Employer Services
Meeting Your Needs, Exceeding Your Expectations

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Meeting Your NEEDS, Exceeding Your EXPECTATIONS

Can we help? More than 90 percent of Lafayette students utilize Career Services.
We invite you to connect with them in a variety of ways. Let us help you customize a plan that meets your needs.

ANNUAL CAREER FAIRS
Fall Career Fair (September) and Not-for-Profit/Public Service Opportunities Fair (spring semester)

ON-CAMPUS INTERVIEWING PROGRAM
Dates are available from early October through late November and from mid-February through late April. We encourage early reservations. Convenient parking, wireless access, and lunch with faculty are provided at no charge.

INFORMATION SESSIONS
Information sessions increase your visibility and build your brand on campus. Held during lunchtime or in the early evening, they are an effective way to promote your organization to students.

RESUMÉ COLLECTIONS
We collect and forward resumes based on your specific criteria.

JOB AND INTERNSHIP POSTINGS
Post positions free of charge to E-Recruiting for students and alumni.

INTERNSHIPS
We can assist you in developing an internship program and hiring qualified students.

RECRUITERS-IN-RESIDENCE
Conduct practice interviews on campus and provide feedback to students.

MOCK INTERVIEWS IN THE FIELD
Conduct practice interviews with students at your location or by phone.

HOST OR CO-FACILITATE PROGRAMS AND WORKSHOPS
Contact us to discuss programs and times.

LAFAYETTE PROVIDES EMPLOYERS with graduates who are well versed in the fundamentals, along with the practical experience and communication skills to make them solid contributors to your team early in their careers.
A multidisciplinary student team develops a
In the multidisciplinary Green Design Lab,
Students and faculty from all disciplines—
and faculty collaborate with partners beyond the
Lafayette since its founding in 1826. Today, students
Thinking across disciplinary boundaries has defined
High-impact Learning
CoLLaborative,
Exposure to global issues and solutions
• Technical expertise
• Focused approach to career development
• Strong critical investigation skills
• Ability to gather and evaluate data

COLLABORATIVE,
HIGH-ImpACT LEARNING
Thinking across disciplinary boundaries has defined Lafayette since its founding in 1826. Today, students and faculty collaborate with partners beyond the campus. Here are a few examples:
• Students and faculty from all disciplines—humanities, social sciences, natural sciences, and engineering—team up to monitor local flooding and water issues. One group studies the implications of removing a dam on the Bushkill Creek.
• In the multidisciplinary Green Design Lab, students create plans for energy-efficient homes in Easton’s West Ward.
• A multidisciplinary student team develops a planning, architecture, and construction feasibility study for rehabilitating a former city government building into an arts and cultural center.
• Partnering with Air Products and Chemicals Inc. and the Slate Belt Council of Governments, students develop a solar-powered golf cart as a prototype for a green, low-speed vehicle for possible manufacture in that region.

GLOBAL CONNECTIONS
Typically, more than half of each graduating class has studied internationally. Options range from year-long programs to concentrated interim-session courses to service projects, including these and others:
• Engineers Without Borders has worked since 2004 to create portable water systems in rural villages of Honduras.
• Economic Empowerment and Global Learning Project is working with Honduran villagers and residents of New Orleans and Easton, Pa. The work has been recognized three times by Bill Clinton’s Global Initiative University.
• A Lafayette student initiative in Madagascar helps Malagasy students prepare for the process of applying to U.S. colleges.
• Kathryn Wasserman Davis Foundation has awarded grants funding student projects in Kenya, Colombia, and Honduras.
• Alternative School Break Club’s 2010 international service projects took place in the Dominican Republic and Ecuador.

INvOLvED, FOCUsED, ACTivE StUdENTS
At Lafayette, students use resources and university-like facilities that enable them to position themselves for success in the workforce. Through Lafayette’s emphasis on collaborative, high-impact learning and four-year career-development program, called Gateway, students develop leadership and teamwork skills, practical experience, and a sharpened career focus.
• 62% of seniors surveyed participated in internships
• More than 300 students complete externships each year
• 30% of all students participate in sustained programs of voluntary community service
• More than 50% of students have studied internationally
• Leadership opportunities are offered through more than 250 clubs and organizations
• 21% of all students participate in Lafayette’s 23-sport NCAA Division I intercollegiate athletics program
• More than 50% of students participate in intramural and club sports

GATEway PROGRAM
Since 1994, Gateway, Lafayette’s four-year career development program, has provided students with individualized career guidance beginning in the first semester. Both students and employers benefit:
• Students work individually with counselors to establish clearly defined goals and make sound career decisions.
• Students develop skills in conducting employer research and connecting with industry professionals.
• Students gain relevant work experience from internships and externships.
• Students know how to articulate their skills and value to employers.
• Employers interact with staff who understand and know students well.
• Employers get access to talent that is career focused and ready to contribute to their organization.
• Employers speak directly to faculty through lunches hosted by Career Services.

HERE’S WHAT GATEWAY GRADUATES SAY...
KIRA VARELA ’10 participated in three externships, two internships, career counseling, and networking with alumni.
"I made many valuable connections and gained a variety of experiences to help make informed career decisions."

ROmEO UriaS ’10 took advantage of Gateway counseling on resume building, job searching, and interviewing.
"I had multiple on-campus interviews that resulted in second-round site visits with companies. Career Services also helped me contact alumni for job opportunities, which improved my networking skills."

ROBERT GLENN ’11 developed a tighter focus on career goals.
"Gateway helped me narrow what I want to do by exposing me to different areas through networking nights, externships, and other communication with alumni."
MAJOR FIELDS OF STUDY

Bachelor of Arts
- African Studies
- American Studies
- Anthropology and Sociology
- Art
- Asian Studies
- Biochemistry
- Biology
- Chemistry
- Computer Science
- Economics
- Engineering Studies
- English
- Film and Media Studies
- French
- Geology
- German
- Government and Law
- Government and Law and Foreign Language
- History
- International Affairs
- International Economics and Commerce
- International Studies (A.B.) and Engineering (B.S.)
- Mathematics
- Mathematics-Economics
- Music
- Philosophy
- Physics
- Religious and Politics
- Religious Studies
- Russian and East European
- Studies
- Spanish
- Theater

Interdisciplinary Minors
- Architectural Studies
- Biotechnology/Bioengineering
- Classical Civilization
- Computational Methods
- Environmental Science
- Health and Life Science
- Health Care and Society
- Jewish Studies

Concentrations
- Astronomy
- Film
- Environmental Geosciences
- Writing

Certificate Program
- Finance

STUDENT PROFILE

- SAT Profile, Class of 2014: 1840-2140 (admitted students, middle 50% range)
- Most Popular Majors, Class of 2012: economics and business, government and law, psychology, English, mechanical engineering, biology, civil engineering, chemical engineering, neuroscience, engineering studies, art, and history

STRENGTH IN DIVERSITY

Students come from more than 40 U.S. states and territories and more than 50 countries around the world.

- Student Body: 2,414 students, all undergraduates (53% men, 47% women)
- African American: 114 (5%)
- Asian: 86 (4%)
- Hispanic: 119 (5%)
- Multi-racial: 46 (2%)
- Non-resident international students: 143 (6%)
- SAT Profile, Class of 2014: 1840-2140 (admitted students, middle 50% range)
- Most Popular Majors, Class of 2012: economics and business, government and law, psychology, English, mechanical engineering, biology, civil engineering, chemical engineering, neuroscience, engineering studies, art, and history

Through its longstanding partnership with The Posse Foundation (www.possefoundation.org), Lafayette offers scholarships to outstanding students from urban public high schools in New York City and Washington, D.C., who are chosen for their leadership potential.

CLASS OF 2010 POST-GRADUATE DATA

- Full-time employment: 58% (5% additional undergraduate degree programs, teaching and other certification programs, and other post-baccalaureate programs. Other includes graduate-school or professional-school applications in process, part-time or temporary employment, unpaid internships, preparatory courses, non-credit programs, volunteer work, freelance work, and travel.
- Continuing education: 20%
- Post-graduate school: 4%
- Health professions programs: 2%
- Still looking: 6%
- Other: 10%

Data were obtained through a survey conducted six months after graduation. Of the 616 bachelor’s degree recipients, 577 (94 percent) responded to the survey. Full-time employment includes full-time positions, military service, fellowships, paid internships, and compensated term-of-service positions. Continuing education includes graduate degree programs, additional undergraduate degree programs, teaching and other certification programs, and other post-baccalaureate programs. Other includes graduate-school or professional-school applications in process, part-time or temporary employment, unpaid internships, preparatory courses, non-credit programs, volunteer work, freelance work, and travel.

NACE PRINCIPLES FOR PROFESSIONAL PRACTICE

Career services and employment professionals are involved in an important process—helping students choose and attain personally rewarding careers, and ensuring that employers develop effective college relations programs which result in effective candidate selections for their organizations. The impact of this process upon individuals and organizations requires commitment by practitioners to principles for professional practice. The following is excerpted from NACE’s statement of Principles for Employment Professionals and reprinted with permission.

EMPLOYMENT PROFESSIONALS WILL:

- refrain from any practice that improperly influences and affects job acceptances
- have knowledge of the recruitment and career development field as well as the industry and the employing organization that they represent, and work within a framework of professionally accepted recruiting, interviewing, and selection techniques
- provide accurate information on their organization and employment opportunities
- maintain equal employment opportunity (EEO) compliance and follow affirmative action principles in recruiting activities
- maintain the confidentiality of student information, regardless of the source, including personal knowledge, written records/reports, and computer databases
- cooperate with the policies and procedures of the career services office, including certification of EEO compliance as well as compliance with all federal and state employment regulations
- honor scheduling arrangements and recruitment commitments
- when recruiting for international operations do so according to EEO and U.S. labor law standards

— Neither employment professionals nor their organizations will expect, or seek to extract, special favors or treatment which would influence the recruitment process as a result of support, or the level of support, to the educational institution or career services office in the form of contributed services, gifts, or other financial support.
— Serving alcohol should not be part of the recruitment process on or off campus.
— Those engaged in administering, evaluating, and interpreting assessment tools, employment screening tests, and technology used in selection will be trained and qualified to do so.
— When employment professionals conduct recruitment activities through student associations or academic departments, such activities will be conducted in accordance with the policies of the career services office.