BUILDING TOWARD THE FUTURE
Rutgers University Career Services | Strategic Plan 2013 - 2016
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John F. Kennedy once said that “Efforts and courage are not enough without purpose and direction.” As much as this wisdom applies in our day-to-day lives, it is even more pertinent in the revitalization of career services at Rutgers University. As a prefatory note, it might be easy to skip over the “courage” aspect of this equation, but it should be noted that it took a good measure of courage to initiate the sweeping changes currently under way at what has now become “University Career Services” at New Brunswick. The decision to ramp up this key service delivery unit was made amidst a cauldron of competing priorities within an environment where net new resources simply did not exist.

So, first, credit needs to go to the leadership of Undergraduate Academic Affairs and Rutgers senior administration.

With the institutional commitment having been made to bring Career Services up to a standard befitting New Jersey’s flagship university, what remained was the establishment of focused purpose and clear direction. As the new leadership of University Career Services pondered this twofold challenge, a key overarching theme continued to emerge. That recurring theme was, simply, “excellence.”

It was clear from the beginning of our strategic planning process in the spring of 2013 that this was a shared commitment embraced by every single member of the University Career Services staff.

Thus, for purposes of this effort, we asked ourselves, how does “excellence” actually translate? Essentially, as the strategic planning process itself evolved, it meant:

• Building upon existing strengths
• Identifying new opportunities to assure the success of Rutgers students
• Focusing resources on the things we do well
• Making potentially difficult decisions to forego those activities that we cannot do well or that have only marginal value
• Establishing partners and champions to ensure continuing progress

In a broader sense, it meant excellence in services provided, staff employed, organizational structure implemented, instruction delivered, facilities managed, relationships nurtured, public profile projected, assessments instituted, and evaluations completed. In short, excellence in all things.

In order to ensure we remained true to our lofty vision of excellence, the entire University Career Services staff committed in March 2013 to an ambitious and comprehensive process of engagement that focused on how to ensure the achievement of excellence within the scope of the resources available while at the same time carefully identifying various components that would establish Rutgers as a world-class Career Center. This leads, inexorably, to the question: Once you commit to true excellence, how do you get there? A big question, indeed, but at its core is the recognition that an operational framework for the strategic planning process was necessary to advance this initiative. And recognizing the tremendous individual talents and collective wisdom of the University Career Services staff, the Senior Leadership Team of the department proposed three essential structural columns upon which our plan would be built:

• Core Services and Programs
• Experiential Education
• Employer Relations

These would serve as the signposts for our map to excellence. In fact, we named the three columns “pillars of excellence,” as they incorporate comprehensively the key central attributes any world-class career center must have.

With these Pillars now in place, the staff worked in teams to create the goals, objectives, and actions embodied in this document. These small group deliberations were supplemented by two all-staff day-long retreats to ensure that all members of University Career Services would become, and remain, invested in the process that would ultimately illuminate and inform their professional practice.

The University Career Services staff takes great pride in this document and in the work that it represents. It is our hope that it will help Rutgers students to navigate their unique pathways to success.

Richard L. Hearin
Executive Director
Two sets of SWOT analyses were compiled for each pillar during this process. First, cross-functional teams developed the initial set of observations using their own frame of reference. The purpose of this first analysis was to provide a fresh perspective that was not affected by possible tunnel vision caused when one is immersed in a particular area. Later in the process, the functional area responsible for the broader objective of each pillar reviewed the initial SWOT analysis and updated it utilizing their expertise. Below is a summary of these findings as presented to the new Senior Leadership Team by the staff of University Career Services.

STRENGTHS:
- **Campus Partners:** Many of University Career Services’ academic relationships are strong due to the efforts of individual staff members within the department. In particular, the relationship with the School of Arts & Sciences lends a strong position and the ability for University Career Services to administer a credit-bearing internship and co-op program.
- **Recruiting Services:** The services provided to employers are based on the strength of relationships. Recently, the department completed its first comprehensive recruiting guide as a collateral piece to introduce employers to the services available at Rutgers. Cross-training of Career Development Specialists has already begun with email scripts and talking points developed to assist them in their interactions with employers from industries not aligned to their academic expertise.
- **Staff:** The staff currently working within University Career Services is dedicated, knowledgeable, and experienced. There is a renewed sense of energy and a healthy willingness to collaborate among units. A new cohort of staff members has also been hired. This new infusion of knowledge within the areas of public relations and marketing, research and assessment, technology, and budget management are critical resources that will help the department to build upon the services we provide to students, employers, and campus partners.
- **Student Programs & Services:** University Career Services offers students a wealth of resources. From the popular career assistance appointments to the many career fairs offered, our programs are well liked by the student population. The establishment of a credit-bearing internship course is also an important step already underway towards providing additional options for students seeking an intentional and meaningful internship experience grounded in academic substance.

WEAKNESSES:
- **Alumni Connections:** The department needs to do a better job of engaging alumni in our efforts to support current students at Rutgers. Cross-training of Career Development Specialists has already begun with email scripts and talking points developed to assist them in their interactions with employers from industries not aligned to their academic expertise.
- **Assessment:** Ask any staff member the question, “where are Rutgers graduates going?” and you may get a perplexed look due to the lack of data collection and sharing of a university-wide post-graduation survey. While responses based on anecdotal information may provide the questioner with basic information, this will not do in an increasingly data-driven environment. A lack of basic assessments to provide evidence of service impact has also been a known issue within the department. The recent appointment of an Assistant Director for Research & Assessment was long overdue.
- **Campus Partners:** While noted as a strength, the department also has identified areas of improvement regarding campus partnering. We need to do more to work with other units on campus that offer experiential education opportunities in order to ensure that these student participants are able to effectively articulate their experience to future prospective employers.

STRENGTHS, WEAKNESSES, OPPORTUNITIES & THREATS

OPPORTUNITIES:
- **Alumni Connections:** With over 400,000 Rutgers alumni, many of whom are in the tri-state area, University Career Services has an amazing opportunity to provide resources that connect students to the industry expertise these alumni represent.
- **Campus Partners:** With the senior administration firmly in our corner, as well as world-class faculty, and dedicated staff, we have an opportunity to ensure positive student career outcomes with support from all parties involved in the university.

THREATS:
- **Campus Culture:** Research shows that most employers like to hire for full-time positions from their internship or co-op schools. However, Rutgers is not viewed as an internship or co-op school. We hear this from employers, incoming first-year students and their parents at orientation, and others. While other universities are emphasizing internship and other experiences, creating scholarships for unpaid internships, integrating career development into the academic curriculum, and much more, Rutgers needs to catch up.
- **Multiple Points of Entry:** While multiple points of entry can sometimes be a positive notion, when it comes to serving employers, this is rarely the case. With multiple career offices, different policies, and everyone reaching out to employers for their particular events in an uncoordinated matter, employers are confused and find it hard to recruit at Rutgers. With limited resources on a campus of this size and of our complexity, it is imperative that we work together to make it easier for employers to recruit students at Rutgers.
- **Employer Budgetary Constraints:** An ever changing job market and a still sluggish economy adds to limitations on employer resources, recruiting targets, and open positions. Unpaid internships are a problem, especially in the summer. They can cause students to have to choose between working for pay and interning.
- **Resource Limitations:** How will the integration of UD-MONROE impact our ability to serve some 40,000+ students on campus? Space for programs and events is also at a premium. Currently, we have to turn away some employers for career fairs due to lack of a large enough space on campus that is reservable. Some of our career-networking panels attract over 100 students, and it is difficult to accommodate them at the times and days suitable for alumni and employers.
- **Student Preparation:** Assisting students, especially those in the liberal arts, understand that their major doesn’t always dictate their career choices is a challenge. Unfortunately, students may not take full advantage of our services due to the misnomer that the employers with whom we work are not interested in them. Students accepting positions and then withdrawing their acceptance after getting another offer is an issue that negatively impacts our ability to attract employers and assist other students. There also sometimes appears to be a disconnect between classroom experiences and employer expectations of students’ skill sets.

Our recent acceptance into the Big Ten consortium of schools and integration of most of the UD-MONROE campus academic programs helps make Rutgers-New Brunswick a magnet for employer interest.

- **Student Population:** We often hear from employers that they like to recruit at Rutgers because of our academic excellence, the diversity of the population, and our reputation for graduating “scarpy” students who are willing to roll up their sleeves and get the job done.
OVERARCHING TENETS

VISION STATEMENT:
All Rutgers-New Brunswick students will make successful transitions from their academic pursuits to their first-choice post-graduation destinations based upon a clear understanding of the career development process, competitive credentials, access to a robust employer base, and mastery of contemporary strategies for identifying and securing career options that reflect their unique interests, skills, and aspirations.

MISSION STATEMENT:
University Career Services is committed to assisting students in making connections between their academic experience and career paths. We provide career-related counseling, resources, and programs to help individuals clarify academic and career goals, establish career plans, develop job-search skills, and make successful career transitions. We build relationships with alumni, employers, and graduate schools to optimize internship, job, and career opportunities while also creating strategic partnerships with campus departments to assist students in developing and articulating co-curricular experiences that will help to ensure they are competitive in their future pursuits.

CORE VALUES:
Our core values are at the foundation of all that we strive to do. We value (in no particular order):

Excellence: Excellence will be imbued and reflected in all we do, from the relationships we create and nurture with our diverse clientele, to the services, programs, and information we provide, to the manner in which we interact with our colleagues internally and externally.

A 5-Star Customer Service Approach: We strive to provide the best customer service we can with our student and employer clients. Our students will have access to the best services and our recruiters will be treated in a manner worthy of a top-recruiting program at a flagship, world-class university.

Innovation & Relevance: In an effort to stay relevant, we embrace innovation, are not afraid to take risks, and view our audacity to try new things as a strength. We take what we learn from our own experimentation and share it with the community as a whole, with a commitment to continuous improvement of our clientele’s career development experience at Rutgers. We strive to stay relevant for today and ready for tomorrow.

A Collaborative Approach to Growth: We value constructive internal and external feedback. We build mutually beneficial partnerships with a variety of audiences. We see our success as being directly correlated to a shared vision and reflective of our shared journey.

Diversity and Inclusion: We develop services and resources that address the career development needs of our diverse clientele. We make a commitment to developing and empowering students from all backgrounds and experiences. From demographic diversity to the inclusion of different ideas, needs, and viewpoints, we value this in all we do.

Smart Operating Practices: We embrace the importance of efficiency in this fast-paced environment. We seek a synergistic and intentional approach to our operations. We value thoughtful and timely decisions that are data driven and consistent with sound ethical practices.

Integrity, Honesty, and Respect: We promote an organizational culture that reflects the importance of a workplace that is productive, professional, growth-oriented, and enjoyable for all.

PILLARS OF EXCELLENCE:
Strategic pillars provide strength and support for the vision. Our pillars include:

• Core Programs & Services
• Experiential Education
• Employer Relations

CRITICAL ENABLERS:
Critical enablers apply across all strategic pillars and enable their delivery. They include:

• Assessment and Research
• Campus Partnerships
• Development and Fundraising
• Public Relations and Marketing
• Staff Development
• Technology
PILLAR 1: CORE PROGRAMS & SERVICES

University Career Services offers comprehensive educational opportunities designed to increase the career decision-making self-efficacy of students. Grounded in a cyclical 5-stage career decision-making process of self-assessment, exploring majors and careers, gaining experience, considering graduate/professional school, and preparing for the job search, our group and individual services are accessible and of high quality.

OBJECTIVE 1.1.1: Identify cluster groups for each Career Development Specialist (CDS)

ACTION 1.1.1.1: Develop the following clusters: Agriculture, Environmental, Food & Natural Sciences (one CDS for 13 Depts.); Business and Communications (one CDS for 14 Depts.); Education and Public & Human Service (two CDS for 28 Depts.); Performing Arts (one CDS for 24 Depts.); and still deciding (one CDS)

ACTION 1.1.1.2: Consider cluster sub-groups based on career interests of students

ACTION 1.1.3: Employ marketing strategies to engage students in this new cluster model

OBJECTIVE 1.1.2: Assign Career Development Specialists into academic liaison areas within clusters

ACTION 1.1.2.1: Redefine academic liaison as a communication link between the University Career Services staff and academic department chairs (or representatives)

ACTION 1.1.2.2: Redeploy Career Development Specialist staff based on the number of department chairs (or representatives) versus number of students. Each cluster will have a certain allocation of Career Development Specialists based on the number of departments mapped to each cluster

ACTION 1.1.2.3: Career Development Specialists will meet at least once per semester with assigned chairs (or representatives) and maintain open communication through periodic emails or phone calls

ACTION 1.1.2.4: Incorporate new liaison information into the staff listings on the website

OBJECTIVE 1.1.3: Develop programming and services that each cluster will coordinate based on the action items below

ACTION 1.1.3.1: Implement two “Industry Networking Series” events (one-hour panel of alumni and employers followed by one-hour networking social) per year (three for STEM)

ACTION 1.1.3.2: Conduct two “How to Find an Internship in...” workshops per year (three for STEM)

ACTION 1.1.3.3: Coordinate, with the Assistant Director for Alumni Engagement & Graduate Programs and Assistant Director for Technology Applications, an e-mentor program as part of the Alumni Career Network

ACTION 1.1.3.4: Work with Experiential Education Team and Employer Relations Team to coordinate two employer site field trips with students per year (three for STEM)

ACTION 1.1.3.5: Co-chair, with Employer Relations, one faculty/employer symposium event per year

ACTION 1.1.3.6: Co-chair, with Employer Relations, one industry career & internship fair during the spring semester

ACTION 1.1.3.7: Employ promotional strategies to engage audiences through a series of marketing campaigns

OBJECTIVE 1.1.4: Have each Career Development Specialist adopt 10 employers (15 for STEM) per year that will support their cluster efforts as well as engage them in the RU recruiting process (refer to Objective 3.2.2)

OBJECTIVE 1.2.1: Develop a programming working group comprised of Career Development Specialists and Employer Relations representatives to determine which industries/themes to highlight each semester

ACTION 1.2.1.1: Programming Working Group will update content annually for core programs (i.e. interviewing skills, career day success strategies, etc.) to ensure quality, consistency, and relevance

ACTION 1.2.1.2: Work with Research & Assessment and Technology Applications Teams to use CareerKnight and survey data in order to ascertain student preferences for programs

ACTION 1.2.1.3: Create a series of events (programming and career) for specific student populations/industries/graduate and professional school opportunities

OBJECTIVE 1.2.2: Improve student attendance at workshops and presentations, including employer information sessions, industry/networking events, and core programs to increase awareness of career and networking opportunities

ACTION 1.2.2.1: Participate in ongoing collaboration and planning with the Public Relations & Marketing Team for proactive outreach to students

ACTION 1.2.2.2: Leverage academic liaison relationships and departmental contacts to enhance support by sending monthly or biweekly emails announcing events

ACTION 1.2.2.3: Send announcements through CareerKnight targeting student interest areas and majors

ACTION 1.2.2.4: Develop focus groups to determine best methods of reaching out to student populations

ACTION 1.2.2.5: Employ marketing tactics to engage students in these endeavors. This may include packaging them as a series, featured on the website, and/or ensuring that they are added to the monthly calendar

ACTION 1.2.2.6: Develop a no-show policy for certain events

OBJECTIVE 1.2.3: Develop strategies using available vendor resources to assist students through the 5-stage career decision-making process (e.g., FOCUS 2 for self-assessment)

ACTION 1.2.3.1: Re-evaluate current vendor tools to ensure that each stage has an associated online resource

ACTION 1.2.3.2: Create a new “Virtual Career Center” within CareerKnight that packages the online tools and relays them to the 5-stage career decision-making process

ACTION 1.2.3.3: Work with the Assistant Director for Research & Assessment and the Assistant Director for Technology Applications to use online vendor and survey data in order to ascertain student usage and preferences

ACTION 1.2.3.4: Provide training and relevant information to staff on how to best utilize online vendor software in career assistance appointments and presentations

OBJECTIVE 1.3.1: Assess career decision-making self-efficacy of students utilizing our programs and services

ACTION 1.3.1.1: Develop pre- and post-assessments to evaluate career decision-making self-efficacy utilizing valid instrument

ACTION 1.3.1.2: Implement initial assessments via RICP courses, counseling appointments, and workshops

OBJECTIVE 1.3.2: Develop a student engagement plan to ensure students initiate and follow an efficacious course of action that will optimize their eventual career outcomes

ACTION 1.3.2.1: Revise four-year action plans to be utilized during career assistance appointments and programming with students; edit the “Career Planning” counseling type in CareerKnight to “Develop Your Career Action Plan” to encourage students to confer with a Career Development Specialist to actually develop their “Career GPS”

ACTION 1.3.2.2: Engage first-year and still deciding students through a variety of vehicles (i.e., First-year Interest Group seminars, new student orientation, academic advising, etc.)

ACTION 1.3.2.3: Work with key faculty members to integrate our online tools into their syllabi and websites

ACTION 1.3.2.4: Have the Assistant Director for Technology Applications serve as the liaison to the Office of Instructional & Research Technology to encourage the incorporation of online career tools into course instruction

GOAL 1.1: DEVELOP A CAREER CLUSTER MODEL ORGANIZED AROUND INDUSTRIES WHILE MAINTAINING ONGOING COMMUNICATION WITH ACADEMIC DEPARTMENTS

GOAL 1.2: OFFER COMPREHENSIVE CAREER EDUCATIONAL OPPORTUNITIES GROUNDED IN A CYCLICAL 5-STAGE CAREER DECISION-MAKING PROCESS OF SELF-ASSESSMENT, EXPLORING MAJORS AND CAREERS, GAINING EXPERIENCE, CONSIDERING GRADUATE SCHOOL, AND PREPARING FOR THE JOB SEARCH

GOAL 1.3: INCREASE STUDENT CAREER DECISION-MAKING SELF-EFFICACY

IMPLEMENTATION TIMELINE:

Completed By September 1, 2013:

ACTION 1.1.2.2 ACTION 1.4.4.2
ACTION 1.1.2.4 ACTION 1.4.4.3
ACTION 1.1.2.2 ACTION 1.4.6.1
ACTION 1.1.2.4 ACTION 1.4.8.1
ACTION 1.2.1.1 ACTION 1.4.8.2
ACTION 1.2.1.5 ACTION 1.4.9.1

Completed By February 1, 2014:

OBJECTIVE 1.1.2 ACTION 1.4.1.2
ACTION 1.1.2.1 ACTION 1.4.1.4
ACTION 1.1.2.3 ACTION 1.4.1.5
OBJECTIVE 1.1.4 ACTION 1.4.1.2
ACTION 1.2.2.1 ACTION 1.4.2.3
ACTION 1.2.2.3 OBJECTIVE 1.4.4
ACTION 1.2.3.5 ACTION 1.4.6.2
ACTION 1.3.2.1 OBJECTIVE 1.4.9.1
ACTION 1.3.2.9 ACTION 1.4.9.2
ACTION 1.4.1.1

Completed By June 1, 2014:

OBJECTIVE 1.1.1 OBJECTIVE 1.2.2
ACTION 1.1.1.1 ACTION 1.2.2.2
ACTION 1.1.1.2 ACTION 1.2.2.4
ACTION 1.1.1.3 ACTION 1.2.2.6
ACTION 1.1.3.1 ACTION 1.2.3.3
ACTION 1.1.3.2 ACTION 1.3.1.2
ACTION 1.1.3.6 ACTION 1.3.2.7
ACTION 1.1.3.7 ACTION 1.4.3.2
OBJECTIVE 1.2.1 ACTION 1.4.3.3
ACTION 1.2.1.1 ACTION 1.4.7.2

continued on next page
OBJECTIVE 1.4.1: Ensure that counseling appointment wait-times are no longer than two weeks with student accessibility.

ACTION 1.4.1.3: Develop a Graduate Counseling Intern program that will help with higher level counseling activities alongside the Career Development Specialists.

ACTION 1.4.1.4: Strongly encourage students to participate in a specific online resource before scheduling a counseling appointment (refer to Action 1.3.2.9).

ACTION 1.4.1.5: Rebrand drop-in appointments as “Resume Express,” utilizing Peer Career Educators as our primary staffing source.

ACTION 1.4.1.6: Introduce a virtual chat option for use by students with “quick questions.”

ACTION 1.4.1.7: Have the Career Development Specialist assigned to still-deciding students work with academic advising offices to ensure timely availability of programs relating to choosing a major for students that were not accepted into limited enrollment programs.

OBJECTIVE 1.4.2: Assess the quality of programs and services.

ACTION 1.4.2.1: Develop survey instruments to measure the quality of services provided, including counseling, online services, programs, and phones.

ACTION 1.4.2.2: Ensure that assessment data are shared with staff and utilized to enhance services in the future.

ACTION 1.4.2.3: Evaluate delivery of workshops through review prior to mid-year evaluations.

OBJECTIVE 1.4.3: Assess ramifications of multiple career-related service providers across campus.

ACTION 1.4.3.1: Develop and propose policies clarifying the purview of independent school-based and departmental career services providers that confuse both students and employers.

ACTION 1.4.3.2: Create policies to ensure equitable distribution of University Career Services programming provided to academic departments and administrative units.

ACTION 1.4.3.3: Re-evaluate the relationship with campus pre-professional advising offices (e.g., Health Professions Office, Pre-Law Advising Office, etc.) to recalculate expectations of service delivery.

OBJECTIVE 1.4.4: Reconsider “special populations” designation (i.e., groups that receive official liaison status).

ACTION 1.4.4.1: Redefine special populations as primarily those groups that have a special career-related need that is not covered within core programs and services (e.g., visa issues, international students, issues of disclosure to LGBTQ students and students with disabilities); compressed career development training = transfer students, etc.). The Director of Career Development & Experiential Education will make final decisions regarding special population status.

ACTION 1.4.4.2: As an alternative to providing customized programming to special populations, first refer requesters to already established programs and services.

ACTION 1.4.4.3: Develop guidelines regarding the number of custom programs provided while ensuring maximum student subscription.

ACTION 1.4.4.4: Staff liaisons to newly defined special populations will serve in a consultative capacity for those contacts, serve as an expert on the assigned population, and share information with staff.

OBJECTIVE 1.4.5: Utilize available technology to improve quality, accessibility, and delivery of services.

ACTION 1.4.5.1: Create a series of online workshops (with login option for tracking purposes) accessible by students.

ACTION 1.4.5.2: Explore additional avenues for service delivery (i.e., webinars, etc.).

OBJECTIVE 1.4.6: Create a model for the administration of career assistance appointments tailored to students’ career interests.

ACTION 1.4.6.1: Communicate to students Career Development Specialists’ areas of expertise, thus enabling them to select counselors based on their particular needs.

ACTION 1.4.6.2: Incorporate appropriate referral processes to ensure students’ needs are met.

ACTION 1.4.6.3: Cross-train staff to ensure basic understanding of alternative cluster areas.

ACTION 1.4.6.4: Utilize employer partners to supplement career assistance and provide industry expertise (refer to Objective 3.3.8).

ACTION 1.4.6.5: Leverage Alumni Career Network to augment career assistance services and provide an additional referral service.

OBJECTIVE 1.4.7: Rethink programming options to ensure high quality by being efficient with the limited time and human resources available.

ACTION 1.4.7.1: Build stronger alumni and employer relationships in order to engage them in opportunities to co-present programs.

ACTION 1.4.7.2: Utilize the Peer Career Educators to present basic workshops to groups (especially evening presentations).

ACTION 1.4.8: Develop an outreach presentation assignment model that ensures equity of tasking among staff.

ACTION 1.4.8.1: Require the Associate Director for Career Development to be the sole individual receiving, approving, and disseminating general presentation requests.

ACTION 1.4.8.2: Apportion programming assignments equitably among Career Development Specialists.

ACTION 1.4.8.3: Ensure all Career Development Specialists are cross-trained in presenting most types of workshops (e.g., resume writing for English majors should not just be conducted solely by the liaison to that department).

OBJECTIVE 1.4.9: Develop a marketing plan to better educate students about online tools, counseling services, and programs.

ACTION 1.4.9.1: Track student needs (i.e., career interests, geographical preferences, etc.) in order to deliver tailored messages to CareerKnight users.

ACTION 1.4.9.2: Utilize academic contacts via Career Development Specialists to disseminate information to students within specified academic areas.

OBJECTIVE 1.5: Assess the feasibility of establishing a “Professional Development Institute” as an adjunct/affiliate to University Career Services.

OBJECTIVE 1.5.1: Identify so-called “soft skills” increasingly in demand among prospective employers.

OBJECTIVE 1.5.2: Ascertain means of instructional delivery for selected topic areas.

OBJECTIVE 1.5.3: Determine staffing requirements and sources.

OBJECTIVE 1.5.4: Investigate internal and external sources of funding specifically for this initiative.

OBJECTIVE 1.5.5: Design a pilot program to assess its efficacy in Spring 2014.

OBJECTIVE 1.5.6: Integrate the Institute into University Career Services ongoing instructional programming.
PILLAR 2: EXPERIENTIAL EDUCATION

University Career Services emphasizes a holistic approach to experiential education. This approach includes actively equipping students with the knowledge of how to obtain meaningful experiences (e.g., internships, research, leadership, etc.), reflect on those experiences, and, in turn, ensure that they can articulate those experiences to potential recruiters. Experiential education is key to ensuring graduates are competitive in their future pursuits.

ACTION 2.1.1.1: Develop marketing campaigns [including videos, print, non-print, student ambassador, residence halls, and experiential education facts in our weekly announcements, etc.] that profile students involved in a diverse array of internships

ACTION 2.1.1.2: Leverage academic partnerships (i.e., FISS, SIS, Byrn Seminars, etc.) to promote the importance of experiential education through events, workshops, seminars, and “train the trainer” initiatives

OBJECTIVE 2.1.2: Unify experiential education efforts and develop a broad list of options for students to pursue (e.g., Study Abroad, Volunteering, Research, etc.)

ACTION 2.1.2.1: Provide a web-based avenue for students to identify resources on campus for experiential education opportunities

ACTION 2.1.2.2: Create an advisory board comprised of all Rutgers internship coordinators and experiential education providers for coordination purposes

OBJECTIVE 2.1.3: Cultivate a new image of Rutgers University as an internship institution among our professional external partners to heighten experiential education awareness, as well as generate opportunities for our students

ACTION 2.1.3.1: Rebrand “Career Days” into “Career & Internship Fairs” to promote experiential education, include collateral information regarding internships and co-ops on employer and student registration tables, and add an “Internship available” employer index to fair booklets

ACTION 2.1.3.2: Highlight the Rutgers Internship & Co-op Program (RICP) as a resource for employers to identify Rutgers talent (refer to Objective 3.4)

OBJECTIVE 2.1.4: Work with academic departments to better integrate experiential education into the curriculum

ACTION 2.1.4.1: Partner with the School of Arts & Sciences to pilot a 1- to 3-credit course (as part of a “Junior Year Experience”) that focuses on preparing students for an internship experience (including reflection and articulation)

ACTION 2.1.4.2: Work with the School of Arts & Sciences to include RICP as an option within the core curriculum

GOAL 2.1: READ A UNIVERSITY-WIDE CULTURE FOR ALL STUDENTS, CAMPUS PARTNERS, AND EXTERNAL CONSTITUENTS THAT EMBRACES THE IMPORTANCE OF EXPERIENTIAL EDUCATION AT RUTGERS

OBJECTIVE 2.1.1: Introduce students to the importance of experiential education as it relates to enriching their academic experiences and becoming competitive in their future pursuits, with emphasis on the first two years of undergraduate education

OBJECTIVE 2.1.2: Unify experiential education efforts and develop a broad list of options for students to pursue (e.g., Study Abroad, Volunteering, Research, etc.)

OBJECTIVE 2.1.3: Cultivate a new image of Rutgers University as an internship institution among our professional external partners to heighten experiential education awareness, as well as generate opportunities for our students

ACTION 2.1.3.1: Rebrand “Career Days” into “Career & Internship Fairs” to promote experiential education, include collateral information regarding internships and co-ops on employer and student registration tables, and add an “Internship available” employer index to fair booklets

OBJECTIVE 2.1.4: Work with academic departments to better integrate experiential education into the curriculum

OBJECTIVE 2.2: EDUCATE AND EQUIP STUDENTS WITH THE KNOWLEDGE OF HOW TO OBTAIN MEANINGFUL EXPERIENCES (I.E., INTERNSHIPS, RESEARCH, LEADERSHIP, ETC.) SO THEY CAN BE COMPETITIVE IN FUTURE PURSUITS

OBJECTIVE 2.2.1: Help students to find opportunities within their career clusters versus purely focusing on majors

OBJECTIVE 2.2.2: Transform existing action plans into “Career GPS” sheets that incorporate experiential education activities

OBJECTIVE 2.2.3: Create more programming with recent alumni who are successful by engaging in experiential education, revise panel-based workshops where students can learn about the various career and industry opportunities, and incorporate breakout networking sessions relating to specific areas

OBJECTIVE 2.2.4: Partner with Employer Relations team to provide “Day in the Life” and “Job Shadowing” experiences for students available via CareerKnight

OBJECTIVE 2.3: ENSURE STUDENTS HAVE A MEANINGFUL INTERNSHIP EXPERIENCE

OBJECTIVE 2.3.1: Educate employers on the fundamental elements of a meaningful internship

ACTION 2.3.1.1: Publicize the internship handbook on the University Career Services’ website for employers

ACTION 2.3.1.2: Expand the CareerKnight Job/ internship posting form to facilitate inclusion of such elements as learning outcomes, mentoring capacity, etc.

ACTION 2.3.1.3: Develop a workshop during a summer employer training conference (refer to Employer Relations pillar) that discusses the importance of creating meaningful internship programs

ACTION 2.3.1.4: Create an online “Internship 101” video for employers

OBJECTIVE 2.3.2: Help students understand the importance of “on-the-job etiquette”

ACTION 2.3.2.1: Provide student instructional programming that includes information about “on-the-job etiquette”

ACTION 2.3.2.2: Incorporate “on-the-job etiquette” into existing programs, including the “How to Find an Internship” workshop series

OBJECTIVE 2.3.3: Develop reflection exercises to be incorporated into the CareerKnight profile system where students can document experiential education experiences (e.g., “rate my internship”)

OBJECTIVE 2.3.4: Enhance Rutgers Internship & Co-op Program (RICP)

ACTION 2.3.4.1: Rebrand RICP, including a possible name change

ACTION 2.3.4.2: Convert the paper-based application process to an online system

ACTION 2.3.4.3: Assess the current program, benchmark with other schools, and develop rubrics for assessing student learning

ACTION 2.3.4.4: Explore the possibility of modifying the GPA requirement

ACTION 2.3.4.5: Develop an RICP on-campus interviewing (OCI) day/week where previous RICP employers can interview potential interns

ACTION 2.3.4.6: Ensure that employers are providing a valuable opportunity during the vetting process

ACTION 2.3.4.7: Periodically reach out to employers through site visits and continue to monitor employer satisfaction and engagement with interns via mid-semester review

ACTION 2.3.4.8: Continue to update and offer additional reflective learning assignments

OBJECTIVE 2.3.5: Ensure these experiences are accessible to all students by creating a new funding source to support students in unpaid internships

OBJECTIVE 2.4: ASSIST STUDENTS WITH UNPACKING THEIR EXPERIENCES (I.E., INTERNSHIPS, RESEARCH, LEADERSHIP, ETC.) TO POTENTIAL RECRUITERS

OBJECTIVE 2.4.1: Promote the importance of “unpacking” experiences to students via all programs and workshops

ACTION 2.4.1.1: Modify the Resume Builder tool in CareerKnight to include more resume samples highlighting leadership, research, volunteerism, and other ways to showcase experiential learning. Also include more resume samples in our Career Services Guide online

ACTION 2.4.1.2: Host a recognition program for RICP students, including a poster session for students to present internship experiences, similar to Aresty’s Research Symposium

OBJECTIVE 2.4.2: Partner with internal and external allies to promote reflection and articulation exercises in their experiential education programs (e.g., student leadership conferences for student leaders, at the conclusion of study abroad, for Aresty research, etc.)

ACTION 2.4.2.1: Host a recognition program for RICP students, including a poster session for students to present internship experiences, similar to Aresty’s Research Symposium

ACTION 2.4.2.2: Provide student instructional programming that includes information about “on-the-job etiquette”

ACTION 2.4.2.3: Incorporate “on-the-job etiquette” into existing programs, including the “How to Find an Internship” workshop series

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ACTION 2.4.4.8: Continue to update and offer additional reflective learning assignments
PILLAR 3: EMPLOYER RELATIONS
University Career Services strengthens, expands, and diversifies relationships with employers and ensures the staff’s knowledge of industry trends and recruitment practices. The department actively collaborates with employers to enhance interactions among students, alumni, faculty, and staff.

OBJECTIVE 3.1.1: Conduct assessment and gap analysis of existing employer relationships to determine potential new employer prospects and gap analysis of posted positions to majors represented by users of the system
ACTION 3.1.1.1: Review current and archived employer data
ACTION 3.1.1.2: Determine stages of engagement with current active employers
ACTION 3.1.1.3: Identify underrepresented majors and industry areas
ACTION 3.1.1.4: Gather student data on geographical preferences and career interests
ACTION 3.1.1.5: Identify data sourcing software or services for developing new leads

OBJECTIVE 3.1.2: Engage with employers in students’ preferred geographical areas and fields of career interest
ACTION 3.1.2.1: Visit area employers
ACTION 3.1.2.2: Utilize professional association events to engage with current employer base (refer to Appendix B)
ACTION 3.1.2.3: Focus on employers interested in diversity initiatives, underrepresented industries, and RICP employers
ACTION 3.1.2.4: Connect with campus partners to identify employer prospects, including Alumni Relations, Office of Industrial Commercialization, academic departments, Corporate & Foundation Relations, and the Rutgers Parents Association
ACTION 3.1.2.5: Utilize Alumni Career Network contacts for internship and job opportunities
ACTION 3.1.2.6: Mine additional data through other job boards (e.g., Indeed.com), LinkedIn, CareerShift, and NJ Biz top employers of New Jersey, etc. to identify prospects

OBJECTIVE 3.1.3: Broaden the recruitment of alternative majors for various positions
ACTION 3.1.3.1: Promote the concept of “all majors” to employers
ACTION 3.1.3.2: Educate employers on alternative majors at Rutgers (e.g., economics majors along with business majors)
OBJECTIVE 3.1.4: Increase the number of Employer Relations staff who handle employer development
ACTION 3.1.4.1: Explore the possibility of hiring two full-time Job Development Specialists
ACTION 3.1.4.2: Consider utilizing School of Management & Labor Relations or other programs as sources of new graduate student staff

GOAL 3.2: STRENGTHEN AND EXPAND EXISTING EMPLOYER RELATIONSHIPS
OBJECTIVE 3.2.1: Analyze level of engagement with current employer base (refer to Appendix B)
OBJECTIVE 3.2.2: Implement “adopted employers” with established employer partners
ACTION 3.2.2.1: Establish “Employer Relations Working Group” comprised of all Career Development Specialists, the Assistant Director for Experiential Education, the Associate Director for Alumni Engagement & Graduate Programs, and the entire Employer Relations team. This group will oversee the adopted employers program and coordinate industry-specific networking events and fairs
ACTION 3.2.2.2: Provide structure and training to Career Development Specialists to engage with adopted employers
ACTION 3.2.2.3: Utilize engagement rubric for developing and maintaining employer relationships while moving them from a low to high stage of involvement
OBJECTIVE 3.2.3: Institute a client management system to track employer recruiting activity
ACTION 3.2.3.1: Identify potential vendors for client management systems software
ACTION 3.2.3.2: Implement new software and provide training to staff
OBJECTIVE 3.2.4: Develop a “Recruiting Partners Program” to engage our most active employers
ACTION 3.2.4.1: Identify core employers who target Rutgers University
ACTION 3.2.4.2: Establish a “Employer Advisory Board” to provide feedback on recruiting services and student preparedness
OBJECTIVE 3.2.5: Source employers for On-Campus Interview (OCI) program at other recruiting events
ACTION 3.2.5.1: Participate in other employer events not sponsored by University Career Services to engage and recruit new employers (e.g., professional associations, other career fairs, trade shows, networking events, etc.)
ACTION 3.2.5.2: Encourage employers participating only in job postings and career fairs to expand to the On-campus Interviewing Program
ACTION 3.2.5.3: Utilize Rutgers Internship & Co-op Program to create an interview day or week for students looking for internships within the program

OBJECTIVE 3.2.6: Develop a fundraising program
ACTION 3.2.6.1: Explore sponsorship opportunities (e.g., Professional Development Institute, networking events, room-naming, scholarships, etc.)
ACTION 3.2.6.2: Coordinate as appropriate with Corporate & Foundation Relations

OBJECTIVE 3.3: INCREASE EMPLOYER USE OF RECRUITING PROGRAMS
OBJECTIVE 3.3.1: Delineate and deliver “5-Star” service
ACTION 3.3.1.1: Determine Busch Campus facility upgrade needs (i.e., creation of an employer lounge, reception area remodeling, interview room renovations, new furniture, dedicated Skype interviewing space, etc.)
ACTION 3.3.1.2: Offer on-campus interviewing employers daily lunches and recruiter mementos
ACTION 3.3.1.3: Revise and implement greeting and exiting procedures for recruiters
ACTION 3.3.1.4: Assess service delivery through employer feedback
ACTION 3.3.1.5: Host year-end employer appreciation event on campus

OBJECTIVE 3.3.2: Develop training opportunities for employers to learn about recruiting at Rutgers
ACTION 3.3.2.1: Create a summer training conference for recruiters
ACTION 3.3.2.2: Serve as host site for employer professional development activities (e.g., sharing recruiting trends, etc.)
ACTION 3.3.2.3: In conjunction with the Career Development and Experiential Education Unit develop intentional communication for students as it relates to on-campus interviewing and other employment services

OBJECTIVE 3.3.3: Revamp policies and procedures
ACTION 3.3.3.1: Review all on-campus interviewing policies and procedures (i.e., offer guidelines regarding renege, no-show/ cancellation policies, Third-Party Recruiting Agreement, etc.)
ACTION 3.3.3.2: Communicate policies to students and employers

OBJECTIVE 3.3.4: Enhance employer-focused communication in conjunction with public relations & marketing
ACTION 3.3.4.1: Develop ongoing, intentional outreach plan to employers, including surveys, email messages, phone calls, and personal letters to maintain close contact and responsiveness to hiring needs
ACTION 3.3.4.2: Review and revise as necessary all CareerKeyight email templates
ACTION 3.3.4.3: Develop messaging/newsletter to update employers on pertinent Rutgers University information
ACTION 3.3.4.4: Distribute an electronic holiday card to employers
ACTION 3.3.4.5: Develop and revise employer portion of website
ACTION 3.3.4.6: Educate employers on National Association of Colleges & Employers (NACE) guidelines, FLSA, and other relevant information
ACTION 3.3.4.7: Develop collateral employer relations material (i.e., recruiting guide, sponsorship brochure, and tip sheets)
ACTION 3.3.4.8: In conjunction with the Career Development and Experiential Education Unit develop intentional communication for students as it relates to on-campus interviewing and other employment services

IMPLEMENTATION TIMELINE:
Completed By September 1, 2013:
ACTION 3.3.1.1 ACTION 3.3.1.3 ACTION 3.4.2.6
Completed By February 1, 2014:
OBJECTIVE 3.1.1 ACTION 3.3.4.4
ACTION 3.1.1.1 ACTION 3.3.4.5
ACTION 3.1.1.2 ACTION 3.3.4.6
ACTION 3.1.1.3 ACTION 3.3.4.8
ACTION 3.1.1.4 ACTION 3.3.5.1
ACTION 3.1.1.5 ACTION 3.3.6.1
ACTION 3.1.2.1 ACTION 3.3.6.2
OBJECTIVE 3.1.3 ACTION 3.3.6.5
ACTION 3.1.1.1 ACTION 3.3.7.1
ACTION 3.1.1.2 ACTION 3.3.7.3
OBJECTIVE 3.1.2 ACTION 3.3.7.4
OBJECTIVE 3.2.2 ACTION 3.3.8.2
ACTION 3.2.2.1 ACTION 3.3.8.3
ACTION 3.2.2.2 ACTION 3.3.8.4
ACTION 3.2.2.3 ACTION 3.3.9.2
OBJECTIVE 13.3 ACTION 3.3.9.3
ACTION 3.2.3.1 ACTION 3.3.10.4
ACTION 3.2.4.1 ACTION 3.3.10.5
ACTION 3.2.5.2 ACTION 3.3.11.2
ACTION 3.2.6.1 ACTION 3.3.11.3
ACTION 3.3.1.4 ACTION 3.3.12.3
OBJECTIVE 13.3 ACTION 3.4.1.3
ACTION 3.3.3.1 ACTION 3.4.2.1
ACTION 3.3.3.2 ACTION 3.4.2.2
ACTION 3.3.4.1 ACTION 3.4.3.1
ACTION 3.3.4.2
OBJECTIVE 3.3.5: Establish consultancy program to assist employers in developing recruiting plans
ACTION 3.3.5.1: Prepare visual presentations and content for strategy sessions with employers, to include recruiting activity reports, academic liaisons, student organization information, and Rutgers institutional “points of pride”
ACTION 3.3.5.2: Collect and share best practices for employers to engage candidates

OBJECTIVE 3.3.6: Increase overall employer participation in the on-campus interviewing program by 25%
ACTION 3.3.6.1: Review baseline data for on-campus interviewing
ACTION 3.3.6.2: Establish timetable and targets for new employer scheduling
ACTION 3.3.6.3: Centralize all employer recruiting activity to University Career Services
ACTION 3.3.6.4: Ensure repeat business of 33.3% among employers participating in on-campus interviewing
ACTION 3.3.6.5: Offer “room only” and Skype interviewing options for employers
ACTION 3.3.6.6: Explore additional space for interviewing (e.g., pipe and drape in the Busch Campus Center Multi-Purpose Room) during peak recruiting season

OBJECTIVE 3.3.7: Consolidate and strategically manage career & internship networking & information sessions
ACTION 3.3.7.1: Ensure diversity among employers at career fairs via appropriate incentives
ACTION 3.3.7.2: Offer on-site interviewing option for employers at fairs
ACTION 3.3.7.3: Explore venues for multiple-day or multi-hour events that may be confusing to employers
ACTION 3.3.7.4: Create enhanced experience for employers at fairs (e.g., curbside check-in, escorting employers from vehicles, setup assistance, increased directional signage outside, enhanced greeting experience, refreshment breaks, floor plans in all booklets, recognition of key sponsors of the event, etc.)
ACTION 3.3.7.5: Systematically engage career-related student organizations that are currently recruiting career fairs and other employer events that may be confusing to employers

OBJECTIVE 3.3.8: Revitalize volunteer opportunities for employers to augment our services and programs
ACTION 3.3.8.1: Create a CareerKnight volunteers database
ACTION 3.3.8.2: Utilize employers as adjuncts for resume centers and mock interview clinics
ACTION 3.3.8.3: Establish an employer-in-residence program where recruiters serve as “career counselors” and are available to critique resumes, conduct informational interviews, etc.
ACTION 3.3.8.4: Co-present career-related presentations and participate in panels
ACTION 3.3.8.5: Utilize employers to augment in-service training for staff

OBJECTIVE 3.3.9: Improve employer networking & information sessions participation
ACTION 3.3.9.1: Re-brand employer information sessions as “Employer Networking & Information Sessions”
ACTION 3.3.9.2: Promote “Employer Networking & Information Sessions” with assistance from the Assistant Director for Public Relations & Marketing
ACTION 3.3.9.3: Explore the option with the Busch Campus Center of assuming logistical and payment arrangements for “Employer Networking & Information Sessions”

OBJECTIVE 3.3.10: Increase employer satisfaction with and usage of CareerKnight job and internship system
ACTION 3.3.10.1: Track job and internship postings, application submissions, and views
ACTION 3.3.10.2: Utilize placement module to track hires and internship participation
ACTION 3.3.10.3: Mandate that campus departments send all listings to University Career Services for posting in CareerKnight
ACTION 3.3.10.4: Ensure a viable multi-school environment process for vetting and approving positions and communicating with employers
ACTION 3.3.10.5: Educate students on important CareerKnight functions (i.e., job search agents, “interviews I qualify for,” etc.) to improve employer satisfaction with applicant flow
ACTION 3.3.10.6: Require University Career Services staff to join relevant LinkedIn groups
ACTION 3.3.10.7: House all online tools within CareerKnight to maximise student awareness of employment opportunities

OBJECTIVE 3.3.11: Enhance faculty and staff knowledge of employment opportunities and recruiting trends, as well as University Career Services’ guidelines/policies regarding employer services delivery
ACTION 3.3.11.1: Develop and deliver faculty/staff training
ACTION 3.3.11.2: Schedule monthly “Lunch and Learn” sessions for faculty/staff with employers
ACTION 3.3.11.3: Facilitate in-house training/webinars on recruiting related topics
ACTION 3.3.11.4: Develop and share guidelines for employment referrals

OBJECTIVE 3.3.12: Coordinate on- and off-campus employer networking events
ACTION 3.3.12.1: Organize networking programs for key employer partners in conjunction with Career Development Specialists, academic departments, and student organizations
ACTION 3.3.12.2: Offer employer/faculty symposia within each career cluster
ACTION 3.3.12.3: Help promote off-campus employer events

GOAL 3.4: Enhance faculty and staff knowledge of employment opportunities and recruiting trends, as well as University Career Services’ guidelines/policies regarding employer services delivery
ACTION 3.4.1.1: Develop and deliver faculty/staff training
ACTION 3.4.1.2: Require University Career Services staff to present on their particular liaison/industry area, including trends in the industry
ACTION 3.4.1.3: Co-present career-related functions (i.e., on-campus interviewing, applying for jobs/internships, etc.)
ACTION 3.4.1.4: Educate faculty/staff on NACE guidelines under the leadership of the Executive Director
ACTION 3.4.1.5: Revamp the Career Development Specialists toolkit to include more information about employer development

OBJECTIVE 3.4.2: Provide staff with information/data on employers and opportunities
ACTION 3.4.2.1: Subscribe to relevant online newsletters and share with University Career Services staff
ACTION 3.4.2.2: Develop an online newsletter for career-related information for internal communications
ACTION 3.4.2.3: Co-present career-related functions (i.e., on-campus interviewing, applying for jobs/internships, etc.) to improve awareness among internal and external audiences
ACTION 3.4.2.4: Have Career Development Specialists collaborate with Employer Relations staff to present on their particular liaison/industry area, including trends in the industry
ACTION 3.4.2.5: Work with external organizations to present recruiting and hiring trends to staff
ACTION 3.4.2.6: Have Career Development Specialists establish search agents within CareerKnight to be notified of new postings related to their career cluster
OBJECTIVE 3.4.3: Provide faculty/staff with recruiting guidelines and protocols
ACTION 3.4.3.1: Create a university-wide Employer Relations Coordination Committee under the leadership of the Executive Director
ACTION 3.4.3.2: Develop a faculty/staff on NACE guidelines
ACTION 4.3.3: Develop and share guidelines for employment referrals
Ambitious and comprehensive as the strategic plan of University Career Services may be, it would be incomplete without acknowledging the vital role the leaders of Undergraduate Academic Affairs and the senior administration of Rutgers will play in its success.

There is clear recognition that there has recently been a significant infusion of resources into this critical center of service delivery. Not only is University Career Services being recognized as the gateway to student success, it will soon be housed in new quarters reflecting in name and spirit the important role it plays in the lives of Rutgers students. We believe there is more than mere symbolism in the decision to relocate the department from badly dated and dilapidated houses on College Avenue to state-of-the-art facilities in the Gateway Building. The University Career Services staff is grateful for the level of support this demonstrates.

In addition, the leadership of University Career Services is committed as a matter of both duty and professional integrity to ensure the resources with which it has been entrusted are invested conscientiously.

Nonetheless, the recent institutional infusion of resources will get University Career Services to where it should be now — not necessarily to state-of-the-art facilities in the Gateway Building. The University Career Services staff is grateful for the level of support this demonstrates.

SPECIFIC ISSUES REQUIRING CHAMPIONS’ ATTENTION INCLUDE THE FOLLOWING:

- Greater infusion of career development into the curriculum, not just in “applied” fields, but in all fields. If career development remains staked as a separate domain, and one shepherded principally by University Career Services, not only will our students’ education be incomplete, but they will continue to struggle in a persistently competitive economy. Career development needs to be everyone’s business.

- Experiential education needs to be intentionally incorporated into the student experience at Rutgers. A requirement should be made that all Rutgers undergraduates will complete at least one “field experience” that supports their academic work and career aspirations. While this may include supervised research, community service learning, study abroad, and other pursuits, internships will likely be for most students the best vehicle for expanding their career horizons and developing the skills that this is particularly true in the case of travel arrangements and reimbursements, purchasing and procurement, employer outreach, and staff recognition. Line units like University Career Services should be given the tools to perform their work, not impediments that impair their progress.

- If assessment of student outcomes is truly important to Rutgers, means should be found to require students to report their post-graduation status. Transcript holds would be one way to facilitate this process. This process, too, should be centralized under University Career Services to prevent students and graduates from being harassed by multiple inquiries for the same information.

- The Executive Director of University Career Services should be required to report on placement outcomes to the senior academic administration of the university — including the Executive Academic Deans — each fall, and on the economic outlook for new graduates each winter.

- Students themselves should be required to regularly update their registration profiles with University Career Services to assure timely academic- and career-planning. Registration holds could be instituted to ensure this process.

- Greater demand for services inevitably leads to a need for additional staffing. As the goals and objectives of this plan are realized, demand for career services will grow substantially. This will place an even greater emphasis on careful management of our resources. However, while we will incorporate as many efficiencies as possible and leverage our considerable online repertoire to its maximum, the need for additional staffing is inevitable. Given the intensely personal nature of the career development process, program goals and technological tools will take the enterprise only so far. The critical need for additional staffing specialists will become self-evident based on subscription and will be further substantiated by the department’s ongoing assessment process.

- Administrative and business systems need to be updated to ensure that they support and facilitate our work, not impede us from conducting our business. Current systems and processes are intrusive, duplicative, inefficient, confounding, and unwieldy.

In short, the strengths of University Career Services need to be buttressed by policy, protocol, and practice to ensure that the vast resources of Rutgers are being allocated and marshaled in a way that assures the success of our graduates. It is therefore imperative that the senior academic leadership of the university remain actively engaged in facilitating the type of institutional evolution where we can build in student success rather than leave it to chance.
ACTION 1.1.2.2: Redeploy Career Development Specialist staff based on the number of department chairs (or representatives) versus number of students. Each cluster will have a certain allocation of Career Development Specialists based on the number of departments mapped to each cluster

ACTION 1.1.2.4: Incorporate new liaison information into the staff listings on the website

ACTION 1.1.2.6: Work with assessment/research and technology applications to use CareerKnight and survey data in order to ascertain student preferences for programs

ACTION 1.1.3.1: Reevaluate current vendor tools to ensure that each stage has an associated online resource

ACTION 1.4.4.1: Redefine special populations as primarily those groups that have a special career-related need that is not covered within core programs and services (e.g., visa issues = international students; issues of disclosure = LGBTQ students and students with disabilities; compressed career development training = transfer students, etc). The Director of Career Development & Experiential Education will make final decisions regarding special population status.

ACTION 1.4.4.2: As an alternative to providing customized programming to special populations (or programming and career) for specific student populations/industries/graduate and professional school opportunities

ACTION 1.4.8.1: Apportion programming assignments equitably among Career Development Specialists

ACTION 1.4.9.1: Track student needs (i.e., career interests, geographical preferences, etc.) in order to deliver tailored messages to CareerKnight users

ACTION 1.4.9.2: Utilize academic contacts via Career Educator (PCE) program to handle the steps to take prior to the appointment through career counseling confirmation email

ACTION 1.4.9.3: Develop their “Career GPS” plans into “Career GPS” sheets that incorporate information to students within specified academic areas

ACTION 1.4.10.1: Assign Career Development Specialists into academic liaison areas within clusters

ACTION 1.4.10.2: Redefine academic liaison as a communication link between the University Career Services staff and academic department chairs (or representatives)

ACTION 1.4.10.3: Career Development Specialists will meet at least once per semester with assigned chairs (or representatives) and maintain open communication through periodic emails or phone calls

OBJECTIVE 1.1.4: Have each Career Development Specialist adopt 10 employers (15 for STEM) per year that will support that cluster efforts as well as engage them in the RU recruiting process (refer to Objective 3.2.2)

ACTION 1.2.1.2: Participate in ongoing collaboration and planning with the public relations & marketing team for proactive outreach to students

ACTION 1.2.2.5: Employ marketing tactics to engage students in these endeavors. This may include packaging them as a series, featured on the website, and/or ensuring that they are added to the monthly calendar

ACTION 1.2.3.2: Create a new “Virtual Career Center” within CareerKnight that packages the online tools and relates them to the 5-stage career decision making process

ACTION 1.2.3.3: Revise and implement greeting and exiting procedures for recruiters

ACTION 3.2.3.1: Identify potential vendors for client management systems software in conjunction with the Assistant Director for Technology Applications

ACTION 3.2.6.1: Explore sponsorship opportunities (e.g., Professional Development Institute, networking events, room-naming, scholarships, etc.)

ACTION 3.3.3.1: Broaden the recruitment of alternative majors to any variations

ACTION 3.3.3.2: Communicate policies to students and employers

ACTION 3.3.4.1: Develop ongoing, intentional outreach plan to employers, including survey, email messages, phone calls, and personal letters to maintain close contact and responsiveness to hiring needs

ACTION 3.3.4.2: Review and revise as necessary all CareerKnight email templates

ACTION 3.4.4.2: Distribute an electronic holiday card to employers

ACTION 3.4.4.3: Provide structure and training to Career Development Specialists to engage with adopted employers

ACTION 3.4.4.4: Utilize engagement rubric for developing and maintaining employer relationships (refer to engagement rubric - Appendix A)

OBJECTIVE 3.3.1: Institute a client management system to track employer activity

ACTION 3.3.1.1: Identify potential vendors for client management systems software in conjunction with the Assistant Director for Technology Applications

ACTION 3.3.1.2: Explore sponsorship opportunities (e.g., Professional Development Institute, networking events, room-naming, scholarships, etc.)

ACTION 3.3.3.1: Broaden the recruitment of alternative majors to any variations

ACTION 3.3.3.2: Communicate policies to students and employers

ACTION 3.3.4.1: Develop ongoing, intentional outreach plan to employers, including survey, email messages, phone calls, and personal letters to maintain close contact and responsiveness to hiring needs

ACTION 3.3.4.2: Review and revise as necessary all CareerKnight email templates

ACTION 3.4.4.2: Distribute an electronic holiday card to employers

continued on next page

Appendices | 21

APPENDIX A: ITEMS SORTED BY THE IMPLEMENTATION TIMELINE

COMPLETED BY SEPTEMBER 1, 2013

Core Programs & Services

ACTION 1.4.8.2: Apportion programming assignments equitably among Career Development Specialists

ACTION 1.4.9.1: Track student needs (i.e., career interests, geographical preferences, etc.) in order to deliver tailored messages to CareerKnight users

Experiential Education

ACTION 2.1.3.1: Rebrand “Career Days” into “Career & Internship Fairs” to promote experiential education, include collateral information regarding internships and on-ops, employer and student registration tables, and add an “internship available” employer index to fair booklets

Employer Relations

ACTION 3.3.3.1: Determine Busch Campus facility upgrade needs (i.e., creation of an employer lounge, reception area remodeling, interview room renovations, new furniture, dedicated Skype interviewing space, etc.)

ACTION 3.3.3.2: Offer on-campus interviewing employers daily lunches and recruiter mementos

ACTION 3.4.2.6: Have Career Development Specialists establish search agents within CareerKnight to be notified of new postings related to their career cluster

COMPLETED BY FEBRUARY 1, 2014

Core Programs & Services

OBJECTIVE 1.1.2: Assign Career Development Specialists into academic liaison areas within clusters

ACTION 1.1.2.1: Redefine academic liaison as a communication link between the University Career Services staff and academic department chairs (or representatives)

ACTION 1.1.2.3: Career Development Specialists will meet at least once per semester with assigned chairs (or representatives) and maintain open communication through periodic emails or phone calls

OBJECTIVE 1.1.4: Have each Career Development Specialist adopt 10 employers (15 for STEM) per year that will support that cluster efforts as well as engage them in the RU recruiting process (refer to Action 3.1.3.2.9)

ACTION 1.4.1.5: Rebrand drop-in appointments as “Resume Express,” utilizing Peer Career Educators as our primary staffing source

ACTION 1.4.2.2: Ensure that assessment data are shared with staff and utilized to enhance services in the future

ACTION 1.4.2.3: Gather relevant employer information and distribute it to staff on a monthly basis

OBJECTIVE 1.4.4: Reconsider “special populations” designation (i.e., groups that receive official liaison status)

ACTION 1.4.4.4: Staff liaisons to newly defined special populations will serve in a consultative capacity for those contacts, serve as an expert on the assigned population, and share information with staff

ACTION 1.4.6.2: Incorporate appropriate referral processes to ensure students’ needs are met

OBJECTIVE 1.4.9: Develop a marketing plan to better educate students about online tools, counseling services, and programs

ACTION 1.5.2.9: Communicate to students through career counseling confirmation email the steps to take prior to the appointment (i.e., complete pre-assessment survey, utilize appropriate online tools, bring relevant materials to the appointment, etc.)

OBJECTIVE 2.2.2: Transform existing action plans into “Career GPS” sheets that incorporate experiential education activities

ACTION 2.3.3.2: Expand the CareerKnight job/internship posting form to facilitate inclusion of such elements as learning outcomes, mentoring capacity, etc.

ACTION 2.3.3.2: Incorporate “on-the-job etiquette” into existing programs, including the “How to Find an Internship” workshop series

ACTION 2.3.4.2: Convert the paper-based application process to an online system

ACTION 2.3.4.7: Periodically reach out to employers through site visits and continue to monitor employer satisfaction and engagement with interns via mid-semester review

ACTION 2.3.4.8: Continue to update and offer additional reflective learning assignments

Employer Relations

OBJECTIVE 3.1.1: Conduct assessment of existing employer relationships to determine potential new employer prospects and gap analysis of posted positions to majors represented by users of the system

ACTION 3.1.1.1: Review current and archived employer data

ACTION 3.1.1.2: Determine stages of engagement with current active employers

ACTION 3.1.1.3: Identify underrepresented majors and industry areas

ACTION 3.1.1.4: Gather student data on geographical preferences and career interests

ACTION 3.1.1.5: Identify data sourcing software or services for developing new leads

ACTION 3.1.2.1: Visit area employers

OBJECTIVE 3.1.3: Broaden the recruitment of alternative majors to any variations

ACTION 3.1.3.1: Promote the concept of “All Majors” to employers

ACTION 3.1.3.2: Educate employers on alternative majors at Rutgers (e.g., economics majors along with business majors)

ACTION 3.1.3.2: Visit area employers

OBJECTIVE 3.1.4: Analyze level of engagement with current employer base (refer to Appendix B)

OBJECTIVE 3.2.1.2: Implement “adopted employers” with established employer partners

ACTION 3.2.2.1: Establish “Employer Relations Working Group” comprised of all Career Development Specialists, the Assistant Director for Experiential Education, the Assistant Director for Alumni Engagement & Graduate Programs, and the entire Employer Relations team. This group will oversee the adopted employers program and coordinate industry-specific networking events and fairs

ACTION 3.2.2.2: Develop structure and training to Career Development Specialists to engage with adopted employers

ACTION 3.2.2.3: Utilize engagement rubric for developing and maintaining employer relationships (refer to engagement rubric - Appendix A)

OBJECTIVE 3.3.1: Institute a client management system to track employer activity

ACTION 3.3.1.1: Identify potential vendors for client management systems software in conjunction with the Assistant Director for Technology Applications

ACTION 3.3.1.2: Identify core employers who target Rutgers University

ACTION 3.3.2.1: Engage employers participating only in job postings and career fairs to expand to the On-campus Interviewing Program

ACTION 3.3.2.1: Explore sponsorship opportunities (e.g., Professional Development Institute, networking events, room-naming, scholarships, etc.)

ACTION 3.3.4.1: Assess service delivery through employer feedback

OBJECTIVE 3.3.3.1: Review all on-campus interview processes (i.e., guidelines regarding renege, no-show/cancellation policies, Third-Party Recruiting Agreement, etc.)

OBJECTIVE 3.3.3.2: Communicate policies to students and employers

ACTION 3.3.3.1: Review all on-campus interview processes (i.e., guidelines regarding renege, no-show/cancellation policies, Third-Party Recruiting Agreement, etc.)

OBJECTIVE 3.3.3.2: Communicate policies to students and employers

ACTION 3.3.4.1: Develop ongoing, intentional outreach plan to employers, including survey, email messages, phone calls, and personal letters to maintain close contact and responsiveness to hiring needs

ACTION 3.3.4.2: Review and revise as necessary all CareerKnight email templates

ACTION 3.3.4.3: Develop ongoing, intentional outreach plan to employers, including survey, email messages, phone calls, and personal letters to maintain close contact and responsiveness to hiring needs

ACTION 3.3.4.4: Distribute an electronic holiday card to employers

continued on next page
ACTION 3.3.9.2: Promote “Employer Networking & Information Sessions” with assistance from the Assistant Director for Public Relations & Marketing

ACTION 3.3.9.3: Exploring with the Busch Campus Student Center the option of assuming logistical and payment arrangements for Employer Networking & Information Sessions

ACTION 3.3.10.4: Ensure a viable Multi-School Environment process for vetting and approving positions and communicating with employers

ACTION 3.3.10.5: Educate students on important CareerKnight functions (i.e., job search agents, interviews i qualify for etc.) to improve employer satisfaction with applicant flow

ACTION 3.3.11.1: Utilize the career interest picklist as a method for employers to filter through the resume book

ACTION 3.3.11.3: Market the resume book service to employers as a new and enhanced feature of CareerKnight

ACTION 3.3.12.2: Help promote off-campus employer events

ACTION 3.4.1.1: Engage Career Development Specialists in employer outreach and discussions about campus engagement

ACTION 3.4.2.1: Subscribe to relevant online newsletters and share with University Career Services staff

ACTION 3.4.2.2: Require University Career Services staff to join relevant LinkedIn groups and join groups of adopted employers

ACTION 3.4.3.1: Create a university-wide Employer Relations Coordinating Committee under the leadership of the Executive Director

COMPLETED BY JUNE 1, 2014

Core Programs & Services

OBJECTIVE 1.1.1: Identify cluster groups for each Career Development Specialist (CDS)

OBJECTIVE 1.1.1.1: Develop the following clusters: Agriculture, Environmental, Food & Natural Sciences (one CDS for 13 Depts.); Business and Communications (one CDS for 14 Depts.); Education and Public & Human Service (two CDS for 18 Depts.); Health Sciences, Science, Technology, Engineering, & Mathematics (three CDS for 28 Depts.); Performing Arts (one CDS for 24 Depts.); and still-deciding (one CDS)

ACTION 1.1.1.2: Consider cluster sub-groups based on career interests of students

ACTION 1.1.1.3: Employ marketing strategies to engage students in this new cluster model

ACTION 1.1.3.1: Implement two “Industry Networking Series” events (one-hour panel of employers followed by networking social) per year (three for stem)

ACTION 1.1.3.2: Conduct two “How to Find an Internship in...” workshops per year (three for STEM)

ACTION 1.1.3.6: Co-chair, with employer relations, one industry career & internship fair during the spring semester

ACTION 1.1.3.7: Employ promotional strategies to engage audiences through a series of marketing campaigns

OBJECTIVE 1.2: Develop a programming working group comprised of Career Development Specialists, Employer Relations representatives to determine which industries/themes to highlight each semester

ACTION 1.2.1.1: Programming Working Group will update content annually for core programs (i.e. interviewing skills, career day success strategies, etc.) to ensure quality, consistency, and relevance

OBJECTIVE 1.2.2: Improve student attendance at workshops and presentations, including employer information sessions, industry/networking events, and core programs to increase awareness of career and networking opportunities

ACTION 1.2.2.2: Leverage academic liaison relationships and departmental contacts to enhance support by sending monthly or bimonthly emails announcing events

ACTION 1.2.2.4: Develop focus groups to determine best methods of reaching out to student populations

ACTION 1.2.2.6: Develop a no-show policy for certain events

ACTION 1.2.3.3: Work with the Assistant Director for Research & Assessment and the Assistant Director for Technology Applications to use online vendor and survey data in order to ascertain student usage and preferences

ACTION 1.3.1.1: Implement initial assessments via R&C courses, counselling appointments, and workshops

ACTION 1.3.2.7: Provide opportunities for students to engage with professionals (e.g., networking events, Alumni Career Network, etc.)

ACTION 1.4.3.2: Create policies to ensure equitable distribution of University Career Services programming provided to academic departments and administrative units

ACTION 1.4.3.3: Re-evaluate the relationship with campus pro-professional advising offices (e.g., Health Professions Office, Pre-Law Advising Office, etc.) to re-calibrate expectations of service delivery

ACTION 1.4.7.2: Utilize the Peer Career Educators to present basic workshops to groups (especially evening presentations)

OBJECTIVE 1.5.1: Assess the feasibility of establishing a “Professional Development Institute” as an adjunct/affiliate to University Career Services

OBJECTIVE 1.5.2: Ascertain means of increasing the number of management & labor relations or other programs as sources of new graduate student staff

OBJECTIVE 1.5.3: Ascertain means of instructional delivery for selected topic areas

OBJECTIVE 1.5.4: Determine staffing requirements and sources

OBJECTIVE 1.5.5: Assess its efficacy in Spring 2014

Employer Relations

GOAL 3.1: Diversify the Employer Base

OBJECTIVE 3.1.2: Engage with employers in students’ preferred geographical areas and fields of career interest

ACTION 3.1.2.2: Utilize professional association leads to increase employer outreach

ACTION 3.1.2.3: Focus on employers interested in diversity initiatives, underrepresented industries, and ROIC employers

ACTION 3.1.2.4: Connect with campus partners to identify employer prospects, including Alumni Relations, Office of Industrial Commercialization, academic departments, Corporate & Foundation Relations, and the Rutgers Parents Association

ACTION 3.1.2.5: Utilize Alumni Career Network contacts for internship and job opportunities

ACTION 3.1.2.6: Mine additional data through other job boards (e.g., Indeed.com), LinkedIn, CareerShift, and Nj Biz top employers of New Jersey, etc. to identify prospects

OBJECTIVE 3.1.4: Increase the number of Employer Relations staff who handle employer development

ACTION 3.1.4.1: Propose the hiring of two full-time Job Development Specialists

ACTION 3.1.4.2: Consider utilizing School of Management & Labor Relations or other programs as sources of new graduate student staff

OBJECTIVE 3.2.1: Strengthen and Expand Existing Employer Relationships

OBJECTIVE 3.2.4: Develop a Recruiting Partners Program to engage our most active employers

ACTION 3.2.4.2: Create an Employer Advisory Board

OBJECTIVE 3.2.6: Develop a fundraising program

ACTION 3.2.6.2: Coordinate as appropriate with Corporate & Foundation Relations

ACTION 3.3.1.1: Establish an effective resume book service for employers

ACTION 3.3.2.1: Create a summer training conference for recruiters

ACTION 3.3.4.7: Complete collateral Employer Relations material (i.e., recruiting guide, sponsorship brochure, and tip sheets)

OBJECTIVE 3.3.5: Establish consulting program to assist employers in developing recruiting plans

ACTION 3.3.5.2: Collect and share best practices for employers to engage candidates

ACTION 3.3.6.4: Ensure repeat business of 33% among employers participating in on-campus interviewing

ACTION 3.3.7.2: Offer on-site interviewing option for employers at fairs

OBJECTIVE 3.3.8: Revitalize volunteer opportunities for employers to augment our services and programs

ACTION 3.3.8.1: Create a volunteers database within CareerKnight

ACTION 3.3.8.5: Utilize employers to augment in-service training for staff

ACTION 3.3.9.1: Improve Employer Networking & Information Sessions participation

ACTION 3.3.9.1: Rebrand employer information sessions as Employer Networking & Information Sessions

ACTION 3.3.10.1: Track job and internship postings, application submissions, and views

ACTION 3.3.10.2: Utilize placement module to track hires and internship participation

ACTION 3.3.10.6: Require an online orientation for students prior to utilization of certain functions (i.e., on-campus interviewing, applying for jobs/internships, etc.)

ACTION 3.3.10.7: House all online tools within CareerKnight to maximize student awareness of employment opportunities

OBJECTIVE 3.3.11: Establish an effective resume book service for employers

continued on next page
ACTION 3.3.11.1: Utilize opt-out feature for students to submit their resumes to the CareerKnight resume book

ACTION 3.3.12.1: In conjunction with career Development Specialists, academic departments, and student organizations, organize networking programs for key employer partners

GOAL 3.4: Enhance faculty and staff knowledge of employment opportunities and recruiting trends, as well as University Career Services’ guidelines/policies regarding employer services delivery

OBJECTIVE 3.4.1: Develop and deliver faculty/staff training

ACTION 3.4.1.1: Schedule monthly “Lunch and Learn” sessions for faculty/staff with employers

ACTION 3.4.1.2: Facilitate in-house training/webinars on recruiting related topics

ACTION 3.4.1.4: Create and share site visit briefings with the University Career Services staff and appropriate faculty

ACTION 3.4.1.5: Revamp the Career Development Specialists toolkit to include more information about employer development

OBJECTIVE 3.4.2: Provide staff with information/data on employers and opportunities

ACTION 3.4.2.3: Assign student project of gathering relevant employer information and distributing to University Career Services staff on monthly basis

OBJECTIVE 3.4.3: Provide faculty/staff with recruiting guidelines and protocols

ACTION 3.4.3.2: Educate faculty/staff on NACE guidelines

ACTION 3.4.3.3: Develop and share guidelines for employment referrals

COMPLETED BY SEPTEMBER 1, 2014

Core Programs & Services

ACTION 1.1.3.3: Coordinate, with the assistant director for graduate & alumni programs and assistant director for technology applications, a training mentor program as part of the Alumni Career Network

GOAL 1.2: Offer comprehensive career developmental opportunities grounded in a cyclical 5-stage career decision-making process of self-assessment, exploring majors and careers, gaining experience, considering graduate/professional school, and preparing for the job search

OBJECTIVE 1.2.3: Develop strategies using available vendor resources to assist students through the 5-stage career decision making process (e.g., FOCUS 2 for self-assessment)

ACTION 1.2.3.1: Provide training and relevant information to staff on how to best utilize online vendor software in career assistance appointments and presentations

OBJECTIVE 1.3.1: Assess career decision-making self-efficacy of students utilizing our programs and services

ACTION 1.3.1.1: Develop pre- and post-assessments to evaluate career decision-making self-efficacy utilizing valid instrumentation

ACTION 1.3.2.2: Engage first-year and still-deciding students through a variety of vehicles (i.e., First-Year Interest Group seminars, new student orientation, academic advising, etc.)

ACTION 1.3.2.3: Work with key faculty members to integrate our online tools into their syllabi and websites

ACTION 1.3.2.4: Have the Assistant Director for Technology Applications serve as the liaison to the Office of Instructional & Research Technology (OIRT) to encourage the incorporation of online career tools into course instruction

ACTION 1.3.2.5: Create educational resources that help students make informed college major choices (e.g., Career Decision-Making workshops, “Where Did RUG Grads Go?” online resource, self-assessment tools, etc.)

ACTION 1.3.2.8: Have current data on hand for student access regarding employment, what other students have done with their careers, starting salaries, etc.

OBJECTIVE 1.4.1: Ensure that counseling appointment wait times are no longer than two weeks with student accessibility to short term options (i.e. drop-ins, presentations, etc.)

ACTION 1.4.1.3: Develop a Graduate Counseling Internship program that will help with higher level counseling activities alongside the Career Development Specialists

ACTION 1.4.1.6: Introduce a virtual chat option for use by students with “quick questions”

ACTION 1.4.1.7: Have the Career Development Specialist assigned to still-deciding students work with academic advising offices to ensure timely availability of programs relating to choosing a major for students that were not accepted into limited enrollment programs

OBJECTIVE 1.4.2: Assess the quality of programs and services

ACTION 1.4.2.1: Develop survey instruments to measure the quality of services provided, including counseling, online services, programs, and fairs

OBJECTIVE 1.4.5: Utilize available technology to improve quality, accessibility, and delivery of services

ACTION 1.4.5.1: Create a series of online workshops (with login option for tracking purposes) accessible by students

ACTION 1.4.5.2: Explore additional avenues for service delivery (i.e., webinars, etc.)

OBJECTIVE 1.4.6: Create a model for the administration of career assistance appointments tailored to student’s career interests

ACTION 1.4.6.3: Cross-training staff to ensure basic understanding of alternative cluster areas

ACTION 1.4.6.4: Utilize employer partners to supplement career assistance and provide industry expertise (refer to Objective 3.3.8)

ACTION 1.4.6.5: Leverage Alumni Career Network to augment career assistance services and provide an additional referral service

OBJECTIVE 1.4.7: Rethink programming options to ensure high quality by being efficient with the limited time and human resources available

ACTION 1.4.7.1: Build stronger alumni and employer relationships in order to engage them in opportunities to co-present programs

Experiential Education

ACTION 2.1.1.1: Develop marketing campaigns (including videos, print, non-print, student ambassador, residence halls, and experiential education facts in our weekly announcements, etc.) that profile students involved in a diverse array of internships

OBJECTIVE 2.1.2: Unify experiential education efforts and develop a broad list of options for students to pursue (e.g., Study Abroad, Volunteering, Research, etc.)

ACTION 2.1.2.1: Create a web-based avenue for students to identify resources on campus for experiential education opportunities

ACTION 2.1.2.2: Create an advisory board comprised of all Rutgers internship coordinators and experiential education providers for coordination purposes

OBJECTIVE 2.2.1: Help students to find opportunities within their career clusters versus purely focusing on majors

OBJECTIVE 2.2.3: Create more programming with recent alumni who are successful by engaging in experiential education, revise panel-based workshops where students can learn about the various career and industry opportunities, and incorporate breakout networking sessions relating to specific areas

ACTION 2.3.1: Help students understand the value of and benefits they can derive from participating in a summer employer training conference (refer to Objective 3.3.8)

ACTION 2.3.2: Develop a workshop during a summer employer training conference (e.g., FOCUS 2 for self-assessment) to measure the quality of services provided, including counseling, online services, programs, and fairs

OBJECTIVE 2.3.4: Enhance Rutgers Internship & Co-op Program (RICP)

ACTION 2.3.4.1: Rebrand RICP, including a possible name change

ACTION 2.3.4.3: Assess the current program, benchmark with other schools, and develop rubrics for assessing student learning

ACTION 2.3.4.4: Explore the possibility of modifying the GPA requirement

ACTION 2.3.4.5: Develop an RICP on-campus interviewing (OCI) day/week where previous RICP employers can interview potential interns

ACTION 2.3.4.6: Ensure that employers are providing a valuable opportunity during the vetting process

ACTION 2.4.1.1: Modify the Resume Builder tool in CareerKnight to include more resume samples highlighting leadership, research, volunteerism, and other ways to showcase experiential learning. Also include more resume samples in our Career Services Guide online

Employer Relations

ACTION 2.3.2.2: Implement new software and provide training to staff

OBJECTIVE 2.3.5: Source employers for On-Campus Interview Program at other events

ACTION 2.3.5.1: Participate in employer events not sponsored by University Career Services to engage and recruit new employers (e.g., professional association meetings, other career fairs, trade shows, networking events, etc.)

ACTION 2.3.5.2: Utilize Rutgers Internship & Co-op Program to create an interview day/week for students looking for internship opportunities within the program

OBJECTIVE 3.1.1: Delineate and deliver 5-Star service

ACTION 3.3.1.5: Host year-end employer appreciation event on campus

OBJECTIVE 3.3.2: Develop training opportunities for employers to learn about recruiting at Rutgers

ACTION 3.3.2.2: Serve as host site for employer professional development activities (e.g., sharing recruiting trends, etc.)

ACTION 3.3.6.6: Explore additional space for interviewing (e.g., pipe and drape in the Busch Campus Center Multi-Purpose Room) during peak recruiting season

OBJECTIVE 3.3.7: Consolidate, strategically manage, and enhance Career & Internship Fairs

ACTION 3.3.7.5: Systematically engage career-related student organizations that are currently organizing career fairs and other employer events that may be confusing to employers

ACTION 3.3.7.10: Develop an optional online orientation for employers on how to utilize the CareerKnight system

ACTION 3.4.2.4: Have Career Development Specialists collaborate with Employer Relations staff to present on their particular liaison/industry area, including trends in the industry

ACTION 3.4.2.5: Work with external organizations to present recruiting and hiring trends to staff

COMPLETED BY FEBRUARY 1, 2015

Core Programs & Services

GOAL 1.4: Group and individual services are accessible and of high-quality

OBJECTIVE 1.4.8: Develop an outreach presentation assignment model that ensures equity of tracking among staff

ACTION 1.4.8.3: Ensure all Career Development Specialists are cross-trained in presenting most types of workshops (e.g., writing resume for English majors should not just be conducted solely by the liaison to that department)

Employer Relations

OBJECTIVE 3.3.4: Enhance employer-focused communication in conjunction with public relations & marketing
ITEMS SORTED BY THE IMPLEMENTATION TIMELINE (continued)

**ACTION 3.3.4.3**: Develop messaging/newsletter to update employers on pertinent Rutgers University Information

**COMPLETED BY JUNE 1, 2015**

**Core Programs & Services**

**ACTION 1.1.3.4**: Work with Experiential Education Team and Employer Relations Team to coordinate two employer site field trips with students per year (three for STEM)

**OBJECTIVE 1.4.3.1**: Develop and propose policies clarifying the purview of independent school-based and departmental career services providers that confuse both students and employers

**COMPLETED BY SEPTEMBER 1, 2015**

**Core Programs & Services**

**GOAL 1.3**: Increase student career decision-making self-efficacy

**OBJECTIVE 2.4.1**: Partner with the School of Arts & Sciences to pilot a 1- to 3-credit course (as part of a “Junior Year Experience”) that focuses on preparing students for an internship experience (including reflection and articulation)

**ACTION 2.4.2**: Work with the School of Arts & Sciences to include RICP as an option within the core curriculum

**OBJECTIVE 2.3.3**: Develop reflection exercises to be incorporated into the CareerKnight profile system where students can document experiential education experiences (e.g., “rate my internship”)

**STAGE**

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**APPENDIX B: EMPLOYER ENGAGEMENT STAGES**

**APPENDIX C: BY THE NUMBERS**

**3** PILLARS

**13** GOALS

**61** OBJECTIVES

**187** ACTIONS