

University of Indianapolis

AQIP Subcommittee: Connecting Learning to Student Employment

October 23, 2003 Report

Goals for Year 1:

1. Develop a process for student employee recruitment, placement, orientation, training/development, performance appraisal, recognition and reward
 - The subcommittee has collaborated with Career Services to hold career fair days at the beginning of fall semester to enhance recruitment of students. The career fairs were well attended by students and supported by some supervisors who participated. It is anticipated that this will be an annual event with greater student attendance and supervisor participation in fall 2004.
 - Orientation sessions for student employee supervisors were held for the first time this fall by Career Services. Useful information was shared and obtained in these sessions. Sessions will be conducted again in late summer 2004.
 - Career Services has drafted a Student Employee Handbook and performance appraisal that is being reviewed by the subcommittee for input. Additionally, Career Services is drafting a vision and goal statement for student employees in collaboration with the subcommittee.
 - The subcommittee is exploring ways to recognize and reward student employees and supervisors.
 - a.) Human Resources plans to incorporate specific items into performance appraisals for staff and professional staff that will reflect supervisory responsibilities.
 - b.) Payroll has initiated an earlier pay schedule for the first student pay period in October 2003. It was well received by the student employees, however some students did not have completed paperwork by the due date to benefit from this change. The subcommittee plans to continue collaboration with Payroll in training efforts for supervisors and student employees. Additionally, the subcommittee is exploring the possibility of direct deposit for student payroll in fall 2004.
 - c.) Discussions have occurred with administration, Financial Aid Policy Committee, and Student Government in regards to recognition and reward for student employees. At this point the subcommittee will encourage individual units with student employees to find ways to recognize them within the unit. The Portico has agreed to feature graduating student employees. The subcommittee will check with the Reflector about articles or ads about student employees. Exploration of campus recognition and rewards are still ongoing, especially in regards to funding and planning.

- d) The Provost has been asked to propose the requirement of job descriptions for all categories of student employees that would reflect students' specific responsibilities for discussion in Cabinet and Council. It is anticipated that a movement toward performance appraisals that reflect job responsibilities and student development will be forthcoming for all student employees.
2. Collect baseline data about student employment.
- Surveys have been completed for student employees with a response of 170 students. Highlighted results indicate that:
 - students are recruited for positions most by word of mouth and personal contact with faculty and staff
 - Most student employees are not on Federal Work Study
 - 91% say a job description is needed
 - 87% say a performance appraisal is needed
 - student employees desire to gain the following skills most: *communication skills, responsibility/accountability skills, professional attitude/manner, and leadership skills*
 - student employees felt they gained the following skills: *communication skills, responsibility/accountability skills, professional attitude/manner and customer service skills*
 - Overall, employment on campus did not change the GPA
 - Surveys of supervisors were completed with a response of 44 supervisors. Highlighted results indicated that:
 - student employees were mostly recruited by word of mouth and staff/faculty contact
 - 75% referred student employees to Career Services for services
 - 61% were somewhat familiar and 23% were not familiar with the Federal Work Study Program
 - skills that student employees should acquire during their work experiences: *communication skills, problem solving skills, responsibility/accountability skills, and professional attitude/manner*
 - most important topics for supervisory development include: *evaluating student's work, motivation and leadership, conflict management, and delegation skills*
3. Funds have been designated for supervisory development. The subcommittee will coordinate efforts with the Human Resource Office to establish training to begin in spring 2004 based on the identified topics of interest from the supervisor survey.
4. The subcommittee is collaborating with efforts on the part of Graduate Council to study Graduate Assistantship in regard to position responsibility, classification, compensation method, and benefits across campus. Similar issues have been raised with undergraduate student employment particularly in regard to compensation methods e.g. adding additional non-worked hours to time sheets and using non-taxed miscellaneous vouchers for hours worked.