

Career Development



On-Campus Employment

A Guide For Students



On an annual basis, Linfield University proudly employs over
58% of current students.

On-campus employment enables you to gain practical experience outside of the classroom, while empowering you for a successful life after Linfield. The goal of this guide is to provide a one-stop resource on the process and procedures of being a Linfield Student Employee.

Student Guide

Table of Contents

| | |
|---|----|
| Types of Student Employment..... | 1 |
| How to find On-Campus Employment..... | 2 |
| Resumes..... | 3 |
| Cover Letters..... | 5 |
| Interviewing..... | 7 |
| Preparing for the First Day..... | 10 |
| Student Responsibilities..... | 12 |
| Employment Basics..... | 13 |
| Paycom..... | 15 |
| Assessment..... | 16 |
| NACE Competencies/SMART Goal Worksheet..... | 17 |
| Institutional Policies..... | 29 |

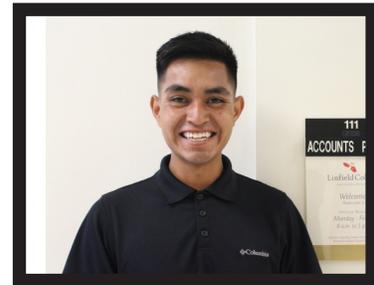
Types of Student Employment

Federal Work-Study

Federal Work-Study provides part-time jobs for undergraduate students with financial need, allowing them to earn money to help pay educational expenses. Federal Work-Study is a federally funded need-based work program and encourages community service work and work related to each student's course of study. Students are responsible for finding their own employment on campus and are accountable to their work supervisors for hours and performance. Working a maximum of 10 hours per week allows students to work the entire semester, more than that means student will need to end employment sooner.

Campus Employment

Campus Employment is a Linfield funded program similar to the Federal Work-Study program, but is not a need-based work program. Job opportunities are similar and wages are the same.



Linfield students who are employed in hourly positions are paid according to federal and state wage and hour laws including minimum wage requirements, workers' compensation, overtime rules, and meal and rest periods. Students may not work more than 20 hours per week when classes are in session and no more than 40 hours per week when classes are not in session. The Financial Aid office must approve any exceptions to the financial need requirement. Linfield University reserves the right to employ at-will. This means employment can be terminated, with or without cause, and with or without notice, at any time, at the option of the employer or at the option of the employee.

Equal Employment Opportunity

Linfield University is an equal opportunity employer. Every employee has the right to work in an environment free from all forms of unlawful discrimination. It is the policy of the university that all employment decisions and policies such as hiring selections, terminations, promotion, training program selections, etc. for all applicants and employees will be made without regard to race, color, religion, gender, national origin, age, disability, sexual orientation, gender identity, marital status, veteran status, or membership in any other protected classification, which includes an individual's association with any of these groups. No employee will be retaliated against for raising concerns under this policy. Each department is responsible for maintaining equal employment opportunity.



How to Find On-Campus Employment

On-campus jobs help you earn money and build marketable skills that you can use to build your resume. You can search for jobs on Cat Connect or by talking to faculty and staff in departments where you may be interested in working.

Cat Connect

The best way to find on-campus employment is through Cat Connect. There you can search for and apply to available positions both on and around campus. The link for Cat Connect is: <https://linfield-csm.symphlicity.com>.



Cat Connect log in instructions:

- From the landing page, click “Log in” under Students/Alumni
- Sign in using your Catnet ID and password (not full email address)
- Once logged in click “Jobs & Internships” on left-hand side
- On the drop down tabs click “Search”
- Use the “position type” filter to select “on-campus student employment” to view work-study eligible positions
- Thoroughly read the job description, requirements, and qualifications before applying to a position
- Upload a custom resume & cover letter
- Follow application process and apply! (To apply through Cat Connect, you must have a resume uploaded before you will see the ‘apply’ button.)

Resumes

Your resume is the place to highlight the experience and qualifications you possess that make you the best candidate for the job. When writing this document, have clean, clear formatting and strong, descriptive language. Know your audience. Reference the position posting to ensure your documents mirror the candidate the department seeks. Linfield University Career Development in Melrose 010 can help you create an effective resume.

Employers rank the importance of skills/qualities as listed below. You might highlight some of your skills using ideas from this list:

- | | |
|---|--|
| 1. Communication skills | 6. Computer skills |
| 2. Strong work ethic | 7. Flexibility/adaptability |
| 3. Teamwork skills (works well with others) | 8. Interpersonal skills (relates well to others) |
| 4. Initiative | 9. Problem-solving skills |
| 5. Analytical skills | 10. Technical skills |

Gather information: Most employers have written job descriptions which list specific qualifications, skills and education needed for the job. It is an excellent tool to read before preparing a resume.

Checklist

- Run a spell-check on your computer before anyone sees your resume.
- Get a friend to conduct a grammar review.
- Ask another friend to proofread it. (The more eyes, the better!)
- Keep it easy to read; leave a margin; open space is good.
- Do not use pronouns in your resume.
- Use quantities to describe accomplishments.
- Submit your resume in a PDF format.
- Try to keep your resume to one full page or two full pages.
- Punctuate and emphasize by the use of white space.
 - Single-space between lines
 - Double-space between sections
- Have references on a separate page, and make sure your name is on a “letter head” with contact information. Only submit references if requested.
- There can be **ABSOLUTELY NO ERRORS** in your final product!
- Career Development staff can review your application materials.



A Great Resume Includes

- Good skill definition
- Succinct language
- Proper spelling
- Written by you
- Clear objective

Common Resume Mistakes

- Failure to describe your skills and abilities that relate to the job for which you are applying
- Wordiness, incorrect spelling, poor grammar
- Having someone else write your resume
- Not stating your objective clearly
- Too long/too short
- Poorly reproduced
- Boastful
- Dishonest
- No white space
- Everything emphasized – too many capitals, underlines, highlighting

- For more information, contact Career Development. -
- Melrose 010. (503) 883 2733. career@linfield.edu -

Cover Letters

An impactful cover letter is essential to your success when seeking employment. Your cover letter is the place to make a personal connection with your employer and stand out as a candidate. When done right, the cover letter leaves a lasting, positive impression that makes an employer want to learn more about you.



A cover letter should answer the following questions:

- Why am I a valuable asset for this company?
- Why are my skills, abilities, and experiences right for this position?
- What can I bring to the table that sets me apart from other applicants?
- What do I want the employer to know about me?
- What are my goals for both this company/position and myself?
- What story do I want to tell?
- Who am I writing to?
- How did I hear about this opportunity?
- What do I know about the company?
- Why I want the position?



Interviewing

Interviews are an important time for you to make a positive impression with your new potential supervisor. The main purpose of the interview is to determine whether your background, experience, and goals align with the employers needs. Take this opportunity to tell stories that highlight your success and interests. It is also a good time to discuss any questions or concerns you may have about the job description and to evaluate whether this might be a good fit for you.

Interview Tips

- Know the job description and research the department prior to the interview
- Practice and prepare using the sample interview questions in this guide
- Bring at least three questions with you to ask the employer at the interview to ensure the position matches your qualifications and interests
- Dress appropriately for the job
- Bring a copy of your current resume, a notepad, and a pen to take notes during the interview
- Be 5-10 minutes early to the interview
- Always follow-up with the employer within 24 hours of the interview with a thank you note reiterating your interest in the position
- Frame your answers using the STAR Method (on page 8) during the interview

What Your Potential Employer Might Ask You

1. What attracted you to this position?
2. Tell me a little about your past work experience.
3. What do you feel are your greatest strengths?
4. What areas do you feel you could improve on?
5. How comfortable are you using a computer? What software programs do you know?
6. Do you consider yourself to be a punctual person?
7. What are three words your previous boss and/or close friend would use to describe you?
8. What's the last book you read and how did it impact you?
9. Where have you traveled and what did you learn from the culture?
10. How have you dealt with viewpoints/opinions contrary to your own? Did yours change at all?
11. Do you have any questions for us? Is there anything else?
12. Tell me about yourself.

Interviewing

Use the STAR Method to tell a story as you answer interview questions

S—Situation: Begin your answer with the background to your experience. Detail the circumstances of your involvement. Provide sufficient detail to develop a context to the rest of your narration.

T—Task: Describe the challenge (or opportunity) at hand: what needed to be done, what should you have done. Detail the outcome that was expected, constraints or conditions that needed to be satisfied.

A—Action: Elaborate your specific action(s) in response to the task. Specify analytical work, team effort or project coordination. Use “I” and “we” statements as appropriate.

R—Result: Explain the results of your efforts: what did you accomplish, what did you learn, how did your managers and team respond, how did your organization recognize you, etc. Wherever possible, quantify your achievements and improvements – e.g., “20% improvement in...” Make sure you’ve answered the question asked, and make sure you’ve communicated your experience and qualities to the interviewers.

SAMPLE STAR RESPONSE:

S – “Advertising revenue was falling off for my college newspaper, The Review, and large numbers of long-term advertisers were not renewing contracts.

T – My goal was to generate new ideas, materials and incentives that would result in at least a 15% increase in advertisers from the year before.

A – I designed a new promotional packet to go with the rate sheet and compared the benefits of The Review circulation with other ad media in the area. I also set up a special training session for the account executives with a professor who discussed competitive selling strategies.

R – We signed contracts with 15 former advertisers for daily ads and five for special supplements. We increased our new advertisers by 20% over the same period last year.”

Interviewing

Questions to Ask Your Potential Employer

1. Can you tell me more about the day-to-day responsibilities of this position?
2. What do you think are the most important qualities an employee must have to excel in this role?
3. Can you describe the culture of this department?
4. What do you consider to be your top competitor, and why?
5. What do you like best about working for Linfield?
6. What are the biggest opportunities this department is facing currently?
7. What are the biggest challenges currently facing this department?
8. What is the typical work week? Is overtime expected/allowed?
9. What is your least favorite part about working here?
10. Are there any additional questions I can answer for you?



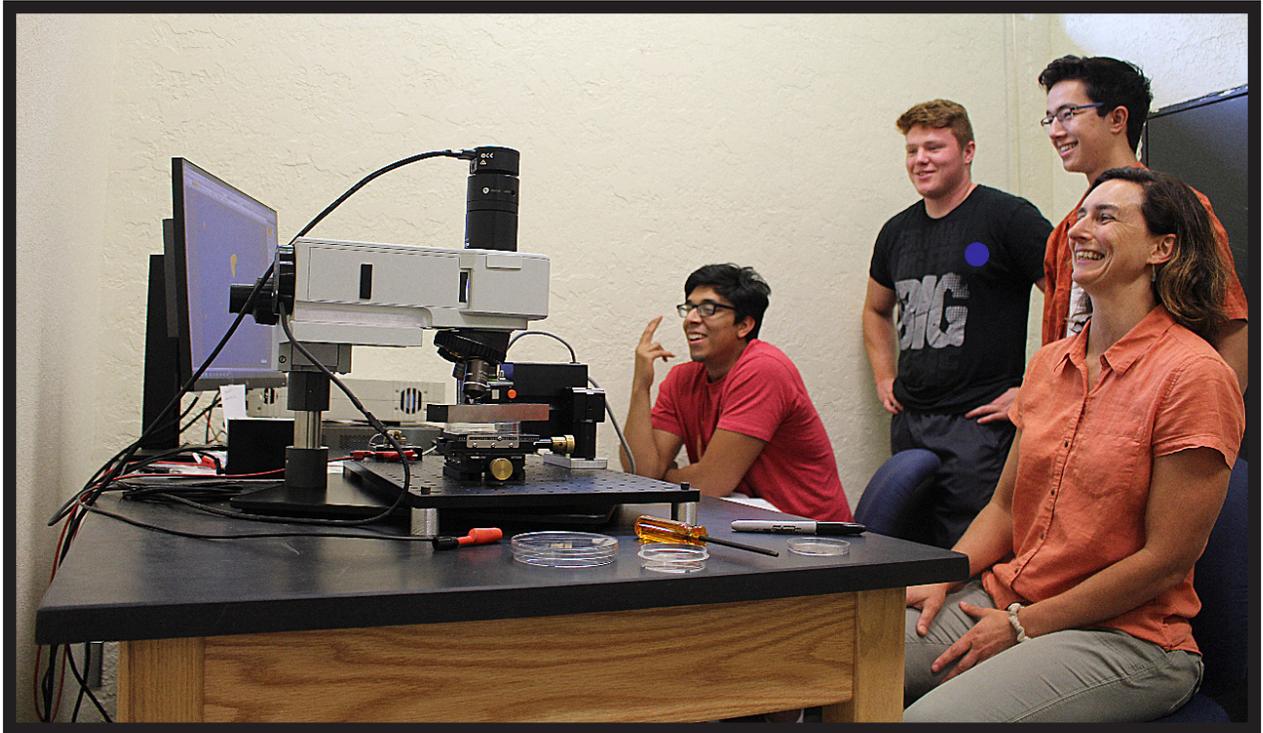
Preparing For The First Day

The initial training and orientation is an important part in establishing a long lasting professional relationship with your new employer and fellow coworkers. It is during this time when office policies, procedures, and position duties are explained via clear communication to insure a productive working environment. On your first day your supervisor should set expectations and help you become familiar and comfortable with coworkers and working environment.

Training

This is the time to learn about the expectations and responsibilities of your new position. Effective training should have both a verbal and visual explanation of the tasks. You may be asked to repeat back information. Be sure that you are thoroughly understanding the expectations of your role in the workplace and you are both on the same page. Ask clarifying questions or for help when needed. In addition to duties of the position, training can be categorized into five main areas:

1. **Communication** – Articulating thoughts clearly and effectively in both written and oral forms with coworkers and supervisors, as well as having the ability to speak confidently in/with the public when necessary. Conduct phone training and how to greet others who enter the department.
2. **Teamwork & Interpersonal** – Ability to build collaborative relationships with diverse personnel, accomplish projects, and manage conflict.
3. **Leadership** – Demonstrating integrity, empathy, motivational, and organizational qualities in order to leverage the strengths of others to accomplish a common goal while managing your own emotions and responsibilities.
4. **Project Management** – Ability to demonstrate personal accountability and effective work habits while accomplishing responsibilities, keeping the “larger picture” in mind.
5. **Professionalism**- Value, respect, and learn from coworkers while maintaining an inclusive, open, sensitive, and confident attitude.



Expectations

Apart from learning your new job duties, it is important that you know and understand the professional protocol of your new position. This includes:

1. **Attendance** – Make sure that you arrive for your shift on time. Follow department guidelines about calling in sick and requesting days off.
2. **Dress Code** – Apparel worn should be professional, business casual, or modest casual. Refrain from wearing short bottoms and showing midriffs/cleavages. Keep perfumes and colognes to a minimum.
3. **Language** – Conversations not directly related to office topics should be avoided when outside students or visitors are present. Avoid gossip and strong language.
4. **Eating Habits** – Check with your supervisor to find out if snacking is okay, as long as it doesn't interfere with daily duties or fellow coworkers. Be polite when chewing gum.
5. **Device Usage** – In accordance with your department's view, it's best to refrain from personal cell phone usage while working. Unless it is a vital phone call, don't take personal calls while on shift.
6. **Music** – Some departments may allow music to be played in shared spaces or the use of headphones/ear buds, this is fine as long as it 1) is not too loud as to inhibit clear communication between coworkers and 2) is acceptable for all audiences, pertaining to profanity or explicit material.

Student Responsibilities

Supervisors are there to provide support, guidance, a secure setting for growth, and an orientation to the workplace for the student employee. As this may be many students' first professional work experience, here are some important tips to remember.

Initially

- Complete the Student Employment Referral Form and turn it into Human Resources.
- Get a list of duties and responsibilities from your employer for the position and make sure you understand them.
- Ask your employer to show you examples of how to perform tasks if you are unsure.
- Ask to shadow alongside another employee.

Ongoing

- Set a good example of professional conduct and work ethic.
- You are a student first—be sure to stay on top of your academics and communicate with your employer.
- Ensure that you are complying with the Family Educational Rights and Privacy Act (FERPA) policies.
- Keep the lines of communication open, clear, and constructive.
- Update your employer with academic obligations to ensure that your work schedule doesn't cause any conflicts.
- Always ask for help from your employers/coworkers when help is needed.
- Be sure that your work space is free from hazards and notify your employer if there are any concerns.
- Perform the tasks defined in job descriptions.
- Accurately clock in and out using Paycom on a daily basis.
- Take a fifteen minute paid break for every four hours worked.
- If you work more than six hours be sure that you take a half-hour (minimum) unpaid break.

Employment Basics

Hours of Work and Scheduling

The business hours for Linfield University administrative offices are 8:00 a.m. to 5:00 p.m., Monday through Friday (hours subject to change during summer). Some individual departments may operate on alternative schedules based on the nature of the services provided. Work schedules within the Sunday through Saturday workweek are determined by department requirements and the nature of each student's position.

The department in which you are employed understands that you are a student first and will work around your academic needs. When creating office schedules, be sure your new employer has your class schedule prior to your designated start date. Your employer should be flexible and understand when a class goes overtime, you have exams, and the final exam schedule. Always communicate if there are further accommodations to your schedule that could be made to ensure the highest level of success in your new position. Let your supervisor know of other commitments you have such as clubs, sports, campus leadership positions, etc. that need to be taken into consideration for scheduling.

Holidays

The university recognizes the following holidays: New Year's Day, Memorial Day, Independence Day, Labor Day, Thanksgiving Day, the day after Thanksgiving, and Christmas Day. Linfield will be closed from December 26 through December 31. The total number of winter break days will vary from year to year. Students do not receive paid holidays.

Employment Basics

Payroll Forms

A Student Employment Referral Form must be completed for each new on-campus job. You can request a new payroll referral from the student payroll coordinator in the Human Resources office (Melrose 109). It will need to be completed by both you and your employer and must be renewed every term including summer.

You will need to turn the completed referral form into HR. You and your supervisor will receive a confirmation email, which will contain Paycom instructions.

If this is your first on-campus job with Linfield, you must complete a new student employee packet. This contains an I-9 Form (which requires presenting HR with original documents), W-4 Form, Student Employee Safety Guidelines Agreement, and Student Payroll Direct Deposit Authorization (if applicable). This packet is completed through Paycom.



Paycom Employee/Student Login

Now that you've got a job, you'll look forward to receiving your pay check! Please note these important details:

1. Record your time! Log into [Paycom](#) online or on their app and talk to your supervisor for specific instructions on how to record the hours you work. All hourly employees MUST clock in and out. Paper timesheets will NOT be accepted. If you forgot to clock in or out one day, you MUST add a punch or punch pair through Paycom before your supervisor can approve your timecard.
2. Supervisor approval: Paycom submissions for the current month must be signed off by your supervisor weekly and submitted to Human Resources no later than the first business day of the following month. Late timecards will delay our ability to pay you.
3. Pay day is on the 5th of every month, however, dates are subject to change to accommodate holidays and weekends. If the 5th falls on a Saturday or Sunday, it is paid the Friday before.
4. Go green!
 - Opting for direct deposit conserves natural resources, saving time and energy. There's no driving to the bank and standing in line; your money is automatically deposited into your checking or savings account on pay day.
 - By signing up for the self-service portal you can go completely paperless, viewing your paystubs through the portal.
 - The portal also offers you the ability to retrieve your W-2 earning statements and much more online.

Paycom Training Videos

Please watch the appropriate training video below before you start using the Paycom system. To view, click the link below or go to www.linfield.edu/humanresources/paycom.html.

- Paycom - [Supervisor Training](#)
- Paycom - [Hourly Employee Training](#)



Assessment

Performance Evaluation and Goal Setting Tool

The Performance Evaluation and Goal Setting Tool was created as an organized assessment that can be completed by any supervisor, preferably during a student's second month of employment. This will allow time for communication and goal setting for the upcoming months. An evaluation should also be conducted at the conclusion of each term by the supervisor, the employee themselves, or both. Using this tool as a peer review exercise is also a helpful option. Whenever an evaluation is conducted, it is important to remember that the goal is to improve skills and enhance growth.

The purpose of this tool is to assess the core competencies and skills that are being used and developed through on-campus employment in relation to what employers look for when hiring college graduates. While completing this form keep in mind how a liberal arts education and on-campus employment is valuable in a successful transition to life after Linfield.



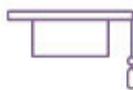


CAREER READINESS

Competencies for a Career-Ready Workforce

Career Readiness Competencies

There are **eight career readiness competencies**, each of which can be demonstrated in a variety of ways.



Career & Self-Development



Leadership



Communication



Professionalism



Critical Thinking



Teamwork



Equity & Inclusion

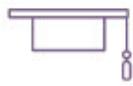
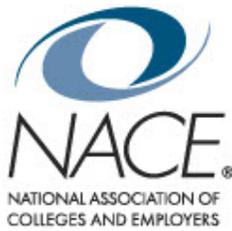


Technology

What Is Career Readiness?

Career readiness is a foundation from which to demonstrate requisite core competencies that broadly prepare the college educated for success in the workplace and lifelong career management.

CAREER READINESS
COMPETENCIES



Career & Self-Development

Proactively develop oneself and one's career through continual personal and professional learning, awareness of one's strengths and weaknesses, navigation of career opportunities, and networking to build relationships within and without one's organization.

Sample Behaviors

- Show an awareness of own strengths and areas for development.
- Identify areas for continual growth while pursuing and applying feedback.
- Develop plans and goals for one's future career.
- Professionally advocate for oneself and others.
- Display curiosity; seek out opportunities to learn.
- Assume duties or positions that will help one progress professionally.
- Establish, maintain, and/or leverage relationships with people who can help one professionally.
- Seek and embrace development opportunities.
- Voluntarily participate in further education, training, or other events to support one's career.



What Is Career Readiness?

Career readiness is a foundation from which to demonstrate requisite core competencies that broadly prepare the college educated for success in the workplace and lifelong career management.

CAREER & SELF-DEVELOPMENT



Communication

Clearly and effectively exchange information, ideas, facts, and perspectives with persons inside and outside of an organization.

Sample Behaviors

- Understand the importance of and demonstrate verbal, written, and non-verbal/body language, abilities.
- Employ active listening, persuasion, and influencing skills.
- Communicate in a clear and organized manner so that others can effectively understand.
- Frame communication with respect to diversity of learning styles, varied individual communication abilities, and cultural differences.
- Ask appropriate questions for specific information from supervisors, specialists, and others.
- Promptly inform relevant others when needing guidance with assigned tasks.

What Is Career Readiness?

Career readiness is a foundation from which to demonstrate requisite core competencies that broadly prepare the college educated for success in the workplace and lifelong career management.

COMMUNICATION



Critical Thinking

Identify and respond to needs based upon an understanding of situational context and logical analysis of relevant information.

Sample Behaviors

- Make decisions and solve problems using sound, inclusive reasoning and judgment.
- Gather and analyze information from a diverse set of sources and individuals to fully understand a problem.
- Proactively anticipate needs and prioritize action steps.
- Accurately summarize and interpret data with an awareness of personal biases that may impact outcomes.
- Effectively communicate actions and rationale, recognizing the diverse perspectives and lived experiences of stakeholders.
- Multi-task well in a fast-paced environment.



What Is Career Readiness?

Career readiness is a foundation from which to demonstrate requisite core competencies that broadly prepare the college educated for success in the workplace and lifelong career management.

CRITICAL
THINKING



Equity & Inclusion

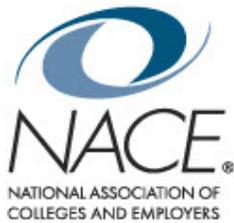
Demonstrate the awareness, attitude, knowledge, and skills required to equitably engage and include people from different local and global cultures. Engage in anti-racist practices that actively challenge the systems, structures, and policies of racism.

Sample Behaviors

- Solicit and use feedback from multiple cultural perspectives to make inclusive and equity-minded decisions.
- Actively contribute to inclusive and equitable practices that influence individual and systemic change.
- Advocate for inclusion, equitable practices, justice, and empowerment for historically marginalized communities.
- Seek global cross-cultural interactions and experiences that enhance one's understanding of people from different demographic groups and that leads to personal growth.
- Keep an open mind to diverse ideas and new ways of thinking.
- Identify resources and eliminate barriers resulting from individual and systemic racism, inequities, and biases.
- Demonstrate flexibility by adapting to diverse environments.
- Address systems of privilege that limit opportunities for members of historically marginalized communities.

What Is Career Readiness?

Career readiness is a foundation from which to demonstrate requisite core competencies that broadly prepare the college educated for success in the workplace and lifelong career management.



Leadership

Recognize and capitalize on personal and team strengths to achieve organizational goals.

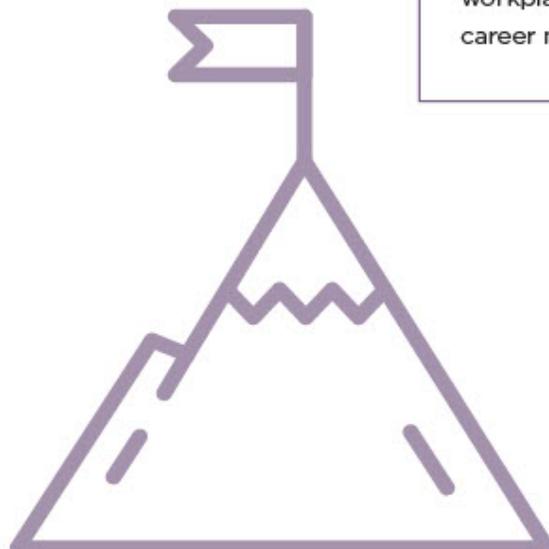
Sample Behaviors

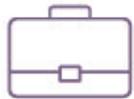
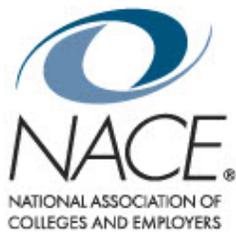
- Inspire, persuade, and motivate self and others under a shared vision.
- Seek out and leverage diverse resources and feedback from others to inform direction.
- Use innovative thinking to go beyond traditional methods.
- Serve as a role model to others by approaching tasks with confidence and a positive attitude.
- Motivate and inspire others by encouraging them and by building mutual trust.
- Plan, initiate, manage, complete, and evaluate projects.



What Is Career Readiness?

Career readiness is a foundation from which to demonstrate requisite core competencies that broadly prepare the college educated for success in the workplace and lifelong career management.





Professionalism

Knowing work environments differ greatly, understand and demonstrate effective work habits, and act in the interest of the larger community and workplace.

Sample Behaviors

- Act equitably with integrity and accountability to self, others, and the organization.
- Maintain a positive personal brand in alignment with organization and personal career values.
- Be present and prepared.
- Demonstrate dependability (e.g., report consistently for work or meetings).
- Prioritize and complete tasks to accomplish organizational goals.
- Consistently meet or exceed goals and expectations.
- Have an attention to detail, resulting in few if any errors in their work.
- Show a high level of dedication toward doing a good job.

What Is Career Readiness?

Career readiness is a foundation from which to demonstrate requisite core competencies that broadly prepare the college educated for success in the workplace and lifelong career management.



Teamwork

Build and maintain collaborative relationships to work effectively toward common goals, while appreciating diverse viewpoints and shared responsibilities.

Sample Behaviors

- Listen carefully to others, taking time to understand and ask appropriate questions without interrupting.
- Effectively manage conflict, interact with and respect diverse personalities, and meet ambiguity with resilience.
- Be accountable for individual and team responsibilities and deliverables.
- Employ personal strengths, knowledge, and talents to complement those of others.
- Exercise the ability to compromise and be agile.
- Collaborate with others to achieve common goals.
- Build strong, positive working relationships with supervisor and team members/coworkers.



What Is Career Readiness?

Career readiness is a foundation from which to demonstrate requisite core competencies that broadly prepare the college educated for success in the workplace and lifelong career management.

TEAMWORK



Technology

Understand and leverage technologies ethically to enhance efficiencies, complete tasks, and accomplish goals.

Sample Behaviors

- Navigate change and be open to learning new technologies.
- Use technology to improve efficiency and productivity of their work.
- Identify appropriate technology for completing specific tasks.
- Manage technology to integrate information to support relevant, effective, and timely decision-making.
- Quickly adapt to new or unfamiliar technologies.
- Manipulate information, construct ideas, and use technology to achieve strategic goals.

What Is Career Readiness?

Career readiness is a foundation from which to demonstrate requisite core competencies that broadly prepare the college educated for success in the workplace and lifelong career management.

TECHNOLOGY



National Association of Colleges and Employers

Advancing college talent together

Established in 1956, the National Association of Colleges and Employers (NACE) is the leading source of information on the employment of the college educated.

In carrying out its mission — to empower the community of talent acquisition and higher education professionals focused on the development and employment of college-educated talent by advancing equitable, evidence-based practices; creating leading content, research, and professional development opportunities; and enabling robust professional networks, while serving as the voice for the profession — NACE connects more than 9,500 college career services professionals at nearly 2,000 colleges and universities nationwide, and more than 3,200 HR/staffing professionals focused on university relations and recruiting, and business affiliates who serve this community.

For more information on how NACE supports the career services and college recruiting field, visit www.nacweb.org/membership.



For more information on this initiative,
visit nacweb.org/career-readiness-competencies.

Revised March 2021

©2021 National Association of Colleges and Employers. All rights reserved.

SMART Goal Worksheet

Student Employee: _____

Date: _____

Target Date: _____

Goals:

1. _____

2. _____

3. _____

Verify that your goals are **SMART**

Specific: *What exactly will you accomplish?*

1. _____

2. _____

3. _____

Measurable: *How will you know when you have reached this goal?*

1. _____

2. _____

3. _____

Achievable: *Is achieving this goal realistic with effort and commitment? Do you have the resources you need to achieve this goal? If not, how will you get them?*

- 1. _____

- 2. _____

- 3. _____

Relevant: *How does your goal fit into NACE's Core Competencies?*

- 1. _____

- 2. _____

- 3. _____

Timely: *When will this goal be achieved?*

- 1. _____

- 2. _____

- 3. _____

Institutional Policies

Anti-Harassment

It is the policy of Linfield University to maintain a work and academic environment free from harassment for its employees, students, visitors, and vendors. Discriminatory harassment, including sexual harassment, is a violation of state and federal law. Linfield University will not tolerate any form of discriminatory harassment, including sexual harassment. Any and all complaints or allegations of harassment, including sexual harassment, will be investigated promptly. Appropriate, corrective action will be implemented based upon the results of the investigation in the event harassment is in violation of this policy and is found to have taken place. As a university that prides itself on fostering academic freedom, including freedom of speech and freedom of conscience, Linfield especially recognizes these values insofar as the classroom and the work place environment is concerned. Faculty and students should refer to the section “Anti-harassment Protection and Academic Freedom” in the Faculty Handbook for consideration of the importance of academic freedom, freedom of speech, and freedom of conscience.



Institutional Policies

Disciplinary Action/Termination

There are various offenses that require the disciplinary action and/or termination of a student employee. Once the action of the student has been made aware to proper superiors, the immediate supervisor and department director should meet to discuss what action to take. The following are examples, not an exhaustive list, of possible scenarios rendering discipline or termination:

- Violation of any Linfield University Institutional Policies.
- Irregular attendance, unreliability, excessive tardiness, or failure to hold allocated shift hours.
- Failure to comply with the directions from your supervisor or officers of the university when acting in the performance of their duties.
- The willful commission of any act which is a crime under the laws of the State of Oregon or the United States and which results in a criminal charge and conviction in any court of competent jurisdiction.
- Theft, embezzlement or acting as an accessory to embezzlement of property, information, or money.

Steps to take if a student is terminated:

- Written document to student with student signature
- Departments who are notified:
 1. Human Resources/Payroll
 2. ITS to end access to department resources
 3. Linfield Public Safety to end access to department resources
 4. Student Affairs, if needed

Institutional Policies II

Consensual Sexual and/or Romantic Relations

There are special risks in any sexual or romantic relationship between individuals in inherently unequal positions. In the university context, such positions include but are not limited to faculty and student, supervisor and employee, senior faculty and junior faculty, advisor and advisee, coach and athlete, and individuals supervising the day-to-day student living environment and student residents. Because of the potential for conflict of interest, exploitation, favoritism, and bias, such relationships may undermine the real or perceived integrity of the supervision and evaluation provided, and the trust inherent particularly in the faculty-student context. Moreover, these relationships may be less consensual than the individual whose position confers power believes. The relationship is likely to be perceived in different ways by each of the parties to it, especially in retrospect.

Such relationships also have the potential to cause harm to others in the academic or work environment. Relationships in which one party is in a position to review the work or influence the career of the other may provide grounds for complaint by third parties when that relationship gives special access or advantage, restricts opportunities for others, or creates a perception of these problems. Furthermore, circumstances may change, and conduct that was previously welcome may become unwelcome. Even when both parties have consented at the outset to romantic or sexual involvement, past consent does not remove grounds for a charge based upon subsequent unwelcome conduct.

In the interest of maintaining high standards of professional conduct, and of avoiding behavior that could interfere or could easily be construed to interfere with the discharge of an employee's professional responsibilities, Linfield University prohibits sexual or romantic relationships between any university employee and a student or between any supervisor and a subordinate, even when the parties have consented to enter into such a relationship. This policy applies to an employee and a student even when no actual or apparent professional relationship exists at the time, because the potential always exists for the involved employee to be placed unexpectedly into a position of responsibility concerning the student (e.g., instruction, evaluation, and counseling, coaching, and advising).

- For more information, refer to the Linfield University Employee Handbook Personnel Policies and Procedures or contact Human Resources-

- Melrose 109. (503) 883 2594. hr@linfield.edu -

Institutional Policies III

Safety, Violence, and Weapons

It is the goal of Linfield University to provide a safe and healthy environment for all employees, students, and visitors through compliance with state and federal OSHA laws. When an employee is injured on-the-job, call 911 if appropriate, and/or notify a manager immediately, then Linfield Public Safety. Work place injuries/illnesses need to be reported to the Director of Environmental Health and Safety.

The university prohibits any acts or threats of violence by employees, former employees, students, former students, or any individual coming onto university property or attending university-sponsored functions or activities. All employees and students have a duty to warn the university of any suspicious or questionable behavior or activities. Suspicious or questionable behavior may include threats of violence, aggressive behavior and intimidating conduct. An individual who comes forward to report or complain of a violent or potentially violent person will be protected from retaliation.

The possession or use of any firearm or other weapon is prohibited on any university property, in any vehicle on a university property, and at any university sponsored event at any location. This policy applies to anyone possessing a valid permit to carry a concealed weapon. Any student who violates this policy is subject to disciplinary action up to and including suspension.

Emergency Preparedness Plan

Linfield University has developed a working plan that outlines responses to a variety of emergencies. All university buildings have evacuation maps and instructions posted. Employees and students should become familiar with this information prior to an emergency. The Emergency Operations Plan and other disaster preparedness brochures can be found on the Linfield Public Safety website [here](#).

Institutional Policies III

Drug, Alcohol, and Smoking/Vaping

Linfield University seeks to assure the health and well-being of the entire university community. Therefore, the misuse and illegal use, possession, transportation, distribution, manufacture, or sale of alcohol and other drugs is not permitted on property owned or controlled by the university, while representing the university on business, or in other university sponsored activities.

The use of alcohol on university owned or controlled property, or at events associated with Linfield programs, is restricted to those of legal drinking age. There shall be no consumption of alcohol in public areas of the university, or at university-sponsored events, unless such use is specifically authorized in writing by the president or board of trustees of the university.

In compliance with the Oregon Indoor Clean Air Act and for life safety reasons, smoking/vaping is prohibited in all indoor areas of Linfield University, including but not limited to classrooms, hallways, lounges, laboratories, offices, dining areas, residence hall rooms, apartments, and all housing managed by Linfield. Smoking/vaping is not permitted within 30 feet of building entrances, open windows, and ventilation intakes. For public health reasons, smoking/vaping is similarly prohibited at all indoor and outdoor public gatherings held on campus, regardless of the sponsor. Smoking/vaping is also prohibited in all university vehicles.

Linfield University is a drug-free workplace. Any member of the University community who uses, is under the influence of, manufactures, possesses, has under their control, sells, furnishes, or facilitates the use of a narcotic or dangerous drug or misuses prescription medication, is subject to disciplinary action up to and possibly including separation from the University. This includes the possession or use of marijuana, marijuana oil, food products, cannabidiol, (hemp oil permitted if stored in original container), etc. If students are present where marijuana is being consumed, all persons present may be held in violation of the university marijuana policy. Because drug use is a hindrance to success in college, the University will treat any violation of any University policy, state or local drug laws on or off campus by students as a violation of the University drug policy. Law Enforcement may be contacted at the University's discretion.



Linfield Career Development

Career Development empowers students to explore, discover, connect, and experience — leading to life-long career success.



Michael J. Hampton
Senior Program
Director
mhampton@linfield.edu
503-883-2442



Donna Montoya
Assistant Director for
Strategic Partnerships
dmontoya@linfield.edu
503-883-2443



Kristi Mackay
Assistant Director for
Internship Engagement
kmackay@linfield.edu
503-883-2606



Sherry Davidson
Office Coordinator
sdavidson3@linfield.edu
503-883-2733

We honor diversity. *Career Development values the uniqueness of each student, alumni partner, on-campus collaborator, recruiter, and community member. We actively work to honor and celebrate the diverse cultures, identities, needs, and circumstances of those we serve and do so in a way that is equitable, inclusive, genuine, anti-racist, respectful, and just. We believe in the importance of creating a culturally responsive environment of belonging, where people thrive.*