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Lewis Carroll famously asserted in the classic, Alice’s Adventures in Wonderland: “If you don’t know where you’re going, any road’ll take you there.” This is an apt and timely observation for University Career Services at Rutgers-New Brunswick. Much progress has been made during the past three years, not only due to the efforts of an extraordinarily dedicated staff, but because we created a clear path for progress in our Building Toward the Future strategic plan, published in 2013.

As we celebrate the achievements of the past, we also acknowledge that much remains to be accomplished in the coming four years as we head toward 2020. The vision we proclaimed in our previous strategic plan propelled us into a respected position on the New Brunswick campus and to a place of prominence on the international stage. University Career Services at Rutgers is now widely recognized as a source of best practices in the field of university-level career-development programs, and its innovations are widely copied in the U.S. and abroad. The “career-industry clusters” model we created has been replicated at several institutions as a service-delivery system that optimizes students’ engagement in the career-development process while maximizing staff effectiveness. Likewise, our hybrid “Career Development Specialist” staffing scheme focuses simultaneously on personalized career counseling and first-hand industry knowledge to ensure that students receive timely, realistic, well-informed, and professional career guidance.

Now, as we continue to chart our future course, the fundamental question becomes: How do we get there?

This plan provides the answer. Like its predecessor, this plan reflects the best thinking of the career services professionals to whom Rutgers has entrusted the success of its students. This plan provides the road map. This plan shows the way forward, as UCS continues to ensure that the “student experience” is fully transformed in keeping with the guiding principles of the university’s overarching vision. This plan assures that students will have the wherewithal to launch careers that reflect the quality of their academic experiences and the depth of their personal development on the Banks.

This plan builds upon the three strategic pillars, 13 goals, 61 objectives, and 187 actions of our former plan. However, we will now take University Career Services at Rutgers—New Brunswick to even greater heights of service and higher levels of prominence. But not for our own sake. Indeed, all we do, every decision we make, every relationship we create, every event we organize, every seminar we teach, every web page we design is dedicated to the singular purpose of assuring student success. And all this is done with the hope that the success of today’s students will foster a self-perpetuating tradition of success for future generations of Rutgers students.

Richard L. Hearin
Executive Director
Building on Three Years of Success

During the spring of 2012, the findings of an external review served as a catalyst to rethink and rettool University Career Services to increase the overall impact on Rutgers University–New Brunswick students. A new Operations & Strategic Initiatives unit was established to attract more constituents to the various services through strategic marketing, provide access to resources through technological innovation, and demonstrate effectiveness to key stakeholders through outcomes assessment. Various enhancements were also made to our employer relations and student service delivery functions. Additional resources were allocated to assist in these endeavors.

University Career Services developed and implemented a transitional strategic plan to guide the department over the ensuing three years. The plan, Building Towards the Future, consisted of three strategic pillars of excellence: (1) Core Services and Programs; (2) Experiential Education; and (3) Employer Relations, along with various operational critical enablers. Below are just a few highlights from the past three years:

- Positive post-graduation outcomes continue to increase since the intentional collection of data beginning with the Class of 2013.
  - The overall placement rate of graduating students in recent years has increased to 82%. This represents an 18-point increase compared to the Class of 2013.
  - Graduating students who participated in the Road to Wall Street Mentoring Program and the Rutgers Internship Co-op Program achieved a 96% and 92% post-graduation placement rate respectively compared to the 82% rate attributed to the overall population.
  - The percentage of graduating students reporting that UCS recruiting services contributed to their post-graduation employment success increased by 20 points overall (including a 30-point increase among School of Arts & Sciences graduates).

- A new career cluster approach to service delivery was developed to transform the perception of our department from being one that had general information to one that has extensive knowledge regarding various industries. This approach also provided key benchmarks for the diversification of our employment offerings.
  - Currently 34,734 students and alumni have identified a career interest cluster which serves to further inform employer development goals and increase our ability to tailor market resources to students.
  - Currently 34,734 students and alumni have identified a career interest cluster which serves to further inform employer development goals and increase our ability to tailor market resources to students.
  - To date, 98% of students participating in career advising report that the counselors have a reputation for being knowledgeable of industry trends and professional.

- Through the tailoring of UCS marketing efforts, in the 2015-16 academic year the department was able to engage with 52% of the entire Rutgers University–New Brunswick and RBHS community through programs and services offered. This represents a 21% increase compared to the 2012-13 academic year.

Recruiting Programs have seen a steady increase in utilization by both students and employers alike.
- UCS has increased the number of employment opportunities in the CareerKnight jobs and internship posting system by 40%.
- Employer and student participation in career and internship fairs has increased by 35% and 78% respectively. And engagement in our On-Campus Interviewing Program has increased for both employers (23%) and students (27%).
- Students continue to rate the diversity of employment opportunities provided through various recruiting services with 4 out of 5 stars.

Workshop and specialty program offerings continue to be comprehensive and of high quality.
- Workshop attendance increased by 130% while an intentional and data-driven process for developing programs has led to a decrease (-13%) in the number of programs the staff had to coordinate.
- On average, UCS has seen a statistically significant 3-point increase in pre- and post-test results to our primary learning outcome of building confidence in their ability to utilize various skills and resources taught within the workshops attended.
- 95% of workshop evaluation respondents state that they have clearer next steps after participating in various programs.

- Achieved statistically significant increases in the seven learning outcomes associated with students participating in the Rutgers Internship & Co-op Program academic course (three to six credits awarded).

University Career Services continues to be challenged by increased service utilization and a high student-to-counselor ratio. However, through the hard work of the staff within University Career Services, and partners across campus, the past three years are just a prelude to what can be accomplishment through the implementation of our next Vision 2020 strategic plan.
VISION STATEMENT:
All Rutgers University—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 with 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 constituents. They will have access to the best services and 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. We build mutually beneficial coalitions with a variety of audiences through transparent partnerships and purposeful and ongoing communication.
- 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 that 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 research and data driven and congruent with sound ethical practices. We utilize the latest technology to support our operations and to increase access to and engagement with our services.
- 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:
- Preparing Students for Career Success
- Engaging With & Exploring the World-of-Work
- Fostering Employer Relationships

CRITICAL ENABLERS:
Critical enablers apply across all strategic pillars and enable their delivery. They include:
- Campus Partnerships
- Communications and Marketing
- Development, Fundraising, and Budgeting
- Outcomes and Assessment
- Staff Development and Human Resources
- Technology
PILLAR 1: PREPARING STUDENTS FOR CAREER SUCCESS

University Career Services, working with campus partners, offers comprehensive educational and developmental opportunities designed to increase the career decision-making self-efficacy and career readiness of all students. Grounded in a proven career development model that includes knowing oneself, exploring options, getting focused, and taking action, our group and individual services are accessible and of high quality.

GOAL 1.1: DEVELOP A STRATEGIC APPROACH TO STREAMLINE ACCESS FOR AND TO RUTGERS UNIVERSITY'S LARGE AND DIVERSE STUDENT POPULATION TO FURTHER IMPROVE THE STUDENT EXPERIENCE, INCREASE STUDENT UTILIZATION OF ALL SERVICES, AND STRIVE FOR AN OVERALL 70% STUDENT UCS UTILIZATION RATE.

OBJECTIVE 1.1.1: Work collaboratively with campus partners who provide career services to ensure there is a clear and streamlined point of entry for students accessing career resources.

ACTION 1.1.1.1: Invite campus representatives to relevant Career Development and Career Education Unit meetings where professional development is provided.

ACTION 1.1.1.2: Identify a member of University Career Services to serve as the liaison to each partner office and establish an agreed upon way of communicating.

ACTION 1.1.1.3: Develop an online listing of representatives and resources, including a shared calendar, with all Rutgers—New Brunswick University Career Services providers.

ACTION 1.1.1.4: Review partner resources (e.g., websites, documents, etc.) to ensure University Career Services information is updated and accurate.

OBJECTIVE 1.1.2: Work cooperatively with campus partners (e.g., academic and student services, student groups, etc.) in a joint effort to educate students about University Career Services resources.

ACTION 1.1.2.1: Develop and implement a University Career Services awareness campaign with faculty to expand their engagement.

ACTION 1.1.2.2: Create a plan to strategically foster partnerships to engage students on campus through the Student Involvement Office.

ACTION 1.1.2.3: Expand the role of Peer Career Advisors to include facilitation of peer-to-peer workshops, serve as marketing ambassadors (e.g., social media promoters, pop-up event facilitators, etc.) and in-person/ virtual advising. Assign PCAs a career cluster based on their interests and abilities. Based on those career clusters, delegate more peer-to-peer outreach responsibilities to PCAs to better engage student organizations.

ACTION 1.1.2.4: Distribute the “Partnering With Us” resource designed specifically for faculty/campus partnerships. Present at new faculty orientation.

ACTION 1.1.2.5: Revitalize the current composition of the student advisory board to include membership that is representative of the campus population at all levels of engagement (e.g., work with student organizations, academic departments, etc.).

ACTION 1.1.2.6: Develop a rapid response network of students to provide feedback through poll, online discussion boards, and/or email.

ACTION 1.1.2.7: Identify Rutgers departments, organizations, and student groups (e.g., Student Affairs) with whom we can conduct programming, based on previous attendance levels and requests. Develop a career module for student organizations with low attendance in the past that can be used as an alternative to an in-person presentation.

ACTION 1.1.2.8: Ensure that the team of Career Development Specialists are effectively utilizing the Academic Liaison Toolkit developed within the Career Development summer working groups (progress to be reviewed during one-on-one meetings with supervisor).

ACTION 1.1.2.9: Identify and collaborate with school-based student advisory groups to broaden the reach of University Career Services to the student population.

OBJECTIVE 1.1.3: Engage with “specialty populations” without overtaxing resources.

ACTION 1.1.3.1: Develop a process to define and identify a limited number of populations to be considered part of this group.

ACTION 1.1.3.2: Identify what actionable items (e.g., dissemination of career modules, annual meetings, monthly resume reviews at prime locations, etc.) should occur for these populations.

ACTION 1.1.3.3: Equitably distribute liaison assignments among staff.

OBJECTIVE 1.1.4: Implement findings of the Taskforce on Career Services for International Students.

ACTION 1.1.4.1: Onboard Career Development Specialist positions funded by international students.

ACTION 1.1.4.2: Develop a strategic plan specifically focused on optimizing career services for this population.

ACTION 1.1.4.3: Identify key metrics of success and determine baseline data.

OBJECTIVE 1.1.5: Increase knowledge and functionality of online tools (e.g., FOCUS 2, Vault, CareerShift, CareerKnight, etc.) and materials in order to increase student usage of University Career Services’ online resources.

ACTION 1.1.5.1: Assess the user experience of online tools (including the Symplicity Live Chat) through a representative focus group and/or student advisory board.

ACTION 1.1.5.2: Prioritize, update, and promote current online tools including the Careers by Symplicity mobile app.

ACTION 1.1.5.3: Increase awareness of the importance of creating and completing student CareerKnight public profiles as employers utilize them.

ACTION 1.1.5.4: Explore enhancing accessibility to online resources via Application Programming Interface (API) integration that will allow students to seamlessly move from one program to another.

ACTION 1.1.5.5: Utilize the newly acquired Zoom Pro or Skype for Business tool for online group chats, webinars, and counseling sessions and develop training opportunities for staff.

ACTION 1.1.5.6: Expand live chat availability, currently administered by the Peer Career Advisors, to include Career Development Specialists. Review protocol for how to handle issues pertaining to offer negotiations and urgent requests.

ACTION 1.1.5.7: Develop additional web shops based on areas of greatest impact (e.g., OCI preparation, etc.) and integrate them into the UCS website. Make existing web shops more easily accessible (e.g., cross-platform, presentations, social media, tabling events, etc.) for students.

ACTION 1.1.5.8: Increase the availability of online counseling appointments and expand the service to all Career Development Specialists. Promote this feature to specific populations (e.g., Study Abroad, Online Programs, fifth-year Pharmacy Students, RICP, etc.).

ACTION 1.1.5.9: Identify large lecture courses within each academic school and work with the faculty/department to incorporate online tools that are appropriate to that specific course.

ACTION 1.1.5.10: Require all students accessing CareerKnight to update their career interests and reaffirm the user agreement once a semester.

ACTION 1.1.5.11: Explore methods of including RUID fields in all online tools to provide accurate accounting of overall UCS reach.

OBJECTIVE 1.1.6: Develop a process to define and identify non-traditional segments of populations to make all University Career Services resources easily accessible for all students.

ACTION 1.1.6.1: Utilize data and the new Career Development Model to determine baseline level of student engagement in order to establish a series of goals for ideal usage.

ACTION 1.1.6.2: Analyze CareerKnight usage and develop a plan to promote employment services to students not currently as engaged (e.g., School of Arts & Sciences, School of Environmental and Biological Sciences, etc.).

ACTION 1.1.6.3: Utilize the Undergraduate and Graduate Student Career Services Survey (random sampling survey) and previous utilization to identify counseling appointment timeslot preferences and maximize appointment usage.

ACTION 1.1.6.4: Specifically target students who have not utilized University Career Services and create a marketing plan to reach out to those inactive students (e.g., increase staff presence at functions that include minimally engaged students, marketing, emails, etc.).

OBJECTIVE 1.1.7: Establish a campus-wide Career Services Coordinating Committee, as outlined in the “Career Success” section of the New Brunswick Strategic Plan, chaired by the Executive Director of University Career Services and comprised of school representatives designated by the respective executive academic deans.

ACTION 1.1.7.1: Explore and develop sub-committees based on areas in need of consistent coordination (e.g., post-graduation survey administration, technology review teams, internship program coordination, employer development council, etc.).

ACTION 1.1.7.2: Conduct periodic analysis of assessment data, review best practices, discuss strategic objectives, and refine institutional policies regarding career development and corporate recruiting matters.

OBJECTIVE 1.1.8: Utilize data to determine the value of student engagement in order to establish a series of goals for ideal usage.

ACTION 1.1.8.1: Utilize data to determine the value of student engagement in order to establish a series of goals for ideal usage.
PILLAR 1: PREPARING STUDENTS FOR CAREER SUCCESS

University Career Services, working with campus partners, offers comprehensive educational and developmental opportunities designed to increase the career decision-making self-efficacy and career readiness of all students. Grounded in a proven career development model that includes knowing oneself, exploring options, getting focused, and taking action, our group and individual services are accessible and of high quality.

OBJECTIVE 1.1.4: Incorporate current content on the figs.rutgers.edu site into the new forthcoming University Career Services website and redirect the FIGS url to the appropriate section of the new UCS site.

OBJECTIVE 1.2.4: Explore potential cost-saving measures by merging the current FIGS catalogue with the ad-supported Career & Internship Guide while increasing the potential reach of both publications.

OBJECTIVE 1.2.4.6: Include FIGS in a bi-annual email to all students marketing all UCS-affiliate course options (e.g., RCP, SAS Career Exploration, etc.).

OBJECTIVE 1.2.5: Ensure that all students participating in FIGS are exposed to intentional elements (e.g., academic success, information literacy, personal wellness, career development, etc.) necessary to successfully transition at Rutgers University–New Brunswick.

OBJECTIVE 1.2.5.1: Assess the various elements within the current FIGS program to ensure program elements are meeting intended goals.

OBJECTIVE 1.2.5.2: Review the National Association of Colleges and Employers (NACE) career readiness skill competencies for possible integration into all FIGS programs.

OBJECTIVE 1.2.5.3: Utilize current UCS staff to serve as FIGS class observers as a means for determining whether program elements are meeting intended goals.

OBJECTIVE 1.2.6: Enhance career exploration opportunities for students by reviewing, and where necessary enhancing, the career development element of the FIGS curriculum while maintaining a balance with other elements of the curriculum designed to increase a student’s chances of successfully matriculating through the university environment.

ACTION 1.2.6.1: Develop an additional career module for all FIGS sections that will focus on self-assessment to further inventory student’s personal values, skills, and interests earlier in their college career.

ACTION 1.2.6.2: Provide full listing of University Career Services resources (e.g., Student-Alumni Career Connect database, virtual mock interview systems, Vault Guides, exploration events, #RUTHGERSWORKS First-Year Free Tuition Challenge, etc.) organized by career clusters to Peer Instructors during PI training.

OBJECTIVE 1.2.7: Increase the number of first-year students participating in FIGS by at least 50% while creating educational opportunities for students still deciding on an interest area.

ACTION 1.2.7.1: Utilize participant data from previous FIGS courses as well as career interest cluster data from CareerKnight to identify popular areas of interest that will attract first-year students.

ACTION 1.2.7.2: Explore funding for an additional full-time position through a fee-based services cost sharing arrangement between University Career Services, School of Arts & Sciences, and School of Engineering thus providing additional capacity to increase the cadre of Peer Instructors (PI).

ACTION 1.2.7.3: Increase capacity among current First-Year Engagement Team members to instruct one additional three-credit Peer Instructor Education course by transferring overhead responsibilities and resources (e.g., administrative services, publications and design, technology, and data management) to the Operations & Strategic Initiatives Unit.

ACT...
OBJECTIVE 1.3.1: Revise workshops to incorporate an active learning focus and active learning spaces.

OBJECTIVE 1.3.2: Collaborate with campus partners (e.g., Office of Instructional Research & Evaluation, Digital Classroom Services, etc.) to update and revise workshops.

OBJECTIVE 1.3.3: Develop a tool to ensure that the CDS team brings utilized alumni cluster-specific video series (Candid Career Network) representing various industries to also host weekend and evening online appointments.

OBJECTIVE 1.3.4: Explore partnerships with academic units (e.g., School of Arts & Sciences, Graduate School of Education, and School of Environmental & Biological Sciences, etc.) as well as campus partners (e.g., RU1st, Continuing Education, etc.) to develop opportunities for class partnerships and curriculum integration.

OBJECTIVE 1.4.2: Explore the development of Career Readiness certificate programs.

OBJECTIVE 1.4.3: Enhance the collection of learning outcomes on surveys.

OBJECTIVE 1.4.4: Create an engagement rubric based on the Career Development Model to identify low-engaged students. (Refer to action 1.3.3.2)
PILLAR 1: PREPARING STUDENTS FOR CAREER SUCCESS (continued)

University Career Services, working with campus partners, offers comprehensive educational and developmental opportunities designed to increase the career decision-making self-efficacy and career readiness of all students. Grounded in a proven career development model that includes knowing oneself, exploring options, getting focused, and taking action, our group and individual services are accessible and of high quality.

OBJECTIVE 1.5.6: Offer UCS services across all campuses.
- ACTION 1.5.6.1: Continue to offer resume and other services at Cook/Douglass and Livingston campus.
- ACTION 1.5.6.2: Develop location-specific check-in kiosks to provide consistent reporting of traffic.
- ACTION 1.5.6.3: Provide information on all career clusters and other marketing materials at each satellite location.
- ACTION 1.5.6.4: Utilize excess office furniture to upgrade the career library presence on Livingston Campus.
- ACTION 1.5.6.5: Maintain availability of unused career counseling appointment slots to use for potential unplanned student walk-ins.

OBJECTIVE 1.5.7: Develop a venue for customers to provide feedback anonymously regarding our services (workshops, counseling, etc.).
- ACTION 1.5.7.1: Rerevaluate counseling and workshop satisfaction survey.
- ACTION 1.5.7.2: Create an online suggestion box for general feedback.
- ACTION 1.5.7.3: Create a mechanism for students to share positive feedback via social media.

OBJECTIVE 1.5.8: Enhance the collection of learning outcomes on surveys.
- ACTION 1.5.8.1: Incorporate department-wide learning outcomes into career counseling student evaluations.
- ACTION 1.5.8.2: Conduct a pre- and post-test evaluation to analyze and share monthly with facilitators and supervisors.
- ACTION 1.5.8.3: Explore increasing response rate of counseling surveys by moving to a paper instrument following up with non-responsive students.
- ACTION 1.5.8.4: Acquire software to assist in the scanning and data-entry of paper surveys.

GOAL 1.6: EMPHASIZE THE OVERALL DEPARTMENTAL BRAND TO INCREASE AWARENESS OF CAREER PROGRAMS AND RESOURCES.

OBJECTIVE 1.6.1: Design a branded template for staff to use when they develop meeting agendas, flyers, etc.
- ACTION 1.6.1.1: Consistently provide “take-away” materials during presentations, appointment, and during front desk interactions.
- ACTION 1.6.1.2: Develop a list of items that should be shared each month by service providers.
- ACTION 1.6.1.3: Integrate marketing slides into all presentations conducted by staff.

OBJECTIVE 1.6.2: All staff should actively promote certain resources and services.
- ACTION 1.6.2.1: Create a mechanism for students to share positive feedback via social media.

OBJECTIVE 1.6.3: Develop a marketing plan to promote the overall brand to audiences.
- ACTION 1.6.3.1: Review current social media platforms to ensure a consistent and engaging message.
- ACTION 1.6.3.2: Explore the potential to promote UCS success stories in our brand vehicles.

OBJECTIVE 1.6.4: Develop new UCS web presence utilizing ndata from focus groups, usability studies, and analytics.

IMPLEMENTATION TIMELINE

Completed By November 1, 2019:
- OBJECTIVE 1.6.2
- ACTION 1.6.2.2
- ACTION 1.6.2.3

Completed By February 1, 2020:
- OBJECTIVE 1.1.2.7
- ACTION 1.1.2.7
- OBJECTIVE 1.1.5
- ACTION 1.1.5.9
- OBJECTIVE 1.3.1
- ACTION 1.1.5.11
- ACTION 1.1.6.1
- ACTION 1.1.6.3
- ACTION 1.1.6.3.1
- ACTION 1.1.6.3.2

Completed By May 1, 2020:
- OBJECTIVE 1.1.7
- ACTION 1.1.7.3
- OBJECTIVE 1.3.1
- ACTION 1.1.7.9
- OBJECTIVE 1.3.2

Completed By August 1, 2020:
- OBJECTIVE 1.1.13
- ACTION 1.1.12
- ACTION 1.1.2.1
- GOAL 1.6
- OBJECTIVE 1.1.6
- ACTION 1.1.6.1
- OBJECTIVE 1.1.6.4
- OBJECTIVE 1.3.4
PILLAR 2: ENGAGING WITH & EXPLORING THE WORLD-OF-WORK

University Career Services emphasizes student engagement with the world-of-work as a crucial step in assisting students exploring possibilities, making connections with their academic experience, and developing the skills necessary to become competitive in their future pursuits. Such engagement activities include, but are not limited to, immersing oneself in meaningful experiences outside of the classroom (e.g., internships, co-ops, research, leadership opportunities, volunteerism, etc.), participating in networking programs, taking advantage of mentoring opportunities, and attending field trips to employer locations.

GOAL 2.1: INCREASE EFFICIENT UTILIZATION OF CURRENT RESOURCES, CAPITALIZE ON EXISTING RELATIONSHIPS, AND ACQUIRE ADDITIONAL RESOURCES TO ENHANCE UNIVERSITY CAREER SERVICES’ FOCUS ON STUDENT ENGAGEMENT WITH THE WORLD-OF-WORK.

OBJECTIVE 2.1.1: Develop the mission of the Career Education Team to focus exclusively on educational programs and resources, whereas the Employer Relations Unit will focus on employer development to ensure that internships/co-ops are growing at a rate proportional to that of full-time opportunities.

ACTION 2.1.1.1: Evaluate Career Education Team responsibilities to identify employer development activities that should be moved to the Employer Relations Unit.

ACTION 2.1.1.2: Determine, based on metrics, if additional staff resources are needed for the Employer Relations Unit to increase internship/co-op opportunities.

OBJECTIVE 2.1.2: Identify and strengthen relationships with campus partners.

ACTION 2.1.2.1: Create a virtual directory on the University Career Services website of experiential education partners, including the Student Employment Office, Leadership & Experiential Learning, First-Year Interest Groups, Aresty Research Center, Academic Internship Coordinators, and others (e.g., inclusion of liaisons on UCS staff listings, adding events and deadlines to UCS events calendar, incorporating links to resources on website, etc.).

ACTION 2.1.2.2: Audit programming offered by experiential education partners and identify areas for potential collaboration.

ACTION 2.1.2.3: Explore the integration of the Student Employment Office job posting system with the University Career Services CareerKnight system to provide a one-stop shop for students seeking opportunities. Provide training to SEO staff regarding what is an internship versus a part-time job. Utilize SEO staff to assist with the approval process within CareerKnight.

ACTION 2.1.2.4: Expand the efforts of the Internship Advisory Board to ensure cross-communication with campus experimental education partners and to integrate career education into the curriculum.

OBJECTIVE 2.1.3: Identify joint funding opportunities in collaboration with campus and employer partners for field trips and other experiential education activities.

GOAL 2.2: PROVIDE INTENTIONAL AND STRUCTURED OPPORTUNITIES FOR STUDENTS TO BROADEN METHODS OF CAREER EXPLORATION.

OBJECTIVE 2.2.1: Utilize industry trends and student interest data to develop proportionally representative programming by career interest cluster area.

ACTION 2.2.1.1: Regularly reassess adequate representation of programming and services among career interest cluster areas using a gap analysis.

ACTION 2.2.1.2: Analyze industry projections utilizing various resources including employer partners to ensure programming is relevant to employment trends.

OBJECTIVE 2.2.2: Develop intentional and structured programs for students to prepare for and engage with the world-of-work.

ACTION 2.2.2.1: Expand “Road to Industry” mentoring programs from the current Road to Wall Street program into other industries while ensuring adequate resources are available. Review school-based strategic plans to identify academic partners considering mentoring programs for potential co-funding opportunities.

ACTION 2.2.2.2: Expand field trip opportunities to companies and organizations by partnering with alumni and employers to identify new sites, develop learning outcomes, and diversify access for a broader range of students (e.g., international students, liberal arts students, etc.).

ACTION 2.2.2.3: Restructure cluster-specific panels and networking events to increase opportunities for students to interact with alumni and employers.

ACTION 2.2.2.4: Strategically identify academic departments to develop career exploration panels and programs co-funded by University Career Services but organized by the department. Provide academic departments with a toolkit to assist with the organization of these events. Utilize CareerKnight as a registration system to engage students with UCS resources.

OBJECTIVE 2.2.3: Develop, implement and successfully manage Student-Alumni Career Connect, an e-mentoring platform, to provide students an opportunity to connect with Rutgers alumni for informational interviews and short-term mentoring.

ACTION 2.2.3.1: Offer additional resources (e.g., comprehensive student manual, complimentary web shops, etc.) for students on the University Career Services website.

OBJECTIVE 2.2.3.2: Explore the option of certifying non-credit internships via transcript notation or other method.

OBJECTIVE 2.2.3.3: Steward alumni and student relationships within the platform to ensure constituents remain actively engaged (e.g., regular communication via emails, relevant newsletters/hot topics, in-person events to bring mentors/mentees together, etc.)

ACTION 2.2.3.4: Seek partnerships with departments currently utilizing e-mentoring platforms for possible integration with the Student-Alumni Career Connect system.

GOAL 2.3: INCREASE MEANINGFUL OPPORTUNITIES FOR INTERNSHIP/CO-OP PARTICIPATION.

OBJECTIVE 2.3.1: Create a peer-to-peer online space where students can reflect on their internship experience and provide feedback about their internship site.

ACTION 2.3.1.1: Add an RCP-approved indicator to approved employers participating in OCI. Develop a CareerKnight job/internship widget displaying RCP-approved positions and promote to current students without interns who are interested in applying to the RCP course.

OBJECTIVE 2.3.2: Create a student toolkit to help students maximize their internship experience including advocating for themselves to improve their internship experience.

ACTION 2.3.2.1: Provide additional resources (e.g., comprehensive student manual, alumni mentorship program, etc.) for students on the University Career Services website.

OBJECTIVE 2.3.3: Explore the option of certifying non-credit internships via transcript notation or other method.

OBJECTIVE 2.3.4: Create and fundraise for an unpaid internship scholarship fund which will provide stipends to students in qualified unpaid internships.

ACTION 2.3.4.1: Develop a peer-to-peer online space where students can reflect on their internship experience and provide feedback about their internship site.

ACTION 2.3.4.2: Create a student toolkit to help students maximize their internship experience including advocating for themselves to improve their internship experience.

OBJECTIVE 2.3.5: Explore a half-semester compressed, one-credit course option through the Rutgers Internship & Co-op Program to increase access to for-credit opportunities.

OBJECTIVE 2.3.6: Feature the Rutgers Internship and Co-op Program (RICP) to employers and students through existing programs.

ACTION 2.3.6.1: Increase the number of employers participating in RICP by educating, sourcing, and recruiting employers through the OCI program.

ACTION 2.3.6.2: Highlight RICP partners and internship opportunities in University Career Services CareerKnight system and at all events, including Career and Internship Fairs, OCI, and Employer Information and Networking sessions.

ACTION 2.3.6.3: Add an RCP-approved indicator to approved employers participating in OCI. Develop a CareerKnight job/internship widget displaying RCP-approved positions and promote to current students without interns who are interested in applying to the RCP course.

OBJECTIVE 2.3.7: Ensure employers are posting appropriate internships in CareerKnight that meet our internship criteria.

ACTION 2.3.7.1: Integrate the number of employers participating in RICP by educating, sourcing, and recruiting employers through the OCI program.

continued on next page

IMPLEMENTATION TIMELINE

Completed By November 1, 2016:
OBJECTIVE 2.1.1 OBJECTIVE 2.2.1
OBJECTIVE 2.3.4 OBJECTIVE 2.5.6

Completed By February 1, 2017:
ACTION 2.6.1.1 ACTION 2.6.1.3

Completed By May 1, 2017:
ACTION 2.1.1.1 OBJECTIVE 2.3.9
ACTION 2.1.2.3 ACTION 2.3.9.2
ACTION 2.2.2.3 ACTION 2.3.9.1
ACTION 2.2.3.1 OBJECTIVE 2.6.1
ACTION 2.2.3.2

Completed By August 1, 2017:
ACTION 2.2.1.1 ACTION 2.3.6.2
ACTION 2.2.2.2 ACTION 2.4.2.3
OBJECTIVE 2.2.3 ACTION 2.6.1.2
OBJECTIVE 2.2.3.3 ACTION 2.6.2.1
OBJECTIVE 2.3.6.3 ACTION 2.6.2.3
ACTION 2.3.6.1

Completed By November 1, 2017:
ACTION 2.2.1.2 OBJECTIVE 2.5.5
OBJECTIVE 2.2.2 ACTION 2.6.2
ACTION 2.2.2.1 ACTION 2.6.2.2
ACTION 2.2.2.4 ACTION 2.6.2.4
OBJECTIVE 2.5.2

Completed By February 1, 2018:
OBJECTIVE 2.1.2 GOAL 2.6
OBJECTIVE 2.3.5
PILLAR 2: ENGAGING WITH & EXPLORING THE WORLD-OF-WORK (continued)

University Career Services emphasizes student engagement with the world-of-work as a crucial step in assisting students exploring possibilities, making connections with their academic experience, and developing the skills necessary to become competitive in their future pursuits. Such engagement activities include, but are not limited to, immersing oneself in meaningful experiences outside of the classroom (e.g., internships, co-ops, research, leadership opportunities, volunteering, etc.), participating in networking programs, taking advantage of mentoring opportunities, and attending field trips to employer locations.

OBJECTIVE 2.3.8: Partner with the Rutgers community to improve student employment opportunities so that they meet internship criteria.

ACTION 2.3.8.1: Transform on-campus part-time employment opportunities posted with the Student Employment Office into intentional and meaningful internships (e.g., integrate learning objective questions into the Federal Work Study request form for departments; assist with training of campus supervisors; etc.).

ACTION 2.3.8.2: Assist other Rutgers campus departments in transforming their current student opportunities into meaningful internship experiences by providing them with resources that will assist with meeting internship criteria (e.g., Student Training Manual).

OBJECTIVE 2.3.9: Explore the possibility of creating a “Junior Year” experience to provide students with opportunities to acquire internship, co-op, research, service learning, or other experiences that align with their career aspirations.

ACTION 2.3.9.1: Conduct benchmarking and research on best practices.

ACTION 2.3.9.2: Implement the findings of the Chancellor’s Experiential Education Task Force.

ACTION 2.3.7.2: Add required questions to the CareerKnight internship/job posting process to solicit learning objective information from employers.

ACTION 2.3.7.3: Review the employer internship handbook and internship-related pages on the University Career Services website to develop and coordinate appropriate materials for internship partners.

ACTION 2.4.1: Educate students on how to successfully articulate skills gained through experiential education such as study abroad, research, etc.

ACTION 2.4.1.1: Assess existing efforts led by departments offering experiential education opportunities (e.g., Aresty Research Center, Study Abroad, Fraternity & Sorority Life, Academic Internship Coordinators, etc.) to determine their current programs and resources for helping students unpack their experiences.

ACTION 2.4.1.2: Create a train-the-trainer toolkit with unpacking modules and encourage departments offering experiential education opportunities to incorporate modules into their program requirements.

OBJECTIVE 2.4.2: Increase opportunities for students to proficiently translate experiences into the world-of-work through existing University Career Services programming and resources.

ACTION 2.4.2.1: Integrate information regarding how to unpack experiences into University Career Services programs.

ACTION 2.4.2.2: Integrate experiential education questions in both virtual and in-person mock-interview resources and individual appointments.

ACTION 2.4.2.3: Update the Career & Internship Guide and create virtual resources on how to unpack an experience into winning interview responses, resume accomplishment statements, and social media profiles.

OBJECTIVE 2.4.2.4: Incorporate into the RCP curriculum the creation of short digital stories of the student’s internship/co-op experiences where they reflect on what they learned, what they would do if they could begin again, and advice for students. Ask students if they would be comfortable with sharing the video through the UCS website.

OBJECTIVE 2.5.1: Develop a networking workshop led by a trained facilitator to help students learn how to “work a room” and engage in small talk.

OBJECTIVE 2.5.2: Offer preparatory workshops on networking prior to Industry Connect events.

OBJECTIVE 2.5.3: Develop a set of improv-inspired workshops to provide a forum to teach students how to “think on their feet” and how to perfect the art of “small talk.” Consider partnering with Rutgers University Toastmasters to facilitate programs. The partnership will establish monthly or semestery improv sessions hosted at UCS locations and the ability for RU Toastmasters to earn organizational funding support and further marketing of the Toastmasters club on campus.

OBJECTIVE 2.5.4: Continue the facilitated dining etiquette program with an additional focus on the conversational aspects of a business meal.

OBJECTIVE 2.5.5: Revise the content of the Career Fair Success Strategies workshop to include a simulated career fair environment where students can practice their verbal and nonverbal communication skills including the elevator pitch.

OBJECTIVE 2.5.6: Transition the current Career Exploration & Networking Series model from primarily an exploratory event to an “Industry Connect” networking event including the provision of networking staples such as business cards, nametags, and proper business attire.

OBJECTIVE 2.6: Develop cluster-specific communities to promote peer-to-peer, student-to-alumni, and student-to-staff career exploration, preparedness, and networking.

OBJECTIVE 2.6.1: Launch the new People Grove platform and brand it as the Rutgers Career Exploration & Networking Series.

OBJECTIVE 2.6.2: Meet monthly in locations around the Rutgers campus and continue discussions online through the Student-Alumni Career Connect platform (refer to Action 2.1.1).”

ACTION 2.6.2.1: Utilize assigned PCAs (based on career cluster) to assist in the organization of the clubs.

ACTION 2.6.2.2: Meet monthly in locations around the Rutgers campus and continue discussions online through the Student-Alumni Career Connect platform (refer to Action 2.1.1).

ACTION 2.6.2.3: Assign topics of discussion for each monthly meeting and facilitate open discussions regarding areas of student interest.

ACTION 2.6.2.4: Provide light refreshments.

ACTION 2.6.1.1: Add Career Cluster Preference as a required picklist to the student and alumni profiles. Require students and alumni to pick one primary preference. Activate the option to create separate discussion groups for each career cluster category. Implement tagging of all discussion threads to allow for advanced search and filtering by cluster. Develop cluster-specific marketing banners to the welcome page within the system. Update the matching algorithm to connect alumni mentors to students based on career cluster.

ACTION 2.6.1.2: Assign PCAs to moderate each cluster-specific community, add career resources weekly, and pose and answer new questions for their assigned community.

ACTION 2.6.1.3: Incorporate cluster-specific CareerKnight internship/job/internship widgets into the resource section of the platform.

OBJECTIVE 2.6.3: Revise new People Grove platform and brand it as the Rutgers Career Exploration & Networking Series.

OBJECTIVE 2.6.4: Provide light refreshments.

ACTION 2.6.2.1: Assign PCAs to moderate each cluster-specific community, add career resources weekly, and pose and answer new questions for their assigned community.

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OBJECTIVE 2.6.2: Develop informal cluster-specific job/internship clubs, coordinated by Career Development Specialists and PCAs, to provide a forum for small groups to talk candidly about the job and internship search with the goal of supporting the success of all members.

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ACTION 2.6.2.3: Assign topics of discussion for each monthly meeting and facilitate open discussions regarding areas of student interest.

ACTION 2.6.2.4: Provide light refreshments.
OBJECTIVE 3.1.1: Create new employer academic mission from these important partners.

ACTION 3.1.1.1: Collaborate with academic partners to develop individual school-based marketing collateral to include enrollment statistics, select post-graduation data, and pride points for each school.

ACTION 3.1.1.2: Develop recruiting program-specific marketing collateral outlining commonly requested information (e.g., types of students typically in attendance, demographic data, attendance numbers, top employers, student and employer success stories, etc.).

OBJECTIVE 3.1.2: Increase employer awareness of UCS world-class recruiting

ACTION 3.1.2.1: Develop a system allowing employer relations to distribute an e-newsletter semiannually featuring announcements, publicizing employer success stories, etc., to increase utilization of UCS recruiting services. Establish a web-based archive of past e-newsletters for continual reference.

ACTION 3.1.2.2: Increase the Rutgers brand by employers frequently participate.

OBJECTIVE 3.1.3: Increase opportunities within underrepresented position clusters to achieve a gap of ≥5% between student career interests and employer position clusters.

ACTION 3.1.3.1: Identify the top ten student career interest sub-categories within each career cluster.

ACTION 3.1.3.2: Perform a position gap analysis between the student career interests and employer position clusters to identify areas of greatest need within each cluster.

ACTION 3.1.3.3: Increase opportunities in areas of greatest need through the establishment and implementation of an employer development campaign utilizing all methods of interaction (e.g., email, phone, and in-person meetings, etc.).

ACTION 3.1.3.4: Identify external job boards listing targeted positions and incorporate those postings into CareerKnight.

ACTION 3.1.3.5: Utilize LinkedIn, Student-Alumni Career Connect (Refer to Objective 2.2.3), post-graduation survey data (internship and full-time) outcomes, and RICP for mining employer/alumni contacts within underrepresented position clusters.

ACTION 3.1.3.6: Consider options for a limited number of discounted or shared booths at fairs enabling organizations from underrepresented clusters to participate who may not otherwise have the necessary financial resources.

OBJECTIVE 3.1.4: Increase the awareness and number of U.S.-based opportunities for international students to achieve a gap of ≥5% between their student career interests and employer visa sponsorship along with employer position clusters.

ACTION 3.1.4.1: Identify top student career interest sub-categories within each career cluster for international students who prefer the United States as a geographical location.

ACTION 3.1.4.2: Utilize GoingGlobal and post-graduation survey data to target inactive organizations with positions in alignment with international students’ career interests.

ACTION 3.1.4.3: Develop an educational campaign targeted at employers geared towards demystifying Optional Practical Training (OPT) and Curricular Practical Training (CPT) requirements.

ACTION 3.1.4.4: Identify external job boards listing positions from employers willing to sponsor visas and incorporate those postings into CareerKnight.

ACTION 3.1.4.5: Develop targeted bi-weekly email blasts containing positions from employers willing to sponsor visas.

OBJECTIVE 3.1.5: Increase opportunities outside of the United States for all students to achieve a gap of ≥5% between their geographical preferences and location of the opportunities posted by employers.

ACTION 3.1.5.1: Perform an annual gap analysis between geographical preferences of students and employer-posted opportunities abroad.

ACTION 3.1.5.2: Identify multinational organizations with global presence and encourage them to post global opportunities within preferred geographical.

ACTION 3.1.5.3: Identify external job boards listing international positions and incorporate those postings into CareerKnight.

ACTION 3.1.5.4: Identify and procure external vendor tool that promotes international opportunities and, if possible, integrate with existing CareerKnight systems.

ACTION 3.1.5.5: Collaborate with Rutgers Centers for Global Advancement and International Affairs (GAIA), Study Abroad, and Office of Distinguished Fellowships to identify and promote pathway programs for students who work while studying abroad.

ACTION 3.1.5.6: Explore opportunities for exchange programs designed to benefit international students who want to intern or experience spring/winter breaks within the U.S. as well as domestic students who want to work abroad.

ACTION 3.1.5.7: Leverage the Rutgers Internship & Co-op Program to encourage employers abroad to offer for-credit internship opportunities to assist with strengthening, hiring, and promoting Rutgers students’ professional brand.

ACTION 3.1.5.8: Explore partnerships with Careereco Virtual Career Fairs, other universities, and consortiums to create a Global Opportunities Job Fair providing networking opportunities for students wanting to work abroad.

ACTION 3.1.5.9: Review and enhance the current virtual On-Campus Interviewing program to provide opportunities for students to interview with global employers.

OBJECTIVE 3.1.6: Annually review the diversity of opportunities through various gap analyses. If positions within clusters are relatively diverse, then identify recruiting trends to determine point of intersection between growth sectors and student preferences for further prospecting.

GOAL 3.2: In conjunction with the established “All Majors” career and internship mega fairs, develop targeted recruitment programs as a point-of-entry for new and diverse employers.

OBJECTIVE 3.2.1: Partner with academic units and the Rutgers University Alumni Association to develop at least six “Industry Connect” round table networking events tailored to the various career clusters.

OBJECTIVE 3.2.2: Collaborate with student organizations and other campus partners to deliver annual cluster-specific On-Campus Interview Weeks (e.g., Education On-Campus Interview Week; Media & Entertainment On-Campus Interview Week), etc., to connect students to employers within underrepresented clusters.

OBJECTIVE 3.2.3: Work with student organizations and campus partners to organize networking programs between emerging student leaders and employers.
GOAL 3.3: STRENGTHEN AND EXPAND EMPLOYER ENGAGEMENT IN EMPLOYMENT PROGRAMS.

OBJECTIVE 3.3.1: Establish an employer advisory board with diverse representation from the various career clusters, industries, and organization types.

ACTION 3.3.1.1: Facilitate semi-annual meetings to discuss regional and national best practices, gather feedback, etc.

ACTION 3.3.1.2: Develop a rapid response network of employers to provide feedback through polling, online discussion boards, and/or email.

OBJECTIVE 3.3.2: Develop assessment mechanisms to track employer engagement.

ACTION 3.3.2.1: Review current employer levels of engagement and make adjustments where needed.

ACTION 3.3.2.2: Explore business development/customer relationship management software for assessment, tracking, and reporting functionality. Explore methods of integration with CareerKnight via API.

ACTION 3.3.2.3: If external vendor is not possible, develop internal reporting systems to generate an employer engagement report based on the current levels of engagement. Include dashboard measures to identify growth at various time intervals throughout the year (July 1, September 1, February 1, and May 1) for “Employer Connect” employers and overall average for all employers.

ACTION 3.3.2.4: Determine baseline levels of engagement for all employers and attach scores to each employer.

OBJECTIVE 3.3.3: Increase the success rate of the Employer Connect Program.

ACTION 3.3.3.1: Review and align the Employer Connect Program to ensure that Employer Development Team members are engaged in the majority of new employer development.

ACTION 3.3.3.2: Share employer targets with the campus partners on the Employer Development Council with the purpose of ensuring internal coordination and possible collaboration.

ACTION 3.3.3.3: By June 1 of each year, determine measurable goals for the next academic year.

ACTION 3.3.3.4: Enhance the employer development toolkit for staff.

ACTION 3.3.3.5: Provide relationship management, OPT/CPT, and other training topics for staff engaged in employer outreach.

ACTION 3.3.3.6: Organize kick-off event to introduce targeted employers to CDS staff and to share the benefits of the Employer Connect Program.

ACTION 3.3.3.7: Encourage select “Employer Connect” employers with low engagement to participate in the Employer Relations Unit and appropriate Career Development Specialties (based on cluster).

ACTION 3.3.3.8: Invite “Employer Connect” employers with low engagement to participate in volunteer programs (e.g., Recruiter-in-Residence, resume clinics, etc.), Industry Connect events, and Employer Networking & Information Sessions.

ACTION 3.3.3.9: Provide mid-year and end-of-year reports on measurable outcomes based on increases in levels of engagement.

OBJECTIVE 3.3.4: Develop a thriving Recruiter-in-Residence program with at least 20 employers annually designed to provide assistance to current students.

ACTION 3.3.4.1: Identify a specified day each week where employers can assist students through 20 to 30 minute “open” appointments.

ACTION 3.3.4.2: Develop a registration system within CareerKnight to allow employers to select a preferred date as well as their preferred career development topic for volunteering (i.e., resume review, mock interview, or informational interview).

ACTION 3.3.4.3: Develop a tip sheet for employers performing resume reviews, mock interviews, and informational interviews.

ACTION 3.3.4.4: Market R-i-R to students as a way to connect with employers for career assistance versus a recruiting program.

ACTION 3.3.4.5: Utilize an evaluation for students and employers to assess satisfaction.

OBJECTIVE 3.3.5: Develop a Career Services Speakers Bureau housing employers willing to connect with student organizations, serve as classroom guest lecturers, and other requests.

ACTION 3.3.5.1: Identify a tool (preferably CareerKnight, if possible) to manage employers willing to participate in a manner that is searchable by external partners and internal staff.

ACTION 3.3.5.2: Utilize this tool for requests from student organizations and other partners seeking employer involvement.

ACTION 3.3.5.3: Develop methods to continually engage employers to keep them active.

OBJECTIVE 3.3.6: Continue to elevate the profile of the two career and intern- ship mega fairs to ensure an actual 50% employer year-to-year return rate and full employer capacity.

ACTION 3.3.6.1: Benchmark with other universities to identify opportunities to increase the 5-star experience recruiters have at the fair (e.g., lounge areas, mobile applicant tracking, additional water, better prepared students, etc.).

ACTION 3.3.6.2: Market the fair to employers as just one part of the entire recruiting experience that also includes posting a position, registering for an Employer Networking & Information Sessions, and On Campus Interviewing. Provide them with a template flyer to share with students at the fair which includes their current and upcoming campus recruiting dates.

ACTION 3.3.6.3: Continue to explore a larger venue for fairs to accommodate all interested recruiters and students.

ACTION 3.3.6.4: Continue to explore collaboration with school and student-run fairs.

OBJECTIVE 3.3.7: Explore the possibility of segmenting the NJ Statewide Career & Internship Fair to include start-ups, school districts, non-profits, etc.

OBJECTIVE 3.3.8: Maintain 5-star Employer Networking Information Session pro- grams with at least 100 employer partici- pants, a 33% employer-year to-year return rate, and a 20 student-per-event average participation rate.

ACTION 3.3.8.1: Utilize the University Career Services’ Seminar Rooms as a free alternative for employers wishing to host Employer Networking & Information Sessions during the hours of 3–6:30 pm.

ACTION 3.3.8.2: Work with academic partners to identify reservation contacts for employers wishing to host information sessions within classroom spaces and other locations students frequent.

ACTION 3.3.8.3: Continue the weekly cluster-based digest emails to students marketing upcoming sessions.

ACTION 3.3.8.4: Develop a technological mechanism for sending email marketing these sessions to relevant campus partners and career services professionals who are identified by the Career Development Specialists.

ACTION 3.3.8.5: Renew the Employer Networking & Information Session Student Ambassador Program to ensure employers are properly assisted.

ACTION 3.3.8.6: Include virtual employer programs as part of Employer Networking & Information Sessions. Utilize the Zoom Pro or Skype for Business tools (depending on which vendor is selected as the department-wide tool) for employers wishing to conduct virtual programs.

OBJECTIVE 3.3.9: Maintain a vibrant On-Campus Interviewing Program with at least 250 employers with diverse opportuni- ties; ensure a 33% employer-year-to-year return rate.

ACTION 3.3.9.1: Review policies regarding what types of employers have access to the On-Campus Interviewing Program to ensure policies are not overly restrictive.

ACTION 3.3.9.2: Explore technological options to streamline the waiting room procedures for employers conducting virtual interviews with students (e.g., text messaging system similar to the DMV when your interview room is available, etc.).

ACTION 3.3.9.3: As part of the On-Campus Interviewing Program, promote the virtual interviewing rooms to targeted employers utilizing the Zoom Pro or Skype for Business platform.

OBJECTIVE 3.3.10: Increase employer information tabling opportunities for em- ployers to connect with students

ACTION 3.3.10.1: Work with campus partners to identify the best location(s) for employer tabling. Identify at least one location per school.
PILLAR 3: FOSTERING EMPLOYER RELATIONS (continued)

University Career Services strengthens, expands, and diversifies employer relationships to optimize not only career opportunities for Rutgers University—New Brunswick students but also generate support for the university’s academic mission from these important partners.

OBJECTIVE 3.3.11: Maintain a specified minimum level of support from the Knights of the Round Table (KoRT) program.

ACTION 3.3.11.1: Determine the ideal minimum-level of funding on an annual basis.

ACTION 3.3.11.2: Institute two overlapping cycles for partnership packages (i.e., Fall/Spring cycle is from September 1–August 31; Spring/Fall cycle is from February 1–January 31) to increase flexibility for employers while creating efficiencies for staff.

ACTION 3.3.11.3: Establish a partnership renewal solicitation process that will begin three months prior to the end of the cycle for that employer.

ACTION 3.3.11.4: Utilize checklists to ensure partners receive all benefits that were promised even if they need a reminder that they have access to that particular benefit.

ACTION 3.3.11.5: Propose the creation of a Vice Chancellor’s Invitational Faculty/Staff Brunch with higher-level employer partners.

ACTION 3.3.11.6: Seek additional human resources to support the KoRT Partners program.

OBJECTIVE 3.4.1: Establish and encourage clearer pathways for employers seeking to recruit Rutgers talent.

ACTION 3.4.1.1: Continue to encourage faculty, staff, and administrators to promote University Career Services as the primary source to build recruiting opportunities for students.

ACTION 3.4.1.2: Annually email all faculty and staff regarding the benefits of partnering with University Career Services and referring employers to the Associate Director for Employer Development.

ACTION 3.4.1.3: Continue to explore a campus-wide policy regarding faculty employer referrals to UCS and faculty student referrals to employers based on identified NACE, Department of Risk Management & Insurance, and University General Counsel recommendations.

OBJECTIVE 3.4.2: Streamline protocols and procedures to simplify recruiting at Rutgers University—New Brunswick.

ACTION 3.4.2.1: Continue to streamline the recruiting process through single point-of-entry-type partnerships via consistent protocols, technology, etc.

ACTION 3.4.2.2: Review job/internship posting forms to create further efficiencies and incorporate policy affirmations (e.g., 3rd party agreements, Department of Labor standards, addition of questions relating to mentoring and learning outcomes for internship positions, etc.).

ACTION 3.4.2.3: Communicate to employers the advantages of utilizing University Career Services as the single point-of-entry for recruitment services and refer employers to campus partners as appropriate.

ACTION 3.4.2.4: Develop working protocols to ensure mutually beneficial relationships with the Office of Research & Economic Development (ORED) and other externally-focused employer-facing university and civic organizations.

ACTION 3.4.2.5: Develop an online self-service mechanism for employers to create a guide customized to their specific recruiting needs (similar to the Rutgers Admissions Information Package) with a particular focus on assisting small, mid-sized, and start-up enterprises. Require employers to submit their contact name, email address, and organization name for future follow-up and tracking.

ACTION 3.4.2.6: Create a web shop or downloadable publication offering a tutorial on recruiting FAQs for employers including: How to Open a CareerKnight Account? How to post a job? How to build your brand on campus?

ACTION 3.4.2.7: Create informational email templates, web links to embed within emails, or other promotional pieces that can be sent directly to a contact. These would serve as an introduction to the process, provide clarification of all available resources, and guide them on next steps.

ACTION 3.4.2.8: Offer on-the-spot education regarding various recruiting resources to employers already on campus for other events or programs. An example would be an information table near lunch at various career fairs, table tents on the employer lunch tables at career fairs, “next step” emails after an employer registers for a service typically proceeding whatever services being marketed, etc.

ACTION 3.4.2.9: Promote the CareerKnight search feature as a mechanism for students to search for all of an employer’s recruiting activity.

ACTION 3.4.3.5: Include an overview of recruiting programs as a discussion topic during semester meetings between Career Development Specialists and their academic liaisons.

ACTION 3.4.3.6: Develop an employer-focused mechanism to engage employers to establish a guidance agreement to their specific recruiting needs (similar to the Rutgers Admissions Information Package) with a particular focus on assisting small, mid-sized, and start-up enterprises. Require employers to submit their contact name, email address, and organization name for future follow-up and tracking.

ACTION 3.4.3.7: Create a guided process or downloadable publication offering a tutorial on recruiting FAQs for employers including: How to Open a CareerKnight Account? How to post a job? How to build your brand on campus?

ACTION 3.4.3.8: Create informational email templates, web links to embed within emails, or other promotional pieces that can be sent directly to a contact. These would serve as an introduction to the process, provide clarification of all available resources, and guide them on next steps.

ACTION 3.4.3.9: Offer on-the-spot education regarding various recruiting resources to employers already on campus for other events or programs. An example would be an information table near lunch at various career fairs, table tents on the employer lunch tables at career fairs, “next step” emails after an employer registers for a service typically proceeding whatever services being marketed, etc.

ACTION 3.4.3.10: Promote the CareerKnight search feature as a mechanism for students to search for all of an employer’s recruiting activity.

GOAL 3.5: GENERATE SUPPORT FOR THE UNIVERSITY’S ACADEMIC MISSION BY BRIDGING THE GAP BETWEEN EMPLOYERS, FACULTY, AND STAFF.

OBJECTIVE 3.5.1: Work with executive academic deans to encourage the development of Industry Advisory Boards that will provide input into professional and career development programs as well as provide feedback, when requested, on curriculum enhancements.

ACTION 3.5.1.1: Identify which schools/Departments currently have Industry Advisory Boards.

ACTION 3.5.1.2: Determine if there is a willingness to establish an IAB with participating from a member of University Career Services.

ACTION 3.5.1.3: Assist in the identification of employer members.

OBJECTIVE 3.5.2: Increase the number of connections between employers and campus programs.

ACTION 3.5.2.1: Identify employers to assist with special programming coordinated by other departments within Undergraduate Academic Affairs (e.g., Aresty Research Symposium, First-Year Interest Group Seminars, Student Access & Educational Equity, etc.).

ACTION 3.5.2.2: Explore opportunities to provide input to corporate partners for facilitating the new Corporate Byrne Seminars.

OBJECTIVE 3.5.3: Engage faculty and staff in the world-of-work.

ACTION 3.5.3.1: Develop annual educational programs where the primary audience members are campus partners (e.g., post-graduation survey briefings, recruiting trends, employer lunch and learns, etc.).

ACTION 3.5.3.2: Invite three to five key faculty to attend “Industry Connect” events and encourage them to invite their students.

ACTION 3.5.3.3: Continue to meet individually with each executive academic dean on an annual basis to review their schools’ post-graduation survey data.

ACTION 3.5.3.4: Develop a targeted action plan to connect organizations to faculty, internship coordinators, and undergraduate program directors.

IMPLEMENTATION TIMELINE

Completed By February 1, 2018:

ACTION 3.1.3.2
OBJECTIVE 3.1.5
GOAL 3.1
ACTION 3.3.1.1
OBJECTIVE 3.4.2
ACTION 3.3.5.3
ACTION 3.4.2.1
ACTION 3.3.8.6
ACTION 3.4.2.8
OBJECTIVE 3.3.9

Completed By May 1, 2018:

ACTION 3.1.3.2
ACTION 3.3.9.3
GOAL 3.4
OBJECTIVE 3.3.1.1
OBJECTIVE 3.4.2
ACTION 3.3.5.3
ACTION 3.4.2.1
ACTION 3.3.8.6
ACTION 3.4.2.8
OBJECTIVE 3.3.9

Completed By August 1, 2018:

ACTION 3.4.2.7
ACTION 3.5.3.4
GOAL 3.5

Completed By May 1, 2019:

GOAL 3.1
ACTION 3.1.3.2
OBJECTIVE 3.1.4
ACTION 3.1.3.4

Completed By February 1, 2020:

ACTION 3.4.2.5
Appendix A: Items Sorted by the Implementation Timeline

**COMPLETED BY MAY 1, 2016**

**Fostering Employer Relations**

**ACTION 3.1.3.2:** Perform a position gap analysis between the student career interests and employer position clusters to identify areas of greatest need within each cluster. (IL: Wenyilla Reid | CE: Cedric Headley)

**APPENDIX A: ITEMS SORTED BY THE IMPLEMENTATION TIMELINE**

**COMPLETED BY NOVEMBER 1, 2016**

**Preparing Students for Career Success**

**ACTION 1.1.1.4:** Onboard Career Development Specialist positions funded by international grants. (IL: Jennifer Broyles, Sue Pye)

**OBJECTIVE 2.2.1:** Utilize industry trends and student interest data to develop proportionally representative programming by career interest cluster area. (IL: Sue Pye, David Bills; Jennifer Broyles | CE: Cedric Headley)

**ACTION 2.6.1.2:** Analyze industry projections utilizing various resources including employer partners to ensure programming is relevant to employment trends. (IL: Sue Pye, David Bills, Wenyilla Reid | CE: Cedric Headley)

**OBJECTIVE 2.2.2:** Develop intentional and structured programs for students to prepare for and engage with the world-of-work. (IL: Sue Pye)

**ACTION 3.3.11.2:** Institute two overlapping career development workshops to support the development of at least six “Industry Connect” roundtable networking events tailored to the various career clusters. (IL: Michelle St. George)

**OBJECTIVE 3.2.2:** Partner with academic units and the Rutgers University Alumni Association to develop at least six respective cluster area profiles. Require students and alumni to pick as a required picklist to the student and alumni resource section of the platform. (IL: Barbara Thomson | CE: Cedric Headley)

**ACTION 3.3.8.2:** Work with academic partners to create clusters of career development networking events based on identified career interest areas. (IL: Michelle St. George)

**OBJECTIVE 3.2.3:** Work with student organizations and campus partners to organize networking programs between emerging student leaders and employers. (IL: Michelle St. George)

**OBJECTIVE 3.3.3.5:** Provide relationship management, OMP/CPs, and other training topics for staff engaged in employer outreach. (IL: David Bills)

**ACTION 3.3.3.7:** Encourage select “Employer Connect” employers with low engagement to hold strategy sessions with the Employer Relations Unit and appropriate Career Development Specialists (based on cluster). (IL: Wenyilla Reid)

**OBJECTIVE 3.3.4:** Develop a thriving Recruiter-In-Residence program with at least 20 employers annually designed to provide assistance to current students. (IL: Michelle St. George)

**OBJECTIVE 3.3.4.3:** Develop a tip sheet for employers performing resume reviews, mock interviews, and informational interviews. (IL: David Bills)

**ACTION 3.3.6.3:** Continue to explore a larger venue for fairs to accommodate all interested recruiters and students. (IL: Janet Jones)

**ACTION 3.3.6.4:** Continue to explore collaboration with school and student-run fairs. (IL: Janet Jones)

**OBJECTIVE 3.3.7:** Explore the possibility of segmenting the NJ Statewide Career & Internship Fair to include start-ups, school districts, non-profits, etc. (IL: Larissa Keller)

**ACTION 3.3.8.3:** Develop a technological mechanism for sending email marketing these sessions to relevant campus partners and career services professionals who are identified by the Career Development Specialists. (IL: Michelle St. George | CE: Barbara Thomson)

**ACTION 3.3.11.1:** Establish a partnership with the Department of Risk Management & Insurance, and University General Counsel recommendations. (IL: Wenyilla Reid)

**ACTION 4.2.4.2:** Review job/internship posting forms to create further efficiencies and incorporate policy affirmations (e.g., 3rd party agreements, Department of Labor standards, NACE, Department of Risk Management & Insurance, and University General Counsel recommendations. (IL: Wenyilla Reid)

**ACTION 3.5.1.1:** Identify which schools/ departments currently have Industry Advisory Boards. (IL: Janet Jones)

**ACTION 3.5.1.2:** Determine if there is a willingness to establish an IAB with participation from a member of University Career Services. (IL: Barbara Thomson | CE: Larry Worthey)

**ACTION 1.1.1.1:** Review and align the Employer Connect Program to ensure that Employer Relations Unit meetings where professional development is provided. (IL: Tamara Peters)

**OBJECTIVE 2.1.1:** Develop the mission of the Career Education Team to focus exclusively on educational programs and resources, whereas the Employer Relations Unit will focus on employer development to ensure that internships/companies are growing at a rate proportional to that of full-time opportunities. (IL: Jennifer Broyles, Sue Pye)

**ACTION 2.1.1.2:** Determine, based on metrics, if additional staff resources are needed for the Employer Relations Unit to increase internship/ co-op opportunities. (IL: Sue Pye, Wenyilla Reid)

**ACTION 2.6.1.1:** Increase the Rutgers brand by submitting presentation and award proposals featuring successful recruiting initiatives at national and regional conferences where employers frequently participate. (IL: Janet Jones)

**ACTION 3.3.3.1:** Review and align the Employer Connect Program to ensure that Employer Development Team members are engaged in the majority of new employer development. (IL: Wenyilla Reid)

**ACTION 3.3.3.6:** Organize kick-off event to introduce targeted employers to CDSS and to share the benefits of the Employer Connect Program. (IL: Wenyilla Reid)

**ACTION 3.3.4.1:** Identify a member of University Career Services to serve as the liaison to each partner office and establish an agreed upon way of communicating. (IL: Tamara Peters)

**ACTION 1.1.2.6:** Develop a rapid response network of employers to provide feedback through polling, online discussion boards, and/or email. (IL: Joe Scott | CE: Michelle Blake)

**ACTION 1.1.2.7:** Develop an electronic networking portal (available on the world-wide web) that connects employers with career clusters. (IL: Michelle St. George, Tyson David, Bills)

**Fostering Employer Relations**

**ACTION 3.3.2:** Review and align the Employer Connect Program to ensure that Employer Development Team members are engaged in the majority of new employer development. (IL: Wenyilla Reid)

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**ACTION 3.3.3.5:** Provide relationship management, OMP/CPs, and other training topics for staff engaged in employer outreach. (IL: David Bills)

**ACTION 3.3.3.7:** Encourage select “Employer Connect” employers with low engagement to hold strategy sessions with the Employer Relations Unit and appropriate Career Development Specialists (based on cluster). (IL: Wenyilla Reid)

**ACTION 3.3.4:** Develop a thriving Recruiter-In-Residence program with at least 20 employers annually designed to provide assistance to current students. (IL: Michelle St. George)

**ACTION 3.3.4.3:** Develop a tip sheet for employers performing resume reviews, mock interviews, and informational interviews. (IL: David Bills)

**ACTION 3.3.6.3:** Continue to explore a larger venue for fairs to accommodate all interested recruiters and students. (IL: Janet Jones)

**ACTION 3.3.6.4:** Continue to explore collaboration with school and student-run fairs. (IL: Janet Jones)

**OBJECTIVE 3.3.7:** Explore the possibility of segmenting the NJ Statewide Career & Internship Fair to include start-ups, school districts, non-profits, etc. (IL: Larissa Keller)

**ACTION 3.3.8.2:** Work with academic partners to create clusters of career development networking events based on identified career interest areas. (IL: Michelle St. George)

**ACTION 3.3.8.3:** Develop a technological mechanism for sending email marketing these sessions to relevant campus partners and career services professionals who are identified by the Career Development Specialists. (IL: Michelle St. George | CE: Barbara Thomson)

**ACTION 3.3.11.1:** Establish a partnership with the Department of Risk Management & Insurance, and University General Counsel recommendations. (IL: Wenyilla Reid)

**ACTION 3.3.11.4:** Implement an IAB with participation from a member of University Career Services. (IL: Barbara Thomson | CE: Larry Worthey)

**ACTION 1.1.1.2:** Reevaluate our student advisory board to ensure accurate representation of the student population (refer to action 1.2.5). (IL: David Bills, Jennifer Broyles)

**ACTION 1.2.2.2:** Review and update the New Student Orientation presentation and tabling materials to ensure that the message is appropriate, include applicable services, moves first-year students interested in career development, and is measurable. The student information should also mirror the presentation during the SAS APA days. (IL: Sue Pye)

**ACTION 1.2.3.3:** Work with ITS to allow first-year students access to CareerKnight services during New Student Orientation. (IL: Sue Pye | CE: Barbara Thomson)

**ACTION 1.2.4.2:** First-Year Engagement Team will share current NJSWCTF websites artwork and fonts with the Strategic Communications & Marketing Team for future replication. (IL: Lyn Baier | CE: Larry Worthey)

**ACTION 1.2.4.3:** Replace current Rutgers logo marks with the University Career Services logo mark on all FITS materials and paraphernalia. (IL: Lyn Baier | CE: Larry Worthey)

**Appendices | 27**
ITEMS SORTED BY THE IMPLEMENTATION TIMELINE (continued)

ACTION 1.2.3.4: Modify the current event reflection project focus on career-related events or resources applicable to the FIGS topic. (IL: Lyn Baier, Sue Pye)

ACTION 1.2.6.2: Provide full listing of University Career Services resources (e.g., Student-Alumni Career Connect database, virtual mock interview systems, Vault Guides, exploration events, BRUTUSWORKS First-Year Free Tuition Challenge, etc.) organized by career clusters to Peer Instructors during PI training. (IL: Lyn Baier, Sue Pye | CE: Melissa Blake)

ACTION 1.2.7.3: Increase capacity among current FIGS Engaged Graduate students recruiting to instruct one additional three-credit Peer Instructor Education course by transferring overhead responsibilities and resources (e.g., administrative services, publications and design, technology, and data management) to the Operations & Strategic Initiatives Unit. (IL: Lyn Baier | CE: William Jones)

ACTION 1.3.3.3: Conduct a pre- and post-test evaluation to analyze and share monthly with stakeholders and supervisors. (IL: Jennifer Broyles | CE: Cedric Headley)

ACTION 1.3.4.1: Review the four-step UCS section of the new UCS site. (IL: Lyn Baier | CE: Cedric Headley)

ACTION 1.3.7.3: Increase capacity among current FIGS Engaged Graduate students recruiting to instruct one additional three-credit Peer Instructor Education course by transferring overhead responsibilities and resources (e.g., administrative services, publications and design, technology, and data management) to the Operations & Strategic Initiatives Unit. (IL: Lyn Baier | CE: William Jones)

ACTION 2.2.5.1: Create an overview of all the most common career-related terms. (IL: Lyn Baier | CE: Cedric Headley)

ACTION 2.3.9.1: Conduct benchmarking and research on best practices. (IL: Rick Hearin, William Jones, Jennifer Broyles, Sue Pye | CE: Cedric Headley)

ACTION 2.3.9.2: Implement the findings of the Chancellor’s Experiential Education Task Force. (IL: Rick Hearin, William Jones, Jennifer Broyles, Sue Pye | CE: Cedric Headley)

OBJECTIVE 2.6.1: Launch the new People Grove platform and brand it as the Rutgers Student-Alumni Career Connect system. (IL: Toi Tyson | CE: Barbara Thomson)

Fostering Employer Relations

ACTION 3.1.2.1: Create a baseline for tracking and reporting on the percentage of the student population identifying the first-year as the year to start utilizing UCS resources. (IL: Sue Pye | CE: Cedric Headley)

ACTION 3.1.2.3: Utilize the Undergraduate Career Services website (stratified random sampling method) to track an increase in the percentage of the student population identifying the first-year as the year to start utilizing UCS resources. (IL: Sue Pye | CE: Cedric Headley)

ACTION 3.1.3.4.5: Utilize an evaluation for employers and employers to assess satisfaction. (IL: Michelle St. George | CE: Cedric Headley)

ACTION 3.1.3.6: Mark the fair to employers as just one part of the entire recruiting experience that also includes posting a position, registering for an Employer Networking & Information Sessions, and On-Campus Interviewing. Provide them with a template flyer to share with students at the fair which includes their current and upcoming campus recruiting dates. (IL: Janet Jones)

OBJECTIVE 3.3.8: Renew the Employer Ambassador Program to ensure employers are provided input into professional and career development programs as well as provide feedback, when requested, on curriculum enhancements. (IL: Jennifer Broyles)

ACTION 3.3.11.1: Determine the ideal minimum-level of funding on an annual basis. (IL: Janet Jones)

ACTION 3.3.11.5: Propose the creation of a Vice Chancellor’s Invitational Faculty/Staff Brunch with higher-level employer partners. (IL: Janet Jones)

ACTION 3.3.11.6: Seek additional human resources to support the KoRT Partners program. (IL: Janet Jones)

ACTION 3.4.1.1: Include an overview of recruiting programs as a discussion topic during semester meetings between Career Development Specialists and their academic liaison. (IL: David Bills)

ACTION 3.4.2.9: Promote the CareerKnights search feature as a mechanism for students to search for all of an employer’s recruiting activity. (IL: Larissa Keller | CE: Barbara Thomson)

OBJECTIVE 3.5.1: Work with executive academic deans to encourage the development of Industry Advisory Boards that will provide input into professional and career development programs as well as provide feedback, when requested, on curriculum enhancements. (IL: Jennifer Broyles)

ACTION 3.5.3.1: Assist in the identification of employer members. (IL: Janet Jones)

OBJECTIVE 3.5.2: Increase the number of connections between employers and campus programs. (IL: Janet Jones)

ACTION 3.5.3.3: Engage faculty and staff in the world-of-work. (IL: Sue Pye)

ACTION 3.5.3.5: Develop annual educational programs where the primary audience members are campus partners (e.g., post-graduation survey briefings, recruiting trends, employer lunch and learn, etc.). (IL: Janet Jones)

ACTION 3.5.3.6: Involve three to five key faculty to attend “Industry Connect” events and encourage them to invite their students. (IL: Michelle St. George)

ACTION 3.5.3.3: Continue to meet individually with each executive academic dean on an annual basis to review their school’s post-graduation survey data. (IL: Rick Hearin, William Jones)

COMPLETED BY AUGUST 1, 2017

Preparing Students for Career Success

ACTION 1.1.2.8: Ensure that the team of Career Development Specialists are effectively utilizing the Academic Liaison Toolkit developed within the Career Development summer working groups (progress to be reviewed during one-on-one meetings with supervisor). (IL: Joe Scott)

ACTION 1.1.5.10: Require all students accessing CareerKnights to update their career interests and reaffirm the user agreement once a semester. (IL: Tamara Peters | CE: Barbara Thomson)

OBJECTIVE 1.2.1: Collect data to better understand and meet the needs of first-year students. (IL: Sue Pye | CE: Cedric Headley)

ACTION 1.2.1.1: Create a baseline for tracking first-year engagement. (IL: Sue Pye | CE: Cedric Headley)

ACTION 1.2.1.3: Utilize the Undergraduate Career Services survey (stratified random sampling method) to track an increase in the percentage of the student population identifying the first-year as the year to start utilizing UCS resources. (IL: Sue Pye | CE: Cedric Headley)

ACTION 1.2.4.4: Incorporate current content on the figs.rutgers.edu site into the new forthcoming University Career Services website and redirect the FIGS url to the appropriate section of the new site. (IL: Lyn Baier | CE: William Jones)

ACTION 1.3.1.1: Collaborate with campus partners (e.g., Office of Instructional Research & Technology, Digital Classroom Services, etc.) to develop and update workshops. (IL: Jennifer Broyles)

continued on next page
OBJECTIVE 1.4: Review current educational and program offerings available at the University, gather course data (e.g., syllabus, number of credits, type of instructors, etc.) and develop spreadsheet of all course data. (IL: Sue Pye)

OBJECTIVE 1.4.3: Incorporate career development assignments and online tools into faculty syllabi. (IL: David Bills, Sue Pye | CE: Barbara Thomson)

ACTION 1.4.5.1: Ensure the CDS team brings sample course curricula to one-on-one meetings with faculty liaisons. (IL: David Bills, Sue Pye)

ACTION 1.4.5.2: Share assignments with OBT liaison for faculty training. (IL: Jennifer Broyles | CE: Barbara Thomson)

ACTION 1.4.5.3: Expand current assignment content suggestions for faculty. (IL: Sue Pye)

ACTION 1.5.2.2: Engage with & Exploring (IL: Toi Tyson | CE: William Jones)

ACTION 1.5.2.1: Assign PCAs to moderate each cluster-specific community, add career resources weekly, and pose and answer new questions for their assigned community. (IL: Sue Pye)

ACTION 2.1.2.1: Explore and provide employer benefits of partnering with University Career Services and referring employers to the Associate Director for Employer Development. (IL: William Jones)

ACTION 2.2.1.1: Regularly reorganize adequate representation of programming and services among career interest cluster areas using a gap analysis. (IL: Sue Pye, David Bills | CE: Cedric Headley)

ACTION 2.2.2.2: Enhance field trip opportunities to companies and organizations by partnering with alumni and employers to identify new sites, develop learning outcomes, and diversify access for a broader range of students (e.g., international students, liberal arts students, etc.). (IL: Sue Pye, Toi Tyson | CE: William Jones)

OBJECTIVE 2.2.3: Develop, implement and successfully manage Student-Alumni Career Connect, an e-mentoring platform, to provide students an opportunity to connect with Rutgers alumni for informational interviews and short-term mentoring. (IL: Toi Tyson)

ACTION 2.2.3.3: Steward alumni and student relationships within the platform to ensure constituents remain actively engaged (e.g., regular communication via emails, relevant newsletters/hot topics, in-person events to bring mentors/mentees together, etc.). (IL: Toi Tyson)

OBJECTIVE 2.3.6: Feature the Rutgers Internship and Co-op Program (RICP) to employers and students through existing programs. (IL: Sue Pye | CE: Melissa Blake)

ACTION 2.3.6.1: Increase the number of employers participating in RICP by educating, sourcing, and recruiting employers through the OCI program. (IL: Sue Pye, Wenylla Reid)

ACTION 2.3.6.2: Highlight RICP partners and internship opportunities in University Career Services CareerKnight system and at all events, including Career and Internship Fairs, OCI, and Employer Information and Networking sessions. (IL: Sue Pye, Wenylla Reid | CE: Barbara Thomson)

ACTION 2.4.2.3: Conduct a pre- and post-test evaluation to analyze and share monthly with facilitators and supervisors. (IL: Joe Scott | CE: Cedric Headley)

ACTION 2.4.2.2: Conduct an internship and career development assignment and online tools into syllabi. (IL: David Bills, Sue Pye)
ITEMS SORTED BY THE IMPLEMENTATION TIMELINE (continued)
ACTION 1.1.8.1: Develop official advisory boards representing primary constituents (i.e., students, faculty, and employers). (IL: Tamara Peters)

ACTION 1.1.2.1: Develop a career module and work to establish it as a required module during the New Student Orientation. (IL: Sue Pye)

ACTION 1.1.2.4: Integrate career exploration modules into respective undergraduate Academic Affairs programs (e.g., First-Year Interest Group Seminars, Byrnes Seminars, RJIST initiatives, etc.) (IL: Sue Pye, Jennifer Broyles)

ACTION 1.1.2.5: Develop and co-sponsor social programming (that includes a career-related component) with campus partners that engage with first-year students. (IL: Sue Pye)

ACTION 1.2.6: Explore a “Bring-a-Friend” approach to relevant UCS programming (not career appointments) to make engagement less intimidating. (IL: Sue Pye, David Bills)

OBJECTIVE 1.2.7: Increase the number of first-year students in FISGS by at least 50% while creating educational opportunities for students still deciding on an interest area. (IL: Lyn Baier, Sue Pye | CE: Melissa Blake)

ACTION 1.2.7.1: Utilize participant data from previous FISGS courses as well as career interest cluster data from CareerKnight to identify popular and new interest areas that will attract first-year students. (IL: Lyn Baier | CE: Cedric Headley)

ACTION 1.3.2.1: Determine standard learning outcomes for UCS programs and services (e.g., workshops, counseling, internship, etc.) and utilize the same questions on all surveys. (IL: Jennifer Broyles | CE: Cedric Headley)

OBJECTIVE 1.3.3: University Career Services will leverage partnerships with employers to facilitate programs. (IL: Joe Scott)

Engaging With & Exploring the World-of-Work

ACTION 2.1.2.1: Create a virtual directory on the University Career Services website of educational partners including, but not limited to, the Student Employment Office, Leadership & Experiential Learning, First-Year Interest Groups, Aretsy Research Center, Academic Internship Coordinators, and others. (IL: inclusion of liaisons on UCS staff listing, adding events and deadlines (suggest deleting “deadlines” as these change all the time and could be difficult to manage) to UCS events calendar, incorporating links to resources on website, etc.). (IL: Sue Pye | CE: Barbara Thomson)

GOAL 2.2: Provide intentional and structured opportunities for students to broaden methods of career exploration. (IL: Jennifer Broyles)

ACTION 2.2.3.4: Seek partnerships with departments currently utilizing mentoring programs for possible integration with the Student-Alumni Career Connect system. (IL: Toli Tyson)

OBJECTIVE 2.3.7.3: Ensure employers are posting appropriate internships in CareerKnight that meet our internship criteria. (IL: Janet Jones)

ACTION 2.3.7.1: Review current RCF and general internship criteria. (IL: Sue Pye, Janet Jones)

ACTION 2.3.7.2: Add required questions to the CareerKnight internship/job posting process to solicit learning objective information from employers. (IL: Sue Pye, Janet Jones | CE: Barbara Thomson)

ACTION 2.3.7.3: Review the employer internship handbook and internship-related pages on the University Career Services website to develop and consolidate appropriate materials for internship partners. (IL: Sue Pye, Janet Jones | CE: Larry Worthey)

GOAL 2.5: Increase students’ networking skills and confidence by providing active learning opportunities. (IL: Jennifer Broyles)

OBJECTIVE 2.5.1: Develop a networking workshop led by a trained facilitator to help students learn how to “work a room” and engage in small talk. (IL: Sue Pye)

OBJECTIVE 2.5.2: Develop a set of improve-inspired workshops to provide a forum to teach students how to “think on their feet” and how to perfect the art of “small chat.” Consider partnering with Rutgers University Toasterooms to facilitate programs. The partnership will establish monthly or semesterly improv sessions hosted at UCS locations and the ability for RU Toasterooms to earn organizational funding support and further marketing of the Toasterooms club on campus. (IL: Sue Pye, Jennifer Broyles)

Fostering Employer Relations

ACTION 3.1.3.2: Perform a position gap analysis between the student career interests and employer position clusters to identify areas of greatest need within each cluster. (IL: Wenyilla Reid | CE: Cedric Headley)

GOAL 3.3: Strengthen and expand employer engagement in employment programs. (IL: Janet Jones)

OBJECTIVE 3.3.1: Facilitate semi-annual meetings to discuss regional and national best practices, gather feedback, etc. (IL: Janet Jones)

ACTION 3.3.5.3: Develop methods to continually engage employers to keep them active. (IL: Wenyilla Reid)

ACTION 3.3.8.6: Include virtual employer programs as part of Employer Networking & Information Sessions. Utilize the Zoom Pro or Skype for Business tools (depending on which vendor is selected) by the departmentwide tool) for employers wishing to conduct virtual programs. (IL: Michelle St. George)

OBJECTIVE 3.3.9: Maintain a vibrant On-campus Interviewing Program with at least 250 employers represented on this initiative. Ensure a 33% employer-year-to-year return rate. (IL: Larissa Keller)

ACTION 3.3.9.3: Part of the On-campus Interviewing Program, promote the virtual interviewing rooms to targeted employers and utilize the Zoom Pro or Skype for Business platform. (IL: Larissa Keller)

GOAL 3.4: Establish and encourage clearer pathways for employers seeking to recruit Rutgers talent. (IL: Janet Jones)

OBJECTIVE 3.4.2: Streamline protocols and procedures to simplify recruiting at Rutgers University-New Brunswick. (IL: Janet Jones)

ACTION 3.4.2.1: Expand to streamline the recruiting process through single point-of-entry type partnerships via consistent protocols, technology, etc. (IL: Janet Jones)

ACTION 3.4.2.8: Offer on the-spot education regarding various recruiting resources to employers already on campus for other events or programs. An example would be an informative table near lunch at various career fairs, table tents on the employer lunch tables at career fairs, “next step” emails after an employer registers for a service typically proceeding whatever services being marketed, etc. (IL: Larissa Keller)

COMPLETED BY AUGUST 1, 2018

Preparing Students for Career Success

ACTION 1.1.2.2: Create a plan to strategically foster partnerships with student organizations on campus through the Student Involvement Office. (IL: Joe Scott)

OBJECTIVE 1.1.4: Implement findings of the Taskforce on Career Services for International Students. (IL: Tamara Peters)

ACTION 1.1.4.2: Develop a strategic plan specifically focused on optimizing career services for this population. (IL: Tamara Peters)

GOAL 1.1.6: Specifically target students who have not utilized University Career Services and create a marketing plan to reach out to those inactive students (e.g., increased staff presence at functions that include minimally engaged students, marketing, emails, etc.). (IL: Joe Scott | CE: Melissa Blake)

ACTION 1.1.5.8.4: Mandate workshop facilitator training to optimize instructional techniques and energetic presentation skills. (IL: Jennifer Broyles)

OBJECTIVE 1.1.4.4: Explore the development of Career Readiness certificate programs. (IL: Sue Pye, Jennifer Broyles)

ACTION 1.4.4.1: Benchmark with NACE and universities that currently offer a Career Readiness certificate. (IL: Sue Pye, Jennifer Broyles)

ACTION 1.4.4.2: Audit current UCS programs/workshops to determine possibilities for certificate options. (IL: Sue Pye, Jennifer Broyles)

ACTION 1.4.4.3: Explore potential collaborations with other campus partners (e.g., Office of Leadership & Experiential Learning) to incorporate their programs into a Career Readiness Certificate. (IL: Sue Pye | CE: Cedric Headley)

Fostering Employer Relations

ACTION 3.4.2.7: Create informational email templates, web links to embed within emails, or other promotional pieces that can be sent directly to a contact. These would serve as an introduction to the process, provide clarification of our available resources, and guide them on next steps. (IL: Wenyilla Reid)

GOAL 3.5: Generate support for the university’s academic mission by bridging the gap between employers, faculty, and staff. (IL: Janet Jones)

OBJECTIVE 3.3.4: Develop a targeted action plan to connect organizations to faculty, internship coordinators, and undergraduate program directors. (IL: Sue Pye)

COMPLETED BY NOVEMBER 1, 2018

Preparing Students for Career Success

ACTION 1.1.2.3: Expand the role of Peer Career Advisor to include facilitation of peer-to-peer workshops, serve as marketing ambassadors (e.g., social media promoters, pop-up event facilitators, etc.) and in-person/virtual advising. Assign PCAs a career cluster based on their interests and abilities. Based on those career clusters, delegate more peer-to-peer outreach responsibilities to PCAs to better engage student organizations. (IL: Sue Pye | CE: Melissa Blake)

ACTION 1.1.3.3: Equitably distribute liaison assignments among staff. (IL: Joe Scott)

ACTION 1.1.7.1: Explore and develop sub-committees based on areas in need of consistent coordination (e.g., post-graduation survey administration, technology review teams, internship program coordination, employer development council, etc.). (IL: David Bills)

OBJECTIVE 1.1.8: Implement advisory boards consistently across UCS departments, representing various constituents. (IL: Tamara Peters)

ACTION 1.1.8.2: Have structured meetings where content and feedback is shared. (IL: Tamara Peters)

ACTION 1.3.2.1: Small size workshop offerings to effectively and efficiently address student programming needs while maximizing student attendance. (IL: Jennifer Broyles)

ACTION 1.5.2.4: Implement employer involvement with students through a Recruiter-in-Residence model. (IL: Jennifer Broyles)

ACTION 1.5.8.3: Explore increasing response rate of counseling surveys by moving to a paper instrument following up with non-responsive students. (IL: Joe Scott | CE: Cedric Headley)

ACTION 1.5.8.4: Acquire software to assist in the scanning and data-entry of paper surveys. (IL: Joe Scott | CE: Cedric Headley)

Engaging With & Exploring the World-of-Work

ACTION 2.2.1.2: Analyze industry projections utilizing various resources including employer partners to ensure programming is relevant to employment trends. (IL: Sue Pye, David Bills, Wenyilla Reid | CE: Cedric Headley)

OBJECTIVE 2.2.2: Develop intentional and structured programs for students to prepare for and engage with the world-of-work. (IL: Sue Pye)

COMPLETED BY FEBRUARY 1, 2019

Preparing Students for Career Success

OBJECTIVE 1.1.3: Engage with “specialty population” groups; outgrowing resources. (IL: Joe Scott | CE: Melissa Blake)

ACTION 1.1.5.1: Assess the user experience of online tools (including the Symplectic ULive Chat) through a representative focus group and/or student advisory board. (IL: Tamara Peters)

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OBJECTIVE 1.4.2: Explore partnerships with academic units (e.g., School of Arts & Sciences, School of Environmental and Biological Sciences, etc.) as well as campus partners (e.g., RU1st, Continuing Education, etc.) to develop opportunities for cross-partnerships and curriculum integration. (IL: Sue Pye, Jennifer Broyles | CE: Barbara Thomson)

OBJECTIVE 1.4.3: Further develop the ChasNGels a Major course offered through the Career Education Team. (IL: Sue Pye)

ACTION 1.4.3.1: Make necessary adjustments to the syllabus to target second-semester first-year students. (IL: Sue Pye)

ACTION 1.4.3.2: Collaborate with the School of Arts & Sciences and other academic departments to expand the number of sections offered. (IL: Sue Pye)

ACTION 1.4.3.3: Recruit qualified instructors to instruct the course. (IL: Sue Pye)

OBJECTIVE 1.5.5: Review and implement relevant professional association guidelines regarding career counseling and student career development trends and best practices. (IL: Joe Scott)

OBJECTIVE 1.5.7: Develop a venue for students to provide feedback anonymously regarding our services (workshops, counseling, etc.). (IL: Tamara Peters | CE: Janice Rein)

ACTION 1.5.7.2: Create an online suggestion box for general feedback. (IL: Tamara Peters | CE: Janice Rein)

OBJECTIVE 1.5.7: Create a mechanism for students to share positive feedback via social media. (IL: Tamara Peters | CE: Melissa Blake)

OBJECTIVE 1.6.2: Increase opportunities for class partnerships and develop a plan to promote employment services to students not currently as engaged (e.g., School of Arts & Sciences, School of Environmental and Biological Sciences, etc.) (IL: Joe Scott | CE: Cedric Headley)

OBJECTIVE 1.6: Create a career navigation rubric based on the Career Development Model to identify low-engaged students. (refer to action 2.3.2) (IL: Tamara Peters)

ACTION 2.3.6.3: Add an RICP-approved indicator to approved employers participating in OCI. Develop a CareerKnight job/internship widget displaying RICP-approved opportunities and promote to current students without internships who are interested in applying to the RICP course. (IL: Joe Scott, Larissa Keller | CE: Barbara Thomson)

GOAL 2.4: Assist students with connecting their experiences to the world-of-work. (IL: Jennifer Broyles)

OBJECTIVE 2.4.1: Educate students on how to successfully articulate skills gained through experiential education such as study abroad, research, etc. (IL: Sue Pye)

continued on next page
ITEMS SORTED BY THE IMPLEMENTATION TIMELINE

COMPLETED BY FEBRUARY 1, 2020
Preparing Students for Career Success

ACTION 1.1.2.7: Identify Rutgers departments, organizations, and student groups (e.g., Student Affairs) with whom we can conduct programming, based on previous attendance-levels and requests. Develop a career module for student organizations with low attendance in the past that can be used as an alternative to an in-person presentation. (IL: Joe Scott)

OBJECTIVE 1.1.5: Increase knowledge and functionality of online tools (e.g., FOCUS 2, Vault, CareerShift, CareerKnight, etc.) and materials in order to increase student usage of University Career Services’ online resources. (IL: Tamara Peters)

ACTION 1.1.5:9: Identify large lecture courses within each academic school and work with the faculty/department to incorporate online tools that are appropriate to that specific course. (IL: Tamara Peters)

ACTION 1.1.5:11: Explore methods of including RUCS fields in all online tools to provide accurate accounting of overall UCS reach. (IL: Tamara Peters | CE: Barbara Thomson)

ACTION 1.1.6:1: Utilize data and the new Career Development Model to determine baseline level of student engagement in order to establish a series of goals for ideal usage. (IL: Joe Scott)

ACTION 1.1.7:2: Conduct periodic analysis of assessment data, review best practices, discuss strategic objectives, and refine institutional policies regarding career development and corporate recruiting matters. (IL: David Bills)

ACTION 1.3.1:4: Explore usage of active learning spaces on campus to maximize learning. Consider implementing active learning features in existing UCS spaces while ensuring flexibility of space for other uses. (IL: Jennifer Broyles)

GOAL 1.6: Emphasize the overall departmental brand to increase awareness of career programs and resources. (IL: David Bills)

OBJECTIVE 1.6:3: Develop a marketing plan to promote the overall brand to audiences. (IL: Tamara Peters | CE: Melissa Blake)

ACTION 1.6:3:1: Review current social media platforms to ensure a consistent and engaging message. (IL: Tamara Peters | CE: Melissa Blake)

ACTION 1.6:3:2: Explore the potential to promote UCS success stories in our brand vehicles. (IL: Tamara Peters | CE: Melissa Blake)

Fostering Employer Relations

ACTION 3.4.2:5: Develop an online self-service mechanism for employers to create a guide customized to their specific recruiting needs (similar to the Rutgers Admissions Information Package) with a particular focus on assisting small, mid-sized, and start-up enterprises. Require employers to submit their contact name, email address, and organization name for future follow-up and tracking. (IL: Wenylla Reid)

COMPLETED BY MAY 1, 2020
Preparing Students for Career Success

OBJECTIVE 1.1.7: Establish a campus-wide Career Services Coordinating Committee, as outlined in the “Career Success” section of the New Brunswick Strategic Plan, chaired by the Executive Director of University Career Services and comprised of school representatives designated by the respective executive academic deans. (IL: David Bills)

ACTION 1.1.7:3: The committee will make periodic recommendations to the Chancellor and the Executive Deans Council consistent with its charge. (IL: David Bills)

OBJECTIVE 1.3.1: Revise workshops to incorporate an active learning focus and active learning spaces. (IL: Jennifer Broyles)

OBJECTIVE 1.3.2: Enhance the collection of learning outcomes on surveys. (IL: Jennifer Broyles | CE: Cedric Headley)

GOAL 1.5: Ensure individual and group counseling services are of high quality and that the information is accessible for students at all levels of career readiness. (IL: David Bills)

OBJECTIVE 1.5.2: Enhance the process for recruiting and managing employer and alumni volunteers to assist students with career-related issues (in person and via online platforms). (IL: Jennifer Broyles)

ACTION 1.5.2:3: Explore other means for alumni/employers to offer virtual advice to students on soft skills, job search advice, etc. (IL: Jennifer Broyles | CE: Barbara Thomson)

Fostering Employer Relations

ACTION 3.1.3:2: Perform a position gap analysis between the student career interests and employer position clusters to identify areas of greatest need within each cluster. (IL: Wenylla Reid | CE: Cedric Headley)

COMPLETED BY AUGUST 1, 2020
Preparing Students for Career Success

OBJECTIVE 1.1.2: Work cooperatively with campus partners (e.g., academic and student services, student groups, etc.) in a joint effort to educate students about University Career Services resources. (IL: Joe Scott)

ACTION 1.1.2:1: Develop and implement a University Career Services awareness campaign with faculty to expand their engagement. (IL: Joe Scott | CE: Melissa Blake)

OBJECTIVE 1.3.4: Incorporate an enhanced Career Development Model into counseling, programs, and services. (IL: David Bills)

ACTION 1.3.4:2: Develop content for online version of Career Development Model with links to resources, events, and activities. (IL: Tamara Peters | CE: Barbara Thomson)

GOAL 1.4: Integrate career education into the academic curriculum with the GOAL of developing curriculum opportunities for all students. (IL: Jennifer Broyles)

OBJECTIVE 1.6:4: Develop new UCS web presence utilizing ndata from focus groups, usability studies, and analytics. (IL: William Jones | CE: Melissa Blake)

ACTION 1.6:4:2: Explore grant-funded opportunities and the possibility of developing a grant writer position, as well as utilizing grant writing resources on and off campus. (IL: Sue Pye)

Engaging With & Exploring the World-of-Work

OBJECTIVE 2.3.4: Create and fundraise for an unpaid internship scholarship fund which will provide stipends to students in qualified unpaid internships. (IL: Sue Pye, William Jones)

ACTION 2.3.4:1: Determine the qualification criteria for eligible opportunities and student participants. (IL: Sue Pye)

ACTION 2.3.4:2: Explore grant-funded opportunities and the possibility of developing a grant writer position, as well as utilizing grant writing resources on and off campus. (IL: Sue Pye)

Fostering Employer Relations

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APPENDIX B: BY THE NUMBERS

- 3 PILLARS
- 17 GOALS
- 86 OBJECTIVES
- 236 ACTIONS
Senior Leadership Team:

Rick Hearin  
Executive Director

William Jones  
Chair, Strategic Planning Process

David Bills  
Lead, Preparing Students for Career Success

Jennifer Broyles  
Lead, Engaging with & Exploring the World-of-Work

Janet Jones  
Lead, Fostering Employer Relations

Pillar Development Team Co-Chairs:

Linda Bagen
Amanda Choo
Sylvia Cordero
Lisa Goddard
Larry Jacobs
MaryBeth Kimberlin
Colin Liebtag
Sue Pye
Wenyilla Reid
Andrew Seguel
Toi Tyson

Pillar Development Team Members:

Lyn Baier
Susan Bennett
Toni Berlingieri
Melissa Blake
Scott Borden
Monica Bryant
Kevin Cuskley
Sharon Fash
Cedric Headley
Larissa Keller

Alison Koo
Mindy O’Mealia
Tamara Peters
Janice Rein
Doug Ricci
Marc Russo
Joe Scott
Michelle St. George
Barbara Thomson
Larry Worthey