

## New Brunswick Strategic Planning Proposal

**Proposal Title:** Ensure the Career Success of All Students by Refocusing on the Greater Good

**Proposal Initiator:** University Career Services

**Primary Contact Name and Phone Number:** Richard Hearin, Executive Director (848.932.0185)

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**Primary Strategic Priority/Foundational Element/Integrating Theme Addressed** (Select one)

While mainly situated in the “Transform the Student Experience” strategic priority, our proposal cuts across numerous initiatives (i.e., Envisioning Tomorrow’s University, Enhance Our Public Prominence, Effective and Efficient Infrastructure and Staff, Financial Resources Sufficient to Fund our Aspirations, and Educating Involved Citizens and Effective Leaders for a Dynamic World).

- Envision Tomorrow’s University
- Build Faculty Excellence
- Transform the Student Experience
- Enhance Our Public Prominence
- Strong Core of Sciences and Humanities
- Inclusive, Diverse, and Cohesive Culture
- Effective and Efficient Infrastructure and Staff
- Financial Resources Sufficient to Fund Our Aspirations
- Robust Shared Governance, Academic Freedom, and Effective Communication
- Cultures, Diversity, and Inequality—Local and Global
- Improving the Health and Wellness of Individuals and Populations
- Creating a Sustainable World through Innovation, Engineering, and Technology
- Educating Involved Citizens and Effective Leaders for a Dynamic World
- Creative Expression and the Human Experience

**Proposal Abstract** (brief summary of the proposal – 250-word limit):

Within the “Transform the Student Experience” section of the Rutgers University Strategic Plan, there is recognition that “NJ has the dubious distinction of being the top exporter of students in the nation” (Rutgers, 2014, p. 39). The emphasis on students finding jobs after graduation, as well as having developed the necessary skill sets needed for a particular career, has become a primary ROI question for government officials, faculty, parents, employers, and students (HERI, 2012; Selingo, 2006). Envisioning tomorrow’s university must include doing everything possible to help students meet their career goals. Our complex campus provides a variety of opportunities for students and employers to connect. However, that same complexity can be a major deterrent to many students and employers alike as they attempt to navigate the career services landscape of RU-NB.

University Career Services (UCS) is often a “last point of touch” for graduating students and a key “point of reconnection” for alumni. The services provided can impact everything from a graduate’s successful transition into the world-of-work to an alumni’s decision to give back to the university. Moreover, given its organizational placement as a central unit, UCS is uniquely well

positioned – and uniquely charged - to ensure that the career development needs and aspirations of the broad and diverse student population are comprehensively addressed regardless of academic major or career interests.

The following proposal includes:

- Creating a Single Point of Entry for Recruiters;
- Developing a Cohesive Career Development Infrastructure for Students; and
- Instituting a Single Campus-Wide Post-Graduation Survey

**Full Proposal Description** (5-page limit)

*[Insert here the full proposal, which should describe in detail a) what is being proposed, b) how the initiative aligns with the University Strategic Plan, c) any additional themes, priorities, and elements addressed, d) who will be involved, e) desired outcomes, and f) anticipated resources to support this initiative.]*

Please see attached.

**Proposed Measures to Mark Progress or Determine Success**

*[Please explain, in one or two paragraphs, how progress toward achievement of the initiative will be measured and how overall success will be determined.]*

Establish a coordinating committee chaired by the executive director of UCS and comprised of a representative designated by the respective executive academic deans and the Vice Chancellor for Student Affairs. Responsibilities would include, but not be limited to, further developing initiatives based on the spirit of the attached proposal, periodic analysis of assessment data, review of best practices, progress toward achieving strategic objectives, and refinement of institutional policies regarding career development and corporate recruiting matters. The committee will make periodic recommendations to the Chancellor and the Executive Deans Council consistent with its charge.

A combination of CareerKnight tracking data - employer and student participation in programs, services, and resources – and post-graduation survey data can be used to analyze impact on post-graduation career success. For example, our assessment team has utilized this combination of data in the past to ascertain whether or not internship involvement has a significant correlation to post-graduation success of undergraduate students within the Rutgers Internship & Co-op Program.

**Please save your proposal as a Word document and submit it as an email attachment to [NBStratPlanProposals@rutgers.edu](mailto:NBStratPlanProposals@rutgers.edu) by April 15, 2014.**

## Ensure the Career Success of All Students by Refocusing on the Greater Good

Within the “Transform the Student Experience” section of the Rutgers University Strategic Plan, there is recognition that “New Jersey has the dubious distinction of being the top exporter of college students in the nation” (Rutgers, 2014, p. 39). The emphasis on students finding jobs after graduating from colleges and universities, as well as having developed the necessary skill sets needed for a particular career, is becoming a primary return-on-investment question for government officials, faculty members, parents, employers, and students (Higher Education Research Institute, 2005 & 2011; Miller et. al., 2006; Selingo, 2006). In fact, a recent study from the Higher Education Research Institute at the University of California, Los Angeles, “The American Freshman: National Norms Fall 2012”, reported that the #2 reason that students choose their particular college was that “(the) college’s graduates get good jobs” (55.9 percent). This was second only to the “good academic reputation” (63.8 percent) of the college. Envisioning tomorrow’s university must include doing everything possible to help students meet their career goals. At Rutgers University-New Brunswick (RU), we must leverage our academic prestige, diversity of students and majors, and geographical proximity to key employers. Our complex campus provides a variety of opportunities for students and employers to connect. However, that same complexity can be a major deterrent to many students and employers alike as they attempt to navigate the career services landscape of RU.

University Career Services (UCS) is often a “last point of touch” for graduating students and a key “point of reconnection” for alumni. As such, these services are highly visible and are often remembered as contributing to an individual’s success, impression, and positive experience at RU. The services provided can impact everything from a graduate’s successful transition into the world of work to an alumni’s decision to participate in campus events and donate to the university.

Moreover, given its organizational placement as a central unit of Undergraduate Academic Affairs, University Career Services (UCS) is uniquely well positioned – and uniquely charged – to ensure that the career development needs and aspirations of the broad and diverse New Brunswick student population are capably and comprehensively addressed regardless of a student’s academic major or career interests.

### Single Point of Entry for Recruiters:

Currently, our campus’ complexity is prohibitively daunting. Moreover, the lack of a systematic framework for dealing with employers is inefficient and costly. There are too many points of entry for employers, and too much uncoordinated overlap among service providers at the departmental and divisional level, virtually all of which unnecessarily duplicate centrally provided services. This was a critical finding of an external review of Career Services commissioned by Rutgers in April 2012. It should be simple for employers to work with the university, particularly in recruiting our students for internships, co-ops, and professional positions. The following initiatives would help to “(create) a single, business friendly portal of entry to Rutgers” (Rutgers, 2014, p. 36) while allowing academic schools to have access to the support they require.

#### Initiatives:

##### **Establish a single unified job and internship posting system via UCS’ CareerKnight System.**

- Rutgers University-New Brunswick should move to a single campus-wide online career services platform managed by UCS in order to facilitate ease of recruiting in keeping with the university’s commitment to organizational efficiency. Currently, at least four schools and numerous departments also have a posting system which is confusing to employers wishing to hire RU talent. It is logical for UCS to manage this system since they are the primary license holder of an industry-standard platform known as Symplicity-Career Services Manager (branded as CareerKnight). This system allows a recruiter to not only post positions for students and alumni, it also allows them to schedule interviews with candidates campus-wide and register for career-related events. This UCS system is currently the primary and largest deployment of this platform on campus with more than 13,500 recruiter contacts from nearly 12,000 employment organizations.
- UCS will manage the system; however, designees from each school shall be allowed managerial access to the campus-wide platform after completing training and after agreeing to certain defined protocols regarding access and utilization of data.
- Job and/or internship listing boards maintained by departments or schools should be phased out and positions should be integrated into the campus-wide CareerKnight platform. This will also produce cost savings across the board.
- Protocols shall be established to protect employer data and system settings. In order to protect employers and students from a barrage of email correspondents, UCS should establish a bi-weekly e-newsletter to employer contacts. This would feature recruiting events and solicitations submitted by campus partners.
- Integrate the Student Employment Office with UCS to create unified recruiting services for both on-campus and off-campus employers. This would not only ensure collaboration among these employment entities, but would also integrate part-time Job Location and Development (JLD) posting systems into the student employment module within CareerKnight, thus achieving further efficiency and while increasing the overall employment staff dedicated to vetting all positions within the system.

##### **Create a system of recruiting events that will lessen confusion among employers while maintaining certain academic school prerogatives.**

- UCS will only coordinate large, all-majors, career and/or internship fairs, part-time job fairs (as part of the integration of the Student Employment Office and UCS), and graduate and professional school fairs. No longer will this unit host academic boutique career and internship fairs.

- Academic schools and departments should only coordinate networking events for individual schools which shall be titled something other than “fairs” (e.g., Expos, Meet and Greets, etc.), once again to reduce confusion and redundancy. Academic units should work with UCS in order to avoid potential scheduling conflicts.
- Integrate all student-run career fairs with either the new campus-wide fair model or with academic department boutique events.
- All events should be posted in the campus-wide recruiting system and shall utilize the events registration system that is included in CareerKnight. This will not only allow for better coordination and presentation to the employer-public, but the events module will provide a valuable tool to departments that need to track and prepare reports on employer participation.

**Candidate interviewing processes should be streamlined, centralized, and delivered with 5-star service.**

- All interviews conducted on campus between candidates and employers should be coordinated through the UCS On-Campus Interviewing Program. Nearly 5,000 interviews occur on campus via this program with room to expand. The CareerKnight system provides a platform that assists the employers with scheduling interviews with RU students and alumni.
- Academic units wishing to make available their facilities as an interviewing location (outside of the main campus interviewing suite) should coordinate this through the already established UCS On-Campus Interviewing Program framework. Only one location per academic school shall be permitted and procedures must be in place that replicate the central interviewing experience.
- Rutgers should embrace corporate recruiters as VIPs. This extends to everything from services provided, to wayfinding, to parking, to facilities, to dining options, to snow-free parking lots, to IT access.

**Institutionalize the employer development council, coordinated by UCS, consisting of employer development personnel from within the academic units.**

- The council will oversee recruiting policies and protocols for both candidates and recruiters.
- The council will also coordinate employer development activities across the entire campus ensuring win/win recruiting solutions whenever possible.

## Create a Cohesive Career Development Infrastructure for Students:

The Rutgers culture needs to change to ensure that students understand that UCS is not a place to be visited for the first time as they are about to cross the graduation dais – or, worse yet, after graduation. Ensuring that our graduates are successful in realizing their career aspirations is a process that needs to begin in earnest during their freshmen year – and for transfer students immediately upon matriculation. It is a complex and time-consuming process that is at times not fully acknowledged across the institution. Rutgers cannot afford, and students cannot risk, putting off this process until graduation looms.

“Students will require educations that can prepare them to adapt to multiple careers over the course of their working lives” (Rutgers, 2014, p. 36). While minimizing redundancies in services, every effort should be made to ensure that students have access to “efficient, student-centered career services and counseling” (Rutgers, 2014, p. 39) and make successful transitions into the world-of-work while marshaling limited campus resources. We know from multiple sources that involvement in meaningful internship experiences leads to positive post-graduation results (Gardner, 2014; NACE, 2014). Moreover, students who participated in a structured internship experience through the Rutgers Internship & Co-Op Program reported twice as many job offers than students without the experience (UCS, 2013). However, despite all of the national and university-based data pointing to the importance of these types of experiences, nearly half of all May 2013 graduating students reported *not* having an internship experience prior to graduation (UCS, 2013). The following initiatives will help to reduce the number of students graduating without experience while also integrating career development into the curriculum.

**Initiatives:**

**Incorporate proven career development strategies into the curriculum and university culture.**

- Career development should be more fully infused into the curriculum, not just in “applied” fields, but in all fields. If career development remains siloed as a separate domain, and one shepherded principally by UCS, not only will our students’ education be incomplete, but they will continue to struggle in a persistently competitive economy. Career development needs to be everyone’s business.
- Incorporate career-focused assignments within FIGS courses and/or mandatory Expository Writing courses in order to ensure that all incoming students are exploring their career possibilities early within their academic careers.
- Each academic school should provide career development courses, with particular emphasis on career decision-making, as an integral part of their curriculum. Best practices from across the campus (e.g., RBS Business Forum, SEBS career courses, Rutgers Internship & Co-op Program, SMLR undergraduate human resources career course, etc.) should be explored and replicated where appropriate. Pertinent online tools acquired by UCS should also be incorporated into the career curriculum and available to all students regardless of major or career interests. UCS is also available for consultation and training.
- Integrate the Rutgers Internship & Co-op Program (online course) as an option within the School of Arts & Sciences core curriculum.
- Experiential education needs to be intentionally incorporated into the student experience at Rutgers. A requirement should be made that all Rutgers undergraduates will complete at least one “field experience” that supports their academic work and career aspirations. Internships, co-ops, and research will likely be for most students the best vehicle for expanding their career horizons and developing the skills that will sustain them through a series of career transitions. Creative methods of course development and fundraising through Corporate & Foundation Relations (CFR) would facilitate a signature program such as a “Junior Year Experience.” Students can fulfill the campus-wide requirement by proving they have already fulfilled the requirement through other avenues (e.g., academic credit-bearing internship/co-op experiences, research with faculty, etc.) An expansion of the already established Rutgers Internship & Co-op Program (RICP) academic online course (administered by School of Arts & Sciences and UCS) could provide a framework for this type of experience. Funding support for the additional instructors and administrative support needed would come from the funds allocated for the academic credit associated with the RICP course (refer to financial breakdown A1). While there are many advantages to such a broad-based program, not least of which is enriching academic learning, another key element of such an innovation would include freeing up UCS staff to work more intensively with hard-to-place seniors.

- It is particularly critical that a fund for students limited to unpaid internships be established and nurtured through the assistance of CFR. The unpaid internship scholarship fund should be administered by UCS and available to all students regardless of academic major or career aspiration.

#### **Augment UCS staffing**

- Current caseloads of one UCS counselor for every 4,444 students are untenable and inconsistent with Rutgers commitment to enhancing the “student experience”. A student may often have to wait up to three weeks in order to be seen by a staff professional. With an estimated 309 students accessing the counseling appointment calendar per week and a current weekly counseling appointment capacity of only 168 appointments per week, UCS would need to increase the counseling appointment capacity by 141 appointment slots per week to meet that demand. In order to enhance the “personal support our staff provides to students” (Rutgers, 2014, p. 40), support for the creation of eight additional career management specialists (AFT-5) positions within UCS should be explored. (Refer to financial breakdown A2 and staffing basic descriptions A4)
- Explore support for the addition of two internship/job development specialists (AFT-4) to increase the number of opportunities in underrepresented career fields. (Refer to financial breakdown A2 and staffing basic descriptions A3)

#### **Increase mentoring opportunities between alumni and students in order to assist students in the career exploration and networking process.**

- Housed within Alumni Relations, in partnership with UCS, develop additional industry-specific mentoring programs modeled after the successful Rutgers Road to Wall Street Program (<http://careers.rutgers.edu/wallstreet>).
- Provide additional administrative assistance to support these initiatives.

#### **Integrate career advising with academic advising.**

- Incorporate career advising into academic advising days
- Explore mandatory career advising/audits within academic advising sessions

#### **Rutgers University-New Brunswick should deploy a singular online career management platform to “best support our students and best position them for professional success” (Rutgers, 2014, p. 40).**

- All students, as a means to find full-time, part-time, and internship experiences, should be able to turn to CareerKnight as their primary campus resource. This platform will also allow students to schedule appointments with career advisors on campus, connect with alumni mentors through the Alumni Career Network, schedule interviews with employers through the On-Campus Interviewing Program, register for career-related events hosted by UCS and other departments, and access a variety of online tools (e.g., virtual mock interviewing, resume builders, alumni career videos, etc.)
- Job and/or internship listing boards maintained by departments or schools should be integrated into the campus-wide CareerKnight platform. This will also produce cost savings across the board.
- Develop an online [internship.rutgers.edu](http://internship.rutgers.edu) portal to help students navigate the vast resources for earning academic credit for their internship experience.

#### **Make it easier for students to access interviewing opportunities through existing campus resources.**

- Work with the Department of Transportation Services to provide limited parking near the Busch Campus Center facility to allow candidates and recruiters access to interviewing opportunities without having to navigate the campus transportation system while in business professional attire between classes. Currently, if a *recruiter* also takes a graduate course here at Rutgers University-New Brunswick, they are still forced to park in their assigned student lot. Regretfully, this perpetrates the “RU Screw” image not only among our students, but among corporate recruiters as well, and effectively negates the positive work the university does to attract corporate recruiters in the first place. At many of our peer institutions, special parking spaces are designated in lots close to the recruiting center during peak recruiting periods.
- Provide access to professional interviewing attire for students with financial need by seeking support from employment and/or community-based organizations.

#### **Develop a multi-point career development evaluation process to gather relevant data and involve all constituents, administrators, faculty, alumni and students, in order to improve each individual’s unified investment in the mission to ensure that students have access to “efficient, student-centered career services and counseling”. (Rutgers, 2014, p. 39)**

- UCS student and alumni career development practice and enhancements should be grounded in the utilization of thorough, evidence-based decision-making and the integration of diverse research, assessment, and evaluation of multiple aspects of our career development procedures that encompass all UCS partners and participants. Evidence-based instruments will include, but not be limited to: needs assessment, utilization assessment, satisfaction assessment, measurement and analysis, and outcomes-based assessment.

#### **Ensure campus-wide coordination of career development policy, protocol, and practice.**

- Establish a coordinating committee chaired by the executive director of UCS and comprised of a representative designated by the respective executive academic deans and the Vice Chancellor for Student Affairs. Responsibilities would include, but not be limited to, periodic analysis of assessment data, review of best practices, progress toward achieving strategic objectives, and refinement of institutional policies regarding career development and corporate recruiting matters.
- The committee will make periodic recommendations to the Chancellor and the Executive Deans Council consistent with its charge.

### **Institute a Single Campus Wide Post-Graduation Survey:**

Tracking where our Rutgers University-New Brunswick students are going after graduation is of utmost importance. Incoming students, parents, and lawmakers are increasingly interested in knowing what their return-on-investment is when it pertains to a Rutgers University-New Brunswick education. With so many departments and schools conducting their own post-graduation surveys, it can be increasingly difficult to collect data on the entire graduating

class. Moreover, the multiplicity of graduation surveys tends to discourage student participation in the university's current post-graduation data-collection effort.

If assessment of student outcomes is truly important to Rutgers, means should be found to require students to report their post-graduation status. Transcript holds could be one way to facilitate this process. Centralizing the process under UCS, with support from Institutional Research & Academic Planning, would prevent students and graduates from being harassed by multiple inquiries for the same information.

#### Initiatives:

#### Create a single, unified, post-graduation survey for the Rutgers University-New Brunswick campus that follows guidelines established by the National Association of Colleges & Employers

- UCS should continue to work with campus partners to create a singular and unified survey while also including customized questions deemed essential to the respective academic schools.
- UCS will share its findings in a timely manner with Rutgers University-New Brunswick schools, central administration, and other stakeholders.
- The executive director of UCS should be required to report on placement outcomes to the senior academic administration of the university – including the Executive Academic Deans – each fall, and on the economic outlook for new graduates each winter.
- Data from the post-graduation survey, along with tracking information from the Symplicity career management system (CareerKnight), should be utilized to assess various career intervention outcomes.

#### References:

- Gardner, P. (2014). *Recruiting Trends Report 2014*. College Employment Research Institute.
- Higher Education Research Institute (2005). *The American college teacher: National norms for the 2004 – 2005 HERI faculty survey*. Higher Education Resource Institute, University of California, Los Angeles
- Higher Education Research Institute (2012). *The American freshman: National norms for fall 2012*. Higher Education Resource Institute, University of California, Los Angeles.
- NACE (2014). *Job Outlook 2014*. National Association of Colleges & Employers
- Rutgers University (2014). *A Strategic Plan for The New Rutgers*. Office of the President, Rutgers University.
- Rutgers UCS (2013). *May 2013 Post-Graduation Survey Results*. University Career Services.
- Selingo, J. (2005). What college presidents think: Leaders' views about higher education, their jobs, and their lives. *The Chronicle of Higher Education*, Retrieved on October 4, 2007, from <http://chronicle.com/weekly/v52/i11/11a02601.htm>

#### Proposal Endorsements:

*"As a firm that hires students from Rutgers University, we support this proposal as it will significantly enhance the value within the New Brunswick campus community. Together, it will make a more streamlined recruiting process for the student and hiring companies which is invaluable. Thank you for advising us about this potential proposal as we are happy to support."*

- Marcy Sherwin, Campus Sourcing Manager, PwC (also known as PricewaterhouseCoopers)

The following advisory board members, campus partners, and major organizations that recruit Rutgers talent have endorsed the above proposal:



**Elizabeth O'Connell-Ganges**, Executive Director  
Student Life



**Celeste R. Chatman**,  
University Relations & Inclusion  
Talent Acquisition Division  
Actavis, Inc



**Alex Bahia**, Junior, Chemistry  
Student Advisory Board  
University Career Services



**Derek Kornbluth**, Unit Manager  
Altria Group Distribution Company



**Hector Maldonado**, Junior, Biomedical Engineering  
Student Advisory Board  
University Career Services



**Catherine Kapferer**, Director, Human Resources  
Covance Inc.



**James Sabatini**, First-Year, Chemistry  
Student Advisory Board  
University Career Services



**Eric Ganz & Ed Veloz**  
Talent Acquisition  
Dow Jones & Co.



**Victoria Wang**, Junior, Human Resource  
Mngt.  
Student Advisory Board  
University Career Services



**Dylan Schweitzer**  
Enterprise Rent-a-Car



**Monica Baldwin**, Supervisory Special  
Agent  
Federal Bureau of Investigation



**Irene DeNigris**, Director of Talent  
iCIMS



**Dia D. Harris**, University Relations  
Johnson & Johnson Family of Companies



**Marcy Sherwin**, Campus Sourcing Manager  
PwC (also known as  
PricewaterhouseCoopers)



**Bruce Soltys**, Manager of University  
Relations & National Partners  
Verizon

## Financial Breakdown:

### (A1) Junior Year Experience and the Rutgers Internship & Co-op Program Course:

#### Assumptions:

- ~ 6,000 juniors on the RU-NB Campus (for math purposes, this assumes that every junior would need to be covered; however, we know that some juniors would be exempt due to previous faculty-sponsored internship, co-op, or research experiences)
- Maximum RICP online course size of 30 students
- Cost per credit to hire one part-time instructor is \$1,500 (\$4,500 for the 3-credit course)
- Annually, \$900,000 would need to be spent on the part-time instructors needed to run the online course sections. Plus an additional \$65,718 - \$98,674.50 (\$43,812 - \$65,783 salary plus 50% fringe support) to support the staff (AFT-4) needed to provide course administrative support. Plus an additional \$6,964.32 to upgrade the current MPSC-6 position overseeing the entire program to an MPSC-7. **This would total between \$972,682.32 - \$1,005,638.82 annually.**

#### Funding Source:

Assuming that the School of Arts and Sciences (administers the course credits) receives \$133 per student per credit hour, the expenses laid out in the above assumptions would be covered by the **\$2,394,000** generated from enrollment.

### (A2) University Career Services Staff Augmentation:

#### Assumptions:

- Hiring 8 additional Career Management Specialists (AFT- 5) would cost between \$75,574.50 - \$113,470.50 (salary of \$50,383 - \$75,647 plus 50% fringe support) per staff member. This would total between \$604,596 - \$907,764 annually.
- Hiring 2 Internship/Job Development Specialists (AFT-4) would cost between \$65,718 - \$98,674.50 (\$43,812 - \$65,783 salary plus 50% fringe support) per staff member. This would total between \$131,436 - \$197,349 annually.
- Hiring 1 additional operations support staff member (AFT-4) to support the influx of staff would cost between \$65,718 - \$98,674.50 (\$43,812 - \$65,783 salary plus 50% fringe support).
- **All 11 positions, including fringe support, would total between \$801,750 - \$1,203,787.50 annually.**

#### Funding Source:

Two possible funding options are available:

- Instituting a new University Career Services across-the-board student fee (\$29.77 per year for each of the 40,434 students), similar to the mandatory "computer fee", would generate the necessary funds to support the maximum salary range of \$1,203,787.50.
- Repatriate the various Career Management Specialists and Employer Development personnel located within various academic schools and departments across campus. This would ensure that all career services staff across campus are working towards the "greater good".

## Staffing Basic Descriptions:

### (A3) Career Management Specialists (AFT-5):

- 40% Career Counseling Services
- 20% Employer Relations
- 15% Academic-Specific Programming and Academic Liaison Responsibilities
- 15% Core Programming and Events (Non-academic specific)
- 10% Administrative Duties

### (A4) Internship/Job Developer (AFT-4):

- 70% Employer Development (i.e., outreach to new employers including prospecting and sourcing, conducting site visits, data mining external job and internship databases, etc.)
- 20% Support Career Management Specialists with identifying employers for panels, presentations, etc. and in developing top quality programs that involve employers.
- 10% Administrative Duties