



GSO Senate Resolution 17.08

A Resolution Calling for Strengthened Career Services Support for Graduate Students

Whereas, the Graduate Student Organization (GSO) recognizes the importance of career services and has consistently supported the current Graduate Career Services both financially and philosophically since the position was created with the GSO's efforts over 13 years ago; and

Whereas, the GSO also recognizes the fact that the current Graduate Career Services position has been able to provide workshops and panels, invite speakers, and provide individual career counseling, with its operating budget furnished annually through the GSO; and

Whereas, over the past few years, that there has been an increasing need for expanded and improved services for graduate students, especially with the influx of international students; and

Whereas, through focus groups in Fall 2016, an open forum with the Provost and Dean of Graduate School, and feedback gathered during this time, the GSO leadership gained a sense of what graduate students feel are essential issues and career-related needs that they have; and

Whereas, the GSO strongly believes that improvement of graduate career services is long overdue; and

Whereas, the creation of an expanded, more formal career operation for graduate students, to be called Graduate Career Services, is needed, in which there will be a dedicated staff to support graduate student needs in a variety of ways not currently possible, which will ensure that graduate students can enjoy the benefits of consistency, specificity, and range offered at a number of our peer institutions; therefore, be it

Resolved, that the GSO, in consultation with the Associate Director of Graduate Career Services, Daniel Olson-Bang, has prepared the appended proposal to the University Administration for the improvement of graduate career services on our campus; and

Resolved, that the University Administration must listen to and prioritize the career-related needs of graduate students by engaging in further conversations with the GSO and by taking action based on the appended proposal without delay.

GRADUATE CAREER SERVICES PROPOSAL

Background

The Graduate Student Organization (GSO) has consistently recognized the need for career services for graduate students. In 2004, 13 years ago, the GSO submitted a proposal to the Board of Trustees for the creation of a position to provide services to graduate students, which resulted in the Associate Director, Graduate Career Services position beginning in 2005. This successful proposal made Syracuse University an early adopter of such support for graduate-specific needs. Since then, this position has been able to provide workshops and panels, invite speakers, and provide individual career counseling, with its operating budget furnished annually through the GSO. Yet over the past few years, especially because of the influx of international students, mainly at the Master's level, there has been an increasing need for expanded and improved services for graduate students. We have heard repeatedly from graduate students that increased support for Career Services is a consistently high priority.

Through focus groups in fall 2016, an open forum with the Provost, Senior Vice President of Enrollment and the Student Experience, and the Dean of the Graduate School in January 2017, and through feedback gathered during this time,¹ we have gained a sense of what graduate students feel are essential issues and career-related needs that they have. Three significant issues have consistently stood out from the feedback we have received; students feel that they need:

- Better, tailored support for international students, especially at the Master's level
- More support for students, who are weighing a variety of career options, especially those at the doctoral level
- A wider variety of employer connections for internships and full-time positions through career fairs, on-campus recruiting, and networking opportunities

International Student Support

The international Master's population is one of the most significant areas in need of support, as we repeatedly saw in student feedback. The brief time that Master's students are on campus, coupled with their distance from their home cultures and networks, creates an especially strong sense of urgency for these students, who need to learn about job searches in the US, overcome language barriers, and learn about the norms and customs here with great rapidity. Many students, especially those in the iSchool and ECS, see multiple counselors across several offices. In the case of students visiting the central Career Services office, the Master's population (with a strong international majority), is 33-40%, depending on the event, of the students they saw in AY 2015-2016.² This represents a disproportionately high rate of use, because graduate students on campus represent 30% of the overall

¹ Appendix 1

² Appendix 2

population. Their goal of finding employers who are willing to support international students in internships and who will sponsor H1B visas compounds their difficulties in finding good career options in the United States, a common goal for such students.

Support for Career Exploration

Many PhD students reported that they felt that their advisor was equipped to help them at least to some degree with tenure-track positions, but were less able to help PhD students explore and pursue other options, whether out of choice or necessity. Daniel Olson-Bang is able to help these students, but more support in this area in the form of individual counseling, workshops, relationships with alumni and faculty, and panels is necessary to assist these students, many of whom fall through the cracks.

Better Career Fair and Networking Options

A final, consistent theme that emerged was a significant need for close connections with employers, especially those willing to sponsor international students. Currently, there are several career fairs sponsored through and generally geared toward specific schools and colleges, such as the iSchool, Whitman, and ECS. Students from other programs are often reluctant to go to career fairs that are hosted by other schools and colleges and feel excluded from those opportunities. Overwhelmingly, these fairs are dominated by international students from the three aforementioned schools and colleges. Graduate students consistently indicated that the majority of positions were for US citizens even though the majority of applicants were non-citizens. For example, at a recent career fair, 60% of the students attending were international students but only 25% of employers at the fair would consider hiring international students.³ Greater coordination among fair organizers and resources devoted to finding employers with an interest in hiring international students is critical.

Confusion on Campus

In addition to the above issues, there were consistent responses from students that indicated that they did not always understand where to get help and often receive conflicting advice and inconsistent quality when they do meet with the various career services offices on campus. Indeed, in our feedback session in January, it was not always clear what "career services" meant when students discussed their experiences, since there are so many career services offices where a student could have gone. Students are also painfully aware of the inequities from program to program, often assuming (whether correctly or not) that other students are having much better experiences with career services than they are. One student described the feeling of "missing out" and of lacking adequate connection to resources.

Proposal

In response to these needs and to graduate student feedback, we examined various schools across the country to find examples of excellent career services paradigms for

³ Appendix 2

graduate students that might apply here: NYU⁴, Cornell⁵, Stanford⁶, and Michigan State⁷, among others. There were a variety of ways that schools responded effectively to students from a variety of contexts, from fully decentralized but coordinated operations (Cornell), to much more centralized operations (NYU and Stanford). What emerged in general were several themes that have applicability in our context: greater coordination, more robust staffing to support greater outreach, and services better tailored to the needs of graduate students than is presently the case at Syracuse University.

In response, we propose the creation of a more formal career operation for graduate students, to be called Graduate Career Services, in which there will be a dedicated staff to support graduate student needs in a variety of ways not currently possible. Graduate Career Services would ideally be located within the central career services operation, where it would benefit from the administrative support functions already in place there, which would prevent duplication of services and would allow additional positions to be entirely student-facing rather than clerical or administrative. This model is based substantially on the Wasserman Center at NYU,⁸ which is overseen by Trudy Steinfeld,⁹ Associate Vice President of Student Affairs and Executive Director of the Center as well as co-author of the external review from February 2016 by TruMann Consulting.¹⁰ NYU's more centralized model offers many advantages, chief among them being the ability to create specialized services within the greater whole, among which is Graduate Career Services, an office of six full-time employees.

While all of the career advisors within this operation" are willing and able to meet with graduate students from any program on campus, each member of the staff gains expertise in the disciplines and industries represented by each of NYU's Graduate Schools. Each counselor in this model is a contact both for a specific number of academic programs and for employers. The larger office affords opportunities to create closer ties to academic units, employers, alumni, and students. The greater number of staff also increases the number, variety and frequency of workshops, panels and other presentations each semester, a request from many students at Syracuse. While Daniel Olson-Bang's role enables him to run or coordinate 30-40 workshops each year, NYU is able to offer 20-25 programs in their offices per semester, plus an additional 70 events off-site within the schools and colleges, ensuring more and better points of connection with students and faculty across campus. They are able to offer counseling both within Wasserman and at the schools and colleges as well.

Another helpful paradigm is that of Stanford, where counselors within their graduate student-facing program specialize in working within larger divisions, or "career communities,"¹² that link academic disciplines and programs in familiar ways: humanities, social sciences,

⁴ <https://goo.gl/WgxJVr>

⁵ <https://goo.gl/o6zdo.J>

⁶ <https://goo.gl/oGD0al>

⁷ <https://goo.gl/lcnh60>

⁸ Appendix 3

⁹ <https://goo.gl/tslA5U>

¹⁰ <https://goo.gl/SG9aYw>

¹¹ Appendix 4

¹² Appendix 5

and STEM.¹³ This model offers flexibility that is not available from within the schools and colleges model, where employers and resources are owned" by various stakeholders on campus. It is also a good model for those students who for example study Biology as doctoral students but have an interest in entrepreneurship.

Given the smaller graduate student population at Syracuse (NYU's Graduate Career Services works with a population of approximately 10,000 students while Syracuse's graduate population is approximately 6,500), a Graduate Career Services office with 4 counselors would offer many of the benefits of consistency, specificity, and range that graduate students at these institutions enjoy. Here, counselors could address the needs of international students through more and better programming, as well as providing better outreach to alumni and employers, a frequent issue for graduate students. Each of the four counselors could specialize in working with a subset of the graduate programs on campus and could design programs, connect with alumni and employers, and gain a deeper knowledge of those areas. Hiring a counselor with a culturally sensitive perspective and knowledge about immigration, visa requirements and other aspects of preparing international students for jobs in the US is a necessity. Counselors with experience and expertise as well in the Master's populations, especially in less well supported areas, such as Engineering, Arts and Sciences, VPA, and Falk, would enable a wider and more effective reach and would create a responsive, nimble operation to assist graduate students in an increasingly challenging job market.

¹³ Appendix 6

Appendix 1

17 responses Survey of Graduate Students' Needs

Summary

Name

1. Katie Roquemore
2. Stephanie Smith
3. Akanksha M.N
4. Tina Catania
5. Abdulkader
6. Chenwei Zheng
7. Jack Scholting
8. Amanda Schulz
9. Aaron Pluff
10. Ritu Manickavelu
11. Megan Clarke
12. Shiyao Li
13. Megan Benson
14. Nidhi
15. Koray Ozcan
16. Joan Farrenkopf
17. Hammam AlMakadma

Email

kdroquem@syr.edu
Smsmi100@syr.edu
mnakanksha@gmail.com
rtcatani@syr.edu
azlokhan@syr.edu
czheng07@syr.edu
jscholti@syr.edu
aschulz@syr.edu
apluff@syr.ed
rmanicka@syr.edu
meclarke@syr.edu

sli147@syr.edu

mbenso01@syr.edu

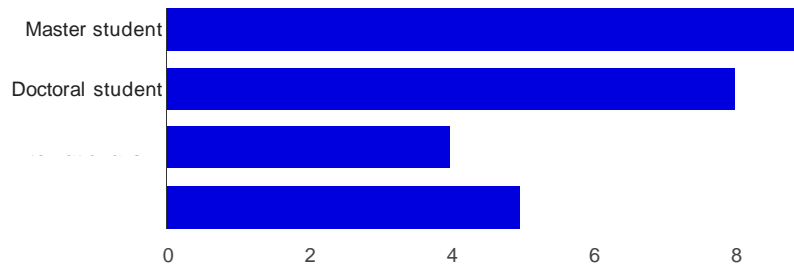
nsnidhishetty5@gmail.com

kozcan@syr.edu

jhfarren@syr.edu

haalmaka@syr.edu

What describes you?



Master student	9	52.9%
Doctoral student	8	47.1%
International student	4	23.5%
Domestic student	5	29.4%

Department/Program e.g. ECS/CISE

1. Cultural Foundations of Education and Disability Studies
2. BMCE
3. Forensic Sciences/Medico-legal death investigation
4. Geography
5. IM
6. Mechanical and Aerospace Engineering
7. MSCS
8. EAR
9. iMBA
10. Chemistry/PhD
11. Online MBA Program
12. MS Program in Architecture School
13. Ischool
14. Advertising
15. ECE
16. VPA
17. CSD/Audiology

What kind of career-related needs do you have?

1. Funding to attend conferences where papers have been accepted.
2. Help developing professional skills, resources to find a job after graduation, networking opportunities
3. Finding where International students can get job in my field
4. Alt-ac, non-profit
5. Good companies coming on campus are very few for IS professionals especially the big consulting firms
6. Interpersonal skills, for instance, what is appropriate in college might not be proper at work or interview. But being too square might not necessary.
7. I am an online student that lives many states away. I would love to attend a career event such as a career fair, but I can't because of the distance. It would be great if SU provided meaningful career services for distance students/alumni.
8. Internships, resume help, connecting with potential employers
9. job placement, career coaching, resume critiques, interview prep,
10. Companies to apply to
11. Networking, Mid Career Job Openings, Career Services, Career Guidance
12. Architecture Designer
13. Academic, reference librarian
14. How could international kids be ready be gt work as soon as they graduate
15. Job applications, Career improvement services
16. Career coaching, website and Resume help. Editing and help with grant writing proposals.
17. CV, Application document preparation and writing (e.g., teaching philosophy statement, research statement), job interviews, mock job talks.

What should Syracuse University do to provide services that will meet your needs?

1. I feel that if a graduate student has a paper accepted at a conference more funding options should be available to them. These types of experiences are vital to my future career, but I simply cannot afford the travel with the \$400 I get from my department and even less than that from the GSO.
2. Provide events and resources to achieve the above
3. Have career fairs that invites companies and organizations that need us
4. Advising for individuals on making academic CV into alt-ac resume, job search, and all steps of the job search.
5. Provide service for professional etiquette regarding writing, speaking and listening help with finding internships and with writing resumes, holding career fairs
6. As you incorporate more people that attend school that are remote students (online) please consider grooming more opportunities for those students. For example more internships, or job partnering in locations that remote students are generally located.
7. Direct me to the companies that I can apply to

8. Would love to see a website apart from LinkedIn that brings Syracuse Alumni and Graduate Students together when it comes to Mid Career Job Openings, opportunities to network across the USA/Globe with Alumni, MidCareer Internships, both virtual and in person job fairs/ trade shows industry specific grad students could travel to. Alumni and grad student events to network at residencies. Many students I have been in class with are investing in this MBA to either get a new job or better job .. so more of a focus on opening doors and warm leads to find new opportunities would be key. That would be the biggest pay off for my MBA. For example Syracuse could work to create partnerships with other large Fortune 1000 organizations so students could have more opportunities when they graduate or while they are in school. This gives organizations the chance to hire the best and Syracuse University a huge competitive edge. *** When companies come to visit Syracuse University (for example: google) it would be awesome if grad students could dial in to a virtual/ webcam/ call in platform to introduce themselves and learn more about what Google is talking about, who came to visit and perhaps we could introduce ourselves - or google could be given the list of grad students that dialed in (warm connections) - makes Syracuse more tech savvy no matter where students are located - Has Syracuse University considered picking up another MBA focus area such as International Business or a Global MBA?
9. No response
10. More consideration for online students
11. Specific help for international kids related to their difficulties in finding a job
12. They should increase the support for engineering disciplines. I think programming and academic jobs require different set of skills than general applications(Resume, Cover Letter,
13. Research/Teaching Statements). I was lucky enough have certain support from my academic advisor related personal interactions and answering some on-site questions. I believe the types of interviews are quite different in our area. I was even asked actual written exam questions that I learned how to solve around 5 years ago. It would help to bring some additional expertise for
14. Computer and Electrical Engineering.
15. Career services could offer afternoon workshops launch pad can offer coaching.
16. Career counseling regarding entering the job market, and preparing application portfolio.
17. Especially for first time applicants like my self.

What kind of career-related resources—advisors, faculty , career services professionals or administrators—have you used so far during your time at Syracuse University? What was your experience of those services?

1. I have used faculty and the career services office.
2. Advisor, program head
3. People seem to have to no idea my field even exists
4. None
5. No response
6. I was in career service for consulting several times and I love the service there. One of the suggestion would be the University encourage students use career service in slack season. Thus, students can prepare themselves better for the job hunting.
7. No response
8. EMPOWER faculty for internship ideas; Dan Olson-Bang gave us a very helpful talk on networking

9. I have worked with Nick Hladek, top notch career services professional. I cannot give higher marks for the support that he has provided. He should make administrators proud with the work that he is doing.

10. No response

11. Career Services [Online]- feedback on resume with a Nick - he is awesome!!! Very insightful and thorough.

12. No response

13. I have not used any services, but there should be some consideration for online students, and students who joined the program in January.

14. No response

15. Although I didn't apply many places with my current resume and letters, I was grateful to find positions both as an internship and a postdoctoral researcher position with my advisor's support. I received help from Daniel Olson-Bang while preparing my resume and cover letter. I am grateful for the services I received but as I mentioned, job applications in computer and electrical engineering areas require different skills rather than applications on some paper.

16. Used career services, Sam Krall. He was very helpful with resume critique. Looking for grant writing help, that would be Great service and would bring grants to the University and its students. In my department, Joanna Spitzer, Sam Van Aiken, Lucinda Havenhand, Kevin Larman, Andrew Havenhand as faculty have been very supportive and given most of all my academic guidance.

17. Career service professional. I have met with Dr. Daniel Olson-Bang several times in the past three months. His help was very valuable to me. He helped me improve my CV gearing towards academic job applications. We also worked together on Teaching statements, and research statements. He helped me understand the purpose of those documents, and the do's and don'ts when writing those documents. My application packet improved greatly following Daniel's advisement, and I feel they really reflect my skills and experience. I got practical advice on skype and phone screening interviews, which made me confident going in and reduced my anxiety. I was recently invited to my first campus visit. I am meeting with Daniel again to plan how I should prepare myself.

Any other feedback

1. No response

2. No response

3. Despite being a minority, I could use advice regarding career further studies, etc.

4. No response

5. As students graduating from school have a very diversified background they should have easy access to all the career fairs and networking events either happening at Whitman or the Engineering school.

6. No response

7. No response

8. Please don't take any of the existing services away!

9. No response

10. No response

11. I have some creative and unique ideas that Syracuse University could implement as a way of providing Graduate students more job opportunities and networking opportunities in school and after school - which would give Syracuse University a major competitive edge! Heard this from other grad schools during my evaluation process and was a big part of my grad school decision. Job fairs for grad students - can be done virtual and in person. Ideas can be for grad students both online and on campus - would love to discuss further - please contact me!! (859) 552 6965 / meclarke@syr.edu

12. No response

13. No response

14. No response

15. I also think the best way to find a decent position in academia, industry, or even for an internship is coming from having a strong support from your own academic advisors. They have the power to find the right connections if they need to. I also noticed multiple times that they care mostly about what your advisor has to say about you in detail. Resume, cover letter, statement letters etc. are just some checklist items that they go over quickly. I'd like to mention that having a strong record of publications impresses the reviewers for applications significantly.

16. No response

17. I feel very fortunate that Syracuse University offers these services, and I have been strongly recommended to my students and colleges to make use of this valuable resource.

I have only worked with Dr. Daniel Olson-Bang. He is a great advisor, and is very experienced, knowledgeable, effective, and always willing to help.

Appendix 2

Data from Central Career Services--Mike Cahill, Director

Data from past two full years of counseling and workshop participation. Graduate students comprise about 30% of the student population.

- For the 2014-15 academic year 34% of our career counseling appointments were with graduate students and 33% of our workshop attendance consisted of graduate students.
- For the 2015-16 academic year 35% of career counseling appointments were filled by graduate students and 40% of workshop participants were graduate students

Excerpt from memo to Provost expressing concerns about Career Fairs - referring to data from 2013-14. Following years have shown similar patterns

We are also experiencing a crisis in our ability to adequately serve international students and it is also impacting our ability to serve all students.

- 60% of the students who attend career fairs are international students – only 25% of employers who attend career fairs will consider hiring international students. This situation is neither serving our international students or the employers who are seeking other candidates.
- 34% of our counseling interactions in 2013-14 were with students characterized as Non-resident Aliens yet they comprise only 20% of our students.

Appendix 3

NYU [Student](#) [Student Information and Resources](#) [Career Development and Jobs](#)

Graduate Student

Graduate Student

In addition to the full range of programs and services available to all students at the Wasserman Center, the Graduate Center provides signature seminars, career series, and additional special events to help graduate students. Whether you're looking to explore internships, industry, academia, career advancement, or any other steps to move ahead, the Graduate Center can help with whatever comes next.

Seminars

- ▢ Grad Level Resumes, CVs and Cover Letters
- ▢ Grad Level Interviewing and Networking
- ▢ Grad Level Job Search Planning
- ▢ Intro to National and Global Fellowships
- ▢ Fulbright U.S. Student Program Info Session

Offered regularly. Visit NYU CareerNet > Events > [Seminars](#) for upcoming dates.

Gřáduáťe Čářeěř Šěřjěš

Čářeěř Čøñvěřšáťjøňš

Hěář frøm přøfěššjønňál-š đjřčyššjňg tħějř
ěxpěřjěňčěš jň vářjøuš fjěl-đš

- ♦ [Řěčřujťěřš Páňěl](#)
- ♦ [Nøň-Ťěáčhňg Ědučáťjøn Čářeěřš](#)
- ♦ [Čářeěřš jň Ádvóčáčŷ](#)

Něťwøřkjňg Škjl-l-š Šěřjěš

L-ěářň áňđ přáčťjčě řěl-áťjønňšjp bujl-đjňg áňđ
čømmuňjčáťjøn škjl-l-š tð něťwøřk ěffěčťjvėl-ŷ

- ♦ [Bujl-đjňg áňđ Máňťájňňg Ÿøųř Něťwøřk](#)
- ♦ ["İmpřøv"jňg Ÿøųř Pjťčħ](#)
- ♦ [Gřáduáťe ĵuđěňť áňđ Ál-ųmňj
Něťwøřkjňg Řěčěptjøn](#)

Gřáduáťe Přøfěššjønňál-š Šěřjěš

Ěňhánčě ŷøųř kňøwl-ěđgě øf ĵmpøřťáňť
přøfěššjønňál- đěvėl-øpměňť áňđ wøřkpl-áčě
ťøpjčš øvěř l-ųňčħ

☐ [L-ěáđěřšjp](#)

- ▢ [Měntøřšjp](#)
- ▢ [Ñěgøtjåtjøn](#)

Şpěčjál· Ěvěňtş

- ♦ [Ljñkēdīñ Tūtøřjál·ş áñđ Hěáđşhøt Phøtø Bøøtñ](#)
- ♦ [İntěrnátjønál· Gřáđuátě Ştjđěñt Čářěēr Čøñfěřěñčě](#)
- ♦ [Møčk İntěrvjěw Máđñěşş](#)
- ♦ [Ñøñ-Prøfjt Bøøt Čámp](#)
- ♦ [Ánál·ytjčş Čářěēr Čøñfěřěñčě](#)

Gřáđuátě Ştjđěñt Ěvěňtş

Mář
22
2017

İntřø tø Náťjønál· áñđ Gl·øbál· Fěll·øwşhjpş

4:30pm áť Wáşşěřmáñ Čěñtěř, Májn Øffjčě, 133 Ěášť 13tñ Ştřěět, 2ñđ Fl·øøř

Mář
23
2017

Čářěēr Čøñvēřşátjønş: Nøñ-Ťěáčhjnğ Ěđučátjøn Čářěērş

5:30pm áť Wáşşěřmáñ Čěñtěř, Májn Øffjčě, 133 Ěášť 13tñ Ştřěět, 2ñđ Fl·øøř

Mář
24
2017

Møčk İntěrvjěw Máđñěşş

9:00ám -4:00pm áť Wáşşěřmáñ Čěñtěř, Májn Øffjčě, 133 Ěášť 13tñ Ştřěět, 2ñđ Fl·øøř
& Wáşşěřmáñ Čěñtěř, ŞPŞ Øffjčě, 7 Ěášť 12 Ştřěět, 5tñ Fl·øøř

[Şěě áľ· ěvěňtş](#)

Gřáđ ěNěwşl-ěttěř

Řěčějvě wěěkl-y ěNěwşl-ěttěřş ábøuť ěmpl-øýěř ěvěňťş, jøb pøşťiňgş, čářěěř páňěl-ş áňđ wøřkşhøpş, áňđ řěşøuřčěş føř gřáđuáťě şťuđěňťş. Vişjt ŃYU ČářěěřŃěť > Mý Áččøuňť > [Přjváčý](#) ťø şubşčřjbě.

Řěşøuřčěş

Føř [řěşumě](#), [ČV](#), áňđ [čøvěř l-ěttěř](#) ġuđđel-jňěş, ťipş øň jňťěrvjěwĩňg áňđ ñěťwøřkĩňg, [Věřsátjl-ě PhĐ](#), áňđ áđđjtjðňál- řěşøuřčěş føř gřáđuáťě şťuđěňťş, vişjt ŃYU ČářěěřŃěť > [Řěşøuřčěş](#).

-
- ♦ [Běřňáđěttě Şø](#) | Đjřěčťøř
 - ♦ [Heáťhěř Mørgán](#) | Áşşøčjáťě Đjřěčťøř
 - ♦ [Şášhå Řøşěňběřq](#) | Şěňjøř Áşşjşťáňť Đjřěčťøř
 - ♦ [Kějšhå Táfě](#) | Şěňjøř Áşşjşťáňť Đjřěčťøř
 - ♦ [Áuðřěý Lěuķářť](#) | Áşşjşťáňť Đjřěčťøř
 - ♦ [Mjřjám Mjł-ěř](#) | Áşşjşťáňť Đjřěčťøř

Čøňťáčť Uş

☐ ġřáđşťuđěňťčářěěř@ňýu.ěđu

☐ Øffjčě L-øčátjðňş

☐ Měěť Øuř Ťěám

Phøňě

☐ 212.998.4730

Appendix 4

NYU ... Wasserman Center for Career Development

ORGANIZÁTIÓN CHÁRT

Wasserman Center for Career Development

The Wasserman Center is open to all NYU undergraduate and graduate degree candidates, and to all members from the following schools:

- ☐ Center for Urban Science and Progress
- ☐ College of Arts and Sciences
- ☐ College of Global Public Health
- ☐ Courant Institute of Mathematical Sciences
- ☐ Gallatin School of Individualized Study
- ☐ Graduate School of Arts and Sciences
- ☐ Institute of Fine Arts
- ☐ Institute for the Study of the World
- ☐ Liberal Studies
- ☐ NYU Abu Dhabi
- ☐ NYU Shanghai

- ♦ [Řoběřt F. v.áğñěř Ğrǎđųǎťě Ščhóól. óf Publjč Šěrvjčě](#)
- Řóřý Měyěřš Čól-ěğě óf Nųřşjňğ
- ♦ [Ščhóól. óf řóřěşşjónǎł. Ştuđjěş](#)
- Şjlvěř Ščhóól. óf Şóčjál. Wóřķ
- Şťějňhǎřđť Ščhóól. óf Čul-tųřě, Ěđųčǎťjón, áňđ Ĥųmǎň Ďěvěl-ópmeňť
- Şťěřň Ščhóól. óf Buşjňěşş (Ůňđěřğrǎđųǎťě Óňl-y)
- Ťǎňđón Ščhóól. óf Ěňğjňěěřjňğ
- ♦ [Ťjşčh Ščhóól. óf tñě Ářťş](#)

Ştuđěňťş ěňřól-ěđ jň tñě [Şťěřň Ščhóól. óf Buşjňěşş Ğrǎđųǎťě](#), [Ščhóól. óf L-ǎw](#), [Ščhóól. óf Měđjčjňě](#) áňđ [Ól-ěğě óf Ďěňťjşťřý](#) ářě nót ěl-ğjbl-ě tđ ųťj-l-jě

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- ♦ [Fjňđ á jób óř jňťěřňşhjp](#)
- ♦ [Wǎşşěrmǎň Čěňťěř l-óčǎťjónş áčřóşş čámpųş](#)



☐ 133 Ěášť 13th Šťřěět, 2ňđ Fl-øøř Nějw

Ýøřķ, NÝ 10003

Ěmójł

☐ čářěěř.ďěvël-øpměňť@ňýų.ěđų

Phóňě

☐ (212) 998-4730

Ķě̀ Pěøpl-ě

Iň Wášşěrmán Čěňťěř fõř Čářěěř Ďěvël-øpměňť



Třųđỳ Šťěĩňfěł-đ

Áşşøçjåťě Vjčě Přěşjděňť & Ěěčųťjvě Đjřěčťøř

☐ trudy.szejnfeld@nyu.edu

☐ (212) 998-4735



Gřácỳ Şárķjşşjǎň

Şěňjøř Đjřěčťøř

☐ gracy.sarkissian@nyu.edu

☐ (212) 998-4764



Pául-á Lěě

Đjřěčťøř

☐ paula.lee@nyu.edu

☐ (212) 998-4749



Jěáňňiě Ljálkárış

Áşşıştáňt Đěáň, Čárěěř

Đěvėl-ópměňt | Şchóól- óf

Přófěşşjónál- Ştuđjěş Øffjčě

✉ jeanne.ljalkarish@nyu.edu

☎ (212) 992-9077



Řóběř Čápáráž

Đjřěčtőř, Břóókl-ýň Øffjčě

✉ robert.chaparaz@nyu.edu

☎ (646) 997-5987



Běňáděťě Şó

Đjřěčtøř, Ģřáđųąťě

Študent Čárěěř

Đěvěl-ópměňť

☐běřňáďěťťě.şø@ňỳų.ěďų

☐ (212) 992-9153



Jóhanně Gárcé-Řódríguěz

Şeňjör Áşşóçjátě Đjřěčtøř,

Mul·tjčul·tjřál· áňď Ğl·øbál·

Přøgřámş

☐ joanne.garche@nyu.edu

☐ (212) 998-4757



Řeběččá Şál·k

Şənjör Áşşóçjátë Đjřěčtøř

řěběččá.şál·ķ@ňỳұ.ěđұ

☐ (212) 998-4761



Máry Šňŏwďěň-Lŏřěňčě

Šěňjŏř Áŝŝŏčjǎťě Đjřěčťŏř,
Břŏŏkl-ŷň Øffjčě

✉ máry.šňŏwďěň@nyu.edu

☎ (646) 997-5993



Ģěňěvjěvē Bŏřŏň

Áŝŝŏčjǎťě Đjřěčťŏř

✉ ģěňěvjěvē.bŏřŏň@nyu.edu

☎ (212) 998-4738

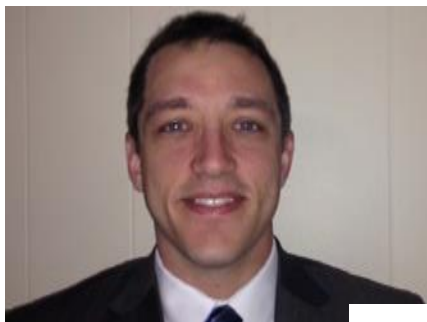


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øf Přøfěşşjøňál-Ştuđjes
Øffjčě

☐ řáčhel.fřjňt@ňyu.ědu

☐ (212) 998-7208



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Áşşøçjåte Đjřěčtøř

☐ Jáměş.kóşteňbl-átť@ňyu.
ědu

☐ (212) 998-4974



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Áşşøçjåte Đjřěčtøř, Şchøøl-
øf Přøfěşşjøňál-Ştuđjes
Øffjčě

☐ ěřjčá.mčmáhøň@ňyu.ědu

☐ (212) 998-9128



Hěáthěř Mórǵáň

Áşşóčjǵǵě Đjřěčtǵǵř,
Gřǵđjǵǵě Ştjđěňt Čǵřěěř
Đěvěl-ǵpmeňt

☐ hěáthěř.mórǵáň@ňjy.ě
đj

☐ (212) 998-4055



M'Čěl-l-ě Řjǵáň

Áşşóčjǵǵě Đjřěčtǵǵř ǵf
G-l-ǵbǵl- Čǵmmjǵňčǵtjǵǵňş
ǵňđ Ştřǵǵěǵjč ǵjǵřěǵčh

☐ mčěl-l-ě.řjǵáň@ňjy.ěđj

☐ (212) 998-4750

Appendix 5

Handshake is Here

Handshake is an online platform that connects you to your growing career community. Use it to connect with employers, discover opportunities and events, and schedule appointments with your career coach. [Log in now](#) to see how Handshake will make your job search easier using the best features from Twitter, Facebook and Pinterest. Check out the [Handshake Support Portal](#) for How Tos. [Read More.](#) »

Connect

Career Communities

Career Communities is a team of career coaches who are embedded in student communities and connect with students in appointments and meetups to help them explore career paths, identify and apply for opportunities, and cultivate personalized networks that shape their professional journey.



Laura Dominguez Chan
Associate Dean of Career Education & Director of Career Communities

Laura has been at Stanford for 20+ years and currently serves Bachelor's, Master's, PhD's and Postdocs. Laura is a National Certified Counselor, MBTI Master Practitioner and Board Certified Coach with her BA degree in Sociology from Stanford University and an MA degree in Counseling Psychology from Santa Clara University. Laura has a strong interest in Values and utilizing Strengths. She enjoys spending time with her husband and three children, her other passions include baking and jogging.

Follow [@lauradchan](#)
Email ldchan@stanford.edu
Skype: [laura.chan22](#)

Freshman/Sophomore Career Community



John O'Neill
Assistant Dean of Career Education & Associate Director of Career Communities - Frosh/Soph

John joined Stanford in 2014, bringing over 8 years of experience in education including career development, academic advising, and mentoring. As a member of the Frosh/Soph team, John is excited to support students in their career exploration by providing opportunities and encouragement to build life-long career connections. He has been actively involved in many aspects of higher education from judicial affairs to scholarships and orientation in order to serve students, staff and faculty across campus. He earned his BA in English from UCLA, and his MA in Education and Human Development from George Washington University. In his free time, John enjoys drawing, historical fiction, movies, genealogy, and playing cards. With very little convincing he has also tried stand-up comedy, competitive karaoke, and skydiving, with mixed results.

Follow [@oneillstanford](#)
Email jwoneill@stanford.edu
Skype: [oneillstanford](#)



Colleen McCallion Assistant Director of Career Communities - Frosh/Soph

Colleen has lived up and down the coast of California – from Eureka, to Santa Barbara, Los Angeles and now Mountain View. She earned her B in Communication at UC Santa Barbara and her M.A. in Education from Santa Clara University. Before arriving at Stanford, Colleen worked in the non-profit sector. In 2008 she began her Stanford career as the Undergraduate Advisor in the Program in Science, Technology & Society (STS). Her favorite things include chasing her toddler, being outside and chasing her toddler outside. Colleen is eager to help students define, discover and connect to opportunities for meaningful work!

Follow @stanfordcolleen
Email cmccallion@stanford.edu
Skype: stanfordcolleen



Nathaniel Berger Assistant Director of Career Communities - Frosh/Soph

As a member of the frosh/soph team, Nathaniel is most excited to work with students to develop vital skills, opportunities, and networks, that will lead to meaningful work. Prior to joining BEAM in October of 2016, Nathaniel worked at the Haas Center for Public Service cultivating Community Engaged Learning and Research projects. Before joining Stanford, Nathaniel worked at Tulane University in Housing and Residential Life Education. Nathaniel earned a BA in Public Policy and Political Science from Syracuse University in Central New York, and an M.S. in College Student Affairs from Nova Southeastern University, in Fort Lauderdale, FL. If not in the office, you will likely find Nathaniel cycling through the bay area, or somewhere in the ocean or bay training for his next open water swim.

Follow @StanfordNate
Email neberger@stanford.edu
Skype: neberger@stanford.edu

Humanities & Sciences & Education Career Community



Margot Gilliland Assistant Dean of Career Education & Associate Director of Career Communities - Bachelor's & Master's in Education, Arts & Humanities

Margot serves undergraduate and master's students through the academic departments, appointments at BEAM, and programs. Her favorite part of the job is meeting with students. Margot has been at Stanford for 20+ years and received an MS in Counseling with specializations in Career and College Counseling. She is a National Certified Career Counselor and MBTI Master Practitioner. Margot has been learning to draw through Stanford's Continuing Education courses and still needs a lot of work. She also enjoys cheese tasting which is much easier to learn.

Follow @margot_stanford
Email margotb@stanford.edu
Skype: margot.gilliland



Kathleen Cassidy Assistant Director of Career Communities - Bachelor's & Master's in Education & Social Sciences

Kathleen is dedicated to serving both undergraduate and masters students through individual appointments and group meetups. Kathleen has a Masters in Counseling with a specialty in Career and College, and over 18 years of experience working with students and alumni in academia. Before coming to Stanford, Kathleen worked at UCSF, UC Berkeley and Mills College with students at various stages in their training. She looks forward to working both individually with students and to helping build a rich and diverse career community of career advisors and mentors who can provide guidance and information for students as they face key decision points and transitions in their career. Life outside of Stanford spent with family and friends, hiking, traveling, hitting the movies and meditating.

Follow @kmacassidy
Email kcassid@stanford.edu
Skype: kathleencassidy.cdc



Katherine Nobles
Assistant Director of Career Communities - Bachelor's and Master's in Education & Natural Sciences

Katherine Nobles recently joined Stanford in 2015. As a member of the Humanities & Sciences Team, she is excited about serving undergraduate and masters students in their career development. Before coming to Stanford, Katherine served as a career counselor at The University of North Carolina at Chapel Hill and The College of William & Mary. She is a certified MBTI practitioner and is working toward becoming a Board Certified Coach. Katherine holds a B.A. in Public Relations from Virginia Tech and M.Ed. in Higher Education Administration from The College of William Mary. In her spare time, she enjoys spending time with family and friends, exploring the Bay area, and practicing yoga.

Follow @katgnobles
Email knobles@stanford.edu
Skype: katherine.nobles

PhDs & Postdocs Career Community



Arne Bakker, PhD
Assistant Dean of Career Education & Associate Director of Career Communities - PhDs & Postdocs in Social & Natural Sciences

Arne joined Stanford in 2014. He is dedicated to help PhD students and postdocs with their careers and especially enjoys building community and reaching out to people on campus. Arne believes there is a wide variety of career options for PhDs in Academia as well as beyond, and he is passionate to help PhDs be successful in all their career choices. He is also the liaison to the School of Medicine Career Center and Office of Postdoctoral Affairs. Arne holds a PhD in Tumor Immunology from the Netherlands Cancer Institute in Amsterdam and worked as a Life Sciences postdoc at UC Berkeley. While there, he was actively involved with career and professional development for PhDs and Postdocs and realized he wanted to pursue this as a full-time career. Arne also loves organizing events, especially science-themed parties, as well as hosting dinner parties for friends.

Follow @arne_stanford
Email ahbakker@stanford.edu
Skype: arne_stanford



Lance Choy
Associate Director of Career Communities - PhDs & Post Docs in Engineering & SE3

During his 27+ year tenure at Stanford, Lance has held a number of roles including Career Counselor, Liaison to the School of Engineering, and Manager of Employment Services. Currently, he works with PhDs/Postdocs in the School of Engineering. Lance has BA degrees in Economics and Sociology and an MA degree in Career Counseling. Lance's hobbies include racquetball, basketball, hiking and gardening. He also enjoys working with the youth in his church.

Follow @lancechoy
Email lchoy@stanford.edu
Skype: katuntak



Chris Golde
Assistant Director of Career Communities - PhDs & Postdocs in Humanities, Arts & Education

Chris works with PhDs and Postdocs, specializing in the humanities, arts, and education. She loves helping students find thrive during their studies and in their post-Stanford careers. Her expertise comes from over 25 years of research, teaching, and administrative experience in graduate education. Before joining BEAM, she was Associate Vice Provost for Graduate Education in the VPGE Office at Stanford, Senior Scholar at the Carnegie Foundation for the Advancement of Teaching, and a faculty member at the University of Wisconsin-Madison. She holds PhD in education and an MA in sociology, both from Stanford University. She likes to cook, garden, and hike in the open spaces of the Bay Area with her husband and dog, Neville.

Follow @Golde_Stanford
Email golde@stanford.edu
Skype: chrisgolde

Engineering & Earth, Energy, & Environmental Sciences Career Community



Amy Brierley
Assistant Dean of Career Education & Associate Director of Career Communities - Engineering & SE3

Amy's passion is helping engineering and earth students identify and refine their career aspirations, connect them with alumni and employer and discover how they fit into the world of work. During her 10 years at Stanford, Amy has also served as an Assistant Director of Career Communities - Frosh/Soph, the Program Coordinator for the BEAMStanford Alumni Mentoring (SAM) Program, and an Alumni Relations Officer at the Stanford Alumni Association. Amy has an MA in Counseling with a specialization in Career Development from Santa Clara University, an BA in Psychology from UC Santa Cruz. Amy loves all things outdoors, especially time at the beach and hiking with friends. She is also a dog fanatic - just ask her to show you a photo of her Australian Shepherd, Sadie!

Follow @amyb_stanford
Email akb@stanford.edu
Skype: amy.brierley1



Olivia Martinez-Stewart
Assistant Director of Career Communities - Engineering

Olivia partners with the students, staff, alumni, and faculty of the School of Earth, Energy & Environmental Sciences to provide programming and coaching to students at all levels. Olivia holds a Master's Degree in Counseling. She is MBTI Qualified, holds certification in Strong Interest Inventory, and is trained in StrengthsQuest. Before Stanford, Olivia founded and directed the first Career Services Office at the California College of the Arts (CCA) in San Francisco. Prior to CCA, she spent several years at the Career Development Center at Indiana University Bloomington (IUB) where she led staff development efforts, center-wide initiatives and taught career development courses. She believes in the power of connecting with others and is dedicated to working with students who dream big and want to make and impact in the world. As often as possible, Olivia enjoys music, art & design, film, dancing, travel, and cooking with her husband, family, and friends.

Follow @olivia_ses
Email Oliviam@stanford.edu
Skype: oliviam.stewart



Pamela K. Paspas, MA, CPCC
Assistant Director of Career Communities - Bachelor's & Master's in Engineering

Pamela Paspas brings with her over 13 years in higher education and career coaching. As a member of the Engineering Team she is dedicated to serving undergraduate and masters students with their career paths. Prior to working in career services Pamela spent 10 years in corporate environments and private wealth management. Pamela is a Certified Professional CoActive Coach (CPCC), a certified MBTI level I & II facilitator and is a certified Social and Emotional Intelligence Coach. She belongs to the Network of Executive Women and Bay Area Women Business Owners. Pamela holds a B.A. in Sociology from UC Berkeley, and a Masters in Counseling. She loves facilitating team development and conflict resolution. Her life's mission and passion focuses on creating transformational change.

Follow @ppaspa_stanford
Email ppaspa@stanford.edu
Skype: pamela.paspa

Appendix 6

F OUK DY

Dean of Career Education & Associate Vice Provost of Student Affairs

A MINIST TION

B TSYCUISINOT
Director of Administration

JINGJINGYNG
Manager of
Budget & Payroll

DI T WOO S
Administrative
Assistant

S L
Administrative
Assistant

B N ING &
DIGIT COMMUNITIS

S T P T
Director of Branding & Digital Communities

VI KY C UNG
Manager of Branding &
Digital Communities
VISUAL DESIGN

IY UKOUB
Manager
of Branding & Digital
Communities
*USER
EXPERIENCE*

N POSITION (2018 2019)
Manager of Branding &
Digital Communities
RESEARCH ANALYST

C C T YSTS

D NI WOO
Associate Dean of Career Education
& Director of Career Catalysts
FACULTY NETWORKS

C COMMUNITIS

L U DOMINGU Z C N
Associate Dean of Career Education
& Director of Career Communities
BACHELORS, MASTERS & PhDs/POSTDOCS

C V NTU S

B TTAP T
Associate Dean of Career Education
& Director of Career Ventures
SOCIAL IMPACT

A M WIG T
Assistant Dean of Career Education &
Associate Director of Career Catalysts
DIVERSITY NETWORKS

U MI V NK T S
Assistant Dean of Career Education &
Associate Director of Career Catatlysts
CURRICULUM & LIFE DESIGN LAB

PHD/POSTDOC
CA EE CO UNIT

A N BKK
Assistant Dean of Career Education &
Associate Director of Career Communities
PHDs/POSTDOCS IN NATURAL & SOCIAL SCIENCES

ANNI V K
Assistant Director of
Career Catalyst
ALUMNI NETWORKS

K TYD IS
Lecturer & Managing Director
LIFE DESIGN LAB

G B I S NT DON TO
Lecturer & Fellow
LIFE DESIGN LAB

DI G SGO
Assistant Director of
Career Catalysts
EXPERIENTIAL EDUCATION

EMIYTSING
Lecturer & Fellow
LIFE DESIGN LAB

JONAMSTONG
Lecturer & Fellow
LIFE DESIGN LAB

C IS GO
Assistant Director
of Career Communities
PHDs/POSTDOCS IN ARTS, HUMANITIES & EDUCATION

L N COY
Associate Director
of Career Communities
PHDs/POSTDOCS IN ENGINEERING & SE3

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& ENCI ON ENTAM SCIENCES
CA EE CO UNIT

AMY B I Y
Assistant Dean of Career Education &
Associate Director of Career Communities
BACHELORS & MASTERS IN ENGINEERING & SE3

P M P SP
Assistant Director
of Career Communities
BACHELORS & MASTERS IN ENGINEERING

O I I M TIN Z ST T
Assistant Director
of Career Communities
BACHLORS & MASTERS IN ENGINEERING

HU ANITIES & SCIENCES & EDUCATION
CA EE CO UNIT

M GOT GI I N
Assistant Dean of Career Education &
Associate Director of Career Communities
BACHELORS & MASTERS IN ARTS, HUMANITIES & EDUCATION

K T N C SSI Y
Assistant Director
of Career Communities
BACHELORS & MASTERS IN SOCIAL SCIENCES & EDUCATION

K T IN NOB S
Assistant Director
of Career Communities
BACHELORS & MASTERS IN NATURAL SCIENCES & EDUCATION

F OSH/SOPH
CA EE CO UNIT

J ON O'N I
Assistant Dean of Career Education &
Associate Director of Career Communities
FROSH/SOPH

CO N M C ION
Assistant Director
of Career Communities
FROSH/SOPH

N T NI B G
Assistant Director
of Career Communities
FROSH/SOPH

ESPI SNTIGO
Assistant Dean of Career Education &
Associate Director of Career Ventures
INTERNSHIPS & EMPLOYMENT

C M NZ I IS
Manager of
Career Ventures
CAREER EVENTS

S ON BO r S
Manager of
Career Ventures
CAREER EVENTS

LIN LY ON
Manager of
Career Ventures
RECRUITING

NI KY F IZZ
Coordinator of
Career Ventures
RECRUITING

J NNI RO N
Assistant Dean of Career Education &
Associate Director of Career Ventures
ARTS, MEDIA & ENTERTAINMENT

M GNDINO
Assistant Director of
Career Ventures
*BUSINESS, CONSULTING,
FINANCE & GOVERNMENT*

J Y D'AN I
Assistant Director of
Career Ventures
Engineering, Technology & Startups

OP N POSITION (2011 2018)
Assistant Director of
Career Ventures
HEALTHCARE & SCIENCE

Student Industry
Associates

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