitor vendors' FFIEC risk and compliance on a yearly basis. In addition, he also serves as a Board Member for Reach LA, a nonprofit which links LGBT youth to HIV prevention/treatment resources through the Arts.
RICHARD WINDISCH

B.S., GeoDesign | M.S., Geographic Information Science and Technology (in progress)
City of Los Angeles Sanitation, Solid Resources Customer Care Data Team Project Assistant

Richard Windisch graduated from USC with a B.S. in GeoDesign in May 2018 and expects to graduate with an M.S. in GIST in May 2019 from the USC Spatial Sciences Institute. He is currently a Solid Resources Data Team Project Assistant with LA Sanitation and focuses on projects relating to spatial analysis of sanitation data and equitable distribution of city sanitation services. Additionally, he is working to create ArcGIS Online operations dashboards for the city. Richard’s previous research experience was with LA Mayor’s office and LAPD with the goals of identifying and evaluating crime data to configure a prototype dashboard to facilitate ongoing spatial analysis of crime occurrence. He then interned at NASA Jet Propulsion Lab where he collected, processed, and analyzed data from Unmanned Aerial Vehicle Synthetic Aperture Radar (UAVSAR) using the GeoGateway interface to establish a link between landfill compaction rates and tectonic motion in California. During his senior year, Richard researched for the Mayor’s Office again focusing on a public stormwater web mapping application for the Los Angeles Water Hub in line with the city’s Sustainability pLAN. Under Dr. Andrew Marx, he is currently researching how small satellites and imagery can be used to detect human rights violations in Myanmar and Nigeria. He is interested in civic applications of GIS advancing the quality of life and in utilizing GIS in interdisciplinary social justice contexts.

JOANNA HAOSHI WANG

B.S., GeoDesign
GIS Analyst and Transportation Planner

Passionate for technology and design application in urban development, Joanna Haoshi Wang took classes in urban planning, political analytics, spatial sciences and architecture at USC. They equipped her with strong data analytical skills and well-rounded contextual understanding of how a city operates, and helped her land her current job in transportation consulting as GIS Analyst and Planner.
LORENA SANCHEZ
B.A., International Relations
Director of Admissions, USC Dornsife
Lorena Sanchez is the Director of Admission at USC Dornsife College of Letters, Arts, and Sciences. She is a double Trojan, completing her B.A. in International Relations and Journalism and her M.A. in Public Diplomacy at USC. Before returning to Los Angeles, she worked for over six years as a communication projects manager at the Organization for Economic Cooperation and Development (OECD) in Paris, France where she oversaw communication activities for the Organization’s Better Life Index. Things she likes to think about include the role of non-governmental actors in addressing social issues, how different storytelling techniques can drive people to action, and how to keep an omelet from turning into scrambled eggs.

SIERRA CHIN-LIU
B.A., Linguistics, B.A., Anthropology, Minor in French
Associate, Seyfarth Shaw LLP
Sierra is an associate at the Century City office of Seyfarth Shaw LLP. She joined the Litigation Department in 2018, after completing Seyfarth’s summer fellow program and receiving her J.D. from the UCLA School of Law. Sierra also externed for the Honorable Richard R. Clifton at the United States Court of Appeals for the Ninth Circuit. Prior to law school, Sierra worked as a legal assistant at Okura & Associates in Honolulu, Hawaii. Sierra graduated as a double major in Linguistics and Anthropology from USC, with a minor in French.

JACKIE KIM
B.A., Linguistics, M.S., Communication Sciences and Disorders
Speech Pathologist
Jackie Kim graduated from USC in 2013 with a bachelor’s degree in Linguistics. After college, she worked as a linguist at a tech company developing language and culture training software for the military. In 2018, she graduated from Columbia University with a master’s degree in Communication Sciences and Disorders. She currently works as a medical speech language pathologist at a hospital in Los Angeles.
ERIKA VARIS DOGGETT

B.A., Linguistics and Spanish | M.A., Linguistics | Ph.D., Linguistics (USC)
Research Scientist, Walt Disney Studios

Erika Varis Doggett completed her Ph.D. in linguistics at the University of Southern California and taught undergraduate and graduate level linguistics courses at the University of Nevada, Reno for two years before deciding to explore computational applications of language knowledge. She transitioned to industry, pursuing computational linguistics, natural language processing, and machine learning. After developing ML models for social media language data in the startup scene, she joined Disney in 2016, where she currently enjoys implementing innovative AI and ML projects throughout the movie-making pipeline.

ANNA MERZI

B.A., Political Science, Minor Middle East Studies
Founder, Tech Startup AlgPay, Inc.

Anna Merzi is the CEO and founder of AlgoPay, Inc., a retail-based payment system that enables the MENA unbanked to store and send money online, and access it in cash where they shop. Prior to AlgoPay, Anna ran a freelancing platform that connected hundreds of refugees to online jobs, and ultimately partnered with UpWork Social Impact to expand freelancing access to refugees. She graduated from USC in May 2018 with her degree in Political Science and Middle East Studies.

KYNDELL GAGLIO

B.A., Political Science | J.D. | M.B.A.
Government Partnerships, Bird

Kyndell is on Bird’s Government Partnerships team, which works with local governments to integrate electric scooters as an effective last-mile solution in cities across the globe. Prior to joining Bird, Kyndell was with Mercury Public Affairs, where she specialized in government relations, public affairs, coalition building, and crisis management. She also worked for The Walt Disney Company, managing Government Relations for the Disneyland Resort and later Public Affairs for Disney Consumer Products and Interactive Media. Kyndell has a degree in political science from the University of Southern California and received her JD and MBA from Chapman University.
LESLEE SHERRILL
B.A., Political Science
Media and Communications Consultant

Leslee Sherrill’s career has taken her from a White House staff position, to director of a leading public policy institute, to senior executive at ABC News. She has distinguished herself in the fields of communications and media, with particular expertise in presidential politics, public policy and diplomacy. Leslee had a 17-year career at ABC News, where she was Vice President of Affiliate Relations and Communications. She began her career at ABC News as Diane Sawyer’s publicist and spokesperson for network news specials, investigative reports, celebrity interviews, and the weekly news magazine, PrimeTime Live. Before coming to ABC News, Leslee worked for six years as Director of Communications and Development for the Manhattan Institute for Policy Research, a New York City-based think tank. She began her career in politics as a coach for the surrogate speakers in both President Reagan’s 1980 presidential campaign and successful re-election. During Reagan’s first term, she worked in The White House coordinating ambassadorial appointments and collaborating with the U.S. Department of State in the selection and candidate preparation process. She also worked on George H. W. Bush’s 1992 presidential campaign. In 2016, she co-founded Let the Voters Choose, a nonpartisan organization created to support effective, state-by-state electoral reform. The goal of the project is to strengthen our democracy by restoring confidence in the voting process and increasing voter representation and participation. Leslee is an advisor at the Jesse M. Unruh Institute of Politics at the University of Southern California. She also is a communications advisor to the USC Board of Trustees. Leslee received her B.A. in 1980 from the University of Southern California in Political Science.

MARIANA AGUILAR
B.A., Social Sciences - emphasis in Psychology | M.A., Urban Education
Lead Researcher, GoGuardian

Mariana is the Lead Researcher at GoGuardian, the fastest growing education technology company in the US. In her role, she seeks to understand the impact of various digital behaviors on student outcomes. Mariana began her career in education as a Teach for America corps member teaching 3rd grade in South LA. Since then, she has worked with various education non-profits including Murmuration and Citizens of the World Los Angeles. In addition to her time spent in education, Mariana brings both political and business expertise from her time serving as an elected official on the Del Rey Neighborhood Council and as a Consultant at Deloitte. Mariana earned her B.A. in Social Science with an emphasis in Psychology from the University of Southern California, and an M.A. in Urban Education with an emphasis in Digital Learning from Loyola Marymount University.
ALEX WILENSKY
B.A., Sociology
Child Welfare Policy Analyst, Association of Community Human Service Agencies

Alex Wilensky graduated from USC in 2015 with a Bachelor of Arts degree in Sociology. While at USC, Alex was a Program Services Intern at the Downtown Women’s Center, coordinating events and workshops for homeless women, and an Outreach/Education Intern at the Kagisano Society, writing newsletters and organizing events to address gender-based violence. After graduating from USC, Alex worked as a Children’s Preventative Services Case Planner for Catholic Guardian Services in the Bronx, New York, where she provided in-home case management to at-risk families. She then moved back to Los Angeles, where she served as the Child Welfare Policy Analyst at ACHSA. Currently, she advocates on behalf of nonprofit child welfare and juvenile justice agencies in order to improve the social services system for children and families within L.A. County.

YVETTE SANCHEZ
B.A., Psychology, Minor Forensics and Criminality
Program Manager, College Access

Yvette Sanchez graduated from USC in 2012 with a BA in Psychology and Minor in Forensics and Criminality. As an undergrad and first generation college student, she served as Mentoring Coordinator for Chicanos for Progressive Education (CPE) where she worked with local high school students to improve college access. After graduation, Yvette managed an after-school enrichment program, Leap, focused on project-based learning and college preparation in both the Inglewood Unified School District and Los Angeles Unified School District. She later joined Big Brothers Big Sisters of Greater Los Angeles, a mentoring organization, as a Match Support Specialist and transitioned into her current position as the College Preparation, Access, Completion (PAC) Manager. She played in instrumental role launching the College PAC Program, including writing monthly newsletters on college preparation/access/completion, creating new college/career curriculum, and working directly with students (ages 14-24) and mentors to improve college persistence rates. In this role, she also manages the Big Brothers Big Sisters Scholarship Program.

LUCY DOSS
B.A., Psychology
Media and Marketing Strategist, Haworth Marketing and Media

Lucy Doss is currently a Media and Marketing Strategist at Haworth Marketing and Media where she works with a variety of clients, including Beats by Dre, BEHR Paint, and Guitar Center. Lucy has demonstrated a flair for media and marketing where she develops multi-channel strategies that marry both creative and media execution.
ARTHUR ARGOMANIZ

B.A., Sociology

Project and Research Associate, Center for the Study of Social Policy

Arthur Fidel Argomaniz is a proud Chicano raised in San Gabriel Valley, his parents are from Lincoln Heights and his grandparents roots lay in Zacatecas, Sinaloa, New Mexico and Austria Hungary. Arthur is married to his high school sweetheart, they have 3 beautiful children. Arthur has worked for the Center for the Study of Social Policy (www.CSSP.org) for 6 years and is currently supporting child welfare monitoring work in Humboldt County, California and the First 5 LA Best Start initiative in Los Angeles County. He works to support communities as the experts and change makers. Arthur is also a community organizer with the IPR Healing Artz Space (check us out on IG – @IPR.Artz) in South Central LA and a member of the steering committee for Trauma Informed LA. He is also a circle keeper for EL Rancho Unified School District's Joven Noble rites of passage program.

MADISON JABARA

B.A., Sociology

Social Media and Marketing Manager, Chihuahua Brewing Company

Madison Jabara is currently the Social Media & Marketing Manager at Chihuahua Brewing Company located in Newport Beach, CA. Chihuahua Brewing Co. brews and distributes "Chihuahua Cerveza"- a premium Mexican Lager brewed in California. They opened the Chihuahua Cerveza Instagram account in March of 2018, and have reached 11k followers in under a year, helping their distribution network grow. Chihuahua Cerveza is now in over 1,000 locations across Southern California, and currently expanding to Florida.
Plan it

The following career readiness guide identifies steps to work towards achieving your career goal. Users can adopt and develop the guide as a career readiness system to support the achievement of a career goal. First, answer the career goal question. Then, assess steps 1-4 to determine the immediate actions needed to complete your career goal. Complete as many steps required.

**What is your career goal?**
Goal should be Specific, Measurable, Attainable, Realistic, and Time-bound.

**Action Item 1:**
**Action Item 2:**
**Action Item 3:**

| STEP 1 | | STEP 2 | | STEP 3 | | STEP 4 |
| --- | --- | --- | --- | --- | --- |
| Reflect and identify career goal | Determine your values | Explore majors, minors, and elective courses | Conduct Informational Interviews with USC Alumni | Critical Thinking/Problem Solving | Leadership |
| Perform a CareerBeam career-assessment | Assess preferred work environment and lifestyle | Study Career Pathways Major 2 Career Maps | Review ONET online & BLS Occupational Handbook | Oral/Written Communication | Professionalism/Work Ethic |
| Complete an MBTI Personality Type Assessment | Discuss career interests with a Career Pathways Advisor | Conduct a Strong Interest Inventory | Research on connectSC Vault, Hoovers, Glass Door, etc. | Teamwork/Collaboration | Career Management |
| Discuss career interests with a Career Pathways Advisor | Talk to a Pre-Health, Pre-Law, or Pre-Grad advisor | Describe your personality | Work. Intern. Research. Volunteer & more! | Information Technology Application | Global & Intercultural Fluency |
| Meet with USC Dornsife Faculty | Contact a Career Center counselor | Identify skills and abilities | | | |

Career Search

- Practice interview skills
- Identify career opportunities
- Apply for career opportunities
- Negotiate offers when applicable

**Assessment**

**Exploration**

**Skill-Development**

**USC Dornsife Career Pathways**

USC Dornsife Career Pathways | dornsife.usc.edu/careerpathways | (213) 821-4728 | GFS 320
Talking about yourself is extremely useful when meeting a prospective recruiter, representative or faculty for a desired internship, research position, employment or career opportunity. An “elevator pitch” is a useful speech or statement to prepare in advance of such opportunities. The statement is referred to as an elevator pitch because delivering it should take about as long as it takes to get from one floor to another on an elevator. Although an elevator pitch can be created, practiced, and developed, it should provide an accurate and authentic representation of you. Practice your pitch so

Pitching Frameworks

The Pixar Pitch: The pitch as story-telling

The purpose of framework is to bring focus to the narrative. You can use the Pixar framework to tell your story. Adapted from Daniel H. Pink’s, To Sell is Human, 2013.

Pixar

Once upon a time____________________________

Every day,_______________________________________________

One day_________________________________________________

Because of that,___________________________________________

Because of that,___________________________________________

Until finally,_____________________________________________

Now, use comparable substitutes to start your pitch and follow the suggested sequence.

Example:

“I’ve always been fascinated with research. Every day, I would stay after-school to grow cultures at my high school’s biology lab. When I came to USC, I was able to conduct research on Drosophila melanogaster in Dr. Mc Fly’s lab. Our findings showed a decrease in eye pigment cells in wild-type flies. My research overlaps with your work on photoreceptor cells. That is why I am interested in conducting research in your lab.”
Who you know is equally important as what you know. Networking is about establishing and developing social relationships. It is about making a connection with people. When you make a connection with someone, you not only make a connection with the individual, but you open the potential to connect with the person’s network of individuals. This network serves as a type of social capital that can be tapped into and leveraged. When you network, you take an active measure to realize your goals. Chances are, you already network and don’t realize it. Below are suggestions for networking.

You know you Networked if:
1. At the end of a conversation, you have the name of a person who is in a position to help you
2. At the end of a conversation, you learn of a new employer or organization that is of interest to you
3. At the end of a conversation, you learn new information that helps you in the realization of a goal

Planned Happenstance & Opportunity

Planned happenstance is ability to create opportunity from unplanned events. Much of career development focuses on planning, preparation, and known events; i.e. résumés, interview skills, attire, and career fairs. Planned happenstance is about planning and preparing for the unknown and creating opportunity from seemingly chance experiences. It is a perspective that transforms chance events into opportunity through purposeful action. Planned happenstance does not ignore planning and preparation. It evolves it to a level of mastery (Mitchell, Levin, and Krumboltz, 1999).

Networking Principles
1. Take risks
2. Do what you love
3. Talk to people
4. Act; put yourself out there
5. Engage others
6. Persist; keep at it
7. Leverage your student-identity

Networking opportunities

There are multiple ways to network; planned or unplanned. The following are recommendations to help you get started:

- **In-person** - at your place of employment, internship, research, etc
- **USC Career Network** – a database of USC alumni available for career guidance and networking. Available via connect SC
- **LinkedIn** – you can search by alumni, career, and even major to find people with similar backgrounds and request to learn about their career path
- **Informational interviews** - conducting an informational interview is a great way research a career and network. Simply, locate an individual who is in a career of interest and request an informational interview
- **Professional associations** - join associations in your area(s) of interests
- **Faculty** - you have the oppor
Informational Interview Best Practices

**Purpose:** The purpose of an informational interview is to learn a first-hand account of your career choice of interest from professionals working in the field. You may learn additional information not available through traditional exploration guides or online resources while providing the opportunity to practice communication skills.

**Do**

- Research the company and person with whom you are conducting the informational interview
- Prepare a list of questions that you can ask
- Bring a notepad or tablet for you to take notes
- Ask if it is okay for you to take notes during the interview
- Dress professionally
- Have your personal business card ready
- Follow up with a thank-you note, either handwritten or e-mail, within 48hrs.

**Don’t**

- Don’t ask for a job
- Don’t give them your resume (unless they request it)
- Don’t be late

**Suggested questions to ask:**

- How would you describe the environment you work in?
- How would you describe a typical day at work?
- What portion of your job involves interacting with others?
- What college courses have been most helpful to you in your job?
- What types of special skills are necessary to perform your job?
- Is special certification, training, or an advanced degree required for your job?
- What personal qualities do you see as important for success in this occupation?
- What do you like most about your job?
- How did you get interested in this area of work?
- What was your undergraduate major field of study?
- Did you have any practical experience or training, other than college?
- How would you advise me to prepare myself for a career in this field?
Career readiness of college graduates is of critical importance in higher education, in the labor market, and in the public arena. Yet, up until now, “career readiness” has been undefined, making it difficult for leaders in higher education, workforce development, and public policy to work together effectively to ensure the career readiness of today's graduates.

In accordance with its mission to lead the community focused on the employment of the new college graduate, the National Association of Colleges and Employers (NACE), through a task force comprised of representatives from both the higher education and corporate sides, has developed a definition and identified competencies associated with career readiness for the new college graduate.

**COMPETENCIES:**

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

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

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

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

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

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

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

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

How do the definition and competencies help those focused on ensuring new college graduates have the skills necessary to enter and become part of a strong, productive work force?

The definition and competencies provide for development of strategies and tactics that will close the gap between higher education and the world of work. They lay the foundation for the work necessary to prepare college students for successful entry into the work force by:

- Providing a common vocabulary and framework to use when discussing career readiness metrics on campus, within employing organizations, and as part of national public policy.
- Establishing defined competencies as guidelines when educating and advising students.
- Establishing defined competencies to identify and assess when hiring the college educated.

NOW AVAILABLE: CAREER READINESS RESOURCES

NACE members have generously shared a variety of resources designed to support your efforts in integrating career readiness into your programs and services. You can access those materials and measurements at www.naceweb.org/career-readiness/competencies/career-readiness-resources.

The National Association of Colleges and Employers
Advancing college talent together

Established in 1956, the National Association of Colleges and Employers (NACE) is the leading source of information on the employment of the college educated.

In carrying out its mission — to lead the community of professionals focused on the employment of the college educated by providing access to relevant knowledge, resources, insight, and relationships — NACE connects more than 7,600 college career services professionals at nearly 2,000 colleges and universities nationwide, and more than 3,000 HR/staffing professionals focused on university relations and recruiting, and business affiliates who serve this community.

Among colleges and universities, NACE represents more than 50 percent of all four-year colleges and universities in the United States, and 98 percent of all research universities. Approximately 30 percent of two-year public institutions count themselves as NACE members.

On the employer side, NACE members include mid-size and large national and global organizations, ranging from Fortune 500 organizations to start-up companies to government agencies. NACE employer members represent a wide range of industries, including finance, energy, retail, manufacturing, pharmaceuticals, insurance, consulting services (accounting, engineering, computer), government and nonprofits, and more.

Headquartered in Bethlehem, Pennsylvania, NACE forecasts trends in the job market; tracks, analyzes, and reports on outcomes for new college graduates by discipline, degree level, and type of school through its First-Destination Survey; monitors legal issues in employment, the job search, and hiring practices; and provides college and employer professionals with professional standards as well as an ethical framework by which both groups can work together to benefit the college-educated candidate. NACE provides its members with benchmarks and metrics; research; resources, including a survey of starting salaries for new college graduates, a quarterly journal, and a biweekly newsletter; and professional development opportunities.

www.naceweb.org
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