Since 2015 the College of Arts, Sciences, and Engineering and the University of Rochester have committed new resources to career education efforts. This was, in part, an acknowledgement that the institution needed to enhance and improve the services, resources and staff that served students, alumni, employers and the campus community. Since that time, the Greene Center team drafted and executed a strategic plan in order to develop infrastructure and a foundation for partnerships and began integrating career education into the fabric of the College and University as a whole. We have redefined a new standard and raised the profile of the Greene Center and significantly increased engagement of all our stakeholders and partners and are now launching a new plan that will guide the office and the campus for the next three years.

The plan that the Greene Center team has now developed with our students and partners - *Preparing UR for the Future of Work* - outlines a framework for tackling challenges that currently face career education efforts and U.S. universities while continuing to evolve how we serve our constituents. We will rely heavily on insights from our collaborators across the University and communities that we are a part of while paying close attention to trends in the field in order to anticipate how we can best position UR for what is to come. We know that career education and the resulting decisions for our constituents are complex and layered so at the core of our efforts is a recognition of the intersectionality of our students and alumni. The Greene Center team has also adopted mindsets that will allow us to be nimble and adapt to an ever-changing world around us such as curiosity, re framing problems, and a bias towards action - the same mindsets we hope to instill in our students.

With the change that has arrived at UR over the last year, we will pay close attention to the priorities set by our new University President as well as the priorities already detailed by the College of Arts, Sciences and Engineering - we already see the many ways that our work in the Greene Center supports the academic and research enterprises, industry and corporate engagement, and the lives and wellness of our students and alumni as they design their lives.

Joseph A. Testani  
Assistant Dean & Executive Director
In 2011, the University named the career education office after Board of Trustee member, Gwen M. Greene ('65), in recognition of her leadership and support of career education. Through her extraordinary generosity, the University has been able to enhance its career services offerings to both students and alumni through the prioritization of this integral function.

After a leadership change in 2015, the office changed its name to the Gwen M. Greene Center for Career Education and Connections to reflect the changing landscape of career education in higher education and emphasize the competencies and concepts that the office wanted to impart upon students to ensure lifelong success in their careers. Today, the Greene Center provides students with the resources and tools needed to develop connections between their personal and professional aspirations, academic pursuits and co-curricular experiences including on-campus employment, research activities, and internships.

Students now have access to one-on-one career exploration and industry advising appointments, peer advising through collaboration hours, graduate and professional school preparation, on and off-campus recruitment activities, internship funding for summer internships, programs and events, and alumni connections. Furthermore, the team has built out its services and strategies for alumni engagement and stewardship, employer and industry engagement, and operations, communications, and data management and visualization. The Greene Center aims to be integrated into other aspects of the College and University experience and continues to lead efforts for a coordinated approach to career education.
About the Process

Over the course of 2019, The Greene Center developed a process of engaging and listening to our community to ideate on the possibilities that could be realized with a new plan. The team reviewed the successes of our previous plan along with the lessons learned and identified who were critical partners that have helped us achieve past goals and launch new initiatives. Below is an outline detailing each stage of the process used to create our new plan:

Getting Started
Our Process began in January 2019 with a comprehensive review of our vision, mission, value proposition and, most notably, our new culture wall and values.

March & April
The Greene Center hosted external consultants to help us find themes among senior leadership, students and campus partners. We also hosted a student design challenge asking students to ideate on the Future of Work.

May & June
Based on feedback from our constituents and external consultants, we rethought our vision and mission and began to identify priority areas.

August
We created Key Performance Indicators (KPIs) and other key metrics to measure our impact and progress. The team also crafted a communications strategy in order to share our new plan with key strategic partners.

June & July
We refined our key priority areas and developed goals with critical initiatives that would keep us on pace over the life of the plan.

Our Writing Team

Jonathan Bratt
Career Advisor

Danae King
Marketing & Communications Manager

Sofia Pavan-Macias
Career Advisor

Michelle Marks-Hook
Alumni Volunteer Program Director

Amber Graham
Project Management & Operations Program Director

Kari Brick
Graduate Student Program Director

Jodyi Wren
Director, Advising & Career Communities
Our Vision

Our vision is the “destination” that we aspire to with the completion of our plan.

Students and alumni creating meaningful lives and thriving in an ever-changing world.

Our Mission

Our mission details our critical moves to reach our vision. The Greene Center team thought about what it means to prepare our students and campus for the Future of Work and what role we should play in advancing those aspirations.

Curate opportunities to build adaptability, resiliency, and career design competencies.

Connect organizations and talent.

Engage with our community about the future of work.
OUR VALUES
How we approach our work, collaborate with others, and serve our constituents.

MELIORA
We strive to be ever better, for everyone.

EQUITY
We commit to diversity, inclusion, and access.

LEADERSHIP
We take initiative and share responsibility for exemplifying excellence.

INTEGRITY
We conduct ourselves with honesty, dedication, and fairness.

OPENNESS
We embrace freedom of ideas, inquiry, and expression.

RESPECT
We value our difference, our environment, and our individual and collective contributions.

ACCOUNTABILITY
We are responsible for making our community ever better, through our actions, our words, and our dealings with others.
WHO WE ARE

This artwork represents our culture, or “way of life” in the Greene Center. They drive how we approach our work, collaborate with others, and think about how we work with students and other constituents we serve. We created our Culture Wall™ to reflect these ideals and showcase who we are as a group. The Culture Wall™ compliments the new MELIORA values that the University released in 2018.

Ideas curated by the Greene Center team and design by © Gapingvoid Culture Design Group
Personalized connections to opportunities, resources, and people to design your life.
STRATEGIC PRIORITY AREAS

Through the assistance of external consultants meeting with our many stakeholders and the hard work of the Greene Center team, we identified four critical priorities for the next three years: Engagement + Scaling, Equity + Access, Life Design + Lifelong Learning, and Storytelling. Within each priority we crafted a goal and critical initiatives in order to guide our work and fulfill our team mission. Keeping in mind the Arts, Sciences & Engineering strategic priorities, we identified key champions and partners who will be an integral part of success.

Having a solid infrastructure and foundation to build upon is critical to support these priorities and achieve our goals. We have devoted resources and time to ensure our team continues to develop and learn, think critically about the user experience of all stakeholders, and continue to bolster our operations (budget, communications, and technology). Work groups will be developed to continuously evaluate and calibrate these efforts to clear the barriers for our team and partners to find success.
Increase participation of all constituencies with clearly defined impact and outcomes without sacrificing quality or depth.

**CRITICAL INITIATIVES**

- Establish yearly and overall targets for engagement increases in identified constituent populations (volunteers, employers, first and second year students, students participating in “multiple activities”, underrepresented students, young alumni).

- Expand technology solutions by implementing at least two software platforms that aid self-directed learning and increase unique constituent engagement.

- Increase volunteer engagement by exploring and creating scalable opportunities to connect with students.

- Leverage and influence the national and global profile of the university to drive industry engagement for recruiting and solidify our industry engagement model with specific evaluation metrics.

**KEY PARTNERS**

Advancement, Alumni Relations, Communications, Corporate Engagement, Research, Student Services Offices, University Office of Global Engagement
Increase career opportunities and funding for historically Underrepresented students through an inclusive design approach.

CRITICAL INITIATIVES

• Regularly conduct continuous landscape analysis and inventory of current opportunities and services for Underrepresented students.

• Annually review services to ensure they are accessible and equitable for all users, expand collaborations with key partners, and identify Underrepresented alumni to partner with.

• Raise $500,000 for summer internship and/or professional development funding, with $50,000 designated for URM professional development.

• Identify grants and submit proposals with partners to support initiatives.

• Create internship opportunities for students.

KEY PARTNERS

Burgett Intercultural Center, College Retention Work Group, First Generation Committee, Office of Minority Student Affairs, Kearns Center for Leadership & Diversity, Student Affinity Groups (ADSE, etc.)
LIFE DESIGN & LIFELONG LEARNING

Expand curricular and co-curricular opportunities for students and alumni to learn and apply life design strategies and mindsets for career decision-making.

CRITICAL INITIATIVES

• Ensure consistent integration of life design concepts and mindsets in all Greene Center services, programs, and partnerships including the prototyping of online life design modules for young alumni.

• Expand existing course offerings (CAS 104, CAS 394) and identify new curriculum opportunities.

• Collaborate with faculty members to strategize how to integrate life design modules/activities into departmental offerings.

• Create opportunities for students, faculty and staff to practice and apply life-design tools and mindsets (i.e.: design challenges, trainings, workshops, department consultations).

• Prototype Adventure Capital’s [Design Challenge student winners] concept of an online skill and lifelong learning library, as well as funding support for tuition-based opportunities.

KEY PARTNERS

Ain Center, Alumni Relations, Career Partners, Center for Learning in the Digital Age, College Center for Advising Services, iZone, Office of Summer & Continuing Studies, Warner School of Education, Wilson Commons Student Activities, Writing, Speaking & Argument Program
STORYTELLING

Prepare students and young alumni to effectively communicate their professional story to diverse audiences.

CRITICAL INITIATIVES

• Develop an assessment that gauges growth in ability to communicate story.

• Create additional and new practice opportunities for students to tell their story (for multiple audiences).

• Partner with WSAP to evaluate WRT27X curriculum to continue innovation and evolution of content.

• Investigate and implement self-directed technology to allow student and young alumni to practice telling their story.

• Create a mechanism for students to develop their story utilizing reflection, self-assessment and other life design strategies.

KEY PARTNERS

Alumni Relations, College Center for Advising Services, Medallion Program, Wilson Commons Student Activities, University IT, Writing, Speaking & Argument Program
As a team, we will continue to evaluate and determine the greater *impact* we are seeking to make within our campus community.

- 25% increase in student participation through specific scaled efforts of the Greene Center.
  - Scaled efforts include: collaboration hours, peer-to-peer learning engagement, online engagement, Greene Center course offerings, technology partner or platform engagement, storytelling practice activities.
  - Segmented, sustained increases for targeted student populations.

- 100% increase in highly engaged employer participation in recruiting programs and initiatives.
  - 10% overall increase in employer participation.

- 40% increase in scaled volunteer participation in educational and recruiting programs and initiatives.

- 100% increase in students engaged in curricular integration efforts.

- Rollout of a minimum of two scaling initiatives with the aim of increasing engagement between students and volunteers, industry, or Greene Center.

- Launch initiatives that support efforts of equity and access for students, alumni, and industry engagement.
GLOSSARY OF TERMS

ACCESS
In higher education, ‘Access’ refers to the way that a University operates in its policies, procedures and systems, to ensure that all students are able to equitably reach opportunities, experiences, and resources.

ENGAGEMENT
Learning Engagement: Generally speaking, the concept of “learning engagement” is predicated on the belief that learning improves when learners are inquisitive, interested, or inspired, and that it tends to suffer when learners are bored, dispassionate, disaffected, or otherwise “disengaged.” Stronger or improved learner engagement are common instructional objectives expressed by educators.
Service or Relational Engagement: Defined as a range of activities, initiatives and approaches which are best conceptualized as a continuum; ‘effective’ engagement is where the cumulative total of partnerships or touchpoints creates a relationship that is broad, impactful, mutually beneficial and relevant to both the service receiver (employers, students, alumni, parents, etc.) as well as the service provider (career center, institution). “Deep” engagement refers to a relationship where multiple service points, product lines, or connection points create a relationship between the two that creates meaning larger than the individual connections, and where mutual needs are discussed and met.

EQUITY
In higher education, ‘Equity’ refers to the process/es that provides access to experiences, opportunities, and resources to students that are faced with systemic barriers that prevents them from accessing aforementioned experiences, opportunities, and resources.

INCLUSIVE DESIGN
A framework that seeks to include a full range of human diversity, including race, ethnicity, culture, language, age, gender, ability, sexuality, social class, economic background and other forms of difference. It actively encourages participation of diverse users in developing solutions, and builds both entry points and metrics focused on increasing access to content, functionality, learning and outcomes. Rather than a "one-size-fits-all" approach, it looks to ensure that "one-size-fits-one" with respect to meeting the needs of users.

LIFE DESIGN
Utilizing design thinking strategies to make informed decisions by embracing curiosity, continuously trying new things, reframing problems, and collaborating with others in order to create a meaningful and fulfilling life.

SCALING
Increase impact, serve more users where they are, and improve operational efficiencies with fixed resources.

STORYTELLING
The art of communicating your experiences, competencies, and accomplishments to connect with an audience.

UNDERREPRESENTED
In higher education, ‘Underrepresented’ refers to the discrepancy between the amount of students from a particular ethnic or racial group represented in an institution relative to the percentage of that ethnic or racial population of people in the country.

UNDERREPRESENTED STUDENTS
Groups of students that make up a small fraction of the institution’s total population, and overall in higher education, including low income, first-generation, LGBTQ+, and minority ethnic/racial status (Hispanic/Latinos, African Americans, Native Americans, Native Hawaiian/Pacific Islanders).
Our Work

Our Communications team works to promote all that we do. This page features just a few of the programs that our office has offered to students over the past 3 years.