## FSU Career Center Manual

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Revised 1/29/03
Florida State University
Career Center Manual
Revised June 7, 2002

F.S.U. Career Center Policies and Procedures

Introduction

In recent years it has occurred to us that we should have a handbook available for new and experienced staff that explains just how things work (or sometimes fail to work) on the fourth level University Center, as well as in the satellite placement offices in the College of Business, and the Florida Agricultural & Mechanical University/Florida State University, College of Engineering. This manual has been assembled by Rosalyn Bryant, Deborah Crowder, Jeff Garis, Robert Reardon, and Janet Lenz, with contributions by many of the Career Center staff. We hope that it will be an aid in a variety of matters such as goals/objectives planning, travel, office communications, and other issues of concern that surface from time to time.

The contents of this Manual are directed at CORE, generic functions of the Career Center, those basic functions that all members of the Career Center staff share in common. It is understood that these core functions take precedence and have priority over a staff member’s individual programmatic activities, i.e., instruction, research, Tech Center, Career Experience Opportunities (CEO), Career Placement Services (CPS), fund raising, Curricular-Career Information Service (CCIS).

- It is noted that some programmatic areas, e.g., CPS, CEO, may have special policies that are specific to their services, and these policies and procedures are not included in this Manual.

- This Manual is updated and reviewed annually before the Career Center staff retreat in May or June each year. The Budget and Staffing Committee will conduct that activity in May of each year.

- An electronic read-only copy of this Career Center Manual is maintained on the UCA F Drive as CC Office Manual. New additions to the Manual may be posted on this site before they are printed for the paper notebook version of the Manual.

The specific purpose of this manual is to describe the methods by which the Career Center conducts its business and governs itself. This will:

1. help guard against the over-reliance of institutional memory on the part of older staff members regarding the way things are done;
2. help improve the orientation and training of new staff members of the Career Center;

3. clarify the ways in which individual staff members contribute to the larger Career Center mission and functions;

4. present a method by which the Career Center can positively address persistent, policy related issues, that contribute to staff morale and the achievement of individual and unit objectives; and

5. assist staff members in the high quality performance of their duties.

Please note that this Career Center Manual is intended to be a helpful guide, NOT a “dictatorial edict,” that facilitates the delivery of quality career services to our clients and contributes to strong management of one of the leading Career Centers at the national level. Furthermore, this manual should be viewed as dynamic rather than static and will be continually updated.
I. Career Center Structure and Function

A. Philosophy

1. Office Objective

Our office objective is to be and be recognized as the best, the leader, number one student services among all departments at The Florida State University and throughout the nation. If as an office, we achieve this objective, then it will clearly reflect positively upon us as individuals.

Innovation, creativity and above all, quality, are stressed in all our programs and services and in our approach to the delivery of these programs and services.

It should always be our practice in working cooperatively with any individual student, staff member, faculty member, recruiter, or anyone else, or any other office or department to display a willingness to go “more than half way” to insure the success of such cooperative efforts.

We are sensitive to our professional image with students, the business and university communities. Commitments to students and other clients are considered sacred. We strive to demonstrate to the entire university and business community on a continuing basis that we are credible in describing the nature of our programs and services and that we are well organized and in control of things that lead to the successful delivery of those services.

2. Management Style

The Career Center is an office of individuals each with his/her own personality and characteristics. And while this is true, certain general characteristics of the management style will allow us to achieve our objectives.

a. The staff is self-critical. All staff must be capable of recognizing and accepting their mistakes and learning from them.

b. Open, constructive communication is encouraged at all levels, and is viewed as a method of problem solving—conflict resolution. Hiding problems is not acceptable. Covert political activity is strongly discouraged.

c. Decision of consensus is the rule. Decisions once made are supported. Position in the organization is not the basis for quality of ideas. Decisions are encouraged to be made at all levels in the organization, where the facts are. What people help create, they support.
d. A highly communicative/participatory/open management approach is part of our style. People want to know as much as possible about their work environment, and not knowing hurts. It hurts their pride, insults their intelligence, arouses their fears, and results in counter-productivity. We must have “enough” meetings. Problems must be discussed in an open forum and so on. Staff members at all levels must be accessible.

e. Staff members must be ethical. Decisions and actions must be consistently beyond question from an ethics standpoint. By telling the truth and by treating everyone within and without our organization equitably, we establish our ethical credibility. The Career Center maintains Institutional Membership with the National Association of Colleges and Employers (NACE). As a result, the Career Center and its staff adhere to NACE’s Principles for Professional Conduct in Career Services and Employment Professionals. A copy of these principles is maintained in the Career Center Staff Library and is also available on-line: http://www.jobweb.org/nace/principl.htm. Many A&P staff and Faculty maintain memberships in professional organizations such as American Counseling Association, American Psychological Association and National Career Development Association. Also, some staff members are Certified Counselors or Licensed Psychologists. All of these associations and licensing boards provide ethical standards for members.

f. Trust in relationships is important. Without trust, any human relationship will inevitably degenerate into conflict. With trust, anything is possible.

g. Staff must face up to difficult decisions, whether they are professional, organizational, or personal.

h. The responsibility for professional development rests to a considerable degree with the individual staff members and immediate supervisors. To behave in an ethical manner here means that time and effort must be put into the professional development of staff. This means mentoring staff and encouraging continued improvement in both skills and performance while creating an environment conducive to professional development.
3. Student Service Orientation

The Student is:

- the most important person on the campus, without students there would be no need for our office or this institution.
- not a cold enrollment statistic, but a flesh and blood human being with feelings and emotions like our own.
- not someone to be tolerated so that we can do our thing. They ARE our thing.
- not dependent on us. Rather, we are dependent on them.
- not an interruption of our work, but the purpose of it. We are not doing them a favor by serving them. They are doing us a favor by giving us the opportunity to do so.

B. Mission Statement

1. Introduction

Career development touches upon virtually every aspect of a student’s experience at the University.

In an annual survey by the Higher Education Research Institute, incoming freshmen for the past ten years have stated that their ability to prepare for and get a better job was one of the most important reasons why they had decided to go to college.

While one could argue that vocational preparation is not the business of higher education, the connection between a college education and success in working life is an established fact of reality shared by the vast majority of college-bound students and their parents.

When a student enters college for the first time, the career development process has already begun, but it is at this point that the importance of career and academic decisions rise to a new challenging level. Decisions will be made that will impact the individual’s self-concept, social effectiveness, economic productivity, and civic and moral responsibility throughout a lifetime.

It is one’s career decision, developed and supported by the knowledge and insight provided by a quality education, that completes the total university experience.

2. The Career Center’s role in that process is reflected in the following statement:
The mission of the Career Center is to provide comprehensive career services, train career service practitioners, conduct life/career development research, and disseminate information about life/career services and issues to the university, the nation, and the world. The Career Center has creatively developed an effective, collaborative, interdepartmental array of career services for students and other university constituents. The Career Center is directly involved in instruction and research to support this mission. Although administratively located in Student Affairs, Career Center interventions impact virtually every facet of university life, including new student recruitment, employer/community relations, research, and alumni affairs.

3. The Career Center develops programs and services to support the University instruction, research, and service mission through:

- providing a centralized, integrated career development and placement program for students for the Florida State University.

- educating the university community regarding awareness of career development as a concept linking education and work.

- increasing student awareness of and involvement in career development and placement programs.

- establishing an organizational structure, physical setting, and the resources necessary to manage effective career development programs, placement services, and evaluation systems.
C. Organizational Chart

The Career Center • The Florida State University • Organizational Chart

Office of the Vice President for Student Affairs

Director

Career Dev. Coord.

Systems Coordinator

Senior Fiscal Asst.

Info. Specialist

CPS

CCIS

CEO

TECH CENTER

Assoc. Dir. Career Placement Services

Admin. Asst.

Program Asst., COB

Asst. Dir. Career Placement Services

Secretary

Graduate Assistant Career Advisors

Asst. Dir. Career Placement Services

Asst. Dir.

Asst. Dir.

Asst. Dir.

Asst. Dir.

Program Assistant

Co-Director* Tech Center

Sr. Research Assoc.* Tech Center

Assoc. Dir. Career Advising, Counseling & Programming

Assoc. Dir. Career Experience Opps.

Professor & Program Dir., Instruction, Research & Evaluation & Co-Dir., Tech Center

* Faculty from the Department of Educational Psychology and Learning Systems with part-time professional affiliation and office hours within The Career Center
II. Goals and Objectives

In this section, twelve (12) specific goals of the Career Center are identified in two broad categories, (1) Program Goals and (2) Learner Outcome Goals. These goals summarize the comprehensive work of the Career Center at Florida State University. Program goals specify the program activities that comprise the core services of the Career Center. The execution of these goals resides in Career Center program offices, e.g., CCIS, CEO, Placement, Tech Center, individual staff, or ad hoc groups of staff, e.g., committees. These goals also include process goals, which involve activities such as public relations and evaluation. Finally, Learner outcome goals address the knowledge, skills, and attitudes that students will acquire in the process of participating in the programs and services of the Career Center. The two types of goals are listed below.

A. Program Goals

A.1. Increase awareness of career programs and services to Career Center constituents, e.g., students, alumni, faculty/staff, employers, other professionals, community members.

A.2. Assist constituents in becoming more sensitive and effective in responding to diversity issues in the career planning and placement process.

A.3. Develop positive relationships with potential employers to insure the efficient flow of information to persons.

A.4. Promote cooperative relationships with University staff/faculty to gain their active support in the delivery of career services.

A.5. Promote the professional growth of Career Center staff.

A.6. Assist other professionals or pre- and/or para-professionals in developing knowledge and skill in the delivery of career services.

A.7. Research career development and employment issues and provide systematic feedback to the Career Center, the University community, the business community, and the profession concerning career issues and effective career interventions.

A.8. Assess unmet needs for career services of constituents and determine optimum interventions for addressing these needs.

A.9. Develop and implement fundraising campaigns to support Career Center programs.
B. Learner Outcome Goals

B.1. Enable persons to develop and implement career goals.

B.2. Enable persons to obtain professionally relevant employment exposure and experience prior to graduation.

B.3. Enable persons to develop contacts with organizations and representatives associated with employment and graduate/professional school opportunities.

Program Objectives Related to Goals

In this section, more specific, detailed information about Career Center program objectives and learner outcome objectives is provided to show the relationship between what the Career Center does and the twelve broad Career Center goal statements listed above.

A. Program Goals

A.1. Increase awareness of career programs and services to Career Center constituents, e.g., students, alumni, faculty/staff, employers, other professionals, community members.

A.1.a. Develop print, media and computer-based materials to advertise and promote Career Center services.

A.1.b. Provide programs to promote the Career Center to its constituents.

A.1.c. Produce publications on an annual or semester basis, such as

<table>
<thead>
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<tr>
<td>Alumni Career Services (see Appendix A)</td>
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<tr>
<td>Career Advisor Scholarship Newsletter</td>
<td>October</td>
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<tr>
<td>CC Annual Report</td>
<td>August</td>
</tr>
<tr>
<td>Career Center student brochure</td>
<td>as needed</td>
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<tr>
<td>Career Connection</td>
<td>September</td>
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<tr>
<td>CEO Student brochure</td>
<td>annually</td>
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<tr>
<td>Career Guide</td>
<td>August/December</td>
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<tr>
<td>Employer Handbook</td>
<td>every 2 years</td>
</tr>
<tr>
<td>Fund Raising brochure</td>
<td>as needed</td>
</tr>
<tr>
<td>Placement Line</td>
<td>August</td>
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<tr>
<td>Placement Partners brochure</td>
<td>as needed</td>
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<tr>
<td>Recruiting the FSU Student brochure</td>
<td>as needed</td>
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<tr>
<td>Seminole Connection brochure</td>
<td>as needed</td>
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<tr>
<td>Red/Gold bookmark</td>
<td>August</td>
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A.1.d. Participate in core University programs, e.g., student orientation, Parent’s Weekend.
A.2. Assist constituents in becoming more sensitive and effective in responding to diversity issues in the career planning and placement process.

A.2.a. Involve students who are members of special populations in the career planning and placement process.

A.2.b. Develop and implement selected programs and services targeted to the needs of diverse populations including but not limited to women, African-Americans, Hispanics, international students, student athletes, students with disabilities and returning adult students, e.g., Sigma Chi Iota, Advocates for Disability Awareness.

A.2.c. Monitor the issues of Affirmative Action/EEO/ADA in daily activity as it relates to employers and students.

A.3. Develop positive relationships with potential employers to insure the efficient flow of information to persons.

A.3.a. Assist employers in developing linkages with students, e.g., employment vacancy listings, informational programs, career expositions, on-campus interviewing for internships and post graduate employment, electronically based resume referral services.

A.3.b. Operate the Placement Partners program to enable employers to increase their presence and profile among Florida State University students.

A.3.c. Make employer site visits.

A.3.d. Obtain employer feedback and evaluation of Career Center programs through the Advisory Committee.

A.4. Promote cooperative relationships with University staff/faculty to gain their active support in the delivery of career services.

A.4.a. Inform other student service offices and academic units of the functions and services provided by the Career Center.

A.4.b. Train academic and other advisors in career planning interventions and Career Center services to improve the referral process.

A.4.c. Develop a referral mechanism with other student service offices, student programs and services, and academic units.

A.4.d. Promote the delivery of career services with other student service offices, student organizations, and academic units.

A.4.e. Establish and develop liaisons with selected colleges, academic departments, and other campus offices (see Appendix B).

A.4.f. Represent the Career Center in a variety of DSA and University-wide committees and task forces.
A.4.g. Operate a faculty/employer/student Advisory Board to provide feedback to the Career Center regarding programs and services.

A.4.h. Offer selected programs and services in cooperation with the Alumni Association to address the career planning and employment needs of Florida State University graduates (see Appendix A).

A.5. Promote the professional growth of Career Center staff.

A.5.a. Assist staff in increasing their knowledge of career development interventions through Career Advisor training, workshop presentations, and other internal Career Center training activities.

A.5.b. Encourage staff members to promote a mutually supportive atmosphere for individual professional development.

A.5.c. Support staff involvement in professional associations.

A.5.d. Encourage staff networking within the career services profession.

A.5.e. Maintain an on-going commitment to human relations training.

A.5.f. Develop individual training programs and materials for new staff.

A.5.g. Conduct Career Center general and professional staff meetings (during the career advisor meeting time) bi-weekly during fall and spring semesters.

A.5.h. Develop individual staff professional goals and objectives annually for review with supervisors.

A.5.i. Conduct at least two individual staff supervision meetings each semester.

A.5.j. Conduct performance appraisals with all staff annually.

A.5.k. Encourage staff to participate in professional development activities that are available within DSA as well as through other University departments, e.g., course study through academic units, Center for Professional Development, and Personnel/Employee Assistance programs.

A.5.l. Encourage staff to attend a least one professional conference or workshop annually (given available funding).

A.5.m. Encourage staff to submit program proposals and present programs at professional meetings.

A.5.n. Encourage staff to submit manuscripts and articles for publication in professional association journals and periodicals.

A.6. Assist other professionals or pre- and/or para-professionals in developing knowledge and skill in the delivery of career services.
A.6.a. Train and supervise career advisors, graduate assistants, interns, practicum students, and student assistants in career development and placement issues and service delivery.

A.6.b. Develop cooperative relationships with those academic departments preparing professionals or paraprofessionals in areas related to career development.

A.6.c. Provide limited consultation and technical assistance services to other professionals within and outside of Florida State University regarding career development theory, career service delivery, and computer applications in career development.

A.6.d. Hold weekly career advisor staff meetings during the fall and spring semesters to provide training and supervision.

A.6.e. Serve as a practicum site and offer training and supervision to graduate level students providing individual career counseling services.

A.6.f. Teach graduate-level career development courses as well as serve on doctoral committees (selected Career Center staff who hold faculty rank in the Department of Human Services and Studies (Psychological Services in Education Program).

A.6.g. Provide consultation and program support in the delivery of career services at the Panama City campus.

A.6.h. Provide orientation to Career Center programs and services to national and international professional visitors.

A.7. Research career development and employment issues and provide systematic feedback to the Career Center, the University community, the business community, and the profession about these issues and effective career interventions.

A.7.a. Conduct and disseminate research on a wide variety of topics related to student career development and employment, e.g., assessment of student career needs, assessment of the effectiveness of career interventions, follow-up of graduating students.

A.7.b. Make information available on labor market developments from a national and state perspective, highlighting the implications for students and policy makers in the University community.

A.7.c. Serve as a research site and provide office space for selected faculty from the Department of Human Services and Studies (Psychological Services in Education Program).

A.7.d. Serve as a clearinghouse for research associated with Computer Assisted Guidance Systems (CAGS) at the national and international level.
A.7.e. Conduct research regarding the application and effectiveness of CAGS.

A.7.f. Develop and research new instruments and assessments associated with the career development process.

A.8.5. Assess unmet needs for career services of constituents and determine optimum interventions for addressing these needs.

A.8.a. Monitor and report activity levels and trends associated with core Career Center programs and services on a semester and annual basis.

A.8.b. Conduct systematic qualitative and quantitative evaluations of core Career Center programs and services including career advising and counseling, course instruction, outreach programming, experiential education, and placement services.

A.8.c. Develop and implement an evaluation plan, including time-frame, procedures, and personnel, for assessing needs or gaps related to all Career Center goals and services.

A.8.d. Make periodic reports to the director and staff regarding unmet needs for career services from students, alumni, staff, employers, faculty and other constituents of the Career Center.

A.9. Develop and implement fundraising campaigns to support Career Center programs.

A.9.a. Conduct the Placement Partners program to provide financial support for career services programs and public recognition of special organizational supporters of the Career Center.

A.9.b. Provide for recognition of special financial gifts to the Career Center by naming rooms in the facility.

A.9.c. Operate the Career Advisor Scholarship Campaign program in conjunction with the College of Education to solicit financial gifts from constituents to support endowed scholarship funds for career advisors.

B. Learner Outcome Goals

B.1. Enable persons, e.g., students and other constituents, to develop and implement career goals.

B.1.a. Help persons improve self knowledge, e.g., values, beliefs, interests, skills.

B.1.b. Assist persons in expanding knowledge of occupations and understanding the linkages between majors/training programs and occupations.
B.1.c. Teach effective career decision-making strategies and skills.

B.1.d. Assist persons in implementing chosen career goals, e.g., employment, education, other.

B.1.e. Provide a full-range of advising and counseling services, including drop-in career advising and individual career counseling by appointment.

B.1.f. Provide systematic instruction on the career development process by teaching a credit course entitled, "Introduction to Career Development" and by providing learning activities within the Career Center through other classes.

B.1.g. Provide persons with a full-range of print and computer-based career-related assessment instruments, as well as computer-assisted career guidance systems.

B.1.h. Provide persons with a comprehensive collection of print, video, computer-based, and other multimedia career information resources to assist them in their career planning and job hunting.

B.1.i. Plan and conduct outreach program activities related to career development and job hunting for a variety of campus groups, e.g., academic classes, special student populations, student organizations.

B.1.j. Develop innovative ideas, materials, handouts, resources, and service delivery strategies for helping persons solve career problems and make career decisions.

B.2. Enable persons to obtain professionally relevant employment exposure and experience prior to graduation.

B.2.a. Assist persons in the exploration of career plans through interactions with professionals and members of employing organizations.

B.2.b. Conduct an annual Co-op/Internship Exposition that provides opportunities for students to meet employers.

B.2.c. Provide persons with career exploration opportunities, e.g., information interviews, employer visitations, externships, short-term volunteer experiences.

B.2.d. Provide students with opportunities for career-related experience through cooperative education programs, internships, student employment, and long-term volunteer experience.

B.2.e. Provide an on-campus interview program for students seeking co-op, internship, summer job, or volunteer opportunities.

B.2.f. Provide persons with announcements of experiential education opportunities, and referral contacts with organizations through print or computer-based applications.
B.2.g. Develop handouts and brochures that assist persons in obtaining pre-graduation work experience.

B.3. Enable persons to develop contacts with organizations and representatives associated with employment and graduate/professional school opportunities.

B.3.a. Assist persons in locating prospective employers.

B.3.b. Assist faculty and administrative staff in developing contacts with employers.

B.3.c. Hold career expositions related to employment and graduate/professional school opportunities on a regular basis.

B.3.d. Provide on-campus recruiting services at the University Center, College of Business and the FAMU/Florida State University College of Engineering.

B.3.e. Provide persons with job announcements, referrals to employers, and assistance in making contacts with employing organizations through print, phone and computer-based applications.

B.3.f. Provide students and alumni with a credentials service to support the application process for educational employment and graduate/professional school admissions.

B.3.g. Continuously design, develop, and implement quality, efficient, and effective state-of-the-art computer-based services to bring persons in contact with employer and graduate/professional school representatives.
III. Core Services

As a centralized, comprehensive career services office, the Florida State University Career Center is involved in a wide variety of programs including career planning services, experiential education, placement, course instruction and research. However, there are three core services that are regarded as, at the heart, of the Career Center and involve all professional staff:

A. Career Advising and Counseling

All A&P/Faculty staff are encouraged to provide career advising and/or individual counseling on a regular basis. In consultation with the Director, the Associate Director will determine staffing needs to insure coverage of the drop-in career advising system. Individual career counseling by appointment activity should include supporting records and follow the protocol described in Appendix C.

B. Programming

All staff are encouraged to provide outreach programming. These programs may include Career Center-sponsored programs such as Career Experience Opportunities or Placement registration orientations, liaison presentations, jointly-sponsored programs such as Parents’ Orientation, New Student Preview programs, etc., or programs in response to student/faculty requests such as classroom-based or student organization programs. All program activity (internal or external) should be recorded on a “Presentation Information” form (see Appendix D) and submitted to the Associate Director for Career Advising, Counseling, and Programming.

C. Employer Relations

All staff are encouraged to participate in career expositions. Other employer relations activities that may include all staff are: employer receptions, employer career panel presentations and greeting/orienting employers participating in on-campus interviewing. Staff involvement in these activities will be coordinated by either the Associate Director for CEO or Associate Director for Career Placement Services.

Staff involvement in the core services described above will be reviewed with the supervisor on a semester basis. If necessary to insure quantity or quality of staffing for any core service, the Career Center Director may require A&P or Faculty involvement in these services.
IV. Governance and Planning

A. Staff Meetings

General staff meetings are held from 9 to 10 a.m. on Fridays, typically once a month, and include all Career Center U.S.P.S., A. & P. staff and Faculty. Career advising training and development meetings are held every Friday. These meetings are open to all career advising staff. When no staff meetings are scheduled, staff will keep Friday mornings open for committee meetings.

The Director is responsible for preparing an agenda for the general staff meetings including the following categories:

1. Announcements
2. Discussion Issues
3. Follow-up Agenda Items
4. Committee Reports
5. Meeting Agenda Items

If staff have items that they wish to appear on the agenda, the items must be submitted to the Secretary to the Director by 12 noon, Thursday the day before the staff meeting. Special programs or guest speakers are held on an occasional basis. Program suggestions are always welcome and should be provided to the Director.

B. Annual Retreat and Goals/Objectives

Each May the entire Career Center staff meets at some off-campus location (Wakulla Springs has been the recent site) to address goals for the upcoming year. These sessions are necessary to the success of an office and for the development of the annual report to the Vice President of Student Affairs.

Annual Career Center goal statements will be written by July of each year or otherwise as specified by the Vice President of Student Affairs and the Director the Career Center. These annual goal statements should reflect the long-term strategic plan for the Career Center and the individual staff assignment of responsibilities and duties.
C. Budget

The Director of the Career Center has final budget control and authority of all budgets used in the Career Center.

The Budget and Staffing Committee meets periodically with the director to review the budget, including sources of income, fund raising and expenditure of funds. This committee makes recommendations to the Director regarding priority of use of funds and reviews proposals for fund use or transfer.

Because the Career Center has been approved to collect client fees (see fee schedule, Appendix E), i.e., student/alumni funds for Seminole CareerTrak registration and credentials, employer fees for career expositions, Seminole Profiles, and Placement Partner contributions, it is vital that we adhere to appropriate cash handling procedures (see Cash Handling policy, Appendix F). The Budget and Staffing Committee, chaired by the Director, will schedule periodic administrative self-assessments to ensure the Career Center’s ability to respond effectively to Internal Audit and Management Services.

D. Standing Committees

The following permanent, standing committees are identified and described. Committee heads and members are appointed in May of each year by the Director in consultation with staff members regarding their interests and preferences. Committees report periodically to the full staff and the Director as needed. Agenda items may be developed by committee members themselves or referred by the Director and other members. Committee memberships includes 2-4 faculty, A&P and/or staff members. No staff members will serve on more than three standing committees.

1. **Career Center Advisory** - This committee, composed of two students, two faculty members, a university staff member, a representative from both Division of Student Affairs and Undergraduate Studies, two employers, and an alumni representative, assists the Director in strategic program development, evaluation, and planning; it includes the Director and two members of the Career Center staff.

2. **Library** - This committee determines the policy to review the current collection and recommends material to be included in the Career Center Library and satellite libraries. The committee also reviews staff requests for career resources and provides the Director with reports of library resource needs. A committee member can volunteer to be chair or the chair can be selected by committee members.

3. **Student Organizations** - This committee will seek to assist in meeting the career development needs of traditionally underrepresented student populations at Florida State University through appropriate student organizations and the existing Career Center committee structure.
4. **Budget and Staffing** - This committee reviews the allocations of OPS, Expense, OCO, Placement Partners, Foundation, Vending, Incidental and Travel budget resources available to the Career Center; it also serves as a fund-raising committee, advising and assisting the Director about relevant activities; the committee recommends the annual level of funding for both core service and professional library acquisitions, and professional development activities; it reviews and makes recommendations about cash handling procedures; it reviews fee cost-recovery mechanisms used in the Career Center. This committee also reviews all open lines and staff positions; it recommends the assignment of student assistant positions to individual staff and function within the Career Center. This committee is chaired by the Director.

5. **Technology and Equipment** - This committee reviews all Career Center systems applications, receives and reviews staff proposals for computer-related needs, and provides the Director with reports of software and hardware needs at least twice annually. A committee member can volunteer to be chair or the chair can be selected by committee members.

6. **Promotions and Publications** - This committee monitors and reviews all Career Center promotions. The committee may also review any publication upon request and recommend changes/additions as necessary. A committee member can volunteer to be chair or the chair can be selected by committee members.

7. **New Programs** - This committee includes staff representatives from each Career Center unit and reviews proposals for new services or programs considered for development within the Office. The Chair changes annually. Staff considering new programs will submit a written proposal (see suggested criteria for evaluating proposals in Appendix G) to this committee and attend periodic meetings to discuss the nature of the program and the Career Center-wide implications associated with implementation. Issues to be considered for new program implementation include budget, staffing, technological requirements, space utilization and relevance to Career Center mission and goals. The committee will provide feedback to the staff member(s) for assistance in preparing recommendations to the Director regarding program development.
## CAREER CENTER STANDING COMMITTEES
### January, 2003

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<tr>
<th>Budget &amp; Staffing</th>
<th>Career Center Advisory</th>
<th>Library</th>
<th>New Programs</th>
<th>Portfolio</th>
<th>Promotions &amp; Publications</th>
<th>Staff Recognition &amp; Appreciation</th>
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<td>J. Lumsden *(C)</td>
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*C=Committee Chair
No Task Forces are currently active.
V. Personnel

A. Personal Goals Statement/Assignment of Responsibilities

In July of each year, supervisors will meet with members of the professional staff and outline individual goals for the coming academic year. Goals will reflect both core functions of the Career Center and special program functions. Specific duties and activities will be identified in each functional category. Individual staff assignments will reflect the larger Career Center mission, the generic and annual goals and objectives, and the skills and interests of the staff member.

Career Center faculty will complete the Annual Assignment of Responsibilities form and A & P staff will complete a Personal Goals Statement which must reflect the broader goals as established in the annual goal setting session. The format for the Personal Goals Statement may include:

1. Continuing goals
2. Innovative goals
3. Professional development goals

Once submitted, these goals are agreed upon by both supervisor and supervisee. Each staff member’s agreed upon goal statement becomes a component upon which the performance appraisal will be conducted. In January of each year, supervisors will meet with supervisee(s) and review the assignment of duties, make adjustments in the assignments as needed, and provide preliminary feedback on the work accomplished.

B. Performance Appraisals

All Career Center staff receive a performance appraisal annually, conducted by their supervisor, on the following schedule:

1. Faculty - April
2. A & P - July
3. USPS - The month of the staff member’s employment anniversary.

In all cases, after staff and their supervisors have met and discussed the appraisal, a copy is sent to the personnel representative, a copy is placed in the staff member’s file, and staff will be given a copy for their records. Signing of the appraisal does not indicate agreement with the content. It simply indicates that the staff member has read the appraisal and discussed it with the supervisor. If staff members disagree with their appraisal, they may always attach a letter explaining their positions.

C. Staff Calendars/In-Out of Office

The Career Center will provide all Faculty/A & P staff with a personal desk calendar. All A & P/Faculty staff are encouraged to communicate with the support staff in their area regarding their schedule. The Office Manager will maintain a copy of the Director’s schedule.
The Career Center receptionist will maintain an office in-out daily schedule. Staff should sign-out of the office noting their destination. This promotes professional communication and is particularly important in cases of emergency.

Other than the lunch period, USPS staff must verbally communicate with their supervisors when leaving the Career Center. If the supervisor is not available, communication should be made with the Secretary to the Director, the Director, or another Associate Director.

D. Annual and Sick Leave/Comp Time

All Career Center staff maintain University Pay and Leave reports. Requests for annual leave should receive prior approval by the supervisor. When medical appointments are scheduled, please communicate sick leave requests in advance. When ill and unable to come to the office, please phone in and communicate directly with your supervisor. When the supervisor is not available, communication should be made with the Secretary to the Director, the Director, or another Associate Director.

Pay and leave forms are to be signed by the staff member’s immediate supervisor. Any request for comp time must be submitted in writing in advance and may be approved only by the immediate supervisor. In the absence of the supervisor, pay and leave forms may be signed by the Director and the designated “person in charge.” However, comp time approval may only be signed by the immediate supervisor.

E. Travel

Conference/convention requests, like requests for annual leave, should be made well in advance to allow for coverage as well as your monetary/transportation needs. A Travel Authorization Request (TAR) (travel forms available on line at the following address: [http://www.vpfa.fsu.edu/control/forms.html#travel](http://www.vpfa.fsu.edu/control/forms.html#travel)) must be completed and signed by your supervisor, the Director and the Vice President of Student Affairs in advance of the trip. If one is requesting financial assistance, an itemized list of estimated costs should be submitted to the Director for approval. At that time, depending upon how many conferences one has already participated in, a decision will be made on the amount of assistance that will be printed. Grants are awarded on the basis of the following travel policy:

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<thead>
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<th>Priority</th>
<th>Purpose</th>
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<tbody>
<tr>
<td>1</td>
<td>Program presentation</td>
</tr>
<tr>
<td>2</td>
<td>Represent the Career Center*</td>
</tr>
<tr>
<td>3</td>
<td>Fulfill responsibilities as an office holder in an organization directly related to the Career Center mission.</td>
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</table>
4 Professional development in a specific area related to job function.

5 College relations visits not fully funded by the employer.

*In instances where an individual is the official representative of the office or where an individual is the only staff member attending a conference, a two-page executive summary of the conference will be required of the participant. This summary will then be circulated to the entire staff.

1. **Money** - If one is going on office business and has obtained pre-approval from the Director for financial assistance, lead time is necessary for getting the money. Where the money comes from, i.e., Travel Office or the Foundation, dictates how long it will take. Travel generally requires four to six weeks lead time and the Foundation takes about seven days to receive funds.

Graduate students who are OPS or volunteer staff in the Career Center, doing research in areas relating to career services, and who are presenters or program chairs on a program proposal accepted at a state or national conference may be reimbursed for travel expenses up to $800.00 for a national meeting and $500 for a state/regional meeting.

2. **Car** - Cars should be reserved through Avis at the state rate. Try to reserve a car at least two weeks in advance and work through the Office Manager.

If several members of the staff or university community are going to the same destination, we ask that they car pool. If going alone, be prepared to drive a compact car. If staff prefer to drive their own car, and have permission to collect for mileage, reimbursement is made at the rate of $.29 per mile.

**Per Diem** - There is a $21 per day allowance for food.

**Toll/Turnpike/Parking** - These may be legally paid for, but we do need the receipts.

**Hotel/Motel** - Here again receipts are needed. We cannot pay for room service or phone calls not pertaining to business.

**Registration Receipts** - If they were not prepaid and you have to pay on-site, bring back anything that is given as a receipt. Receipts vary from written ones to conference tags.

**Credit Card Charges** - Business expenses charged on a credit card must be accompanied by a receipt if reimbursement is to be made. An American Express Corporate card with no annual fee is available through University Travel. Using the card often eliminates the need for travel advances.

F. **Student Assistants**

Coordination of student assistants, graduate assistants, work/study students and other students receiving OPS funding is provided through the Senior
Fiscal Assistant. The Senior Fiscal Assistant communicates with the Director, the Budget and Staffing Committee, and appropriate student supervisors regarding student assistant funding. Students interested in working with the Career Center will be directed to a notebook with position descriptions kept on the desk in the Administrative Suite. Student assistants will contact the appropriate supervisor for the position(s) in which they have an interest. Student assistant supervisors will interview students and make “hiring decisions.” If hired, students will be referred to the Senior Fiscal Assistant to process paperwork. If not hired, student assistant candidates may be referred to other units for consideration. Each student assistant supervisor will prepare a schedule of student assistant required coverage times and student assistants will be selected in consideration of their ability to meet scheduling needs of the Career Center unit.

At the beginning of each Fall and Spring semester, attendance at a Career Center orientation and training program is required for all student assistants. The Budget and Staffing Committee will coordinate student assistant training. Additional student assistant policies include:

- a list of all Career Center student assistants will be developed by the Senior Fiscal Assistant showing names, area assignments, supervisor and schedule.

- an “in basket” of work to be completed will be placed in the administration reception area. When students are not working on an assignment in their Career Center unit, their supervisor may refer them to a project in this basket.

- generally, students are not to be studying during work hours unless they receive approval from their supervisor.

- student assistants will be evaluated according to the evaluation form in Appendix H.

- students are not permitted to transfer to another Career Center unit without approval of their immediate supervisor. Generally, this practice will be discouraged. However, in some instances, other Career Center assignments will be a better match for certain students with special skills and interests.

- if, for any reason, student assistants have a negative experience with their work in the Career Center, they will be encouraged to communicate immediately with their supervisor. If necessary, students are also encouraged to speak with the Senior Fiscal Assistant and the Director.

G. Career Center Staff Dress Policy

While there is no formal “office dress code” the FSU Career Center serves as a bridge between the University and the employment world. As a result, it is important for staff to dress professionally in representing the office and the
University. Staff and supervisors should be aware of our dress and image that we are presenting to students, employers and members of the University community. As noted above, there is no formal office dress code, but all staff should exercise “reasonable judgment” in our dress. For example, the office typically observes “dress down Fridays.” Generally however, extremely informal dress such as jeans, shorts and t-shirts are generally not appropriate except on cleaning days, break weeks, travel days, etc.
VI. Communications

A. Internal

This category includes the use of internal route slips, bulletin boards, telephone messages, voice mail, e-mail and other procedures for inter-staff communications, as well as the reporting of weekly program numbers.

Career Center staff are to report program activity numbers to the Office Manager via the Career Center Intranet site using the Career Center Weekly Report guidelines (see Appendix I) on a weekly basis. These activity reports are used to produce Career Center semester and annual reports. The data is to be submitted by 12:00 noon each Friday.

Materials routed among staff are signed by the originator and returned to the sender. Staff should read and act on routed materials within 24 hours or pass them on.

Telephone messages will be placed in staff member mail boxes and handled in a discrete, confidential manner. Persons taking phone messages will sign and date all messages.

One mailroom bulletin board will be identified for internal staff messages and announcements.

The Senior Fiscal Assistant will produce a staff roster each Fall, Spring and Summer semester.

B. External

This category includes speaking with members of the electronic and print media, the submission of public announcements about services and programs, bulletin boards maintained on-campus for informing students about services, professional articles for journal publication and professional presentations, and use/disposal of user/client records.

The Director of the Career Center is the spokesperson for all external media regarding career issues and trends, services of the Career Center, and related activities. The Director will designate a member of the professional staff to speak with the media in the director's absence.

The Career Center compiles a report of program activities on a weekly basis. (See Appendix I). Staff are to report any program activities and significant events via the Career Center Intranet site by 11:00 each Friday. These include descriptions of events and meetings, as well as program activity numbers. The Director uses these reports to prepare an executive summary of significant Career Center activities and issues to be submitted Friday at 1:00 bi-weekly to the OVPDSA
Career Center communications products and activities will be reviewed periodically, or as needed, by the Promotions and Publications Committee to determine their effectiveness, needed changes, and continuation.

C. Mail

The “mail room” is the first door on the left inside the Administrative suite, room A4115. Each staff member has a personal mailbox that should be checked daily. Career advisor mail boxes are in room, A4107. Incoming mail is delivered and outgoing U.S. mail is picked up at 10 a.m. and 2 p.m. daily. A courier service is available to deliver material to other SUS institutions.

D. Telephones

Each staff is equipped with a Meridian telephone, but staff will need to study the Meridian operator’s guide carefully to take advantage of the many programmable features. Also we will schedule periodic telephone training programs in cooperative with the Telecommunications office.

To insure that persons are answering our phones and reduce the use of answering machines for reception, we will follow the phone protocol listed below for answering CC phones:

1. CCIS Program Assistant
2. Credentials Coordinator
3. Senior Fiscal Assistant
4. CEO Program Assistant
5. Office Manager

When adequately trained, student assistants may serve as back-up coverage in any Unit. Generally, it is recommended that phones be answered with “Good morning/ afternoon, Career Center.” Don’t forget to log your long distance calls on the monthly form or the auditors will get us. All Career Center staff are provided with a voice-mail system.

E. Facsimiles

A “FAX” machine for staff use only is maintained in the Career Center mailroom. Out-going faxes should include a Career Center cover-sheet and be logged. In-coming faxes will be placed in the appropriate staff mailboxes and when the recipient is not identified, faxes will be placed in an in-box next to the machine. An additional fax machine is maintained in placement, primarily for faxing job notices to Monstertrak or faxing information to employers seeking to hire FSU students and alumni.
F. Cell Phone Policy

The FSU Career Center provides direct services to students, alumni and employers. As a result, staff should be aware of the negative image certain behaviors reflect on our office. Using cell phones while at work is one such behavior. Therefore, while “on the clock” staff should have their personal cell phones turned off. If staff need to make a call on their cell phone while at work or a Career Center sponsored event, they should remove themselves from the public environment so they are not talking on the phone if someone (student, parent, employer, comes up seeking assistance). If staff are off site at a Career Center event (e.g., expos, showcase, preview, etc.), they may keep their personal cell phones on to receive “Center-related calls only,” or calls that involve a personal emergency.

Although we cannot dictate clients behavior, it is also suggested if you are advising a student or alumni you should ask them to turn their cell phone off, if at all possible, so as to not interfere with the interchange of information.
VII. Facilities

A. Staff Collection

The Career Center will establish, coordinate, and maintain a resource collection for staff and graduate student use. This collection will include professional journals, newsletters, assessment catalogs, bulletin boards, workshop guides/handouts, as well as other materials such as sample Career Center publications from other universities. The staff resource collection will be located in the waiting area of the Administration suite.

Certain materials that arrive monthly, i.e., SPOTLIGHT, Journal of Career Planning and Employment, etc., are kept on the bookshelves in the Administrative suite and are available for your use. Feel free to come in and browse.

B. Heat, Air Conditioning, Light, Physical Plant

The Office Manager is the official Facilities Coordinator for the Career Center. If you encounter difficulties with heat, air conditioning, or other aspects of the physical plant, report them to the Office Manager. DO NOT report them directly to the Service Center.

If you have furniture or equipment problems, again contact the Senior Fiscal Assistant. Do not trade furniture or borrow furniture even from a consenting colleague without first clearing such “swaps” with the Senior Fiscal Assistant.

C. Interviewing

The Career Center maintains a total of 34 interview rooms, the University Center has 13, the satellite facility in the College of Business has 17, and the College of Engineering facility has 4. In order to reserve an interview room, check with the Scheduling Coordinator for availability. If there is availability, a room will be reserved for staff use. Please do not use an interview room without making a reservation. Also, please do not remove or re-arrange the furniture in an interview room without notifying the Schedule Coordinator and returning the furniture to its original position. If there is a question about the appropriateness of using an interview room, please check with the Director prior to making a reservation.
Interviewing through Video Teleconferencing

Florida State University through the Office of Telecommunications assists faculty and staff in their videoconferencing needs. Employers may also utilize this service to interview students for a nominal fee.

The Office of Telecommunications will provide the employer with an estimate of charges based on their need. They will arrange the technical support, equipment coordination, and facilities necessary to ensure a successful videoconference. Employers wanting to utilize this service should be directed to Customer Service at (850) 644-2414.

D. Employer Lounge

The Career Center maintains lounges for employers’ use complete with refrigerator, microwave oven, telephone, water dispenser, and coffee-maker. With the exception of the water dispenser, use of these items or the lounge is limited to employers only. It is generally bad form to use the employer lounge when a fully equipped staff lounge has been made available.

E. Audio-Visual Equipment

Projectors, VCRs, and other image display equipment will be maintained in a central space and the use of the equipment will be coordinated by a sign-up procedure. All professional staff members are expected to be able to use this equipment in group presentations. This equipment will be checked out immediately before and returned immediately after each use. Overhead projectors, TV, VCR, and LCD units are kept in the media room behind the library reference counter. Portable VCR camera equipment and portable computer equipment is kept in the media room cabinets. The receptionist will maintain a notebook with equipment reservation/checkout forms for scheduling equipment use.

Requests to use Career Center AV/Computer equipment on-campus by University offices and staff other than the Career Center must be approved by the Career Center Director, Office Manager or Budget and Staffing Committee member. The equipment must be checked out using the notebook mentioned above including completion of a Career Center AV/Computer Disclaimer form for on-campus use (see Appendix J). These forms are located in the front pocket of the AV/Computer calendar.

Career Center or other University staff requesting to use Career Center AV/Computer equipment off-campus must complete Disclaimer Form ER244 also found in the front pocket of the AV/Computer calendar.

F. Copy Machine
The copy machine is located in the mailroom. Each staff member will have an ID# to account for their copying activity. Graduate students working with a particular staff member on various projects or activities (e.g., teaching the career development class) should use the copier code of the CC staff member who is supervising them. It is generally bad form to be caught making copies of church recipe books, class note, or other personal material on the office copy machine. The key point here is to use professional judgment. Think twice before making copies of anything. Is this document significant enough to be duplicated? Staff may use the copier in the Career Center Library for personal copies.

Finally, if the copy machine gets stubborn and quits, please try to fix it using the machine jam directions. However, if the procedure becomes more complex, call the Senior Fiscal Assistant or Office Manager quickly!

G. Staff Lounge

The Career Center maintains a small lounge in the University Center for all staff to use complete with refrigerator, microwave oven, stove and coffee-maker. For safety reasons, you should not operate small appliances in your own offices. There are some simple rules:

1. If you put something in the refrigerator, please take it out before it rots and turns to compost.

2. Be sure you identify your items in some form or someone else may eat your lunch!

3. **Clean up your own mess**! Your mother is not here to clean up after you, so you will have to learn to do it yourself. This is important. Please clean any utensils or other kitchen items immediately following their use. Thank you.

H. Office Supplies

The Office Manager coordinates ordering office supplies. Please complete necessary forms for the Director’s signature. Large orders of office supplies will be placed for all Career Center units twice annually at the beginning of Fall and Spring semester. Selected supplies will be maintained centrally in the Administrative Suite. Please see the Office Manager when checking out supplies so that she can monitor our inventory. Naturally, orders may be submitted for particular material throughout the year, but large requests should be coordinated with the Fall and Spring orders.

On occasion, Career Center staff will need to order badges, plaques and related items from Tallahassee Engraving. The Career Center maintains a standing purchase order with this vendor. Staff wishing to purchase items through Tallahassee Engraving should check with the Director or a member of the Budget & Staffing Committee.

I. University Center Club Account
The Career Center maintains an account at the University Center Club under the Director’s name. The account may be used by Career Center staff other than the Director. However, the number of “guest passes” is limited on an annual basis and the use of the University Center account must be approved in advance by the Director. Following approval, the staff member using the account must make prior arrangements with the University Center Club i.e., reservation time, number in the party and person authorized to sign the account via the Career Center Office Manager. It is important for the authorized signer to insure that the account is placed on the Career Center’s “Z Account”—not the personal account of the Director. The Career Center account number always starts with the letter Z.

J. Bulletin Boards and Signage

Maintenance of bulletin board and signs are coordinated by the Information Specialist with support of the Promotions and Publications Committee.

K. Office Decor

The University Center offers us an attractive facility. Let’s be sure that our physical environment matches the professionalism of our staff. It is particularly important that all public areas be neat, organized, and professional in appearance.

Please do not affix any item to your wall with tape. Tape destroys the paint and is utterly bourgeois. If staff wish to put pictures, certificates, etc., on walls, please use picture hooks. If picture hooks are needed, see the Secretary to the Director.

L. Rooms

Career Center rooms are now reserved on-line using our electronic Space Reservations program available in Microsoft Outlook. The Conference Room (A4114), Seminar Room (A4145), and Classroom (A4147) may be reserved electronically. Rooms may be scheduled on a one-time basis within a semester or summer session by departments other than the Career Center. Requests to book rooms more than a semester in advance cannot be accommodated. Requests for extended use of a Career Center room must be approved by the Director, Office Manager or a member of the Budget and Staffing Committee. When a Career Center room is approved for evening or weekend use, the Office Manager provides the user with a spare facility key. External groups using these rooms are responsible for ensuring room clean up and if furniture is moved, that it is returned to its original set-up. *(See Appendix O for “New Room Reservation Procedures”).

M. Parking

The Career Center provides parking accommodations for employers and guests at the University Center and the College of Business. At the University Center location, visitors should be referred to the Visitor Parking Lot in the southeast corner of the stadium complex off of Champion’s Way. Visitors
should be told to bring their parking receipt to the Career Center for validation to avoid being charged for parking. For information on guest parking at the College of Business, please contact the Associate Director for Career Placement Services.

The Career Center has one short-term parking permit for staff use. It is kept in the Career Center Library reference desk. Staff need to sign out the permit and return it as soon as possible after use.

N. Computers

Each Career Center staff member is provided with a personal computer capable of functioning in the University Center Windows environment network. All staff have access to the University Center network which includes e-mail, organizer, and word processing software. Additional software University Center network applications may be acquired through consultation with the Director. Problems associated with the performance of the University Center network should be communicated to the Systems Coordinator. Computer hardware problems and repair requests should also be communicated to the Systems Coordinator.

In addition to staff computers, the Center maintains several computer labs for student use including the Computer-Assisted Career Guidance Lab (A4108), CEO lab (A4126), and the Employability Skills Lab (A4117). In addition to housing specific applications related to program units, each of these labs provides Internet access. Policies regarding use of Internet applications can be found in Appendix K.
APPENDICES
Appendix A

Alumni Services

The Career Center recognizes the importance of supporting the career-related needs of FSU alumni. Alumni career services are provided through The Career Center, Suite A4100 University Center. In cooperation with the Alumni Association, The Career Center offers the following services to alumni:

Career Planning and Job Search Advising/Counseling

Career Advisors are available on a walk-in basis Monday through Friday, as well as one evening per week. Career Advisors provide immediate assistance to briefly discuss your career concerns, including discussions of interests, skills, career goals, career information, resume critiques, general job search assistance, or attending graduate/professional school. For more in-depth assistance, career counseling by appointment is also available.

Career Library

Our Career Library provides a variety of resources useful in the career planning and job search process including:

- Occupational information
- Print/multimedia corporate and government employer information
- Employer Directories
- Job opening files
- Career resource handouts
- Books and guides on resume writing, interviewing and other related topic

Career Expositions

The Career Center sponsors several career expositions each year that are open to alumni including:

- Seminole Futures (Fall and Spring)
- Graduate and Law School Exposition (Fall)
- Education Career Exposition (Spring)
- Engineering Day (Fall)
- Health and Human Services Exposition (Spring)
- NonProfit & Government Career Expo (Spring)
- Statewide Job Fair (Summer)
Credential Files

Alumni may establish a credential file through the Career Center which includes letters of recommendation, course listings, and an optional research summary. Credentials are helpful when:

- Applying to graduate or professional school
- Seeking a professional position in an educational institution
- Seeking a position in the fields of nursing, social work and information studies

Career Center Web site and MonsterTrak Internet-based Employment Listings

The Career Center web site, www.career.fsu.edu, provides up-to-date information about programs and services. Also, through a partnership with MonsterTrak, many job listings received by The Career Center are listed on the Internet through The Career Center's Web site or directly through MonsterTrak's web site at www.monstertrak.com. Please contact The Career Center at (850) 644-6431 for the monstertrak password.

Seminole Connection

Alumni, parents, and friends of FSU can volunteer to provide career-related information and assistance to FSU students and alumni through the Seminole Connection career network. As Seminole Connection members, alumni will be contacted by students who would like to learn more about a particular career field, industry, or employer, discuss internship possibilities, or get advice about their job search. As a graduate of FSU, you may also choose to use this network to assist with your own career-related concerns. To become a member, simply complete and return the form on the following page or sign-up online at www.career.fsu.edu

ReadyMinds - Distance Career Counseling

The FSU Career Center also has formed a partnership with ReadyMinds, an organization offering distance career counseling services. Through this partnership, FSU alumni can receive personalized distance career telephone counseling and on-line interaction delivered by National Certified Counselors. We recognize that because of distance and time restraints, it is often difficult for alumni to visit the Career Center in person. The program offers a convenient and structured way to reassess and/or confirm your career direction and goals.

Revised 6/6/02
### CAREER CENTER LIAISONS

**January 2003**

<table>
<thead>
<tr>
<th>College/Department</th>
<th>Career Center Staff Member</th>
<th>Peer Liaison</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alumni Association</td>
<td>Dennis Ferraro</td>
<td></td>
</tr>
<tr>
<td>Arts &amp; Sciences</td>
<td>Andrea Alfano</td>
<td></td>
</tr>
<tr>
<td>Athletic Department</td>
<td>Janet Lenz</td>
<td></td>
</tr>
<tr>
<td>Business</td>
<td>Myrna Hoover</td>
<td></td>
</tr>
<tr>
<td>Ctr. for Civic Education &amp; Service</td>
<td>Juliette McDonald</td>
<td>Beth Kegler</td>
</tr>
<tr>
<td>Communications</td>
<td>Mandie Brock</td>
<td></td>
</tr>
<tr>
<td>Criminology</td>
<td>Janet Lenz</td>
<td></td>
</tr>
<tr>
<td>Disability Resource Center</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>Dennis Ferraro</td>
<td></td>
</tr>
<tr>
<td>Engineering</td>
<td>Patrick Heaton</td>
<td></td>
</tr>
<tr>
<td>FYE</td>
<td>Janet Lenz (interim)</td>
<td>Carrie Kaylor</td>
</tr>
<tr>
<td>Human Sciences</td>
<td>Andrea Alfano</td>
<td></td>
</tr>
<tr>
<td>Information Studies</td>
<td>Susan Epstein</td>
<td></td>
</tr>
<tr>
<td>The International Center</td>
<td>Kim Jordan</td>
<td></td>
</tr>
<tr>
<td>Law</td>
<td>Jeff Garis</td>
<td></td>
</tr>
<tr>
<td>Medicine</td>
<td>Juliette McDonald</td>
<td></td>
</tr>
<tr>
<td>Nursing</td>
<td>Jeff Garis</td>
<td></td>
</tr>
<tr>
<td>Panama City</td>
<td>Myrna Hoover</td>
<td></td>
</tr>
<tr>
<td>Social Sciences</td>
<td>Britton Powers</td>
<td></td>
</tr>
<tr>
<td>Social Work</td>
<td>Janet Lenz</td>
<td></td>
</tr>
<tr>
<td>Undergraduate Studies</td>
<td>Janet Lenz (interim)</td>
<td></td>
</tr>
</tbody>
</table>
Appendix B (continued)

SAMPLE LIAISON ACTIVITIES

Sample activities that might be part of the peer career advisor liaison role include the following:

- Making recommendations regarding career information and/or job search resources that should be maintained by the Career Center to meet the specific needs of students in the various academic programs of the College.

- Making sure the School/College gets copies of Career Center materials (e.g., Career Guides, bookmarks, etc., publicity flyers for Futures, etc.); especially keeping any peer advising office stocked with materials.

- Faxing or e-mailing job notices received by the Career Center to key staff that might be of interest to students in a particular School/College.

- Becoming familiar with the career/academic needs of students enrolled in specific majors within the College and inform/train other Career Advisors regarding this information.

- Developing selected materials, services or programs (career forums, workshops) to help students identify the range of career alternatives and job opportunities associated with majors in that College. This could also include revising and updating previously existing Career Center materials (e.g., match major sheets) and resources related to a particular discipline.

- Developing links between the Career Center and College web sites that address career information and services specific to the College and its majors.

- Recommending website links that relate to the needs of students in a particular college/school.

- Attending meetings of academic advisors/faculty and providing the Career Center with current information associated with their respective College and informing the College/School of current Career Center services.

- Inviting advisors and other staff from the School/College to a Career Center open house.

- Generally serving as a contact and conduit for the exchange of information and referrals between the respective College and the Career Center.

- Meeting individually with students from a particular School/College who need more in-depth assistance with their career planning and/or job hunting.

- Others as appropriate.
Appendix C
Florida State University Career Center
Policies & Procedures for Individual Career Counseling

June 5, 2002

Staffing

Career Center full-time master's level and higher professional staff (FTE 100%), excluding the librarian, have the option of designating a selected number of slots for individual career counseling appointments. Part-time professional staff (FTE .50 or less) will primarily be engaged in drop-in career advising, but they have the option of making themselves available for no more than two hour long appointment slots. Individual counseling appointments are also provided by doctoral and master’s practicum students and interns.

Schedule for Individual Appointments

A schedule of individual career counseling appointments is maintained at the career advising desk in room A4101 of the University Center in the same notebook as the doctoral practicum appointment schedule.

In general, no staff appointments slots are offered during times when doctoral practicum students are providing coverage, unless demand is such that adding additional appointment times is warranted. Professional staff have the option of scheduling additional appointments at their discretion. In addition, graduate students who have completed career advisor training, the Foundations of Career Development course, and who are completing internships or practicums in the Center, have the option of offering individual counseling appointments during a particular semester.

Individual appointments may be scheduled in the following ways:

1) During their career advising time, professional staff, interns, or doctoral or master's practicum students may see individuals who they feel need additional time and assistance; they can choose to schedule these individuals for a career counseling appointment.

2) Professional staff members may get referrals from a campus or community individual and choose to see the referral as an individual counseling appointment.

3) Graduate student Career Advisors may see clients they feel need more assistance than can be provided in the drop-in career advising format (see "Guidelines for Referrals to Individual Career Counseling"). The Career Advisor may schedule an appointment during any of the time slots available, including those for doctoral and master's practicum students and interns.

Individuals who telephone and request an individual appointment should, in most instances, be encouraged to come in on a drop-in basis for an initial interview. In general, community individuals or alumni who are career changers, particularly those who are first time users of the Center, will probably be better served through an individual appointment. Student assistants and support staff who receive these calls have the option of referring the call to a Career Advisor, the Associate Director for Career Advising, Counseling, & Programming, or another professional staff member for
further screening. Career advisors and professional staff have the option of deciding that a particular person might best be served through an individual career counseling appointment rather than drop-in career advising. All staff are asked to be familiar with the “Guidelines for Referral to Individual Counseling” attached to the end of this document.

In general, appointments are only to be scheduled for the current week. Staff who are currently seeing a person for individual counseling are responsible for blocking out future slots for clients who are going to be seen over several weeks. If a slot on the schedule is not blocked out, it is assumed to be an available opening.

Number of Sessions

Clients can be seen for a maximum of 12 sessions per semester. CC staff members with clients needing assistance beyond the 12 session limit should review the case with the Associate Director for Career Advising, Counseling, and Programming prior to scheduling additional sessions. Doctoral and Master’s practicum students should consult with their practicum supervisor. The staff member providing the counseling may choose at any point to make a referral to other campus or community services appropriate to the client’s situation.

Client Records

In order for a client contact to be counted as an individual counseling appointment on the Career Center weekly log, certain records must be maintained (if records are not maintained, the client contact is counted under "career advising contacts"). Client files are maintained in a file cabinet located in the Career Advisor office. Access to these files is restricted to Career Center staff members who are involved in providing individual counseling.

Each client file will include a copy of the "Client Information Sheet" which includes a statement on confidentiality, any counselor case notes, copies of any other pre-assessment instruments (e.g., CTI, MVS), a "carbon" copy of the Individual Learning Plan (ILP). (Note: If a Career Advisor generates an ILP with a drop-in client, but then subsequently schedules the client for individual counseling, a copy of the ILP and any other preliminary assessment materials should be placed in the box of the staff member who will be seeing the client for individual counseling). Career Advisors who see walk-in clients referred for individual counseling may share in written or verbal form any pertinent client information with the Career Center staff member providing the individual counseling. All staff members seeing individual clients are responsible for ensuring that accurate and complete records are maintained.

Client files will be maintained for five years, after which time they will be destroyed.
GUIDELINES FOR REFERRING PERSONS TO INDIVIDUAL COUNSELING:

Given the limited number of slots allocated to individual counseling, we would like to make sure that this Career Center resource is used with those individuals who need it the most. The criteria below are designed to help staff make determinations regarding who might best be helped through an individual counseling appointment. Just because someone requests an appointment, is not a reason to schedule one!

Examples of clients considered appropriate for individual counseling include:

1) those who have not benefited from prior service delivery in a self-directed mode

2) those needing more than self-help assistance with career decision-making (undecided or indecisive)

3) those who have a CTI total score of 58 or higher; Career Advisors can make their own judgments regarding referrals of clients with lower CTI total scores who may have particular negative thoughts (individual CTI items) that could be best addressed through one-on-one counseling; also, through further conversation with clients, Career Advisors can use their judgment to determine whether persons with high CTI total scores are potentially “faking bad” and may not be as “needy” as the elevated total score might suggest

4) those whose presenting comments suggest that may have a low vocational identity (e.g., "I'm really confused," "I have no idea what I want to do," "I really need help"), and who continue to present themselves in this manner after the initial intake

5) those with a MVS Vocational Identity (VI) scores of 6 or lower; through further conversation with clients, Career Advisors can use their judgment to determine whether persons with low scores are “faking bad” and may not be as “needy” as the low VI score might suggest

6) adults who have experienced a job loss (e.g., been fired, downsized, etc.), who are initiating a job search campaign, and who are having difficulty coping

7) adult clients with multiple, complex issues, e.g., are clearly dealing with other life issues in addition to their career concerns (e.g., divorce, recent onset of a disability, loss of a loved one) and who are having difficulty coping

8) individuals with a disability who require more time and assistance than can be provided in a drop-in mode of service delivery

Staff members (including secretarial staff, library assistants, and work-study students) who have questions about whether an individual seeking a counseling appointment is an appropriate referral are encouraged to speak with a Career Advisor, Janet, Mandie, or Jill.

6/5/02
PRESENTATION INFORMATION FORM

Career Center Staff Member
Completing Form

Date Received

Check Appropriate Box

 rover
External Group
Write In

Group Name

Contact

Person
Phone
Number
Address

Program Topic(s) • Circle All That Apply Or Write In Topic

Career Center Overview
Choosing a Major
Career Exploration
Resume
Writing/Cover Letter
Job Hunting
Interviewing

Other

Description

Day/Date
Time
Place

Special Character of the Group (Class, Club, Majors, Etc.)

Special Information/Requests

Type of Publicity to be Provided (If Applicable)
Number Expected_____________ Date Received_____________

Career Center Staff Member(s)
Who Will Do the Presentation
## Career Center Fee Schedule
### Effective 2002/2003

### Employer Fees

<table>
<thead>
<tr>
<th>Event</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Career Expos</strong></td>
<td></td>
</tr>
<tr>
<td>Seminole Futures</td>
<td>$400</td>
</tr>
<tr>
<td>Governmental Agencies</td>
<td>200</td>
</tr>
<tr>
<td>Additional Person</td>
<td>20</td>
</tr>
<tr>
<td>Additional Table</td>
<td>100</td>
</tr>
<tr>
<td>Electrical Outlet</td>
<td>40</td>
</tr>
<tr>
<td>Co-op/Internship Expo</td>
<td>$100</td>
</tr>
<tr>
<td>Additional Person</td>
<td>10</td>
</tr>
<tr>
<td>Education Career Expo</td>
<td>$75</td>
</tr>
<tr>
<td>Additional Person</td>
<td>10</td>
</tr>
<tr>
<td>Health &amp; Human Services Expo</td>
<td>$75</td>
</tr>
<tr>
<td>Grad/Law Expo</td>
<td>$100</td>
</tr>
<tr>
<td>Additional Person</td>
<td>10</td>
</tr>
<tr>
<td>Non-Profit/Public Service Expo</td>
<td>0</td>
</tr>
<tr>
<td><strong>Placement Partners</strong></td>
<td>$1200</td>
</tr>
<tr>
<td>($400 registration fees are waived for fall and spring Seminole Futures)</td>
<td></td>
</tr>
<tr>
<td>Seminole CareerTrak</td>
<td>$25</td>
</tr>
<tr>
<td>(Includes 3 week job listing)</td>
<td></td>
</tr>
</tbody>
</table>

### Student/Alumni Fees

<table>
<thead>
<tr>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminole CareerTrak Registration</td>
</tr>
</tbody>
</table>

### Credentials

<table>
<thead>
<tr>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial Fee (include 5 packets sent)</td>
</tr>
<tr>
<td>Per Credential Packet sent</td>
</tr>
</tbody>
</table>
POLICY/PROCEDURE #15

CLIENT BILLING PROCEDURES

Prior to processing client charges, the following process will be followed in order to avoid duplicate billing errors:

- Student will be asked if they have previously registered with The Career Center (CEO or CPS);
- Staff member or student assistant will verify this by also checking on Seminole CareerTrak.

All student and alumni payments will be processed through Student Financial Services' Accounts Receivable. Charges will be applied to the client’s account by the:

- Credentials Coordinator
- Program Assistant, Business Placement

Charge sheets will be provided to the Assistant Director for Career Placement Services by 3:00 PM each day. They should be faxed to 644-5055 for efficient processing.

The Assistant Director, Career Placement Services will review and release all charges.

Assistant Director, Career Placement Services receives charge sheets and copy of release forms from Credentials Coordinator/COB Program Assistant and does the following:

- Checks charge sheets with release forms, verifying social security numbers and appropriate charges.
- If there are no corrections to be made, locate the appropriate login name and types R for release.
- If corrections are to be made, return charge sheets and release forms to Credentials Coordinator/COB Program Assistant as appropriate.
- Once corrections are made and verified by the Assistant Director, Career Placement Services, charges will be released.
- Assistant Director, Career Placement Services initials, dates and times the charge sheets, stapling together with release sheets and placing them in an accordion file by month.

Payments may be made to the Student Financial Services office in the following ways:

- In person (cash, check, money order)
- By campus drop box (cash, check, money order)
- By mail (cash, check, money order)
- Online (FSUCard, credit card [except Visa], debit card)

(Created 8/90|rev. 05/02)
POLICY/PROCEDURE #18

DEPOSIT AND FISCAL REPORTS PROCEDURES FOR CAREER EXPOSITIONS

DEPOSITS

The Assistant Director of Career Placement Services and or the specific event coordinator, with the aid of the Scheduling Coordinator, will be responsible for ensuring that deposits are made of all career expos to the Cashiers’ Office when:

Cash in the amount of $100 (currency/coins) has accumulated.

Currency/coins/checks in the amount of $300 has accumulated.

On a weekly basis – when necessary, a bi-weekly basis.

Division of Responsibilities:

CHECKS: When exposition mail arrives the mail staff will distribute the unopened mail to the Scheduling Coordinator’s mailbox for processing. When mailroom staff opens unidentified mail that contains an expo check, they will record the check information on a transaction form. The check(s) will then be given to the Scheduling coordinator who initials the transaction form indicating receipt of checks. (See attached)

RECEIPT AND COPYING OF CHECKS/REGISTRATION FORMS: The Scheduling Coordinator will copy each check and registration form and give copies to the following people:
   Coordinator for the Event/Expo
   Information Specialist
   Systems Coordinator

The Scheduling Coordinator will then endorse each check and write a receipt for each check utilizing the University approved receipt books.

RECONCILING AND DEPOSITING MONIES: The Scheduling Coordinator will then reconcile the amount to be deposited and prepare all necessary deposit documentation. A DT118 will be prepared and copied. The Scheduling Coordinator will then physically make the deposit of all checks and cash at the University Cashier’s Office.

SAMAS VERIFICATION: The deposit receipt and the DT118 will be given to the Fiscal Records Coordinator to verify against the log and SAMAS ledger.

INVOICING AND RECORD KEEPING: The event coordinator will maintain an event ledger by receipt of checks. They will create accounts, invoices, and post payments to verify amount of monies received for each event.
REPORTING: One month after each event, the event coordinator should submit a complete status of monies to their immediate supervisor.

(Created 05/93|rev. 05/02)
REQUEST FOR PROPOSAL (RFP)

In evaluating a proposal for service or work, the New Programs Committee may use the guidelines or criteria identified below in assessing the merits of the proposed program.

1. **Title.**—Is the title and/or acronym explained in the program proposal?

2. **Description of Context.**—Does the proposal describe the real-life environment and context in which the work will occur, particularly the client characteristics, organizational resources, state-of-the-art in the field, cultural milieu, unit mission, and personnel having particular relevance to the problem being addressed? Is there a relevant history of prior work regarding the problem? Are any assumptions being made about the present and future course of the situation, e.g., future funding? Which Career Center stakeholders are and are not impacted by the proposed program?

3. **Define Problem Situation.**—Does the proposal describe the specific client and organizational needs to be addressed by the intervention? What is the difference between the actual and ideal state of affairs?

4. **Goal Specification.**—Does the proposal state the goals of the program intervention in terms of the same client and organizational needs listed above? In the case of client goals, does the proposal specify the intervention(s) in relation to what will learners be able to do after the proposed intervention?

5. **Description of Intervention Strategies.**—Does the proposal explain what the program will do to meet each goal identified above, including how and why the particular strategy and/or activity is selected from among alternatives available? Does the proposal reference prior work in the literature/field? Does the proposal describe the personnel competencies needed to accomplish the work, who has them or how they will be acquired through training or selection? Does it describe the facilities and other resources needed to do the work, what is needed and what is in place already? Is the proposed program reflected in the organization chart? How does the program interact with other Career Center programs? What consultation and technical support is needed and how will it be obtained? What are the timeframes for program operation, e.g., weekly, monthly?
6. **Simulate Test of Prototype.**—Does the proposal provide for conducting a verbal or imaginary walk-through of the intervention from start to finish; talking through and accounting for every step that is needed, including planning, costs, logistics, availability of staff, timelines, etc.? Does it include a flow-chart showing the operation of the program within the organization?

7. **Pilot-Test Program.**—Does the proposal describe a tryout of the intervention on a limited basis, specifying how many staff and clients will participate, how long the test will run, and how the test will be evaluated?

8. **Introduce the Program.**—Does the proposal describe plans for introducing and launching the intervention, including preparation of print and media information presentation materials, timelines for introducing the program, staff involved, and notification of key persons in the organization?

9. **Evaluation.**—Does the proposal describe how each of the goals of the program intervention will be evaluated, who will evaluate them, the timeframe for evaluation, the costs for evaluation, and the criteria for evaluation? Does the evaluation plan in the proposal include a description of process evaluation, e.g., daily monitoring of intervention activities, staff debriefings, user feedback, participant observations, and product evaluation, e.g., have program goals been met?

10. **Dissemination.**—Does the proposal describe how the results of the work will be shared with other interested persons in the organization and the profession?

11. **Personnel.**—Does the proposal describe the leadership and program direction competencies of the staff working on the program? Are position descriptions included? Does it describe how existing staff will be trained for the new activities?

12. **Costs.**—Does the proposal explain how program funds will be used in the intervention and how existing resources can be used in the new work? Are distinctions made between startup costs and recurring costs? Is there a projected annual budget for the program?

13. **Endorsements.**—Does the proposal include statements of support from important stakeholders in the program, e.g., key campus personnel, national experts/consultants, organizational leaders, client representatives, support groups?
FSU CAREER CENTER
STUDENT ASSISTANT EVALUATION

Student's Name _____________________________________________ Semester: FA SP SU 19

Work Period ____________________________ Student's Assignment/Title ____________________________

Supervisor: ___________________________________________ Title ____________________________ Phone: ____________________________

INSTRUCTIONS: Please evaluate this student comparing him/her with students of comparable academic level, with other personnel assigned the same or similarly classified jobs, or with individual standards.

1. RELATIONS WITH OTHERS
   ☐ Exceptionally well-accepted
   ☐ Works well with others
   ☐ Gets along satisfactorily
   ☐ Has some difficulty working with others
   ☐ Works very poorly with others

2. ABILITY TO LEARN
   ☐ Learns very quickly
   ☐ Learns readily
   ☐ Average in learning
   ☐ Rather slow to learn
   ☐ Very slow to learn

3. JUDGMENT
   ☐ Exceptionally mature
   ☐ Above average in making decisions
   ☐ Usually makes the right decision
   ☐ Often uses poor judgment
   ☐ Consistently uses bad judgment

4. ATTITUDE - APPLICATION TO WORK
   ☐ Outstanding in enthusiasm
   ☐ Very interested and industrious
   ☐ Average in diligence and interest
   ☐ Somewhat indifferent
   ☐ Definitely not interested

5. QUALITY OF WORK
   ☐ Excellent
   ☐ Very Good
   ☐ Average
   ☐ Below average
   ☐ Very poor

6. QUANTITY OF WORK
   ☐ Excellent
   ☐ Very good
   ☐ Average
   ☐ Below average
   ☐ Poor

7. DEPENDABILITY
   ☐ Completely dependable
   ☐ Above average in dependability
   ☐ Usually dependable
   ☐ Sometimes neglectful or careless
   ☐ Unreliable

8. ATTENDANCE
   ☐ Regular
   ☐ Irregular

9. OVERALL PERFORMANCE
   ☐ Outstanding
   ☐ Very good
   ☐ Average
   ☐ Marginal
   ☐ Unsatisfactory

10. PUNCTUALITY
    ☐ Regular
    ☐ Irregular

11. INITIATIVE
    ☐ Excellent
    ☐ Very Good
    ☐ Average
    ☐ Below Average
    ☐ Very Poor

12. APPEARANCE
    ☐ Follows office dress code
    ☐ Needs improvement

14. Suggestions for improvement. (e.g., further experience, review work for accuracy and completeness, etc.)

15. Significant changes since last appraisal, if applicable. (e.g., performance, skills, attitude, consistency, etc.)

16. Additional comments (use reverse side if necessary).

Evaluated By ____________________________ Date: ____________________________

Student's Signature ____________________________ Date: ____________________________
Appendix I

CAREER CENTER WEEKLY REPORT GUIDELINES

Client Contacts
Career Advising—students/clients who receive brief assistance in one of the program units
Individual Counseling Appts.—clients who schedule an individual counseling appointment and who have file records maintained in the career advising office of the University Center
CACG Lab—number of persons who schedule appointment to use a CACG system
Career Course Contact Hours—number of students enrolled in all sections of SDS 3340
Interview Registrants—the actual number of students that register with CEO or CPS.

Employer Contacts
Campus Visits—the weekly number of employers (not including interviewers) that visited campus.
Site Visits—the number of organizations visited by Career Center staff.
Total Employers—the weekly sum total of phone contacts, campus visits and sites visits.
New Employers—the weekly number of employers making initial contact with the Career Center.

Job Openings
Number Co-op/Internship openings posted on MonsterTrak
Number Faxed to MonsterTrak—the number of job openings faxed to MonsterTrak.

Seminole Profiles/Resume Referrals
Number of Employer Accounts—the weekly number of new employers requesting web accounts.
CEO # of resume referrals

Credentials File
Number of New Files Established—the number of “new” credentials files established.
Number of Files Sent—the total number of credential packets mailed for the week.

On-Campus Interviews
Number of Organizations—the total number of employers recruiting on campus for the week.
Number of Schedules—the total number of separate interview schedules per week.
Number of Interviews—the total number of students that were interviewed during the week.
Appendix J
AV/Computer Disclaimer Form

Date Borrowed:_______________ Date Returned:______________

FSU Career Center On-Campus AV/Computer Use by Outside Departments

Equipment Borrowed:________________________________________________

Department:________________________________________________________

Staff Member:_______________________________________________________

Period of Use: From:_______________ To:__________________________

____________________________________  ______________________
Signature of Director, Office Manager or Budget & Staffing Committee Member Date

I hereby acknowledge receipt of the equipment described above and accept full responsibility for same.

____________________________________  _________________  __________
Signature of Staff Requesting Use Title Date
POLICIES & PROCEDURES FOR USING INTERNET APPLICATIONS IN THE CAREER CENTER

The Career Center provides Internet access to clients in two locations, the Career Center Library and the Employability Skills Lab. Individuals can use this Internet Access to obtain information needed for career, educational and employment assistance. The following policies apply to Internet access in both of these locations.

Give users a copy of the guide: THE INTERNET JOB SEARCH, if they have not seen this previously.

Refer them to the “HOW TO FIND INFORMATION ON THE INTERNET” notebook next to the two Career Key computers in the Career Library.

Once use is demonstrated, (if needed) it is up to users, not career advisors/staff, to browse sites that might be relevant to their particular situation.

Encourage clients to attend a workshop on using computers at Strozier Library.

The library and lab computers are not to be used for researching non-career related topics, sending e-mail or “surfing” the Internet.

Staff and advisors assisting clients with Internet access in the Career Center Library should:

- Demonstrate to clients how to search an on-line system through the Career Key computer.
- Limit Internet use to 15 minutes on the Career Key machine. Users wishing to spend a longer amount of time should be referred to the Employability Skills Lab, room A4117 or to Strozier Library. Internet access in the CACG Lab is primarily for use with CACG systems that require this application. In the event that the Employability Skills lab or the career key machines are not available for Internet use, users may access the Internet through the CACG Lab. However, priority use will be given to those persons needing to use a CACG system. Staff reserves the right to “bump” Internet users in order to access CACG systems.

Questions concerning these policies and procedures should be referred to the Associate Director for Career Advising, Counseling, & Programming or the Career Center Librarian.

Staff and advisors assisting clients in the Employability Skills Lab should:

- Limit Internet use to 30 minutes; users wishing to spend a longer amount of time should be referred to Strozier Library or other FSU computer labs.
Questions concerning these policies should be referred to one of the Assistant Directors of Career Placement Services or the Associate Director of Career Placement Services.

8/2001
Internetrev.doc
Appendix L

RECIPROCITY POLICY

Florida SUS and SeacNet (ACC/SEC) schools offer reciprocal services to students and alumni without receipt of a letter.

Each University determines the range of services provided to students and alumni from other institutions.

FSU’s Career Center offers the following services:

- walk-in career advising and individual career counseling appointments
- access to career library and related materials
- access to employer addresses and contact names

FSU’s Career Center does not offer the following services:

- on-campus interviewing
- credentials file service
- internship/coop ed referrals
- access to JOBTRAK or Seminole Profiles

FSU students or alumni requesting a letter of reciprocity for another school will be referred to the Career Center Director. The Director will send a letter on the individual’s behalf to the school with a copy maintained by the Office of the Director. (see copy on the following page)

FSU’s Career Center does not require a letter of reciprocity from students or alumni from other colleges.
SAMPLE RECIPROCITY LETTER

April 27, 2002

Mr. James W. Kellen, Director
Career Center
University of Alabama
McCorvey Drive, 330 Ferguson
Tuscaloosa, AL 35487-0293

Dear Mr. Kellen:

I would like to request reciprocal services for Ms. Angela Atwood who will graduate from the Florida State University with a B.S. degree in Criminology in August 2000. Ms. Atwood would appreciate any assistance that your office could provide.

With the exception of on-campus interviewing, the FSU Career Center would be happy to provide reciprocal career services to your students or alumni.

Sincerely,

Jeff W. Garis
Director

c: A. Atwood
Appendix M
Career Center Policy/Procedure for Advising Distance FSU Students / Alumni and Community Individuals

Career Center staff members (including career advisors and support staff) receive requests via email or phone for advice from both students and alumni who are not currently in Tallahassee. The requests typically deal with various aspects of the job search process, such as resume/cover letter critiques, questions about interviewing, or employment opportunities. Occasionally the requested advice or information deals with non-job search topics, such as going to graduate school or how to change careers. Staff members have the following options for responding to these requests:

Depending on the nature of the request, distance students and alumni should first be directed to the Career Center web site for information pertaining to their request. For those visiting Tallahassee in the near future, they should be encouraged to come to the Career Center, especially if the request could be more effectively addressed in person. For those who will not be in Tallahassee and whose request cannot be addressed through our web site, the procedure for responding to requests should follow these guidelines:

1. If the staff member who receives the initial advising or information request is qualified to respond, attempt to answer the request immediately with a brief email message or phone conversation. If not, record the person’s request, name and contact information (email and/or phone number), inform the requestor that a Career Center staff member will follow-up as soon as possible, and forward the request and contact information to an appropriate staff member.

2. If the request is to critique a resume, cover letter, personal statement etc., the document must be faxed (or emailed if in MSWord format) to the staff member who received the request. If the staff member is qualified to critique the document it should be done as soon as possible, documenting the call on a Long Distance Phone Log Form (Career Advisors should use the log form in the CA Office). If not, inform the requestor that a professional staff member or career advisor on desk duty will call the student or alum on a first-available basis to do the critique. Forward the document and the requestor's phone number to an appropriate staff member.

3. If the requestor is unavailable when called, leave only a name and phone number. To protect the requestor’s confidentiality, do not mention the Career Center.

4. If unable to reach the requestor after a reasonable amount of time, file the contact information and document(s) in the folder marked “Distance Advising Contacts.” The folder will be kept at the back of the Active Client file drawer in the CA Office, and its contents discarded at the end of each semester.

5. If the request entails extensive research or career advising, inform the requestor that the Career Center does not provide individual research services or in-depth career advising over the phone. Suggest visiting local public and academic libraries, other SUS institution career centers, or community-based services such as One-stop career centers. The web may also offer valuable advice and/or
information; for example, non-registered students can access contact information for the current semester’s recruiters on the Career Center’s web site. We also plan to have a generic version of the Researching Employers guide available in the near future on the site.

6. The Career Center does not mail career information or job search documents to individuals. Reaffirm the usefulness of our web site and other web resources for finding this type of information.
Appendix N

FSU Career Center New Staff Member Orientation Program

The FSU Career Center New Staff Member Orientation (NSMO) is a program designed to acclimate new staff members to the Career Center, its functions, procedures, policies and staff. The NSMO provides benefits to multiple constituencies: new staff members, current staff, and the University.
The NSMO draws upon the many competencies and talents of the Career Center staff. Several key components of the NSMO program are noted below.

- **Supervisor Preparation:**
  --Provides contact information for meeting with all key professional staff members
  --Initial orientation meeting includes the following topics:
    - Weekly Report format and submission methods
    - Unit Policies & Office Manual
    - Absence/Emergency Contact Procedures
    - Vacation/Sick Leave
    - Career Center Historical Information

- A **standard format business card** is ordered in the smallest increment (500). After that supply is depleted, staff member may revise/edit business card as desired.

- A **host/hostess** (originating from the Staff Recognition & Appreciation Committee) is selected for the new staff member. The host/hostess will be the “go-to” person for the new staff member. See *Pre-Arrival & On-Site* checklists for specific responsibilities.

- A short period of **observation/shadowing** in each unit occurs within the first 3 weeks of employment. The new staff member should spend 1 hour observing each unit with whom they are not directly affiliated.

Proposed by: Staff Development & Training Task Force, April 2001
Approved by: New Programs Committee, May 2001
Implemented: June 2001
Revised: September 2002

Many thanks to Anne Collins, Jill Lumsden, Britton Powers, Tracie Scott, Stacie Vernick, and Tracie Barnard for their input and insights.
Appendix O

Room Reservation Procedure

A. Finding “Public Folders” on Outlook
   1. Open Microsoft Outlook
   2. Under the “View” menu make sure that “Folder List” has been selected. You will notice the icon next to the words “Folder List” should look as though it is a button that has been pressed. If it has not been selected, do so by clicking on “Folder List” in the menu.
   3. Once “Folder List” has been selected, you will notice several icons that are displayed in a hierarchical fashion. The very bottom icon should be “Public Folders”.
   4. Click on the “+” to the left of the “Public Folders” icon and two new icons should drop down beneath it: “Favorites” and “All Public Folders”.
   5. Again, click on the “+” to the left of the “All Public Folders” icon. This time, several new icons should drop down beneath it. Look for three Career Center icons: Career Center Classroom, Career Center Conference Room, and Career Center Seminar Room.

B. Reserving a room
   1. Choose one of the three rooms you wish to schedule and click on it. A calendar will appear on the right where your “Inbox” should have been.
   2. On the calendar that appears for the room you have selected, click on the day that you need to reserve the room.
   3. Then to the left of the calendar in the “day planner”, double-click on the time you need to start the event you are holding/sponsoring. A dialog box should come up. The top of the box should say “Untitled-Appointment”.
   4. Type in the name of the event you are sponsoring in the “Subject” line. Also after the name of the event, please include YOUR NAME. So that if someone needs to negotiate a change, they can do so with the person who scheduled the event. No name after the event will cause a lot of confusion.
   5. Next, set the time for the event. The default is a half hour. So if your event only lasts thirty minutes, just leave it. If its longer, change the time to the desired length in the “drop-down box” next to “End Time:”.
   6. Finally if the event is recurring a la the SDS course, click on the “Recurrence” icon near the top of the dialog box and select your desired schedule.
Appendix P

Career Center Policies & Procedures Regarding Use and Storage of Assessment Materials

October 13, 2000

The Career Center has a variety of print and computer-based assessment materials that are used in the process of delivering career advising and counseling. This document is intended to provide guidelines for staff using these materials.

Guidelines for Use

Category I

Category I refers to assessment materials listed on CCIS Module III. These materials can be used by any professional or paraprofessional staff member who has successfully completed the career advisor training program. These materials are kept in a variety of locations in the Career Center library area—ranging from the cabinets opposite Career Key to the computer-based guidance lab. Any staff member choosing to use these materials with a particular client should write an ILP indicating which activity is being used and the purpose of that activity in helping the client address his/her career goals. In the case of walk-in clients, any completed materials would be given to the client and no file would be maintained. With respect to SDS professional summaries these may be given to the client IF the CA has time to review them with the client. If not, they should be shredded, OR if we are currently collecting research on the SDS:CV, the professional summary should be placed in the client’s research folder or given to the Career Center staff member who is conducting the research. Clients who are being seen on an individual appointment basis may choose to keep client materials in their Career Center folder or they may choose to take them with them. Professional summaries or reports, as well as other client file folder materials, will be maintained in clients’ folder for a period of five years, after which time they will be destroyed.

Category II

Category II includes additional assessment materials that are used by professional staff, doctoral practicum and master’s level students, and interns in the context of individual counseling. These are kept in a file cabinet in the Career Advisor’s office. They include the following:

Career Attitudes & Strategies Inventory (CASI)
Myers-Briggs Type Indicator (MBTI)
Strong Interest Inventory (persons using these materials should return them to the Director’s secretary, Roz Bryant, for mail processing)

Career Center Policies & Procedures Regarding Use and Storage of Assessment Materials (continued)
Category III

Category III includes additional assessments, e.g., the MMPI, PAI/PAS, BDI, that may be acquired by faculty members in Human Services & Studies, and used in the context of the doctoral practicum. In the case of these materials, Human Services & Studies faculty members will be responsible for ensuring that doctoral students receive appropriate training and supervision in using these materials.

NOTE: Staff members choosing to use materials in Category II or III should have completed the following activities prior to using these materials:

1. Successfully completed the Career Advisor training program.
2. Completed and scored the inventory on themselves.
3. Had their results interpreted by someone trained in the use of the instrument.
4. Reviewed the professional manual.
5. Received specific training through a workshop, class, presentation, etc., on the particular assessment being used.

It is assumed that staff using materials in categories II or III on an ongoing basis will pursue continuing education and development in the instrument’s use by attending training sessions on use and interpretation of the instruments (these sessions could be in-house, part of a class or a workshop sponsored by a professional association or private vendor).

Ethical Issues

Regardless of the assessment materials being used, staff members should be familiar with the ethical standard guidelines provided by the American Counseling Association, the National Career Development Association, and the National Board for Certified Counselors, as well as the “Standards for Educational and Psychological Testing,” published jointly by the American Educational Research Association, the American Psychological Association, and the National Council on Measurement in Education. Copies of these are available in the Staff Library in the administrative suite.
Career Center Policies & Procedures Regarding Use and Storage of Assessment Materials (continued)

Storage

Print copies of most assessment instruments will be maintained in the file cabinet next to the wall in the Career Advisor’s office. Paper SDSs are kept in the wooden cabinet opposite Career Key. Professional manuals for paper and pencil assessments will be kept on the shelf below the Career Advisors mailboxes. Other articles or brochures pertaining to a particular instrument will be kept in a file folder next to the copies of the instrument.

Computer disks and Professional Manuals for computer-based assessments will be kept on the bookshelf in the CACG lab. If there are CD-Rom disks associated with the use of a particular assessment instrument, these will be locked in the AV room cabinet (keys kept in the Library Reference Desk, top, right hand drawer).

External Requests for Assessment Materials

Persons external to the Career Center, either university staff or community individuals (e.g., counselors, psychologists) who request one or more copies of assessment instruments used in the Center, should be referred to the Associate Director for Career Advising, Counseling & Programming. As a general rule, the Career Center does not give away copies of assessment instruments. On occasion, helping professionals will send their clients to the Center to take a specific assessment. Any assessment materials used with a client are done in the context of a career advising or counseling relationship between a Career Center staff member and the client seeking assistance. The Career Center staff member, in consultation with the client, will make judgments about which assessments, if any, are most appropriate for addressing the client’s career decision-making concern.

The Career Center also periodically receives requests from groups within and outside the University community that wish to have a particular group complete an assessment instrument and have a group interpretation. These requests should be referred to the Associate Director for Career Advising, Counseling & Programming or the Career Center Director. Costs for these types of presentations will be negotiated on a case by case basis, depending on the assessment tool requested, the size of the group, and the length of presentation requested.

ASSESP&P.DOC
10/13/2000
Appendix Q

Resume Critiquing Policy

In order to ensure some consistency across Career Center staff members with respect to resume critiquing, any staff member (including professional/faculty, support, paraprofessional) providing resume critiques must have completed the following steps prior to critiquing resumes:

1) _____ Reviewed the Career Center's Resume Writing Guide, the Resume Critiquing sheet, and the Resume Critique Outline (see below).

2) _____ Attended or presented a resume writing workshop (or watched a resume writing workshop on video, presented by a Career Center staff member).

3) _____ Attended or presented a resume critiquing workshop or sat in on a minimum of 5 individual resuming critiquing sessions conducted by another qualified staff member

4) _____ Have previously had their own resume critiqued by a person qualified in this area.

Revised 9/16/02
Resume Critique Outline*

1. Introduce yourself to the person in a friendly manner; invite him/her to sit down so you can go over his/her resume; you may want to ask: “Has anyone else reviewed your resume prior to this visit?”

2. Try to find out the purpose or potential audience for the resume.

3. Read the entire resume. You may want to say something like, “let me read through your resume then we’ll talk about it.”

4. Whenever possible, note one or two positive things about the resume, especially things relating to the person’s accomplishments, and comment on them.

5. Generally it is most helpful to start the resume critique by focusing on content items first (as opposed to format). This may include the objective or items in the education or experience sections. Note that there are some general rules and guidelines, e.g., spell your name right! Note that “most recent to least recent” is the rule of thumb.

6. Make an important, or the most important, point first. This will help to establish your credibility with the person.

7. Explain the “why” of things as you go. It is good practice to preface suggestions with the basic rule behind them, e.g., “One of the guidelines in resume writing is to list more important information first,” or “A general rule of thumb in resume writing is to list the most important information first.”

8. Be instructive, not judgmental. Phrases such as: “This is the wrong way” or “You’ve got a problem here” are not the way to go. Instead you can say: “One option you might consider is…” and continue with: “here’s the thinking behind that suggestion…”.

9. Check for any content items that are not in the resume. Have they forgotten to include something that might be important such as computer skills, campus activities, volunteer experience?
10. Expect individuals who are developing their resume to do their OWN writing; if they are really struggling with phrasing you may provide some suggestions, but remember they need to feel comfortable with the wording and it must accurately reflect their experiences. Avoid the trap of doing the work for them.

11. Discuss form, i.e., spacing and layout, last. Refer people to the sample notebooks on the Ready Reference shelf or other resources when appropriate. Teach the basic rules, but remember the importance of the individual’s personal preference. It should reflect their needs and objectives. But encourage them to have several other people proof it.

12. Share information about duplication options, type of paper, etc. Check to see if there are aware of issues associated with electronic resumes and scannable resumes. Refer them to Career Library resources on these topics.

13. Watch the time, especially when it is busy in the Center; in general, critiques should last no more than 15-20 minutes (and even less during busy weeks, e.g., prior to Seminole Futures). If more time is needed, encourage the person to do another draft and come back for another critique. Let them know about the Employability Skills Lab where they can make revisions and print another copy. If there are additional issues beyond the resume critique (they are discouraged, anxious, overwhelmed when it comes to job hunting), use an ILP to reflect additional activities that may be helpful and/or offer the option (when available) of an individual appointment.

*Adapted from the Cornell University, Career Development Office, College of Agriculture & Life Sciences, Peer Advisor Training Manual.*