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When the Music Changes, so Does the Dance: With Shifting U.S. Demographics, How Do Career Centers Need to Change?

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College campuses in the United States are becoming increasingly diverse. Over the next three decades, it is predicted that White Americans will become the minority. Increasing college enrollment rates for racial and ethnic minority students, international students, sexual minority students, religious minorities, and physically challenged individuals are changing the college campus in exciting and challenging ways. Career centers on college campuses need to also change to help ensure the success of these increasingly diverse students. The article examines six critical areas in which this change needs to occur: (a) the career counseling process; (b) career assessments; (c) career theories; (d) the hiring and training of career center staff; (e) the career center environment; and (f) specialized services for diverse students in career centers.

Keywords: career centers; diversity; changing demographics

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The United States (U.S.) is rapidly becoming a much more heterogeneous country. When career centers were initially created in the U.S., the populations they served were a great deal more homogenous than they are today. At that time, they were largely White, middle-class, able-bodied students. Today in the U.S., a much more heterogeneous population attends colleges and universities, and thus the question becomes: how do career centers need to change to reflect these demographic changes?

For the past two decades, demographers have estimated that by 2050 the U.S. White population (largely European American) would be in the minority. Recently, however, the U.S. Census Bureau has indicated that this demographic marker will come eight years sooner than previously expected, and will in fact occur in 2042. In addition, more than half of U.S. children are expected to be from minority ethnic groups by 2023 (United States Census Bureau, 2010). Increasing numbers of high school graduates are going to college with more than 70% of members of the high school graduation class of 2009 attending college that fall. While Asian American high school graduates have the highest college enrollment rate at 92.2%, these are followed by White (69.2%), Black (68.7 %) and Hispanic (59.3%) high school graduates (Bureau of Labor Statistics, 2010). In addition, the number of international students enrolled in U.S. colleges and universities increased to an all-time high in 2008–2009. The number exceeded the previous peak enrollment year (2002–2003) by 14.5% (Institute of International Education, 2009). Coupling these changes with the increasing numbers of physically challenged, sexual minorities and religious minorities, it is clear that the college campus continues to change to reflect the changing demographics of the U.S.

With all of these various demographic changes as the context, the question then becomes: how do career centers on college campuses

change in order to help ensure the success of these increasingly diverse students? This article will examine six critical areas within U.S. career centers to answer this question. These areas of focus were derived from the structure of career counseling literature published by career-related national associations in the U.S. (Luzzo, 2000; Niles, 2002). For example, to address career counseling of college students, Luzzo (2000) organized his book into four parts: theoretical bases and models; methods and techniques; special populations and issues; and professional issues and future directions. Similarly, Niles (2002) edited a book for adult career development with six sections: contemporary career concerns; theories and concepts; strategies, methods, and resources; diverse populations; diverse settings; and training and evaluation. Thus, to underscore the unique roles and issues related to college career centers serving diverse populations, this article will focus on career service delivery by reviewing two themes with six central areas. The first theme involves issues related to the delivery of career counseling to diverse students. It includes: (a) the career counseling process; (b) career assessments; and (c) career theories. The second theme is related to more global service delivery within a career center and includes: (d) the hiring and training of career center staff; (e) the career center environment; and (f) specialized services for diverse students in career centers.

Career Counseling Process

As Flores and Heppner (2002) indicated, culture impacts every phase of the career counseling process, and thus career counselors need information about the salient aspects of culture related to this process (p. 187). The counseling process has continued to gain attention with the emphasis on multicultural counseling competence (American Psychological Association, 2003). As Sue and his colleagues highlighted, counseling is a culture-bound profession (Sue, Arredondo, & McDavis, 1992). Arredondo (1999) pointed out that the failure to understand

issues related to the client's worldview may result in them working with culturally different clients from a deficiency framework. Therefore, it is important for counselors to be aware of the role of culture, to have sufficient knowledge of the client's cultural context, and to use appropriate skills when interacting with diverse clients.

Culture impacts the perception of what a problem is, what causes the problem, whether one should go to counseling for the problem, the expectation of what will happen in career counseling, and the expectation for the counselor's role (Leong, Hardin, & Gupta, 2010). Therefore, an accurate understanding of a client's culture and its influence on career development is critical to delivering effective career counseling to diverse individuals. Flores and Heppner (2002) emphasized eight specific areas within the career counseling process where targeted interventions may be useful, including: (a) developing a strong working alliance based within the client's cultural context; (b) maintaining a stance of creative curiosity in exploring with the client the myriad of ways their cultural background may be influencing their career path; (c) assessing the salience of the cultural context for the individual; (d) determining the locus of the client's worldview, their level of acculturation, and the racial identity status; (e) exploring how the roles of racism, sexism, poverty have influenced the clients' self-efficacy beliefs; (f) encouraging the use of social networks and role models; (g) using group work and even including extended family members in the career counseling process; and (h) encouraging the client to return for additional assistance if they experience obstacles after counseling is completed (pp. 187–189).

In addition to these career counseling process guidelines, two models have also been developed that offer more comprehensive guidance to career counseling professionals: the Culturally Appropriate Career Counseling Model (CACCM) (Byars-Winston & Fouad, 2006; Fouad &

Bingham, 1995) and the Cultural Formulation Approach (CFA) to career counseling (Leong, Hardin, & Gupta, 2007, 2010). The initial CACCM was designed to identify a client's career concerns based on the cultural context by articulating seven steps that explicitly incorporate cultural variables into career counseling process (Fouad & Bingham, 1995). Later, the CACCM emphasizes the counselor's metacognitive ability to monitor his or her thoughts and feelings through the career counseling process, which has not been addressed directly in previous career intervention models (Byars-Winston & Fouad, 2006). In this model, counselors develop an action plan, implement and monitor the plan, and evaluate their performance at each step of the career counseling process to enhance cultural competence.

On the other hand, the CFA highlights the understanding of a client's cultural identity and cultural context in the career counseling process. Five components of the CFA are: (a) cultural identity of individual; (b) cultural concept of career problems; (c) cultural context of psychosocial environment; (d) cultural elements in relationship between the individual and the counselor; and (e) overall cultural assessment for career counseling and intervention (Leong et al., 2007). Empirical research indicates that each racial or ethnic minority individual brings different cultural issues to career counseling (e.g., Juntunen & Cline, 2010). For instance, a career counselor may need to evaluate the acculturation and enculturation level of identity with Asian American students (Leong et al., 2010). In contrast, family cohesiveness can be a significant factor to consider with the career issue of Latin American students (Flores, Ramos, & Kanagui, 2010). Arthur and Popadiuk (2010) highlighted that international students can benefit from understanding how their career development is associated with their cultural identity and experience of cross-cultural transition.

Although current research with the CACCM and the CFA focuses

mainly on racial and ethnic minority individuals and international students, culture could be expanded to understand sexual minority individuals, people with physical or mental challenges, and religious minority students as well as how these identities intertwin with a client's racial and ethnic identity. To a sexual minority person, sexual identity and contextual factors, such as social support, are perceived as closely related to career developmental issue (Schmidt & Nilsson, 2006). Similarly, career counselors may pathologize career dilemmas and decisions of religious minority students without recognizing the cultural differences in religious belief systems between themselves and their clients. Thus, career counseling services could be strengthened by encouraging counselors to increase their cultural sensitivity to the context of clients' career issue as well as their own perspective and biases about various groups.

In addition, many career researchers emphasize the importance of providing real-world training and practice for clients, especially for minority populations during the course of career counseling (e.g., Cook, Heppner, & O'Brien, 2005; Levinson, 2002). For example, Levinson (2002) highlighted the importance of teaching self-advocacy skills for young adults with disabilities. Levinson argued that these students can benefit from career counseling by developing their ability to communicate or negotiate their own interests, needs, and rights. For most students, the college period is the last stage of preparation before they enter the real world. Therefore, career counselors should discuss the issues of potential challenges or barriers with minority college students and help them prepare for those situations with developing knowledge and skills (Marron & Rayman, 2002). Various methods of intervention including role-playing difficult situations as well as workshops that deal with issues unique to minority populations would be beneficial for diverse students.

Career Assessment

Assessment is a critical component of career counseling and development, and yet there is increasing concern about the cultural validity of assessment instruments. As career center clientele becomes increasingly diverse, do the instruments validly and reliably assess their career-related interests, skills, and values? Although assessment instruments can provide important information to the client when they explore who they are and what jobs they may be best suited to pursue, many of these instruments have not been validated with large samples from diverse groups. Rather, they have been developed using rather homogenous samples and then at times applied to all groups without the needed psychometric research. Many researchers have found that assessment tools can be ill-suited and misused when working with diverse groups (Flores & Spanierman, 1998; Fouad, 1995). As Flores and Spanierman (1998) highlighted, this lack of cultural validity may relate to specific biases inherent in some tests, a lack of cultural competence in the test administrator, or the client's view of tests. Cultural competence on the part of the counselor includes an awareness of the norm groups that were used to construct instruments as well as an understanding of the clients' attitudes toward the tests.

Heppner and Duan (1995) recommended that non-standardized measures may be especially helpful in working with diverse clients. The Missouri Occupational Card Sort (Krieshok, Hansen, & Johnston, 1989) or other card sorts may be a useful alternative to standardized assessments. With card sorts, the procedure itself allows clients to organize cards into "like," "neutral" and "dislike" piles and then to talk about their interests in a more narrative manner, thus allowing the counselor to help them organize their thoughts into thematic areas that they may want to further explore. This approach also allows the counselor to understand more about the phenomenological perspective

of clients and how they are experiencing themselves and their structure of opportunity. Other potentially useful approaches may be genograms, Life Career Assessments, or mental imagery to help clients gain more information about themselves and the occupational world (Flores & Spanierman, 1998; Gysbers, Heppner, & Johnston, 2009). In essence, it is important to use assessment tools that are valid and reliable for the population whom these tools are being used to assess. If psychometric information has not estimated the validity and reliability, it may be best to use other modes of assessment.

Career Theories

When each career service is developed, it is critical to understand the role of a career theory in the delivery of services and employ a culturally inclusive theory for reaching the needs of diverse populations. Career theories provide a direction of case conceptualization and intervention to career counselors. The developmental perspective and the matching approach between self and environment are the major classic theories in career counseling for college students in the U.S. (Hartung & Niles, 2000; Owens, Lacey, Rawls, & Holbert-Quince, 2010). The developmental perspective (e.g., Super, 1990; Super, Savickas, & Super, 1996) considers continuous growth through various roles in career stages and the necessity of career preparation for after graduation. The personality-environment fit approach (e.g., Holland, 1985, 1997) emphasizes an effective match between the personality of the student and the characteristics of the environment. These theories have guided many aspects of service delivery within career centers such as how information is displayed in career assessments (e.g., Self-Directed Search, Strong Interest Inventory) and activities used (e.g., life career rainbow).

However, some researchers criticize these classic career theories as not fully reflecting the career development of college students and

failing to explain the career barriers that college students face, especially minority students (Arbona, 1995; Cook, Heppner, & O'Brien, 2002; DeVaney & Hughey, 2000). For example, the career development of sexual minority students is different from that of heterosexual students. Pope, Prince, and Mitchelle (2000) argued that the gay and lesbian individual's career development is intertwined with identity issue and the complex process of coming out as a gay or lesbian person. In addition, contextual factors faced by many racial and ethnic minority students lead to a dramatic gap between these students and majority students in the pursuit of higher education and employment options (Bureau of Labor Statistics, 2010; Owens et al., 2010). Oppression, discrimination, lack of occupational opportunities, bias and stereotyping all contribute to a very different career experience for many diverse students. Thus, this leads to a questioning of the adequacy and efficacy of these foundational theories and their parallel interventions. As a result, career researchers have sought to identify the underlying assumptions of the traditional career theories, which were developed based on the life experience of primarily middle-class, Caucasian, heterosexual, male, able-bodied individuals (Cook et al., 2002; DeVaney & Hughey, 2000; Gysbers et al., 2009; Hendricks, 1994; Leong & Brown, 1995). These assumptions include individualism and autonomy, affluence, the structure of opportunity being open to all, the centrality of work in people's lives, and the linearity, progressiveness and rationality of the career development process (Gysbers et al., 2009). Since research and practice continue to highlight the fact that these tenets may no longer reflect the present situation in the lives of many diverse individuals (Flores & Heppner, 2002; Owens et al., 2010), new theories and models that may be more appropriate for diverse students have been developed and tested.

New generations of career theories, such as Social Cognitive Career Theory (SCCT) and the ecological approach, are designed with the context of the individual at the forefront. These approaches attempt

to explain how individual differences that may be a result of the individual's cultural context are generated and how this may impact their career development. For instance, SCCT (Lent, Brown, & Hackett, 1996) specifies variables that are formed in unique contexts (e.g., self-efficacy, outcome expectation) that influence a client's career behaviors. In contrast, the ecological approach (Cook et al., 2005) emphasizes the influence of the external/environmental factors using the frame of the micro, meso, and macro system that form the individual's ecosystem and influence their vocational behavior. An increasing number of empirical studies have been conducted to investigate the career development of diverse individuals using these theories (Flores, Navarro, Smith, & Ploszaj, 2006; Lent, Sheu, Gloster, & Wilkins, 2010) and combining these theories with classic theories (Flores, Robitschek, Celebi, Andersen, & Hoang, 2010). For example, Flores, Robitschek, et al. (2010) examined whether SCCT explains the career choice of Mexican American college students and not only how personal inputs but also contextual variables predict their career self-efficacy across various Holland codes. This practice of theory development that recognizes the role of the cultural context in the lives of diverse students is an important development in the practice of career counseling.

Along with developing and refining career theories, emphasis has also been placed on the role of culture in career research and practice as the major psychological and counseling associations have stressed the development of multicultural competence (e.g., American Psychological Association, 2003). While there is no comprehensive career theory to explain the role of culture directly, utilizing the CFA (Leong et al., 2007) is highlighted to help counselors conceptualize diverse clients with career issues. Recent studies indicate that the CFA provides an inclusive theoretical model to explain career issues of ethnic minority students (Arthur & Popadiuk, 2010; Byars-Winston, 2010; Flores, Ramos, et al., 2010).

Learning about career theories is more than simply having knowledge about the content of each theory. Career counselors should be competent in understanding how the theory works in counseling and conveying its frame of reference through assessment. While many of the newer theories are increasingly being adapted in career counseling in U.S. career centers, it is noteworthy that most of these centers have been administering many assessments that were based on classic theories and utilizing them for career counseling. This may be partly because new theories have placed less focus on developing career assessments compared to classic theories. In addition, typical career issues that college students bring to counseling influence the high utilization rates of classic assessments. Most students seek career counseling for deciding their major and for searching for future jobs, which fits well with classic career theories such as Holland's theory. However, although their primary concerns may be congruent with classic theories, the context in which their decision is shaped and implemented should be carefully considered from the perspective of new, more contextually sensitive career theories. In essence, when career counselors utilize different assessments, they should recognize the assumptions underlying the assessment and how it influences their counseling.

It should also be mentioned that some researchers are asking a somewhat different question about traditional career theories that places the responsibility on the career counselors to use theories more effectively with diverse students. For example, Hardin (2010) asked the question: To what extent have users of these theories been limited in the ways in which they have applied the theories to diverse groups? Hardin developed what she terms a Cultural Lens approach, which allows researchers and practitioners to "use their accumulated culturally specific knowledge to apply a broader cultural lens to the operationalization and application of existing theories" (p. 1).

In sum, career centers are on the frontline of career service delivery for increasingly large numbers of diverse college students. Therefore, career centers should be aware of the current multicultural and cross-cultural movements and have an understanding of what theories are being developed to better explain the vocational behavior of diverse populations as well as of how they might use their culture-specific knowledge to make more effective application of traditional career theories to diverse populations.

The Hiring and Training of Career Center Staff

The quality and training of career center staff is arguably the most important factor in attracting diverse individuals to a career center in the first place. The impact of having a staff that represents the diversity of the clientele a center is trying to serve is a critical element. As Heppner and Duan (1995) highlighted: (a) hiring of diverse staff reflects a tangible commitment to diversity; (b) research indicates that diverse individuals are more likely to access services and to be satisfied with services when they are delivered by individuals who share a common background; and (c) diverse staff can provide ongoing cultural consultations that can greatly enhance their cross-cultural competence (pp. 89–90). Thus, there may be no more powerful indication of a commitment to diversity than hiring of diverse professional and paraprofessional staff.

Hiring a diverse staff is only the beginning. Career center staff must then participate in high-quality multicultural and cross-cultural training. In order for a career center to work effectively with diverse student clientele, it is essential that the staff develop the awareness, knowledge and skills so critical to being an ethical and competent professional. The first and most important is examining and understanding one's own biases and expanding one's worldview. Student services often attempt to accomplish this training in short staff development sessions or half-day

workshops, which can only begin the process of understanding. It is critical to conceptualize multicultural and cross-cultural training as an ongoing and life-long process that requires exposure to diversity, and to become so deeply immersed in the worldview of others that career center staff can start to understand the pervasive impact and power of culture on individuals' career choice and development. Especially given the rapid changes in U.S. society and around the globe, it is crucial that career center staff view ongoing training as part of their professional life. This is not an easy journey and requires strong and supportive leadership to help staff take risks, become vulnerable and leave their comfort zones in order to become more culturally competent.

Thus, while formal lectures and discussion on culturally related topics can be important training techniques, the day-by-day teachable moments that occur within centers may provide some of the most powerful lessons. For example, when a staff member suggests stereotypic occupations to a gay student, that is a teachable moment; when an international student is spoken to in a volume level far above other students, that is a teachable moment; when a Latina client is insisting that she needs to discuss her career choices with her parents and the staff member wonders if this is healthy or normal individuation, this is a teachable moment. In essence, staff training greatly benefits from a present-mindedness where teachable moments are identified and used to provide powerful learning situations.

With diverse staff, it can significantly enhance the cultural training of the whole career center staff. In essence, hiring and training are two sides of the same coin. If a first-generation college student is on the center's paraprofessional staff, the student can greatly enhance other staff members' awareness of the uniqueness of being a first-generation student and what the student knows and does not know about the college experience given his or her family of origin and background. These

kinds of cross-cultural consultations among staff can help transform career centers in the moment-by-moment interactions that staff have with one another.

One tool that may be helpful in assessing the efficacy of a career center staff is the Career Counseling Self-efficacy Scale (O'Brien, Heppner, Flores, & Bikos, 1997). Factor analytic procedures identified four latent factors measured by the scale: therapeutic process and alliance skills; vocational assessment and interpretation skills; multicultural competency skills; and current trend in the world of work, ethics and career research. Through providing active training to the staff in each of these areas as they relate to diverse clientele, a center can help their staff become more competent and self-efficacious in delivering career services to diverse individuals.

The Career Center Environment

Examining the career center environment through a broad cultural lens is also a critically important activity when attempting to attract diverse individuals. It is an excellent staff development activity to have staff members scrutinize all aspects of a career center to assess how it reflects and supports the diversity of the campus. It is also useful to have individual staff members choose some form of diversity and do their assessment of the career center environment using that lens. For example, if I were a physically challenged individual, how would I experience the career center? If I were from the sexual minority community, would there be signs that the career center has resources and supports for me? If I were a non-traditional aged student, thinking about asking for help at the career center, would it seem like a comfortable and affirming place for me? Important indicators include the information provided in the center; the pictures on the walls; signs on office doors indicating whether this is a safe space for sexual minority individuals; and books, publicity and marketing materials of

the center. All of these provide important information to an individual about how sensitive and aware the staff of a career center is, even before the individual actually decide to use the services. Since most students get initial information from the career center's Web page, this is an especially important place to have diversity reflected in as many ways as possible.

Conducting outreach to diverse groups, and in effect, taking the career center to places where diverse students congregate are an important part of providing sensitive services. Black culture centers, offices providing disability services, women's centers or sexual minority resource centers are all excellent organizations to partner with and offer career-related programming. Being able to target specific groups is also very helpful in order to provide the most culturally relevant information possible to the students. Thus, in addition to more general or generic outreach to the campus at large, highly specific outreach to groups, for example addressing the coming out process and employment with sexual minority students or discussing accommodations with employers to physically challenged students, can increase the effectiveness of these presentations. Using this type of systemic approach to collaborate with other offices on campus to provide targeted services to diverse students is a critical element of quality service. This type of outreach to communities sends a powerful message about the career center's willingness to reach out in affirmative ways to diverse groups. Thus, putting on a cultural lens in this way and examining a center can be a very profound and startling experience, but it is one that can help shape a more diversity friendly and affirming environment.

Specialized Services for Diverse Students in Career Centers

Empirical research and literature reviews repeatedly demonstrate that each diverse group may differ in their specific career development needs (Owens et al., 2010). As these differences become more apparent,

there have been calls for more attention to tailoring career service delivery to meet these unique needs. Some argue that although numerous efforts have been employed to provide better service for diverse students, career counseling services have not succeeded in reaching the underserved groups nor developed interventions that directly meet the needs of diverse students (Carter, Scales, Juby, Collins, & Wan, 2003). Therefore, provision of specialized services targeting a specific diverse group may be a good way to reach underrepresented populations and meet their unique needs (Yang, Wong, Hwang, & Heppner, 2002). As we discussed above, it is obvious that each group comes from a different cultural context and this context should ideally be reflected in every element of career services. Despite the potential for such specialized interventions for each diverse population on a campus, some considerations have to be taken when career centers design and tailor specialized services for each population.

For an understanding, we provide here a brief description of a specialized career service for international students — International Students' Career Services (ISCS). ISCS is housed at the Career Center of the University of Missouri–Columbia (MU) and co-sponsored by the Career Center and the Coalition for Cultural Competence.

International students are becoming a large part of the increased diversity occurring on U.S. colleges and university campuses. Most recent estimates indicate that there were a total of 671,616 international students enrolled in U.S. academic institutions during the 2008–2009 academic year (Institute of International Education, 2009). This number reflects an 8% increase from the previous academic year, with a 16% increase of international students who were new enrollees. The MU campus specifically has about 1,600 international students. Although international students generally are exceptionally talented academically, they often face numerous struggles with their career planning. In a

recent analysis of the content of 85 journal articles pertaining to international students, many called for specialized interventions for these students. However, only five of the 85 articles reviewed were about targeted interventions designed to meet their unique needs (Wang et al., 2011). As there was greater awareness of the unique needs of international students on MU campus, ISCS was developed. Through a joint effort between the Career Center and the Coalition for Cultural Competence, specific tailored services were developed.

ISCS provides career services for students with three delivery methods: psycho-education program (workshop, seminar), individual consultation, and resource guides. The contents vary from the unique issue of international students (e.g., American classroom culture, visa issues, and career planning) to common issues for college students (e.g., graduate school preparation, job searching skills). The unique cross-cultural aspects and context in which international students are located are always included and highlighted even when presenting the more general career issues. In particular, most services are designed to provide useful language and positive frameworks to identify the strengths of being international students so that students can utilize their strengths in their career development. According to a five-year report of ISCS (2010), students who attended ISCS workshops think that the service is highly sensitive to their needs as international students (M = 8.58, 10-point Likert scale, 10 = highly sensitive) and feel confident after attending workshops (M = 8.20, 10-point Likert scale, 10 = highly confident). In addition to direct service for students, ISCS has strong liaisons with other campus offices and student organizations, and provides workshops or seminars for the students. Numerous international undergraduate and graduate students comprise the staff of the center.

Word-of-mouth referral is particularly significant for international

student populations because the concept of career counseling is rooted in Western culture and may not exist in the students' country of origin. As a result, active and sensitive marketing plays a critical role in approaching international students. ISCS has developed a close relationship with campus offices related to international affairs (e.g., International Center) and student organizations (e.g., Taiwanese Student Association). ISCS also participates in international events and cultural activities on campus to promote the services to various international populations. Increasing numbers of students utilizing the services reflects the success of this marketing effort and students' satisfaction with ISCS services. Moreover, most students report after participating in workshops that they would strongly recommend ISCS services to their international friends (M = 8.76, 10-point Likert scale, 10 = strongly recommend) (ISCS, 2010).

In addition, ISCS has developed an environment of support and friendship to encourage students to use the services and to decrease the possible barriers students might feel when seeking help. For example, ISCS (a) has walk-in services for students without appointment; (b) hires international staff; and (c) provides services and documents in non-English languages, such as Chinese or Korean. This culturally sensitive approach makes ISCS more accessible to international students and ultimately allows the service to be more helpful in meeting the career needs of this group.

Summary

A South African proverb states: "When the music changes, so does the dance." This astute proverb points to the need to understand the shifting demographic contexts of our work and make changes accordingly. For U.S. career centers, this changing context relates profoundly to the increased diversity of the clientele. This article has addressed six major areas within U.S. career centers that have been

changing over the last decade in order to serve the increasingly diverse students that come to career centers for assistance. Career centers have a vital role of social justice in helping all students find productive and meaningful life paths. Helping more diverse students attain a college degree and then go on to contribute in important ways to their society is a critical part of the mission of career centers and perhaps the most direct route to social justice. Through systematic change and improvement to all aspects of career centers, this goal is much more likely to be actualized.

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舞隨樂變：美國職業生涯中心如何因應人口特徵的變化而改變

美國的大學校園漸趨多元化。未來三十年，白人學生將會佔少數。大學取錄的學生將包括愈來愈多的少數族裔人士、國際學生、性少眾、宗教少眾，以及殘障人士。這些學生為大學校園帶來重大的改變與挑戰，而校園內的職業生涯中心亦須改變，以確保這多元的學生群體都能有所成。本文探討改變的六個重要領域：（1）職業生涯輔導過程；（2）職業生涯評估；（3）職業生涯理論；（4）職業生涯中心員工的聘用與培訓；（5）職業生涯中心的環境；及（6）職業生涯中心為不同群體學生提供的專有服務。

關鍵詞：職業生涯中心；多元化；變化的人口特徵