**November 6-7, 2025**

# 2025 Conference Program

**Thursday,
November 6th**

8:00 AM - 5:00 PM

**Friday,
November 7th**

8:30 AM - 12:00 PM

**University of Wisconsin
Memorial Union
800 Langdon Street
Madison, WI 53706**

CCWT.WISC.EDU/CONFERENCE-25

# CCWT CENTER FOR RESEARCH ON College-Workforce Transitions

# 2025 Conference

# DAY 1 RUNDOWN ←

| 8:00 AM | **Registration & Breakfast** <br> Check-in & Networking |
|---|---|
| 8:45 AM | **Welcome** <br> Great Hall - Fourth Floor |
| 9:00 AM | **Panel** <br> Great Hall - Fourth Floor |
| | **Snacks & Beverages Available** |
| 10:00 AM | **Breakout Session 1** <br> Capitol View & Langdon Rooms - Fourth Floor |
| 11:00 AM | **Breakout Session 2** <br> Capital View & Langdon Rooms - Fourth Floor |
| 12:00 PM | **Lunch** <br> Casual networking & a sandwich buffet |
| 1:00 PM | **Breakout Session 3** <br> Capitol View & Langdon Rooms - Fourth Floor |
| 2:00 PM | **Symposium** <br> Capitol View Room - Fourth Floor |
| | **Snacks & Beverages** |
| 3:00 PM | **Breakout Session 4** <br> Capitol View & Langdon Rooms |
| 4:00 PM | **Lightning** <br> Capitol View Room - Fourth Floor |
| 4:30 PM | **Day 1 Closing Remarks** <br> Capitol View Room - Fourth Floor |

**W WISCONSIN**
UNIVERSITY OF WISCONSIN–MADISON

# CCWT CENTER FOR RESEARCH ON College-Workforce Transitions

# 2025 Conference

# DAY 2 RUNDOWN ←

| | |
|---|---|
| **8:30 AM** | **Check-in**<br>Old Madison Room - Third Floor |
| **9:00 AM** | **Tune In to Strive Out Institute**<br>Old Madison Room - Third Floor |
| **9:50 AM** | **Panel**<br>Old Madison Room - Third Floor |
| **10:30 AM** | **BREAK**<br>Snacks & Beverages |
| **10:45 AM** | **Tune In to Strive Out Institute**<br>Old Madison Room - Third Floor |
| **11:30 AM** | **Lightning Session**<br>Old Madison Room - Third Floor |
| **11:45 AM** | **Q & A and Next Steps**<br>Old Madison Room - Third Floor |
| **12:00 PM** | **Departure** |

# Day 1

## Great Hall

## Panel
### 9:00 – 9:50

**Bobbi Makani**
San Jose State
University

**Kyle Muña**
Workforce Development
Sr. Associate
SVLG

**David Palter**
Senior Director, Higher Ed/WD
Silicon Valley Leadership Grp

## The Power of Experiential Learning: A Collaborative Approach to Preparing Students for the Future Workforce

Bobbi Makani, Executive Director of San Jose State University's Career Center, leads a panel of colleagues and community partners in discussing UNVS 190. UNVS 190 is an interdisciplinary, project-based course developed in partnership with the Bay Area K16 Collaborative, Silicon Valley Leadership Group, and leading employers like Texas Instruments and AWS. Students tackle real-world challenges sourced from industry, gaining hands-on experience, mentorship, and career connections. The course culminates in a showcase of student innovations, highlighting a scalable model for talent development and employer engagement.

**Capitol View Room**

**Breakout 1**
**10:00 – 10:50**

**Langdon Room**

### Context Matters: Empowering Early Career Women to Understand and Leverage Workplace Contexts

From nonprofit scarcity to boys' clubs to the gift of the best supervisor you've ever had, contexts matter. Providing context awareness can help early career women navigate obstacles, take advantage of opportunities, and situate this stage of their career development into the larger story of their journey. Through discussion and interactive activities, Jodi will provide participants with background on how early career women often experience contexts with gendered and racial norms and how this can be shaped by previous work and educational experiences.

**Jodi Vandenberg-Daves**
JVD Consulting, LLC

### A Look at North Central College's All-College Career Initiatives Requirement

Due to factors like rising tuition costs and an unpredictable job market, students are demanding stronger links between their college degree and career outcomes. Although college has not traditionally been a vessel for job placement, colleges and universities must now figure out how to meet this demand and help students find professional value in their degrees. To meet these needs, North Central College in Naperville, IL rolled out a college-wide career initiatives plan in 2022 that includes general education and major specific career readiness and experiential learning requirements for degree completion. This session will provide an overview of the college-wide requirement, explore strengths and challenges, and share a progress report on program outcomes.

**Caitlin Luetger-Schlewitt,**
North Central College

### Teaching Innovation for Workforce Readiness: A Curriculum for Interdisciplinary Problem Solving and Real-World Impact

This session presents a hands-on undergraduate curriculum that teaches students to innovate in response to real-world challenges. Aimed at learners in health, education, tech, and social sciences, the course builds skills in stakeholder engagement, Lean Startup methods, and interdisciplinary teamwork. Participants will explore how students apply academic knowledge to create scalable solutions—like digital health tools and community interventions—while gaining career-ready competencies in adaptability, systems thinking, and collaboration. Innovation is taught, not innate.

**Shinye Kim**
University of Wisconsin Madison

Capitol View Room

**Breakout 2**
11:00 – 11:50

Langdon Room

**Meg Joseph**
Fashion Institute of
Technology, SUNY

## Assessing Internship Courses: Career Development or Enhancing Human Capital?

Despite the prevalence of credit-bearing internship courses in institutions of higher education, these courses have been underexamined in the internship program literature. Research has further revealed practical and theoretical divides between career development and human capital approaches to helping students achieve their post-graduation career goals, but an integrated perspective might best benefit students (Healy et al., 2020; see also Donald et al. 2024). In this session, I present relevant findings about ten internship courses across two qualitative studies. Instructor-assigned meanings to course purpose were associated with differences in course structure, instructional activities, and student learning outcomes. Implications for the conceptualization and utility of internship education will be discussed with the aim of promoting interdisciplinarity and new directions in internship program research.

**Jevin Lortie**
University of Wisconsin
Madison

## Using Online Communities to Support Job Seekers

Online communities can play a transformative role in the career development and wellness of job seekers. This session will explore how virtual spaces can foster connection, reduce isolation, and build confidence during career transitions. Participants will leave with actionable insights for creating or enhancing career communities that empower job seekers and activate institutional support structures from the ground up. Jevin will present evidence-informed strategies for launching and sustaining supportive online communities, drawing from both research and personal experience, including founding a career support group that is growing past 300 student members in just three weeks. The session will discuss best practices for building trust, encouraging engagement, and maintaining inclusive environments that elevate the needs and interests of participants. By reframing career support as a community-driven process, this session supports CCWT's commitment to uplifting student agency, broadening definitions of success, and creating more equitable postsecondary-to-workforce pathways.

# WHAT'S FOR LUNCH?

Mixed Greens Salad
with choice of Balsamic or
Ranch dressing

Penne Pasta
Garden Vegetable Marinara
(served separately)

Halal Meatballs

Garlic Bread

Assorted Cold Beverages

Disclaimer: Conference catering may differ from artist depictions.

Capitol View Room

**Breakout 3**
1:00 – 1:50

Langdon Room



**Nicole Hendry**
University of Wisconsin
Madison

### Facilitating a Career Readiness Workshop: Teaching Students to Communicate Skills

This talk will introduce a novel workshop developed by CCWT, titled "How to Talk to Your Employers About Your Experiences." This workshop draws upon the Community Cultural Wealth Framework (Yosso, 2005) and the National Association of Colleges and Employers' Career Readiness Competencies to help students communicate their unique experiences in resumes and interviews. It reflects the current needs of college students, as it was created in response to interns' needs for resources bridging the gap between internships and full-time employment. Participants will be led in an exploration of how the workshop was developed, workshop tools and materials, and its intended use. CCWT aims for participants to easily implement this resource after attending this workshop.



**Michelle Peters**
Loyola University Chicago
Center for Engaged Learning,
Teaching, and Scholarship

### Developing an Academic Internship Course

Academic internships foster experiential learning that integrates knowledge and theory learned in the classroom with practical application and skill development in a professional setting. At our institution, students receiving academic credit for internships enroll in a course that grounds the experiential learning in the curriculum. With community partner employers as co-educators, students in academic internship courses engage in real-world professional experiences, allowing students to "learn by doing" and reflect upon that learning. This session will delve into the development of academic internship courses, both discipline-specific and interdisciplinary, synchronous and asynchronous, and most things in between.

Capitol View Room

**Symposium**
2:00 – 2:50

**Kaila Bingen**
University of Wisconsin
Parkside

**Carey Watters**
University of Wisconsin
Parkside

**Amy Garrigan**
University of Wisconsin
Parkside

## Bridging Campus and Community: Innovative Faculty Development for Experiential Learning

In this interactive session, presenters will share the successes and lessons learned from the implementation of University of Wisconsin-Parkside's experiential learning faculty development workshop. Grounded in the Eight Principles of Good Practice for Experiential Learning, the workshop model empowers faculty to integrate career readiness and critical reflection into their teaching. Presenters will highlight strategies for fostering connections between workshop participants, community partners, and other offices on campus. Participants will analyze a case study, examine a sample reflection guide, and gain access to numerous resources that will help them implement a similar professional development model at their own institution.

**Breakout 4**
3:00 – 3:50

**Capitol View Room**

**Aylin Celik Zencir**
University of Wisconsin
Madison

**Jina Chun**
University of Wisconsin
Madison

### The Role of Social Support in the Transition to the Workforce of Black College Students with Mental Illnesses

Black college students with mental disabilities face unique, intersecting barriers, including systemic racism, ableism, stigma, and limited access to culturally responsive support resources. These compounded challenges can significantly impact their higher education experiences and ability to transition successfully into the workforce. This study seeks to explore how Black students with mental illnesses perceive the role of their intersecting identities in their workforce transition, the barriers they encounter in higher education, and the ways in which social support systems influence their career development. The study used a qualitative design, including seven participant interviews. Based on the findings, seven themes emerged, which are: a) intersectional oppression, b) lack of representation, c) Identity awareness and growth, d) institutional supports, e) identity-based belonging, f) structural inclusion, and e) student proactiveness. In light of the findings and previous literature, this session will provide actionable recommendations to create equitable, inclusive, and supportive environments in higher education and workforce development.

**Langdon Room**

**Amy Tully Eriksson**
Santa Clara University

### Advancing Career Readiness Through In-Major Career Advising: Lessons from the Santa Clara University Communication Career Lab

This session makes the case for dedicated in-major career advising as practice for advancing equitable career readiness by detailing lessons from three years of running the Santa Clara University Communication Career Lab.  These lessons include personalizing career advising to majors' interests and needs, creating welcoming and student-centered spaces, providing peer career mentors from diverse backgrounds, and developing digital resources that engage students in a timely and tailored manner.

Located among classrooms in Vari Hall, home of the Santa Clara University Communication Department, the CCL provides nearly 400 Communication majors with the opportunity to drop in to chat with a faculty career advisor or peer career mentor on their way to class. Being (literally) embedded within the Communication Department allows the SCU CCL to provide career support and mentoring tailored to meet the unique needs and interests of Communication majors.  The CCL also creates and shares engaging digital resources – including a website, newsletters, and Instagram account – that offer timely career advice for Communication students and highlight the career stories of students and alumni.

**Kyoungjin Jang-Tucci**
University of Wisconsin Madison

### The Job Market as Theater: Computer Science and Engineering Students' Self-Presentation on LinkedIn

How do students prepare for a labor market that increasingly demands polished self-presentation alongside technical competence? This session presents preliminary findings from a dissertation study examining how undergraduate computer science and engineering students construct professional personas through their LinkedIn profiles. Drawing from surveys and in-depth interviews, the study explores students' perceptions of employer expectations, the resources and strategies they use to present themselves, and the tensions they navigate in positioning themselves as job candidates. LinkedIn is framed as a stage where students must not only showcase their skills and achievements but also perform a version of the "ideal" candidate shaped by institutional, cultural, and technological forces. Preliminary findings reveal both conformity and creativity in students' profile-building practices, influenced by peer comparisons, career center guidance, and perceived industry norms. This work contributes to a deeper understanding of the job search as a socially and technologically mediated process and encourages educators and career professionals to reconsider support structures for job-seeking college students. Attendees will be invited to reflect on the implications of these findings for practice—especially in STEM fields, where identity work and self-marketing are often undervalued.

# Day 2

# Tune In to Strive Out Program Institute

**8:45 - 9:00**  **Check-in**

**9:00 - 9:50**  **Tune In to Strive Out Facilitator Training**
Mindi Thompson, Pa Her, & Nasitta Keita

This session will introduce the radical healing framework, provide an overview of the program, and offer insights and strategies for implementing the program.

**9:50 - 10:30**  **Enhancing Student Success through the AERIE Program: Integrating Career Wellness & Multicultural Engagement**

Sarah Hines, Reg Hawkins, Noona Xiong, and students

This session will introduce the Academy of Excellence: Representation in Involvement and Engagement (AERIE) program at the University of Wisconsin - La Crosse (UWL), designed and conducted by the Office of Multicultural Student Resources in collaboration with Academic Advising and Career Services Center and several other offices on campus to enhance first year multicultural students' success and engagement. AERIE aims to support students' academic, personal, and career development by fostering a sense of belonging, promoting mental health and wellness, and providing opportunities for leadership and self-advocacy. We will highlight a key component of AERIE, the Tune In to Strive Out Career Wellness Program, which empowers students with the skills and self-knowledge needed for career development. We will hear from students who are a part of the Fall 2025 AERIE cohort about their experiences thus far.

**10:30 - 10:45**  **BREAK**
Light snacks & beverages

**10:45 - 11:30**  **Tune In to Strive Out Facilitator Training (continued)**
Mindi Thompson, Pa Her, & Nasitta Keita

**11:30 - 11:45**  **Empowering Journeys: Reflections from a Certified Tune in to Strive Out Facilitator**
Sarah Hines

As a professional without formal counseling credentials, but with the Train-the-Trainer Tune in to Strive Out certification, Sarah Hines will discuss how she has integrated the career wellness program into her "Major Exploration" course. She will share insights on how this tool can empower students in their career journeys, making it more accessible for others to adopt similar strategies.

**11:45 - 12:00**  **Q & A and Next Steps**

**Mindi Thompson**
University of Wisconsin Madison

**Pa Her**
University of Wisconsin Madison

**Nasitta Keita**
University of Wisconsin Madison

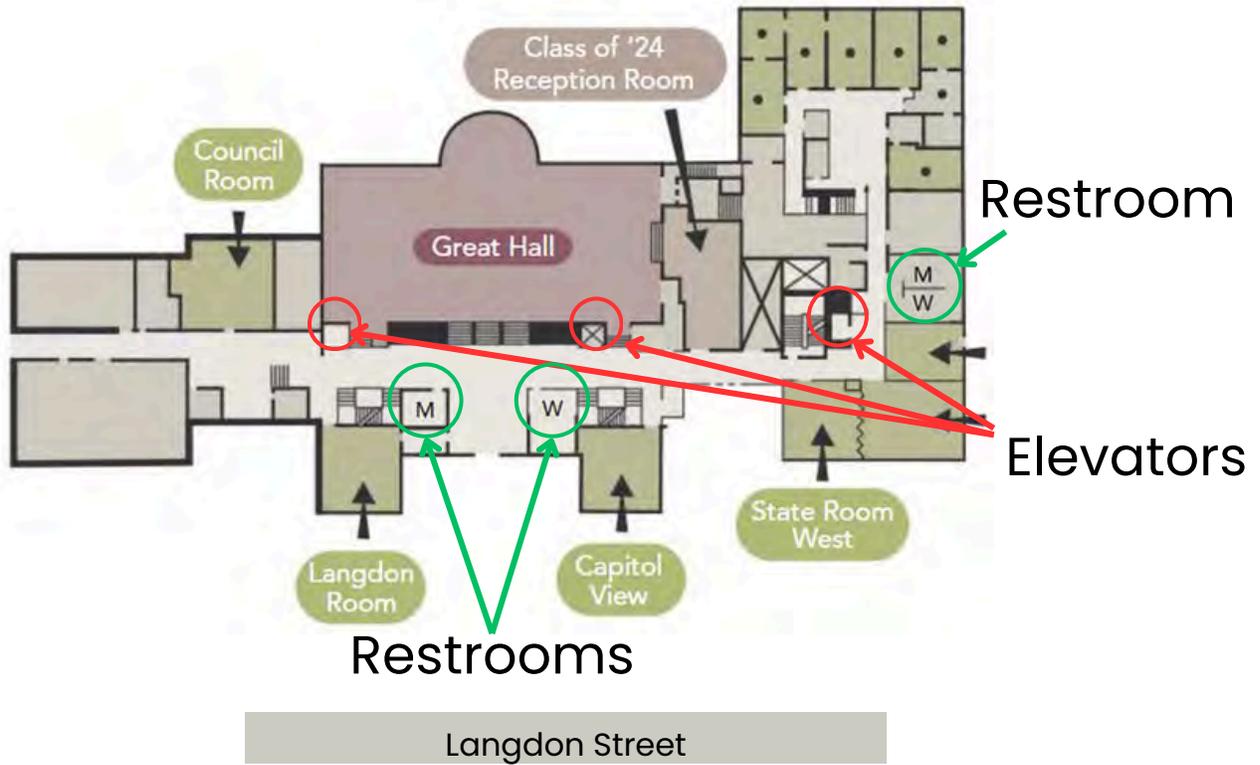**Sarah Hines**
University of Wisconsin La Crosse

**Reg Hawkins**
University of Wisconsin La Crosse

**Noona Xiong**
University of Wisconsin La Crosse

# Fourth Floor
## (Day 1)



Class of '24 Reception Room

Council Room

Great Hall

Restroom

Elevators

Restrooms

Langdon Room

Capitol View

State Room West

Langdon Street

# Third Floor
## (Day 2)



Beefeaters North

Beefeaters South

Boardroom

Old Madison East

Restrooms

Old Madison West

Elevator

Langdon Street