

[Special Issue: *Career Centers: Current International Perspectives*]

## **Career Centers in Higher Education: An International Perspective**

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In many parts of the world, career centers are striving to meet the career development needs of university students faced with a fast-changing socio-economic and globalized world. The dialogues in this special issue help to advance our understanding of career guidance and counseling in higher education from an international perspective. This article introduces the invited papers and the reaction papers from the United States, Korea, China, and Hong Kong.

*Keywords:* career centers; higher education; internationalization

In the United States (U.S.), career centers in higher education institutions have a reasonably long history (Garis, Reardon, & Lenz, 2012), and they paved the way for related developments in other

countries. Savickas (2003) considers that many countries have now been developing indigenous methods and models appropriate for their own socio-cultural contexts. It is the aim of this special issue to provide a brief overview of the development and current status of career centers in the U.S., Korea, China, and Hong Kong. The international dialogue among scholars from different parts of the world will contribute to advancing internationalization of career guidance and counseling (McMahon & Yuen, 2009).

In the first article, Jeff Garis, Robert Reardon and Janet Lenz outline the development of career centers in the U.S., summarizing their current status and function, and predicting their future operation in the context of technology and a global economy. The writers provide a profile of a career center in a university.

In the second article, Mary Heppner and Ae-Kyung Jung point out that career centers in U.S. colleges are evolving to meet the diverse needs of a changing student population. Six critical areas are discussed — the career counseling process, career assessments, career theories, the hiring and training of career center staff, the career center environment, and specialized services for diverse students.

The third article, by Eunjoo Yang, Sang Min Lee and Sung-Sik Ahn, examines the service delivery provided by career centers in South Korea. Their findings show that career centers in that country tend to focus on *placement* rather than career *exploration*. The writers raise issues in balancing placement and exploration services. They also discuss technology use, staff expertise, and programs for specified careers.

Dorinda Fung and Philip Wong, in the fourth article, describe milestones of progress in a university in Hong Kong. In that institution, various career education and guidance services are implemented to enhance students' competencies and employability in the job market.

In the first reaction paper, Vincy Sun, Mantak Yuen and Dengfeng Hao explore the current situation of career centers in China. They review the scope, implementation, progress, and problems of a university career center in Guangzhou, China.

The final reaction paper by Raysen Cheung explores both the contextual and strategic aspects of designing and running a career center capable of responding to social demands within a higher education institution.

This special issue provides a window on career centers operating in the West and in the East. In doing so, it makes a contribution to ongoing discourse on career guidance and internationalization in the context of services for diverse student populations.

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## References

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## 高等教育中的職業生涯中心：一種國際化視角

當代大學生正面臨社會經濟環境急速變化、全球化趨勢愈趨明顯的世界。各地高等院校的職業生涯中心皆在致力滿足大學生的職業發展需求。本專輯的文章有助我們從國際化的視角深入了解各地高校的職業輔導和諮詢情況。本文概述了專輯內來自美國、南韓、中國內地和香港等地的特邀文章和回應文章。

關鍵詞： 職業生涯中心；高等教育；國際化