



NCCDA NEWSLETTER

MAY 2021



A MESSAGE FROM NCCDA PRESIDENT, KATIE PETERSSEN

Celebrating Success

I want to take a moment to celebrate all that we have accomplished as an organization and a community over the past year. We have navigated the uncharted, turbulent waters of a global pandemic. We have individually found ways to forge ahead while juggling work, family, education, and so many other priorities in our lives. As an organization, we launched into independence with hope and dedication. Today, the NCCDA membership is larger than it has been in the last decade and perhaps the largest ever! Meeting the moment and need for our community to have conversations about social justice, equity, and inclusion, NCCDA provided space for members to have meaningful conversations. We hosted our first virtual conference in the fall and continue to gather for quarterly Morning Musings via Zoom. NCCDA was awarded a NCDA grant to support the development of our new website and membership management software in 2020. And, I am excited to share with you that we have recently been awarded another NCDA grant which will support our goal of pursuing Accredited Continuing Education Provider status under the (National Board of Certified Counselors) NBCC.

Behind the scenes, you should know how hard the board has worked this year to set a strong foundation for us as an independent association. From creating a fantastic membership drive, to developing transparent and sound financial management processes, to re-directing funds from the best practices grant to support member professional development, our board has been continuously creative and thoughtful. We would not be where we are as an organization today without the dedication of our board members. I am so very proud of all that we as a community have accomplished this year. Thank you for all that you do each day to lift others up and for allowing me the distinct honor to serve as your president this year.

Katie Peterssen, NCCDA President

**INTENTIONALITY. EQUITY. MOBILITY:
NECESSITIES TO REDRESS BARRIERS TO PROFESSIONAL SUCCESS
TIERNEY BATES, PH.D., DIRECTOR, UNIVERSITY CAREER
SERVICES, UNC-CHAPEL HILL**

BY ALYSIA MCGLONE, NCCDA NEWSLETTER INTERN



Intentionality. Equity. Mobility. These words describe the lens with which Dr. Tierney Bates uses to frame his work within the industry of career development. As an undergrad majoring in Mass Media Communications with a minor in African American History, Dr. Bates did not know 100% what he wanted to do for his overall career objective post-graduation. In experiencing a personal journey from the perspective of “job” to “career mapping”, Dr. Bates discovered three major factors that helped him to arrive at this point in his career path. First, supervising the division of Multicultural Affairs provided access to employers and their desire to reach historically marginalized populations. Challenging the

status quo, Dr. Bates proposed the creation of diversity fairs to increase opportunities for students. Second, Dr. Bates recognized a disconnect in employers’ requests for students to be prepared for professional success without actually providing opportunities and internships to work at organizations. Third, Dr. Bates wondered whether the students were truly prepared for professional success or, similar to his own path and many others, were they just taking jobs without an understanding of how to develop and manage their careers.

Dr. Bates realizes and is a firm believer that all students need experiential learning or an internship before graduation. These experiences help them to determine what they truly want to do (with preferably more than one) and to invest in undergraduate studies and experiences that align with their career objectives. Dr. Bates holds a particular interest in creating fair access to increase the utilization of career services for persons within the African American and Latinx communities. As an educator, he recognizes the demand for social mobility and imparts this belief to his students and colleagues. Achieving this skill will enable anyone, especially students, to determine for themselves what they want to do next. It is in recognizing this gap within higher education and workplace expectations that Dr. Bates has dedicated his career to shift that outcome for students. By using a solution-focused lens and starting with a “compass” in mind, a compass gives you a direction and, on that journey, you determine the stops, experiences, and vision. Students’ collegiate careers can be used to actualize a life designed with intentionality, equity, and mobility.

Read on for a look at our conversation about how Dr. Tierney Bates redresses topics of “fit”, social justice, and student identity formation in the realm of career development:

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INTENTIONALITY. EQUITY. MOBILITY: NECESSITIES TO REDRESS BARRIERS TO PROFESSIONAL SUCCESS BY ALYSIA MCGLONE, NCCDA NEWSLETTER INTERN

Why is dismantling the idea of “fit” in higher education and corporate culture important to your work in career development?

That is my goal, to dismantle fit, and for a few reasons. First of all, fit ostracizes people of color, the LGBTQIA+ community, and women, especially, women of color. When we talk about fit, that means I have to fit in and assimilate into a culture that never had me in mind. So, I want to “dismantle fit” because a lot of times when our students of color, LGBTQIA+ community, or women go into a certain atmosphere they must change their identity or assimilate. The reason for this is that most workplace environments for years have been homogenous, lack true communication or speak to cultural needs, have no true consciousness of inclusion, and do not build a sense of belonging. Therefore, imposter syndrome sets in but for many it is rooted in historical exclusion. The second reason for dismantling fit is because of homogenous cultures within organizations. I’m trying to go into organizations on a national scale and talk to them about their cultures and how we need to dismantle fit by developing job descriptions assisted by search engine optimization or using gender decoder to understand the language on a description. This then promotes a balance in the types of applicants received. Most people of color will not apply unless they have 80%-90% of what’s in the job description, whereas Caucasians feel as though, if they have roughly 40%-50%, then they will still apply. Additionally, for employers to receive a desired diverse candidate pool, posting the salary will help people of color, in particular, to make a better decision. It’s about cultural add - not fit or cultural fit. This relates to how employers can open up their minds and attract great diverse talent to make their organizations better.



Source: The Bias of 'Professionalism' Standards. https://ssir.org/articles/entry/the_bias_of_professionalism_standards

How would you describe somebody who would excel as a social justice advocate within the career development sector?

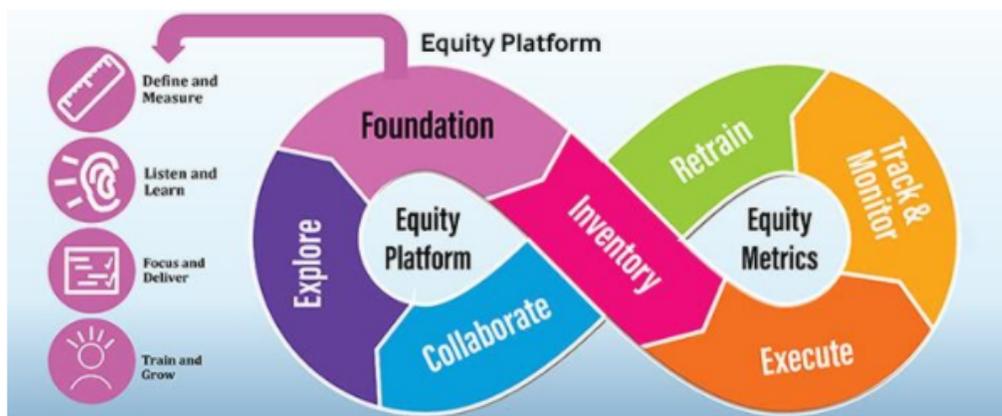
One of my colleagues, Roderick Lewis, MBA, CPC, an associate director within the UNC-Chapel Hill University Career Services is doing amazing things in this regard. With an MBA background, Roderick has a solid understanding of corporate recruiting and just in the past six months has created a diversity equity scorecard. This tool has been used by NACE and can be used for both employers and internal higher education institutions and non-profits for accountability measures. Organizations can use this tool to look internally at themselves and assess whether they are doing what they are saying they are doing. For example, in redesigning the types of programming higher education institutions offer, we can intentionally focus on African American/Black and Latinx students. But there’s a flip side to creating these spaces for employers and students to connect. Academia must realize that everybody can't recruit your students, employers can cause harm based on their tactics and this is why, we must guard our students from those whose organizations

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are just trying to do performative acts, which will lead to young professionals from historically marginalized populations leaving homogenous cultures sooner rather than later. In essence, this is because of a lack of organizations' preparedness for the candidates' cultural add.

Furthermore, people in higher education must tell the truth to employers to be successful in this work. Recruiting marginalized candidates is not enough. What are some of the decision-making factors that are happening? What is the makeup of your senior leadership? What are your management style or HR tactics, practices, and marketing? The problem is most of us are scared to do it because we don't want to ruffle the feathers. That's what being social justice warriors in career development means - writing historical wrongs by educating people about inequality regimes that have existed in corporate and higher education DNA, for years. So, we must point it out. We must understand that, and we have to show the leaders in those spaces, that it means overcoming the desire to not want to give up benefits related to privilege. Real structural change happens with an investment and accountability.



Source: MTC-ATB Equity Platform. <https://mtc.ca.gov/about-mtc/what-mtc/mtc-abag-equity-platform>

Educate organizational leaders on what is wrong with current recruiting tactics to encourage real structural change. For example, invest resources that share the benefit of systemic privileges in the communities of people who have been excluded from opportunities for advancement to help themselves build themselves up to an equitable standing in life. Think about gaps in African American/Black and Caucasian wealth. Reparations can help to close that gap. All mainstream organizations benefitted from Jim Crow and racism. Educating leaders on what that historical context means now is how the Diversity Scorecard that Roderick Lewis created is used to bolster equity in higher education and corporate institutions.

What is your opinion about college students' identity formation as it pertains to experiences such as virtual internships and campus involvement during the coronavirus pandemic?

Highlight the value of the career services offices to achieve desired outcomes by moving career services out of Student Affairs and into the reporting chain of the Provost or President. This will promote students' social mobility and agency in their understanding of factors that impact career choices and designing a collegiate and life experience that equips them for success, along with aligning academic outcomes. This ideation includes multiple transferrable skills, the confidence to report these skills in virtual spaces, and the confidence to advocate for themselves by holding employers accountable with tangible, evidence-based questions during interviews and networking that go beyond the typical workplace culture. It is about highlighting students' power within themselves. In doing so, students know their plan and next steps post-graduation leading to improved first destination outcomes, alumni relations, and mentoring to current students.

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INTENTIONALITY. EQUITY. MOBILITY: NECESSITIES TO REDRESS BARRIERS TO PROFESSIONAL SUCCESS BY ALYSIA MCGLONE, NCCDA NEWSLETTER INTERN

Are there resources that you would advise the readers of this article to research and apply to advocate for social justice within life, but particularly within career development?

Books and Articles

- Richard Rothstein
 - [The Color of Law](#)
- Mehrsa Baradaran, J.D.
 - [The Color of Money](#)
- Minda Harts
 - [The Memo: What Women of Color Need to Know to Secure a Seat at the Table](#)
- Clayton M. Christensen, DBA
 - [The Innovative University: Changing the DNA of Higher Education from the Inside Out](#)
- Tierney Bates, Ph.D.
 - [Inclusive Leadership: 10 Steps To Creating An Inclusive Workplace](#)
- Peter F. Drucker, Ph.D., Clayton M. Christensen, DBA
 - [HBR's 10 Must Reads on Managing Yourself](#)

Websites

- [National Association for Colleges and Employers \(NACE\)](#)
- [Forbes](#)
- [Harvard Business Review](#)
- [Chronicle](#)

The goal for me is to be a lifelong learner and not necessarily an expert; being strategic, reading things to keep ourselves engaged in dialogue, and commit to innovation.

EXPLORING THE 30-HOUR WORK WEEK -- IS IT A SOCIAL JUSTICE ISSUE? BY RAM ATHAVALE, NCCDA NEWSLETTER INTERN

As the pandemic continues to intensely affect our lives, it is becoming clear that many people seem to be enjoying the ability to control their work life better by working from home. It is very possible that working from home most or even all the time will become the “norm” post-pandemic. It is notable that last October, Amazon extended work-from-home opportunities for employees that can do so until at least June 2021 (1).

This article explores another issue that may be even more useful for career counselors to promote to help prevent burnout, improve quality of life, potentially reduce overall unemployment, and allow communities to become more cohesive. It is bringing back the 30-hour work week.

Yes, bringing *back* the 30-hour work week. It may be surprising to learn that some companies actually had employees work 30 hour per week during the Great Depression and World War II, and that the United States came very close to mandating a 30-hour full-time workweek in the 1930's(2).In the article, participants at Kellogg's reported feeling more energetic after work, volunteering more in their community, and keeping tabs on the neighborhood. This resulted in decreased crime.

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Moving to 30-hour work weeks can also be a win for organizations. They have been shown to increase productivity for organizations such as Kellogg's to the point where Kellogg's increased the workers' pay from 7 hours per day to 8 hours even though the workers worked 6 hours per day (2).

The concept of working fewer hours is not unheard of today. In 2016, a small group of employees at Amazon shifted to a 30-hour workweek with 75% pay and full benefits (3). The article pointed out a Harvard Business Review study that experts in several fields indicate that productivity peaks for them at 5 to 6 hours per day, and any further hours can be a waste of time for both employees and employers. According to a study done in the UK, the amount of work that a person needs to be fulfilled is even less, as little as eight per week (4).

There is in fact a company that has had a 5-hour-day off and on over the last 6 years. The company found that due to increasing productivity, they were even able to increase employee salaries. It helps that the company sells exercise equipment and is trying to encourage their employees to participate in such activities (5).

Unfortunately, there is no publicly available documentation describing any follow-up on the 30-hour work week at Amazon, but if the experience of Kellogg's is any indication, organizations will help their workers as well as themselves by moving their employees in this direction. For all of the benefits that employees can gain from working 30 hours per week instead of 40, promoting a shorter workweek could be considered a Social Justice issue for career counselors.

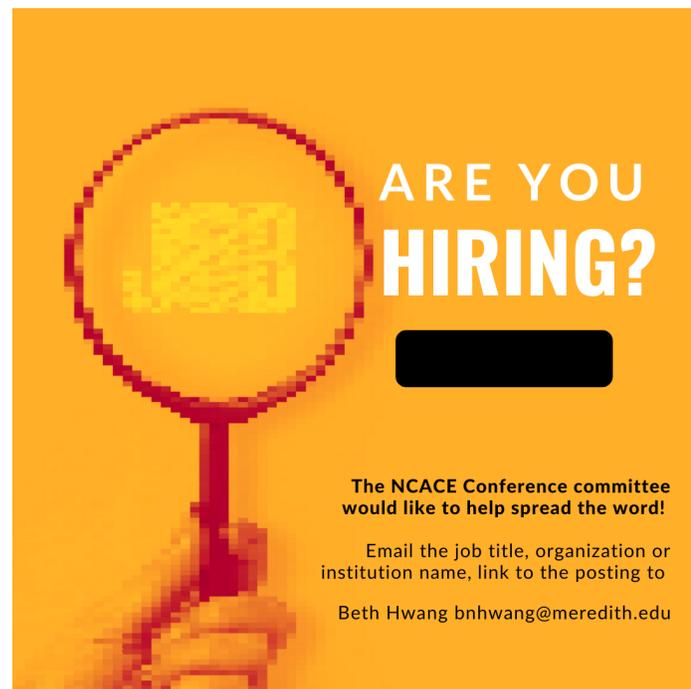
What can we do as career counselors to encourage shorter work weeks by employers? I certainly do not know the answers to this, but any efforts by us to normalize the idea of shorter workdays and workweeks to our students and to organizations that work with us might be a place to start.

1. Amazon Declares Work From Home For All Eligible Employees Till June, 2021: But Why?,
<https://trak.in/tags/business/2020/10/21/amazon-declares-work-from-home-for-all-eligible-employees-till-june-2021-but-why/>
2. When America Came 'This Close' to Establishing a 30-Hour Workweek,
<https://www.alternet.org/2013/04/when-america-came-close-establishing-30-hour-workweek/>
3. Here's Why Employers Should Adopt Amazon's 30-Hour Workweek,
<https://www.forbes.com/sites/ashleystahl/2016/09/26/heres-why-employers-should-adopt-amazons-30-hour-workweek/?sh=19c7cb185558>
4. The "Effective Dose" of Work You Need to Feel Fulfilled Is Surprisingly Low,
https://getpocket.com/explore/item/the-effective-dose-of-work-you-need-to-feel-fulfilled-is-surprisingly-low?utm_source=pocket-newtab
5. Our company started 5-hour workdays in 2015. Here's why we're still doing it,
<https://www.fastcompany.com/90615133/our-company-started-5-hour-workdays-in-2015-heres-why-were-still-doing-it>

ARE YOU HIRING?

The NCACE Conference committee would like to help our members and attendees learn about upcoming job opportunities, which will be shared at the virtual conference May 4th-6th. Please email the job title, organization or institution name, link to the posting (if currently active), and any other relevant information to Beth Hwang at bnhwang@meredith.edu.

P.S. Beth is also our NCCDA Treasurer! :)



MEMBER SUPPORT GRANT



**The Member Support Grant is accepting applications through June 1st!
This is a member only benefit so, you must be an active member to apply.**

The North Carolina Career Development Association (NCCDA) offers Member Support Grants to support the professional development of members as they envision and implement new career-related programs, research, or practices in North Carolina.

Grants of up to \$125 will be awarded during the grant period to help finance and/or offset professional development opportunities. In previous years, this grant funded programs and/or research delivered in-person at various organizations and institutions throughout the state. As many professionals are not delivering programs in the same way, NCCDA saw an opportunity to provide flexibility that aligns with current conditions.

This is a member only benefit. To join NCCDA [click here](#).
For members interested in more details and to apply, [click here](#).

IN FOCUS: NBCC CONTINUING EDUCATION CREDITS

As an independent association now, NCCDA is required to submit all programs to the NBCC for review if we wish to offer NBCC continuing education credit. This process is time consuming and there are very strict guidelines that must be observed in the process. Detailed forms for program review are required to be submitted more than three months in advance. NCCDA successfully submitted an individual program provider application in fall 2020 and will seek to do this again in 2021. Our next step then will be to apply to be an Approved Continuing Education Provider (ACEP) with the NBCC.

This status will allow us to self-monitor and approve programming that meets NBCC guidelines, we will no longer have to wait three or more months for NBCC approval to provide continuing education credit. This does however mean that we have an increased need for managing continuing education documentation. To meet this need, I will officially appoint a Standing Committee for one year to manage continuing education certification and documentation. Interested in getting involved? Please contact us at nccdamembers@gmail.com.



JOIN US ON LINKEDIN!

Have you joined our LinkedIn Group yet? Join us to stay up-to-date on NCCDA events, gatherings, and learn about opportunities in the career development field! Click below or search 'North Carolina Career Development Association' on LinkedIn!

[Click here to join our LinkedIn group!](#)

STAY STRONG, FRIENDS!

Oh, what a year it's been! Stay strong, friends, summer is just around the corner!



Take a few minutes to watch [the video](#) below to recenter and learn about the benefits of focusing on wellness instead of purpose.



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