EXTERNSHIP HOST HANDBOOK

A Guide for Hosting Carleton Externs

Fall 2021
Greetings from Carleton!

Thank you for participating in the Carleton Career Center Externship Program. We hope that your organization will benefit from the contributions made by bright and inquisitive Carleton students. The Carleton College Externship program is designed to help students explore potential career pathways.

In this program, students gain an understanding of how their academic preparation can be applied in a professional work environment while also getting a sense of their knowledge and skills. Students gather information and perspectives from hosts and other colleagues that help to inform academic and career decisions, and planning for life after college.

The Carleton community benefits from the Externship Program because the students return to campus with new experiences and perspectives about their academic and career development. They also bring back insights that can be shared amongst their peers and professors.

The purpose of this guidebook is to educate, assist, clarify, and prepare hosts to support an impactful externship experience. This handbook was created by the Career Center to provide the program details as well as support you in making the most of your hosting experience.

We want to welcome and thank you for your interest in hosting an externship and for investing in Carleton College students! We are grateful to our partners for providing an exceptional career development experience for our students.

If there are any questions, comments, or concerns about the contents of this book please direct all inquiries to the Career Center at +1 (507) 222-4212 or by email at externships@carleton.edu.

Regards,

Luke M. Klefstad, Program Director for Experiential Learning, on behalf of the Career Center Externship Team.
EXTERNSHIP PROGRAM OVERVIEW

Since 2008, the Career Center has offered 700+ externship opportunities for Carleton students to explore various career industries across the world. An externship is a one- to three-week career development experience that allows students to explore and prepare for a particular career field of interest by applying academic knowledge to create real-world solutions. These rewarding opportunities help students identify, reflect, and articulate their professional and personal values, strengths, and interests, which later can contribute to career fulfillment.

The most obvious difference between an externship and an internship is the length of time spent in the experience. The primary aim of an externship is career exploration that allows a student to get an introduction to a particular job or career field. An externship provides opportunities for shadowing, informational interviewing, and networking. In addition, working on a project is an excellent way for externs to explore a job or career field, with the focus of any work project to serve the extern’s learning experience.

EXTERNSHIP OUTCOMES AND LEARNING GOALS

Externships are designed to expand awareness and inform career exploration in a field of interest. It is an opportunity for students to gain exposure and experience in exploring the world of work. It can help students to recognize and expand on theories and best practices learned in the classroom and apply them to real-world situations. An externship can also heighten students’ awareness of industry issues, spark ideas, and give direction to positive change. An externship can give students valuable information in making decisions about future studies or employment.

An externship is an opportunity to not only learn industry-related knowledge and skills but also practice the skills to solve real-work problems. This externship may be their first introduction to the world of work, or maybe it's an opportunity to broaden and/or strengthen their knowledge, skills, and abilities.

By the end of the externship experience, our hope is that students will have:

- Explored the linkages between academic theory and practice in a specific industry;
- Connect knowledge, skills, and interests to a work environment;
- Acquire new insights through meaningful activities and interactions;
- Identify, reflect, and/or articulate their professional direction as it relates to their academic studies and future career path;
- Develop self-understanding, self-discipline, maturity, and confidence; and,
- Initiate and cultivate networking and possible mentoring relationships.
EXTERNSHIP PROGRAM PROCESS & RESPONSIBILITIES

2021 PROGRAM TIMELINE* (subject to change)

<table>
<thead>
<tr>
<th>Date</th>
<th>Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday, August 20</td>
<td>Deadline for host enrollment</td>
</tr>
<tr>
<td>Monday, September 27</td>
<td>Student application deadline</td>
</tr>
<tr>
<td>Wednesday, September 29</td>
<td>Host review applications. Hosts will be emailed their application packet.</td>
</tr>
<tr>
<td>Wednesday, October 6</td>
<td>Deadline for hosts to submit rankings to Career Center</td>
</tr>
<tr>
<td>Friday, October 8</td>
<td>Students receive acceptance offers. Please note that each offer has a 24-hour acceptance window. Hosts will start to receive introduction emails once a student accepts the offer.</td>
</tr>
</tbody>
</table>

TIMELINE SUMMARY

EXTERNSHIP POSITION DESCRIPTION: FRIDAY, AUGUST 20

- **HOST TASK #1** – Host determines externship details and completes the online enrollment form. Please be as clear as you can in writing your description. Write for a generalist, avoiding technical jargon. Sample postings are located later in this handbook.

STUDENT APPLICATIONS DEADLINE: MONDAY, SEPTEMBER 27

- Students may apply to up to five externships with a resume and cover letter for each position.

REVIEW PROCESS: WEDNESDAY, SEPTEMBER 29

- **HOST TASK #2** - Hosts receive all student applications via e-mail for review. The Career Center highly encourages hosts to interview students, although this is not required. A 15-minute chat is highly informative!

SELECTION PROCESS DEADLINE: WEDNESDAY, OCTOBER 6

- **HOST TASK #3** – Hosts will rank all applicants in order of preference using our online system (Qualtrics). Rank only candidates you are willing to work with. Since students can apply to up to five externships, we extend offers in order of top-ranked candidate first. The Career Center allows the candidate up to 24 hours to accept or decline an offer. It is possible that candidates receive multiple offers from different hosts. In cases where an applicant accepts a different offer, we automatically offer the position to your second-ranked candidate, and so on. It is important that hosts rank all of the acceptable candidates in the pool to ensure a match is secured. Hosts will not be paired with candidates who are not ranked.

NOTIFICATION PROCESS: FRIDAY, OCTOBER 8

- The Career Center contacts students with offers and receives accepts/declines. The Career Center initiates email introductions between hosts and the candidate(s). These introductions are made individually, so hosts with multiple externs will receive multiple introductory emails.

STUDENT PREPARATION: NOVEMBER 1 - 28

- All student externs will complete a career center orientation and begin to prepare for the externship.
- **HOST TASK #4** - Hosts should coordinate a welcome meeting (either by video conference or phone) with the student to make a formal introduction and to discuss externship details and goals.
HOSTING AN EXTERNSHIP

We hope that the externship will be a rewarding experience for you as well as the student. Listed below are some specific recommendations on how to use your time together. Of course, feel free to expand beyond the ideas listed.

PRIOR TO THE EXTERNSHIP:

- Send your extern information about the experience as soon as possible after they accept the externship. You can share what to expect, what to bring, and any information you’d like them to read beforehand. The time of the externship always sneaks up sooner than expected, especially because Carleton students have exams before Thanksgiving (so they may not have time to do background reading.)
- Clarify what is expected of the extern with respect to dress (especially in the virtual environment), work schedule, the confidentiality of certain information, etc.
- Discuss the goals and expectations for the time they will be with you by reviewing the student-developed Learning Plan on the first day. Engage them in the proposed schedule, hear what they hope to get out of it, and adjust schedules/events/projects as needed to best address them. Then revisit or check-in at the midpoint or so, and again at the end.
- Plan ahead, but be flexible. Have a plan for the entire time with some key activities they can do independently, in coordination with you, and some with others in your team (if possible) to maximize their exposure and learning opportunities. Engage them in finalizing the plan but be flexible and customize where needed based on their interests/needs.
- The more concise and informative the description of your company and program, the better.

TIME WITH THE HOST:

- Give the extern a tour of the office and introduce them to people with whom they will be working.
- Ensure that the extern understands the mission or purpose, goals, functions, services, and procedures of your agency as well as your department and its relationship to the larger organization or profession.
- Share your story. What was your post-graduate experience like? What did you do in post-high school education? Were you on a campus? If so, what was your major, favorite classes, campus involvement, internships, research, etc.? What/who has helped you along the way? What are some things that you are glad you did and wish you would’ve done?
- Discuss the field/industry and how a student can start gaining experience and one day find a job in this field.
- Explain to the extern how you make decisions—what the alternatives are and how you arrive at conclusions.
- Discuss with the extern the specific duties and projects on which they will be working and explain how these projects fit into the larger picture and goals of your agency.
- Throughout the externship, meet regularly with the extern to discuss their work and learning and answer any new questions.
- Make sure that you are immersing the extern in the workplace culture as much as possible. View the extern as if it was your first day at work. What are some things that you think would have been helpful to know? What are the small details about the professional workplace culture that you would have done differently if you could start over again? Talk about what you think is an important first step into understanding your everyday duties and tasks.
TIME WITH COLLEAGUES:
- Try to schedule several 30- to 45-minute appointments or meetings for the extern to do informational interviews with your co-workers (entry-, mid-, and senior-level) in different areas of the agency. Externs can see how other areas of the agency work together to reach a common goal or mission.

TIME WITH MATERIALS:
- Share with the extern the job descriptions of co-workers and an organizational chart for the agency if appropriate.
- Introduce the extern to brochures, manuals, reports, and/or materials pertinent to the agency and the field.

TIME TO OBSERVE:
- Give the extern an opportunity to attend client, staff, committee, public or legislative meetings (when applicable and appropriate). Provide guidance in advance about expectations related to participation, including camera-on and microphone instruction in the virtual environment.

ADVICE FROM PREVIOUS HOSTS
As each externship is different based on the nature of the work and the particular setting, there is no single way to engage your extern or to make the experience significant. Previous successful externships have allowed students to experience the workplace in some or all of the following ways: project work, shadowing employees, attending meetings, informational interviews, and networking in general. In the end, you can select the ways that you think will work best for the externs, your staff, and your work environment as a whole.

Advice from hosts during the Externship:
- Put things in context. Try and give them a little context before and after meetings or other events to help them understand what they just experienced, why we’re doing it and what it might mean for us (host organization) and perhaps for them (as extern learning new tools, information, approaches).
- Bring your extern to client meetings, your volunteer or nonprofit board meetings, professional development seminars, etc.
- Devote the last day of the externship to asking the extern write up their summary of what they did, and/or give a brief presentation to your staff – this helps them process what they learned, and it means you have a record of what they did.
- Give your externs some coaching and feedback.
- Suggest people your extern might want to interview to learn other perspectives about the field and send emails to help them set up informational interviews.
- To the extent that your co-workers are amenable, arrange some mock interviews that might be used by your organization (pre-defined whether informational or “as if” interviewing for a certain position).
- Allow time for networking with employees and local alumni, especially useful for graduating seniors. Help students review their resumes and provide career advice.
- Assign readings and hold follow-up discussions when possible to allow students to learn more about the industry and further develop their interest in the field.
- Have students virtually shadow company employees, assign mentors if possible or allow them to work on short term projects when possible. Formal or informal presentations or discussions with firm employees are helpful.
- Get them learning, acting. Many hosts find that things seem to work well when the externs have to solve a problem or find information–to do this hosts report having them do small information search projects on
key issues the site is working on, and have them craft four questions (about their job, career, training and advice) to ask other professionals when they meet with them.

- Assign a discrete project such as analyzing a particular segment of your organization and giving a presentation about the information – what the extern learned and what suggestions or recommendations your extern would make based on the information.
- It's good to have a discrete project that the extern can take ownership of during the short time they're with you. A project that's open-ended, or that has multiple possible goals or "endpoints," allows for flexibility if they work at a faster or slower pace than you anticipated. It's also nice to have a secondary project that the extern can work on if they want a break from the main project.
- I like to have a game night during the weekend in the middle of the extern's stay. It lets the extern get to know some of my friends and colleagues in a more social way.

Post-Externship:

- Right after the extern leaves, write your own paragraph-long summary of what the extern did, so you can remember the details if they ask you to be a reference for a job or grad school.

SAMPLE EXTERNSHIP PROJECTS

Hosts should propose discrete projects that can be completed within a one- to three-week period. The student extern could be asked to do one of these projects:

- **Organizational assessment**: Analyze a particular segment of your organization and give a presentation about what the extern learned and share suggestions or recommendations,
- **Client feedback**: Conduct client interviews and transcribe conversation,
- **Assist with grant writing**: Research and draft grants proposal document,
- **Event planning**: Assist with planning and/or organizing a portion of an event,
- **Content creation**: Create a marketing proposal and/or manage social media accounts,
- **Diversity or Sustainability Best Practices**: Assist in the development of a [diversity/sustainability] best practices manual. Identify between 10 and 20 thoughtful articles that highlight the importance of [sustainability/diversity] in organizations, best practices, and challenges when best practices are not implemented. Summarize key points across the articles in a single document.
- **Public Document Review**: Review board minutes and other public documents related to a targeted, public initiative (i.e. such as helping a K-12 school district to understand the needs around special education). This review would include current vendors and contract size, key discussion items, upcoming RFPs, etc.
- **User Experience Testing**: Conduct comprehensive UX testing (including enlisting additional reviewers) on a site and provide feedback and suggestions to the organization on key improvements.
- **Create Marketing collateral**: Design a physical piece and/or webpage for organizational marketing.
- **Data Visualization**: Utilize a college student to tell a story with your data by creating an impactful visualization.
- **Social Media Engagement and Analytics**: Ask a college student to track and analyze engagement and develop a presentation based on your analytics to help you see the big picture
- **Content Creation**: Research and draft a 1,200-1,600 word article/blog on a specific topic we will provide. The article should be consistent with existing articles posted on our website and other marketing channels. Reference at least two outside sources in the article to backup your claims.
## Example of Externship Schedule (Weekly)

### Week One/Day 1: Monday, November 29

**Activities:**
- **Morning Session (9am - 10:30am) 1.5 hrs**
  - Welcome/Introduction (Zoom Link: )
  - Introduction/Overview of Organization (Zoom Link: )

### Day 2: Tuesday, November 30

**Activities:**
- **Morning Session (9am - 10:30am) 1.5 hrs**
  - Intro to externship project (Zoom Link: )
- **Afternoon Session (2pm - 3:30pm) 1.5 hrs**
  - 1:1 w/ team member Dustin Robinson, VP of Marketing (Zoom Link: )

### Day 3: Wednesday, December 1

**Activities:**
- **Morning Session (9am - 11:30am) 2.5 hrs**
  - Brainstorming Session (Zoom Link: )
- **Afternoon Session (1pm - 2pm) 1 hr**
  - Host check-in (Zoom Link: )

### Day 4: Thursday, December 2

**Activities:**
- **Morning Session (9am - 10:30am) 1.5 hrs**
  - Client Business Meeting w/ ABC Inc. (Zoom Link: )
- **Afternoon Session (1pm - 2:30pm) 1.5 hr**
  - Panel discussion w/ Senior Leadership (Zoom Link: )

### Day 5: Friday, December 3

**Activities:**
- **Afternoon Session (3:00pm - 5pm) 2 hrs**
  - Happy Hour Fun (Zoom Link: )
EXAMPLE OF EXTERNSHIP POSTINGS IN HANDSHAKE

The following externship postings were the positions that received the most applicants in 2020.

CARLETON EXTERNSHIP - Research Extern at The University of Iowa - Department of Biology

Why sex is so common despite its costs remains unclear, and is considered one of the most important unanswered questions in evolutionary biology. The central importance of sexual reproduction to biology means that solving the sex problem will require insights from all levels from biological organization. Accordingly, our approach to studying sex is very diverse, ranging from ecosystem and behavioral ecology to evolutionary genetics, genomics, and physiology. Because sex is distinguished from asexual reproduction by the production of genetically variable offspring, a deeper understanding of the benefits of sex will help illuminate the value of preserving genetic diversity within and among populations, species, and ecological communities. More broadly, our research program is relevant to scientists who use our snail study system as a model for ecotoxicology, host-parasite coevolution, and the causes and consequences of biological invasions. Our lab group is also very committed to training, mentoring, and community engagement, and we are involved in a variety of such efforts. -Extern will contribute to computational projects that can be done remotely -Extern will contribute to outreach projects -Extern will collaborate with/interact with other lab and department members -Extern will work on career development with mentor and other students.

Qualifications

ALLOWED SCHOOL YEARS
Freshman, Sophomore, Junior, Senior
ALLOWED MAJORS
All majors allowed
WORK AUTHORIZATION REQUIREMENTS
US work authorization is required, but the employer is accepting OPT/CPT candidates
Inventors wanted! Have you ever wondered how a product comes to market? At 3M, we have hundreds, if not thousands of products and technologies being launched every year! Take the journey through product development, from base technology in our Corporate Labs, all the way through launch! We have Carls (carls from new hires all the way through high level management) all over the company excited to host you in our sixth year of externships! We will have a combination of job shadowing and short term projects to complete. The externship will be tailored to whomever gets accepted, so if you’re interested in learning about a company that makes EVERYTHING, please apply.

2 week externship
DURATION
Temporary / Seasonal
CONTACTS
Robert Schmitz 09
JOB FUNCTIONS
Engineering - Civil / Mechanical / Other, Operations / Production, Other

3M
At 3M, our 83,000 employees do work that matters, applying our science in ways that make a positive impact on people’s lives around the globe. And that work is accomplished through close collaboration with smart, curious and motivated 3Mers in 87 countries.

Our company's vision:
• 3M technology advancing every company.
• 3M products enhancing every home.
• 3M innovation improving every life.

In one of our 10 university-focused programs, you'll have the opportunity to work with world-class experts and gain invaluable experience to start off your career right. Here, you'll discover an inclusive culture and have the chance to collaborate with other curious, creative minds. We work to reflect the diversity of our global customers, suppliers and channel partners, and build on each individual employee’s abilities and backgrounds. Your opportunities at 3M are endless.

Qualifications

ALLOWED SCHOOL YEARS
Freshman, Sophomore, Junior, Senior

ALLOWED MAJORS
All majors allowed

WORK AUTHORIZATION REQUIREMENTS
No US work authorization required
The Eli and Edythe L. Broad Institute of Harvard and MIT is founded on two core beliefs: 1. This generation has a historic opportunity and responsibility to transform medicine by using systematic approaches in the biological sciences to dramatically accelerate the understanding and treatment of disease. 2. To fulfill this mission, we need new kinds of research institutions, with a deeply collaborative spirit across disciplines and organizations, and having the capacity to tackle ambitious challenges.

The Carleton extern will follow a member of Todd Golub's research group, being exposed to modern biomedical research research in cancer and beyond. Preference given to students with biology background.

**Flexible**

**DURATION**
Temporary / Seasonal

**CONTACTS**
Todd Golub’95

**JOB DUTIES**
Research

**JOB TITLE**
University Student Researchers

**BROAD INSTITUTE OF MIT AND HARVARD**

Broad Institute of MIT and Harvard was launched in 2004 to improve human health by using genomics to advance our understanding of the biology and treatment of human disease, and to help lay the groundwork for a new generation of therapies.

The institute was founded to seize the opportunity that arose from the Human Genome Project — the international effort that successfully deciphered the entire human genetic code. Despite that accomplishment, scientists knew they still lacked a clear understanding of the genetic basis of disease, and how to translate that understanding into more effective prevention, diagnosis, and treatment.

To reach these goals, it was clear that a new type of research institution had to be created. The traditional academic model of individual laboratories working within their specific disciplines was not designed to meet the emerging challenges of biomedicine. To gain a comprehensive view of the human genome and biological systems, they instead had to work in a highly integrated fashion.

That meant working in nimble teams that combined biology, chemistry, mathematics, computation, and engineering with medical science and clinical research. It also meant working at a scale usually seen in industry, with access to world-class infrastructure. At the same time, this institution had to foster an atmosphere of creativity, risk-taking, and open sharing of data and research. Finally, this new model needed to seek collaborations beyond its borders.

Broad Institute is an "experiment" in this new way of doing science. It spans some of Boston’s leading institutions (Harvard, MIT, and Harvard-affiliated hospitals) and scientific disciplines (biology, chemistry, medicine, computer science, and engineering). Today, the Broad community includes more than three thousand scientists, committed to advancing research in areas including infectious disease, cancer, psychiatric research, and cardiovascular disease.

**Qualifications**

**ALLOWED SCHOOL YEARS**
Sophomore, Junior, Senior

**ALLOWED MAJORS**
All majors allowed

**WORK AUTHORIZATION REQUIREMENTS**
No US work authorization required
EXTERNSHIP PROGRAM MEMORANDUM OF UNDERSTANDING

The Carleton Career Center Externship Program provides an educational strategy whereby Carleton College students complement their academic preparation with direct practical experience. The efforts to combine a productive work experience with an intentional learning component is a proven method for promoting the academic, personal, and professional development of students. Your participation in the Externship Program by hosting students exhibits your interest and commitment to this educational strategy and to the growth and development of students as future professionals. We look forward to collaborating.

I. Purpose of the MOU
To help ensure the interests and promote the benefits of an externship arrangement for all parties involved, the College has developed this Memorandum of Understanding to describe the mutual responsibilities between the student, hereafter named as “Extern”; Carleton College Career Center hereafter named as “College”; and the organization hereafter named as the “Agency”. This Memorandum of Understanding may be amended only upon written agreement between the College and Agency.

II. Terms and Conditions of Externship Arrangement
An externship arrangement for each Extern will be for a period agreed upon by the Agency and the College. In the event that the Agency is dissatisfied with the performance of an extern, termination of the externship arrangement may be requested by the Agency, but only after College personnel has been notified one week in advance and if a satisfactory resolution cannot be obtained. Conversely, the College may request termination of the externship arrangement for any student not complying with College guidelines and procedures for the externship program, as long as Agency personnel have been notified one-week in advance and satisfactory resolution cannot be obtained.

RESPONSIBILITIES OF THE EXTERN
- When applicable, research and secure housing options, if none is provided.
- Conduct oneself in a responsible and professional manner and adhere to the Agency established policies, rules, and procedures.
- Strive to make a positive contribution to the externship site and to the overall mission of the Agency.
- Actively participate in Career Center externship program activities which include blogging, Attending the pre-departure Orientation and “Unpacking Your Externship” post-reflection sessions, completion of the Pre- and Post-Externship Assessments, and participate in other program events if necessary.
- Notify the Agency of any difficulty performing functions or need to adjust the established work schedule.

RESPONSIBILITIES OF THE COLLEGE
- Encouraging externs to identify and clarify their externship goals and learning outcomes;
- Support externs before, during, and following the externship experience;
- Mediating any conflicts that may arise between the Agency and extern;
- Soliciting evaluations from externs and Agency;
- Providing information to the Agency that clarifies Carleton College policies and procedures;
- Maintaining the confidentiality of any information obtained about the Agency;
- Encouraging the externs productive contribution to the overall mission of the Agency and industry;
- Enforcing any additional rules and procedures that are mutually agreed upon in advance in writing between the College and the Agency;
- Ensuring that externs successfully complete all externship program requirements.
RESPONSIBILITIES OF THE AGENCY

- Designate an employee to serve as the externship supervisor with responsibilities to help orient the extern to the Agency and its culture.
- Encourage and support the learning objectives, to confer regularly with the Extern, to communicate with the College, and to monitor the progress of the Extern.
- When applicable, provide safe working facilities with available equipment, supplies, and space necessary for the Extern to perform his/her/their tasks, if project-based.
- Communicate with the College about any changes in the Extern’s work status, health, schedule, or organization’s policies and standards, if known.
- Submit post-externship surveys

Questions, concerns, or suggestions should be directed to the Career Center either by phone (507) 222-4212 or by email at externships@carleton.edu.
MISCONDUCT

MISCONDUCT OF HOST/CO-WORKERS TOWARD A STUDENT EXTERN
The Career Center encourages students to inform themselves of the externship site’s sexual harassment policy and to follow it, should one exist. Beyond this, the Career Center asks students to report any incident as soon as possible, allowing both the College and the externship site the opportunity to promptly intervene. When a student extern contacts any staff member from the Career Center with reports any form of harassment that he/she/they may be experiencing at the externship site, a member of the Career Center staff will immediately facilitate appropriate interventions with the participating externship site and externship host. All interactions during the intervention will be documented by the Career Center staff and kept on file.

These interventions may include:
- The Career Center staff provides guidance to the extern on how to confront the individual(s) harassing him/her/them.
- The Career Center contacts the Carleton College Dean of Students for assistance in facilitating the intervention(s).
- The Career Center contacted the externship host and established a formal meeting to present the allegations the extern reported. This meeting may or may not include the student being present at the meeting. The student, in consultation with the Career Center, will determine the level of involvement that he/she/they wish to have in the face-to-face component of the intervention(s).
- Removing the extern from his/her/their externship site.
- Removing the externship site and/or perpetrator from the approved list of externship partnerships.

MISCONDUCT OF STUDENT EXTERN TOWARD A HOST/CO-WORKERS
The Career Center asks all externship hosts to report any incidents as soon as possible allowing the Career Center staff the opportunity to promptly intervene. When an externship host contacts a Career Center staff member and reports any form of harassment being experienced at the externship site, a member of the Career Center staff will immediately facilitate appropriate interventions with the student extern and the participating externship site and host. All interactions during the intervention will be documented by the Career Center along with any appropriate college representatives and kept on file.

These interventions may include:
- The Career Center staff provides guidance, if necessary, to the externship site on how to confront the student extern.
- The Career Center contacting the Carleton College legal counsel for assistance in facilitating the intervention(s).
- The Career Center contacted the student and externship host to establish a formal meeting to present the reported allegations.
- Encouraging removal of the extern from his/her externship site.
TITLE IX INFORMATION, REPORTING, AND SUPPORT

Title IX of the Education Amendments of 1972 states that “no person in the United States shall on the basis of sex be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.” Title IX requires institutions to provide an educational environment free from discrimination based on sex. Sexual harassment, sexual assault, sexual violence, and sexual misconduct are forms of sex discrimination. Title IX states clearly that we, as an education community, have a responsibility to promptly and equitably respond to reports of sexual harassment and misconduct in order to eliminate harassment, prevent its recurrence, and eliminate its effects.

Should a situation occur, the Career Center will protect the privacy of the student and resolve the issue either with the externship institution or by finding an alternative. The Career Center will inform the Title IX coordinator and avail the student of all the resources Carleton College has available, whether the harassment has taken place on or off-campus, during semesters or during breaks. Bringing forward a complaint to the Title IX Coordinator does not mean that the student wishes to proceed with conduct charges or go to the police, though these options are always available. The important part of coming forward is to learn about the resources and remedies Carleton College can provide, to understand the options the student has, and help make Carleton a safer place.

REPORTING

● We encourage all Carleton community members to report any sexual harassment or misconduct.
● Reporting incidents of sexual harassment or misconduct allows the College to assist the individuals involved and help the campus prevent further incidents.
● The College will promptly investigate and respond to all reports of sexual misconduct and harassment in order to attend to the individual's safety in the context of community safety. The College recognizes that a student may make a report to any trusted employee of the College —i.e., a student might seek advice or support from a coach, professor, staff person, or student employee.
● While these employees will always respect a student's privacy interests, all College employees are required to share the report with the Title IX Coordinator or a member of the College's Title IX team to ensure a coordinated and informed response.
● The College also provides several confidential resources for students, including the counseling and medical staff at Student Health and Counseling Services (SHACS), the Chaplain and Associate Chaplain.

Students seeking to talk to someone about an incident of sexual harassment or misconduct without triggering any investigation or action by the College are encouraged to speak with one of these confidential resources. Information shared with these individuals will not be shared without the consent of the student.

SUPPORT

● If you have questions or concerns related to a possible incident, here are contacts that will help:
  o Carleton Campus Safety: +1 (507) 222-4444
● On-Campus Reporting Options:
  o Title IX Coordinator: Laura Riehle-Merrill, Henry House 206, +1 (507) 222-4208, lriehlem@carleton.edu
● On-Campus Confidential Resources:
  o Chaplain: (507) 222-4003
  o Student Health & Counseling: (507) 222-4080, If urgent 24/7/ Phone: (507) 222-4080, option #2
● Off-Campus Confidential Resource:
  o HOPE Center: 24-hour Safeline: 800-607-2330