

**Ohio University Department: Office of Career Services**

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*Self-assessment team: You are preparing an organizational profile to your organization in preparation for the self-assessment workshop. This document will be used as the first section of your self-assessment report and is intended as an introduction to your organization. This document will be used throughout the self-assessment process and defines the boundaries within which your self-assessment team will work. Many organizations find it best to use a group discussion to generate material for each question as a first draft. The draft can be revised and shortened to no more than five pages.*

## **0.1 Mission, Structure and Personnel**

**1. What is the name of the organization<sup>1</sup>, and what is its primary purpose or mission?**

Office of Career Services

**Mission Statement:**

The Office of Career Services is committed to providing comprehensive career development assistance to all Ohio University students and alumni as well as offering programs and services to assist employers with their human resource and college relations needs. Moreover, we strive to provide leadership and counsel to our campus partners regarding career planning and vocational trends in order to augment the university learning experience.

**2. How is the organization structured?**

Please see attached Appendix A (Career Services Organizational Chart)

**3. What are the key elements of the leadership and governance structure?**

Per recommended CAS Professional Standards, CS leaders must:

- articulate a vision for their organization
- set goals and objectives based on the needs and capabilities of the population served
- promote student learning and development
- prescribe and practice ethical behavior
- recruit, select, supervise, and develop others in the organization
- manage financial resources
- coordinate human resources
- plan, budget for, and evaluate personnel and programs
- apply effective practices to educational and administrative processes
- communicate effectively
- initiate collaborative interaction between individuals and agencies that possess legitimate concerns and interests in the functional area
- identify and find means to address individual, organizational, or environmental conditions that inhibit goal achievement.
- promote campus environments that result in multiple opportunities for student learning and development.
- continuously improve programs and services in response to changing needs of students and other constituents, and evolving institutional priorities.

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<sup>1</sup> 'Organization' refers to the unit, department or program being reviewed

4. Who are the senior leaders, and what are their primary areas of responsibility?

Director of Career Services – Overall responsibility for the Office of Career Services. Specific duties include but are not limited to liaison responsibility with the College of Engineering, counseling/advising students and alumni, seminar presentations, budget administration, staff supervision/development/evaluation, assessment, collaborative programs, committee work, on campus interview program supervision.

Informal “Senior” Assistant Director, in addition to normal duties and responsibilities, will provide above responsibilities in the absence of the Director.

5. To whom does the senior leader of the organization report?

The Director of Career Services reports to the Associate Vice President of Student Affairs/Dean of Students.

6. Does the organization have advisory or governing boards, and if so, what are their roles and responsibilities?

There are no official advisory or governing boards associated with the Office of Career Services. There are recommended professional guidelines/standards provided by the Council of Academic Standards and the National Association of Colleges and Employers.

7. How many full- and part-time faculty and/or staff work in the organization? Briefly describe the responsibilities of each employee group. Which groups are unionized?

At the present time, we have 4 full-time professional staff members and 3 full-time administrative staff members.

Please refer to Appendix B for brief descriptions of these positions.

8. What are the major facilities, equipment, and technologies for which the organization has responsibilities?

We provide oversight for a large career development center including staff offices, resource center, on-campus interview facility that includes 12 interview rooms of various sizes, employer lounge and break area, classroom/conference room facility, and two reception/waiting areas.

We provide equipment oversight for 12 public computers available in the resource center, which are available for career related research and work.

We provide technology oversight for multiple online career development/research tools. These include: FOCUS (career assessment and research tool), Vault (online library), CareerBeam (comprehensive career planning and research database), OCIS (career information tool), eRecruiting (career services database management system), and CareerCam (online interviewing system).

9. What is the legal, regulatory, licensing, and/or accrediting environment in which the organization operates? Briefly describe any mandated standards, review processes, and financial or environmental regulations that apply.

There are no mandated regulations, licensing, and accrediting requirements. In addition there are no specific environmental or financial regulations that apply to our office. There are recommended professional guidelines/standards provided by the Council of Academic Standards and the National Association of Colleges and Employers, which we make every effort to adhere to.

Please refer to Appendix C for NACE Professional guidelines

10. Has the organization participated in self-assessments, external assessments, or other reviews within the past five years? What were the major conclusions and recommendations, and what, if any, actions have been undertaken in response to those assessments?

We have completed an internal evaluation, following CAS recommendations. Conclusions included:

Overall the department is structured purposefully and offers quality programs and services that are based on student learning and development needs. We will increase and continue to assess our services and programs to remain in line with CAS and NACE standards.

The report reflected that our mission addresses student learning and development and is in line with the vision of the university, but lacked reference to being a leader on career issues to our campus partners. We have revised our mission statement to reflect our leadership to the institution regarding career issues and information.

The report suggests that we incorporate more consultation and outcome assessment with all constituents including employers, students, alumni, faculty, staff, and regional campuses. We have partnered with the Division of Student Affairs Assessment Committee to provide recommendations and feedback and we have formed an assessment group within our office to oversee assessment practices. We realized that our new assessment inventory is needed to help assess the quality of the services offered and to offer input into the changing needs of students. We will continue to work with Institutional Research to ensure our assessment practices are in line with university and IRB requirements and continue to utilize StudentVoice in the collection of our data.

The leaders of the program are well qualified by their experience, education, competence, and professional credentials. Authority is in place over the programs' staff and resources.

Comprehensive position descriptions and evaluation procedures are in place. There are formal annual evaluations for staff members and appropriate evaluations for graduate and undergraduate student staff.

The staff would like to see more professional development opportunities offered through the office and through the university. Professional development opportunities are always supported when budget allows, cost is reasonable, and time permits.

While classified staff felt adequately compensated for their work, contract staff felt as though their salaries were not commensurate with skills and experience, and were not comparable to those in similar positions at Ohio University or benchmark institutions.

We will seek ways to increase fiscal support through the university and through our constituents. Talks continue.

The State-of-the-art facility provides us with more exposure and better access to diverse student populations. We also offer some of the most cutting edge technology for student, alumni, and employer usage.

Privacy and confidentiality are crucial legal issues faced by the program. The staff does not feel adequately informed about policies regarding personal liability with counseling and student advising. We are currently reaching out to Human Resources to come and provide guidance to our staff regarding this issue.

The programs' policies and practices are in line with equal opportunity laws. We try to ensure that our policies and practices do not discriminate against any potential users.

Well established, maintained, and effective relations with relevant campus and external individuals such as employers, school districts, and regional campuses exist.

While efforts are made to nurture commonalities and differences of users, the program does not specifically promote experiences that deepen understanding of cultures, identity, and heritage. We continue to have discussions to explore ways to incorporate these issues into our services.

The report showed, while special effort is made to inform employees of ethical guidelines as set forth by NACE, no written statement of ethical practice specifically for the office was in place. A task force was created and has developed a formal ethical practice agreement (based on NACE ethics and professional standards) that all staff was requested to sign and is kept on file with the Director.

We have also completed an external evaluation, conducted by two outside consultants. Recommendations included:

The review team identified many strengths in the Ohio University Career Center. There also exist multiple opportunities for enhancing the program. However, there are some significant threats facing the department—related to the external career environment, internal budget cuts, and the fact that Career Services’ impact on the University has not been well articulated. We strongly recommend, as a first step, that Career Services devote significant time to developing a strategic plan that is flexible, responsive to student need, and identifies ways to counteract threats. Through the implementation of such a strategic plan, Career Services will be able to capitalize on strengths and opportunities, and demonstrate its considerable potential to Student Affairs and Ohio University. In this report, the review team has identified multiple opportunities for Career Services.

We need to emphasize, however, that to take advantage of these opportunities will require a commitment from Student Affairs leadership to freeing up the director’s time to work on planning issues. Further, there are significant threats relating to careers facing the University. We believe the University would be well served by a one-time increase in funds to Career Services that is devoted specifically to initiatives that prepare Ohio University students for a rapidly deteriorating job market. Career Services accomplishes a great deal with very limited funds. However, the lack of funds gives it little chance of becoming one of the leading career offices in the region. Student Affairs will need to decide if this is a reasonable goal, and if so, where the funds can come from to make it possible.

## 0.2 Programs, Services and Constituencies

### 1. What are the major programs and/or services provided by your organization?

Major Services provided for students include: Major and Career Advising, Job Search Assistance, Online Career Assessment and Research tools, a Career Resource Center, the Career Services Website, an online career related database management system, and coordination of a quarterly on-campus interviewing program for employers, students, and alumni.

Major programs provided to the campus include: 3 major campus career fairs, in-house career workshops, a mock interviewing program, and class and organization presentation outreaches.

### 2. Who are the customers of your programs and services? What is the approximate size of each of these groups, and in general terms, what are their expectations and/or requirements?

- a) “” Who are your main suppliers?
- b) “” Who are your main stakeholders?

The main customers of our programs and services include current students, employers, and alumni. We also provide additional/limited services to faculty and staff on campus as well as Regional campuses. Our services are available to all 20,000+ students as well as all 100,000+ alumni. Also, we currently have a database of 6,000 employers.

3. With what other organizations does the unit have formalized collaborative relationships, alliances, or partnerships? Briefly describe the nature and purpose of each. Also list and describe any key informal relationships with external groups or organizations. List other institutions or units with which the organization interacts on a regular basis?

We have formalized liaisons with all academic colleges. These responsibilities include dissemination of all career related information and program delivery to our particular colleges, including students and faculty, and student/professional groups.

We have a newly formed formal relationship with the Alumni Association. This relationship includes promotion of Career Services resources and services to all OU Alumni. We are also creating plans to involve Alumni and/or their organizations more frequently in the on-campus recruitment of our current students.

We have on-going collaborations with many of our Division colleagues. These include Campus Life, Health Promotion, University Events, Dean of Students, Counseling & Psychological Services, Residence Life – These relationships allow us to target our services to specific student populations that may not utilize our services on a regular basis.

The Allen Student Help Center is an ongoing collaborative partnership that includes shared resources and facilities. We are constantly referring students to the Center to supplement the academic planning component of their career exploration. We also receive a number of referrals from the Center to assist students with developing career direction as it relates to academic preparation.

We also have a newly formed partnership with Disability Services. This partnership again provides us the opportunity to share our services with a student population that has not historically taken advantage of the services.

We work regularly with the International Student and Faculty Services office to provide educational programming regarding the special career related needs of international students.

We also work with the Office of Multi-Cultural Programming on a regular basis to expand our services to a wider audience. These collaborations have included programs and presentations to the specific populations this office represents.

We have an ongoing working relationship with the Office of Nationally Competitive Awards. This relationship was intended to provide career planning and skill development to high achieving students.

We have a strong working relationship Undergraduate Admissions. We are always present at Admission recruitment events and programs throughout the year.

We have worked collaboratively with the campus ROTC program throughout the years.

We have an established presence and level of involvement with a variety of national/regional associations and organizations. These include (but are not limited to): OAEE, NACE, and Midwest ACE.

## 0.3 Peers, Competitors and Leaders

1. What other organizations are considered to be peers, competitors, and leaders in the field or discipline?

Peers:

Mid-American Conference member institutions

Competitors:

Ohio State Funded Institutions

Select state institutions throughout the Midwest

Select group of private Liberal Arts institutions throughout Ohio

Leaders:

Ohio State

Michigan State

Indiana Univ. (Liberal Arts)

University of Illinois

Penn State

Florida State

UNC-Chapel Hill

Univ of Texas-Austin (Liberal Arts)

Univ of Maryland

Univ of Tenn.

Univ of Florida

Clemson Univ.

Rutgers Univ

2. In terms of overall quality, stature, or standing, how does your organization compare with peers, competitors, or leaders?

**Solicit feedback from Staff**

Compare favorably with our peer institutions and institutions in our competitors list.

We do fall behind our leaders in terms of resources, staffing, strategic relationships across their respective campuses and accessibility to large metropolitan areas.

3. What are the principle factors that influence the organization's standing relative to others in the field?

The Office of Career Services is considered to have one of the most state of the art facilities in the nation, but we are inadequately staffed and insufficiently resourced to take full advantage of the facility.

Geographically, we are disadvantaged by not being able to provide easy access for outside employers, as well as having a very limited number of employers locally.

Internships are decentralized on our campus which limits the synergy of the career development process we are able to provide to both students and employers.

Lack of visibility at national and regional conferences and gatherings due to limited resources and time availability given our limited current staff size is also a challenge.

## 0.4 Challenges and Opportunities

### 1. What are the most critical organizational challenges at this time?

These challenges were identified during an internal evaluation process

- We need to continue to better identify student learning outcomes and incorporate more outcome assessment with our constituencies.
- The program is not adequately staffed with personnel.
- We must strive to improve the professional competence and skills of all staff by ensuring appropriate professional development opportunities.
- Staffing and workload levels are neither adequate nor appropriate to meet the needs of the demand.
- Contract staff member's salaries are not commensurate with benchmark institutions or comparable positions within the university.
- A diverse program staff to provide readily identifiable role models for students is not in-place.
- Continuing education and professional development opportunities including in-services programs and professional conferences and workshops are not regularly offered or provided for all staff.
- Adequate funding is not available to accomplish the programs' mission and goals.
- Staff is not adequately informed about policies regarding personal liability specifically with counseling and student advising.
- Assessments and evaluations that employ both qualitative and quantitative methodologies must be conducted regularly.
- The assessment process employs measures that ensure comprehensiveness and data collected include responses from student and other affected constituencies.

These challenges were identified by an outside consultant's evaluation

#### Weaknesses

- Data is collected, but is often not analyzed or used in planning. There exist options for more easily gathering information, for example through the use of Experience counseling notes, or Student Voice.
- The vision, goals and objectives for Career Services are not clearly defined. There is no strategic plan for Career Services. Colleagues do not tend to look to Career Services for overall institutional leadership on issues related to careers.
- Staff is, in some instances, not optimally utilized. GA's and PACE students are charged with running key programs (e.g., mock interviews), while the director is involved with operational budget. No one is specifically charged with employer relations. There are two front-desk positions. Staff reports that there is little time dedicated or available to redesign programs. Thus, programs may not be appropriately focused towards their intended audiences. Proportionately less time is spent on seminars and other programs that could reach larger numbers of students, particularly in areas that could have significant impact, e.g., job search skills.
- Academic colleagues perceive that students have to wait too long for an appointment. We have adapted our availability to allow more counseling slots.
- Students in some disciplines seem unaware of what Career Services has to offer (e.g., Health and Human Services).

#### Threats

- The current economic situation. The Class of 2009 will find it very challenging to find positions. Internships will become more competitive as seniors compete alongside underclass students. Students who are unable to obtain jobs after graduation may be unable to pay back loans. When graduating seniors are unable to find work, it adversely affects matriculation.
- No dedicated employer relations professional is assigned to working with employers to assess the situation and design strategies for better preparing students. The Employer Relations position was eliminated two years ago. Income from employers will decrease, as recruiting budgets are trimmed, further straining Career Services budget.
- Career Services is facing additional budget cuts, but there is no plan to strategically assess the impact of these cuts, or to identify what is not going to be done in the future.

- Preparing students for internships, which are a critical career experience, is not part of the office's student development mission. The existence of three independent internship offices outside of Career Services undermines its ability to effectively coordinate career activities across campus.
- Career Services seems to lack visibility on campus except during career fairs. Strategic collaborative relationships have not been formally established with all academic departments and some other stakeholders. Budgets are likely to be cut where the value of an office is not immediately apparent and when students are not calling for increased services.
- A few staffing issues prevent optimal operations. The director's time is spent on operational issues and filling roles that have been eliminated due to budget cuts. An inexperienced staff, which has excellent potential, still needs mentoring and training.

## 2. What special opportunities exist for advancing the quality, stature, or standing of the organization?

### Strengths as listed in the external evaluation

- Facility.
- Dedicated and professional staff, with positive attitudes.
- Highly experienced director.
- Desire for continuous improvement, e.g., to be one of the finest career offices in the Midwest.
- Strong support of campus colleagues, who refer students to Career Services for advice. Career Services is considered to be the one reliable source of career information on campus.
- Ability to accomplish a lot with few resources.
- Availability of state-of-the-art technology and career information for student career exploration.
- Very successful career fairs and on-campus interview program, which have drawn increasing numbers of employers to campus.
- Good feedback from employers about customer service.
- Students interviewing through the on-campus recruiting program are considered well prepared for job search.

### Opportunities as listed in the external evaluation

- Articulate a vision and plan for Career Services that reflects its value as a strategic asset to Ohio University. This will require :
  - the ability to highlight how the office can contribute to Student Affairs goals (e.g., the development of student leadership, encouragement of career exploration, and the practical application of classroom learning through internships and co-ops).
  - the ability to highlight how the office can contribute to key university objectives, e.g., enrollment; retention; linkages between academics and the application of learning; graduate success; alumni and development objectives.
  - the initiation of a high level institutional advisory committee that involves stakeholders across campus, and can broadly spread the message about how Career Services is working across boundaries to benefit students and the University.
- Develop data sources that support strategic decision-making, and help to tell the career story. Eliminate data that is not essential to decision-making. Use data to identify the impact of services and to demonstrate continuous improvement. Initiate discussions with Institutional Research with a view to partnering on surveys that assess graduate outcomes and the impact of Career Services.
- Create formal bridges to the academic side of the house. Initiate the conversation about how the University can effectively address the career needs of all of its constituents.
- Build collaborative relationships with academic departments by helping students to articulate transferable skills and relate academic programs to career objectives.
- Claim internships as a key Career Services function. Internships are critical to student development, career exploration and employability after graduation. Partner with academic schools on preparation for internships and internship exploration.

- Continue to partner with Student Affairs, Admissions and Alumni Relations. Articulate expectations for students and graduates in both receiving guidance from the University, and giving back to the University when they can.
- Strategically involve University leaders, e.g., VP of Student Affairs, in collaborative career events.
- Initiate conversations through Student Affairs about how Career Services can contribute to and benefit from Development goals.
- Develop a career community, consisting of alumni, parents and friends. Identify how volunteers in this community can help students and graduates in career exploration, job search advice, and the identification of employment opportunity. This is an ideal time to establish such a community, given the initiation of the Ohio University Parent's Program and the interest of the new Executive Director of Alumni Affairs.
- Review staffing to determine how responsibilities can most effectively be accomplished. Identify ways that Dr. Korvas' time can be freed up for more planning, external relations and liaison responsibilities. Examine the ratio of contract to salaried and student/GA staff.
- Explore opportunities to work with regional economic development to develop jobs and internships.
- Make the development of employer relationships a key objective.
- Exploit existing technology, particularly CareerBeam and Experience. Look for ways to increase return on investment in resources. Optimize resources, e.g., CareerCATs for outreach, and the Bobcat Network for employment opportunities.
- Identify opportunities to demonstrate career leadership on campus, and to communicate Ohio University's response to career challenges. Potential avenues might include discussions with the proposed high level advisory committee, communications from the VP Student Affairs and Executive Director of Alumni Relations, and participation in the Assistant Deans' group.
- Take advantage of opportunities to benchmark on best practices with other peer schools in Ohio, and with career professionals in the region and nation.

## Appendix A




# OHIO UNIVERSITY

Division of Student Affairs

Office of Career Services

**Director**  
**Office of Career Services**  
Thomas F. Korvas, Ph.D.

 Green denotes full-time staff member

**Graduate Assistant**  
**GA Selection Process**  
Megan Stone

**Assistant Director**  
Brandon Bute

**Assistant Director**  
Kristine Hoke

**Interim Assistant Director**  
Brittany Buxton

**Referrals Coordinator/  
Office Manager**  
Deborah Lax

**Graduate Assistant**  
**Employer Relations**  
Leslie Kingsley

**Special Events Coord.**  
**PACE**  
Nikki Baer

**Public Relations Coord.**  
**PACE**  
Meredith McIntosh

**Graduate Assistant**  
**Outreach to  
Regional Campuses**  
Sybil Kennedy

**Mock Interview Coord.**  
**PACE**  
Ashley Gorman

**Graduate Assistant**  
**Outreach to Student Groups**  
Sarah Meadows

**Newsletter Editor**  
**PACE**  
Rachel Doughty

**Records Coordinator**  
Rosemary Mayronne

**Recruiting Coordinator**  
Christi Lee

**Receptionist**  
VACANT  
(Temporary)

**Web Developer**  
**PACE**  
Paul Burns

## Appendix B

**Office of Career Services  
Brief Job Descriptions**

**Contract Staff**

**Thomas F. Korvas, Director** – Overall responsibility for the Office of Career Services. Specific duties include but are not limited to liaison responsibility with the College of Engineering, counseling/advising students and alumni, seminar presentations, budget administration, staff supervision/development/evaluation, assessment, collaborative programs, committee work, on campus interview program, etc.

**Brandon Bute, Assistant Director**- Duties include but are not limited to liaison responsibility with Colleges of Business Administration, Communication and Honors Tutorial, counseling/advising students and alumni, seminar presentations, supervision of Graduate Assistant and PACE students, responsibility for one Career Fair annually, committee work, collaborative programming, assessment and marketing responsibility.

**Brittany Buxton, Assistant Director**- Duties include but are not limited to liaison responsibility with the College of Education and University College, counseling/advising students and alumni, seminar presentations, supervision of Graduate Assistant and PACE student, responsibility for the Teacher Recruitment Consortium, committee work, assessment, collaborative programming and creative marketing approaches.

**Kristine Hoke, Assistant Director**- Duties include but are not limited to liaison responsibility with the Colleges of Arts and Sciences, Health and Human Services and Fine Arts, counseling/advising of students and alumni, seminar presentations, supervision of Graduate Assistant and PACE student, responsibility for one Career Fair annually, committee work, assessment, collaborative programming, and marketing of program and services.

**Classified Staff**

**Debby Lax, Records Management Coordinator** – Duties include but are not limited to the supervision and professional development of classified staff, PACE students and Work-Study students, oversee Career Services website, coordinate candidate referrals utilizing eRecruiting, committee involvement, assist with Career Fairs, assist students and alumni with the processing of their registration materials and other duties as assigned.

**Rosemary Mayronne, Records Management Assistant** – Duties include but are not limited to working on the eRecruiting system to post jobs listed with Career Services, assist students and alumni with the processing of their registration materials, responsible for the purchasing of office supplies, committee work, assist with Career Fairs and other duties as assigned.

**Christi Lee, Recruiting Coordinator** – Duties include but are not limited to the coordination of the Career Services On-Campus Interview Program, supervision of student workers, assisting with the Career Fairs, and other duties as assigned.

**Receptionist (VACANT)** – Duties include all receptionist duties, scheduling of counselor appointments, ordering of various handout materials, monitor materials, computers and students in the Career Recourse Center and other duties as assigned.

## Appendix C



# PRINCIPLES FOR

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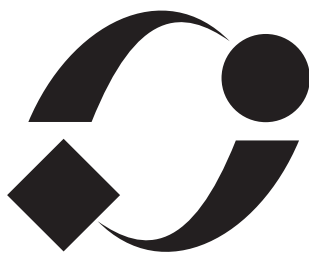
# PROFESSIONAL CONDUCT

for Career Services &  
Employment Professionals



National Association of  
Colleges and Employers

BRIDGING EDUCATION AND THE WORLD OF WORK



# PRINCIPLES FOR Professional Conduct for Career Services & Employment Professionals

Career services and employment professionals are involved in an important process—helping students choose and attain personally rewarding careers, and helping employers develop effective college relations programs that contribute to effective candidate selections for their organizations. The impact of this process upon individuals and organizations requires commitment by practitioners to principles for professional conduct.

Career services and employment professionals are involved in this process in a partnership effort with a common goal of achieving the best match between the individual student and the employing organization. **This partnership effort traditionally involves students, but may also involve alumni, community members, prospective students, and/or faculty/staff.**

The National Association of Colleges and Employers (NACE), as the national professional association for practitioners involved in college career services and recruitment, is also concerned with this process. The concern led NACE to the development and adoption of the *Principles for Professional Conduct*. The principles presented here are designed to provide practitioners with three basic precepts for career planning, placement, and recruitment:

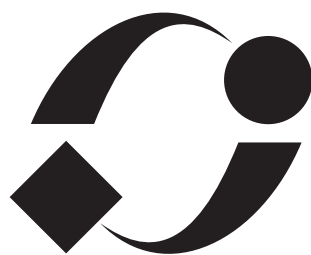
- Maintain an open and free selection of employment opportunities in an atmosphere conducive to objective thought, where job candidates can choose optimum long-term uses of their talents that are consistent with personal objectives and all relevant facts;
- Maintain a recruitment process that is fair and equitable to candidates and employing organizations;
- Support informed and responsible decision making by candidates.

Adherence to the guidelines will support the collaborative effort of career planning, placement, and recruitment professionals while reducing the potential for abuses. The guidelines also apply to new technology or third-party recruiting relationships that may be substituted for the traditional personal interaction among career services professionals, employer professionals, and students.

These principles are not all-inclusive; they are intended to serve as a framework within which the career planning, placement, and recruitment processes should function, and as a foundation upon which professionalism can be promoted.

As part of NACE's commitment to provide leadership in the ethics area and to facilitate the ongoing dialogue on ethics-related issues, the NACE Principles for Professional Conduct Committee was established. The committee, made up of practitioners, will provide advisory opinions to members on the application of the *Principles*, act as an informational clearinghouse for various ethical issues arising within the regions, periodically review and recommend changes to this document, and resolve problems that may arise.

It is important to keep in mind one final point. The *Principles* do not address certain professional obligations to support state and regional associations, professional development programs, salary surveys, and other demographic trend surveys. Obligations such as these are recognized as vital to the continuing growth of our profession, but since they do not relate directly to the recruitment process, they are not addressed specifically in this document. However, the National Association of Colleges and Employers Board of Directors strongly encourages career services and employment professionals to support and participate in these activities.



# PRINCIPLES FOR Career Services Professionals

1. Career services professionals, without imposing personal values or biases, will assist individuals in developing a career plan or making a career decision.
2. Career services professionals will know the career services field and the educational institution and students they represent, and will have appropriate counseling skills.
3. Career services professionals will provide students with information on a range of career opportunities and types of employing organizations. They will inform students of the means and resources to gain access to information that may influence their decisions about an employing organization. Career services professionals will also provide employing organizations with accurate information about the educational institution and its students and about the recruitment policies of the career services office.
4. Career services professionals will provide generally comparable services to all employers, regardless of whether the employers contribute services, gifts, or financial support to the educational institution or office and regardless of the level of such support.
5. Career services professionals will establish reasonable and fair guidelines for access to services by employers. When guidelines permit access to organizations recruiting on behalf of an employer and to international employers, the following principles will apply:
  - a) Organizations providing recruiting services for a fee may be asked to inform career services of the specific employer they represent and the specific jobs for which they are recruiting. When deemed necessary, career services can request contact information to verify that the organization is recruiting for a bona fide job opportunity. Career services must respect the confidentiality of this information and may not publish it in any manner. Third-party recruiters that charge fees to students will not be permitted access to career services;
  - b) Employers recruiting for work outside of the United States are expected to adhere to the equal employment opportunity (EEO) policy of the career services office. They will advise the career services office and the students of the realities of working in that country and of any cultural and foreign law differences.
6. Career services professionals will maintain EEO compliance and follow affirmative action principles in career services activities in a manner that includes the following:
  - a) Referring all interested students for employment opportunities without regard to race, color, national origin, religion, age, gender, sexual orientation, or disability, and providing reasonable accommodations upon request;
  - b) Notifying employing organizations of any selection procedures that appear to have an adverse impact based upon the student's race, color, national origin, religion, age, gender, sexual orientation, or disability;
  - c) Assisting recruiters in accessing certain groups on campus to provide a more inclusive applicant pool;
  - d) Informing all students about employment opportunities, with particular emphasis on those employment opportunities in occupational areas where certain groups of students are underrepresented;
  - e) Developing awareness of, and sensitivity to, cultural differences and the diversity of students, and providing responsive services;
  - f) Responding to complaints of EEO noncompliance, working to resolve such complaints with the recruiter or employing organization, and, if necessary consulting with the appropriate campus department.
7. Any disclosure of student information outside of the educational institution will be with prior consent of the student unless health and/or safety considerations necessitate the dissemination of such information. Career services professionals will exercise sound judgment and fairness in maintaining the confidentiality of student information, regardless of the source, including written records, reports, and computer data bases.
8. Only qualified personnel will evaluate or interpret tests of a career planning and placement nature. Students will be informed of the availability of testing, the purpose of such tests, and the disclosure policies regarding test results.

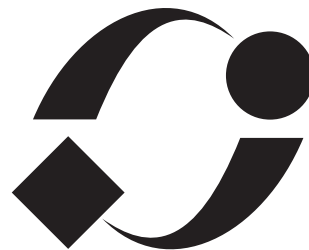
**9.** If the charging of fees for career services becomes necessary, such fees will be appropriate to the budgetary needs of the office and will not hinder student or employer access to services. Career services professionals are encouraged to counsel student and university organizations engaged in recruitment activities to follow this principle.

**10.** Career services professionals will advise students about their obligations in the recruitment process and establish mechanisms to encourage their compliance. Students' obligations include providing accurate information; adhering to schedules; accepting an offer of employment in good faith; notifying employers on a timely basis of an acceptance or nonacceptance and withdrawing from the recruiting process after accepting an offer of employment; interviewing only with employers for whom they are interested in working and whose eligibility requirements they meet; and requesting

reimbursement of only reasonable and legitimate expenses incurred in the recruitment process.

**11.** Career services professionals will provide services to international students consistent with U.S. immigration laws; inform those students about these laws; represent the reality of the available job market in the United States; encourage pursuit of only those employment opportunities in the United States that meet the individual's work authorization; and encourage pursuit of eligible international employment opportunities.

**12.** Career Services profession also will promote and encourage acceptance of these principles throughout their educational institutions, particularly with faculty and staff who work directly with employers, and will respond to reports of noncompliance.



## PRINCIPLES FOR Employment Professionals

**1.** Employment professionals will refrain from any practice that improperly influences and affects job acceptances. Such practices may include undue time pressure for acceptance of employment offers and encouragement of revocation of another employment offer. Employment professionals will strive to communicate decisions to candidates within the agreed-upon time frame.

**2.** Employment professionals will know the recruitment and career development field as well as the industry and the employing organization that they represent, and work within a framework of professionally accepted recruiting, interviewing, and selection techniques.

**3.** Employment professionals will supply accurate information on their organization and employment opportunities. Employing organizations are responsible for information supplied and commitments made by their representatives. If conditions change and require the employing organization to revoke its commitment, the employing organization will pursue a course of action for the affected candidate that is fair and equitable.

**4.** Neither employment professionals nor their organizations will expect, or seek to extract, special favors or treatment which would influence the recruitment process as a result of support, or the level of support, to the educational institution or career services office in the form of contributed services, gifts, or other financial support.

**5.** Serving alcohol should not be part of the recruitment process on or off campus. This includes receptions, dinners, company tours, etc.

**6.** Employment professionals will maintain equal employment opportunity (EEO) compliance and follow affirmative action principles in recruiting activities in a manner that includes the following:

- a) Recruiting, interviewing, and hiring individuals without regard to race, color, national origin, religion, age, gender, sexual orientation, or disability, and providing reasonable accommodations upon request;
- b) Reviewing selection criteria for adverse impact based upon the student's race, color, national origin, religion, age, gender, sexual orientation, or disability;

- c) Avoiding use of inquiries that are considered unacceptable by EEO standards during the recruiting process;
- d) Developing a sensitivity to, and awareness of, cultural differences and the diversity of the work force;
- e) Informing campus constituencies of special activities that have been developed to achieve the employer's affirmative action goals;
- f) Investigating complaints forwarded by the career services office regarding EEO noncompliance and seeking resolution of such complaints.

7. Employment professionals will maintain the confidentiality of student information, regardless of the source, including personal knowledge, written records/reports, and computer data bases. There will be no disclosure of student information to another organization without the prior written consent of the student, unless necessitated by health and/or safety considerations.

8. Those engaged in administering, evaluating, and interpreting assessment tools, tests, and technology used in selection will be trained and qualified to do so. Employment professionals must advise the career services office of any test conducted on campus and eliminate such a test if it violates campus policies. Employment professionals must advise students in a timely fashion of the type and purpose of any test that students will be required to take as part of the recruitment process and to whom the test results will be disclosed. All tests will be reviewed by the employing organization for disparate impact and job-relatedness.

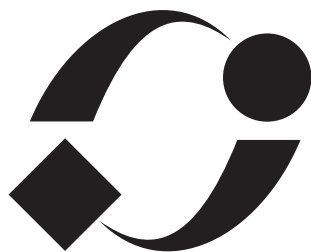
9. When using organizations that provide recruiting services for a fee, employment professionals will respond to inquiries by the career services office regarding this relationship and the positions the organization was contracted to fill. This principle applies equally to any other form of recruiting that is used as a substitute for the traditional employer/student interaction.

10. When employment professionals conduct recruitment activities through student associations or academic departments, such activities will be conducted in accordance with the policies of the career services office.

11. Employment professionals will cooperate with the policies and procedures of the career services office, including certification of EEO compliance or exempt status under the Immigration Reform and Control Act, and will honor scheduling arrangements and recruitment commitments.

12. Employment professionals recruiting for international operations will do so according to EEO standards. Employment professionals will advise the career services office and students of the realities of working in that country and of any cultural or foreign law differences.

13. Employment professionals will educate and encourage acceptance of these principles throughout their employing institution and by third parties representing their employing organization on campus, and will respond to reports of noncompliance.



# PRINCIPLES FOR Third-Party Recruiters

**Preface:** The *NACE Principles* provides definitions and guidelines for third parties and contractual/staffing services. It is our hope that career services will use this information to make appropriate decisions about the use of third-party, contractual, and staffing services in their operations, including career fairs. These standards are

also designed to provide guidance to third-party recruiters who recruit college graduates through the college recruitment process. These standards are not to be construed as requiring or encouraging, or prohibiting or discouraging, use of third-party recruiters by college or employer professionals.

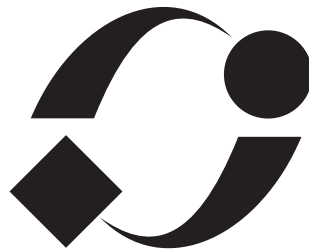
**1. Definition of Third-Party Recruiter:**

- a)** Third-party recruiters are agencies, organizations, or individuals recruiting candidates for temporary, part-time, or full-time employment opportunities other than for their own needs. This includes entities that refer or recruit for profit or not for profit, and it includes agencies that collect student information to be disclosed to employers for purposes of recruitment and employment;
- b)** Third-party recruiting organizations charge for services using one of the following fee structures:
  - 1.** Applicant paid fee—The applicant pays the third-party recruiter a flat fee for services rendered or a fee based upon the applicant’s starting salary once the applicant is placed with an employer.
  - 2.** Employer paid fee—
    - a)** Retainer—The employer pays a flat fee to the third-party recruiter for services performed in the recruiting of individuals to work for the employer.
    - b)** Contingency fee—The employer pays to the third-party recruiter a percentage of the applicant’s starting salary once the applicant is hired by the employer.
    - c)** Fee for service—The employer pays a fee for specific services, e.g. job postings, access to resumes, booth space at a job fair, etc.
- c)** The above definition includes, but is not limited to, the following entities regardless of the fee structure used by the entity to charge for services:
  - 1.** Employment Agencies—Organizations that list positions for a number of client organizations and receive payment when a referred candidate is hired. The fee for listing a position is paid either by the firm listing the opening (fee paid) or by the candidate who is hired.
  - 2.** Search Firms—Organizations that contract with clients to find and screen qualified persons to fill specific positions. The fees for this service are paid by the clients.
  - 3.** Contract Recruiter—Organizations that contract with an employer to act as the employer’s agent in the recruiting and employment function.
  - 4.** Online Job Posting or Resume Referral Services—For-profit or commercial organizations that collect data on job seekers and display job opportunities to which job seekers may apply. The data collected on job seekers are sent to prospective employers. Fees for using the services may exist for the employer, school, or job seeker.
- d)** Temporary Agencies or Staffing Services—Temporary agencies or staffing services are employers, not third-party recruiters, and will be expected to comply with the professional conduct principles set forth for employer professionals. These are organizations that contract to provide individuals qualified to perform specific tasks or complete specific projects

for a client organization. Individuals perform work at the client organization, but are employed and paid by the agency.

- e)** Outsourcing Contractors or Leasing Agencies—Outsourcing contractors or leasing agencies are employers, not third-party recruiters, and will be expected to comply with the professional conduct principles set forth for employer professionals. These are organizations that contract with client organizations to provide a specific functional area that the organization no longer desires to perform, such as accounting, technology services, human resources, cafeteria services, etc. Individuals hired by the outsourcing or leasing firm are paid and supervised by the firm, even though they work on the client organization’s premises.
  - f)** In most cases temporary agencies, staffing services, outsourcing contractors, or leasing firms will be treated as employers. However, should these firms actually recruit individuals to be employees of another organization, then the third-party professional conduct principles shall apply.
- 2.** Third-party recruiters will be versed in the recruitment field and work within a framework of professionally accepted recruiting, interviewing, and selection techniques.
- 3.** Third-party recruiters will follow EEO standards in recruiting activities in a manner that includes the following:
- a)** Referring qualified students to employers without regard to the student’s race, color, national origin, religion, age, gender, sexual orientation, or disability;
  - b)** Reviewing selection criteria for adverse impact and screening students based upon job-related criteria only, not based upon the student’s race, color, national origin, religion, age, gender, sexual orientation, or disability;
  - c)** Refusing, in the case of resume referral entities, to permit employers to screen and select resumes based upon the student’s race, color, national origin, religion, age, gender, sexual orientation, or disability;
  - d)** Avoiding use of inquiries that are considered unacceptable by EEO standards during the recruiting process;
  - e)** Affirming an awareness of and sensitivity to cultural differences and the diversity of the work force;
  - f)** Investigating complaints forwarded by the career services office or the employer client regarding EEO noncompliance and seeking resolution of such complaints.
- 4.** Career centers may choose to advise students to approach with caution third-party recruiters who charge a fee. Members are encouraged to make available to students the NACE publication, “A Student’s Guide to Interviewing With Third-Party Recruiters.”

5. Third-party recruiters will disclose information as follows:
  - a) Third-party recruiters will disclose to students the name(s) of the client, or clients, that the third-party recruiter is representing and to whom the students' credentials will be disclosed.
  - b) When deemed necessary, third-party recruiters will disclose information upon request to career services that would enable career services to verify that it is recruiting for a bona fide job opportunity. Information should include contact information for the organization for which the third party is providing recruiting services. Career services must respect the confidentiality of this information and may not publish it in any manner.
6. Third-party recruiters will not disclose to any employer, including the client-employer, any student information without obtaining prior written consent from the student. Under no circumstances can student information be disclosed for other than the original recruiting purposes nor can it be sold or provided to other entities. Online job posting and resume referral services must prominently display their privacy policies on their web sites, specifying who will have access to student information.
7. Third-party recruiters attending career fairs will represent employers who have authorized them and will disclose the names of the represented employers to career services upon request.



## Advisory Opinions

A NACE member/regional association may request an advisory opinion regarding an interpretation of the *Principles* document at any time. The advisory opinion will apply to the situation as explained and will not be considered a precedent for a subsequent complaint brought to NACE.

- The member/association will prepare a written statement detailing the conduct in question. Statements will include the section, or sections, of the *Principles* to be interpreted relative to the conduct in question.
- The information will be reviewed by the NACE Principles for Professional Conduct Committee and a response given to the member/association.

## Problem-Solving Procedures

Questionable practices or problems involving recruiters and career services practitioners will be resolved between the parties as quickly as possible. NACE recommends the following:

- Discuss the incident with all parties involved in the situation. Determine the specifics of the problem.
- Attempt to resolve the incident among the affected parties.
- Refer unresolved concerns to the supervisors of the involved individuals or to other appropriate officials.

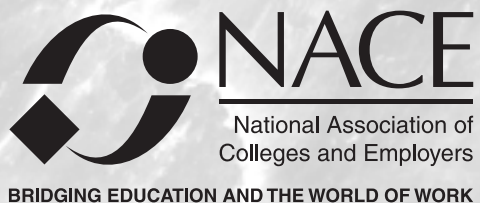
If the problem remains unresolved, complaints or requests for advisory opinions may be presented to the NACE Principles for Professional Conduct Committee for ultimate determination by the NACE Board of Directors. Remedies for violations can include written warning, probation, suspension, and expulsion from NACE membership. For specific details for filing and processing complaints or for requesting an advisory opinion, contact:

### Executive Director

National Association of Colleges and Employers  
 62 Highland Avenue • Bethlehem, PA 18017-9085  
 610/868-1421 • 800/544-5272

This *Principles for Professional Conduct* is the ethics statement of the National Association of Colleges and Employers, the leading source of information for human resources professionals who recruit and hire college graduates and for career services practitioners on college campuses who advise students and alumni in career development and the employment process. The *Principles* serve as a framework within which the career planning, placement, and recruitment processes should function, and as a foundation upon which professionalism can be promoted. For information on the benefits of NACE membership, see [www.naceweb.org/join/](http://www.naceweb.org/join/).

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