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THE CO-CURRICULUM OF COLLEGE STUDENT EMPLOYMENT: PERSPECTIVES FROM SUPERVISING PRACTITIONERS

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THE CO-CURRICULUM OF COLLEGE STUDENT EMPLOYMENT: PERSPECTIVES FROM SUPERVISING PRACTITIONERS

DISSERTATION

A dissertation submitted in partial fulfillment of the requirements for the degree of Doctor of Philosophy in the College of Education at the University of Kentucky

By

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Lexington, Kentucky

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2024

ABSTRACT OF DISSERTATION

THE CO-CURRICULUM OF COLLEGE STUDENT EMPLOYMENT: PERSPECTIVES FROM SUPERVISING PRACTITIONERS

College student employees are not only serving the overall mission of their institutions, but also developing career readiness skills through daily interactions while at work. In this study, I explore the perceptions of the supervisors of student employees as both managers and student affairs professionals. Through one-on-one interviews with supervisors, discussing their interactions with students, I explore the implicit and explicit curricula they provide to their students using a curriculum analysis framework. I then compare the resulting learning outcomes against those identified in industry standards. The supervisors described supporting student employees' personal development during the student employment experience as well as through informal mentoring relationships. Identifying the student development potential of student employment can contribute to the development of more purposeful student employment experiences with a lasting impact on students, supervisors, and the institutional mission.

KEYWORDS: college student employees, career readiness skills, supervisors, curriculum analysis framework, learning outcomes, student development

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Chapter 1: Introduction

Topic

The student employee's relationship to their on-campus student employment position is an opportunity for students to build career readiness skills through curated training and experiences provided by their supervisors. This relationship is one of co-dependency, as the institution is often dependent on its student employees to further its mission and vision. Students involved in an on-campus employment program can participate in many student learning and student development programs and experiences directly proportional to the quality and quantity of their post-secondary education (Peck & Callahan, 2019). The students' success and struggles within these positions are directly related to their supervisors and the way expectations and priorities are communicated to student employees, many in first-time employment positions.

Background of the Problem

Who are the supervisors of student employees within the institution of higher education, and what experiences are supervisors creating through their student employment positions? Many types of jobs are open to students on campuses, and there are many instances in which faculty or staff supervise students. This exploratory study seeks to understand student employment as a potential student development co-curriculum and investigates how supervisors of student employees may add to the post-secondary education curriculum.

To suggest that the employer/employee relationship might be considered curricular requires considering what kind of curriculum it may be and what variables should be used in defining it. There are extensive definitions of curriculum, whether it is

an end to education through intended learning outcomes or a means to education through instructional plans. Student employment includes activities related to hiring, training, and scheduling. As supervisors, faculty and staff also may be considered instructors, as they teach students to work outside the classroom walls in a co-curriculum defined as activities, programs, and experiences that are in some way connected to the academic curriculum students are exposed to inside the classroom. Examples of positions available to students on campus are undergraduate research assistant, library assistant, peer mentor, resident assistant, campus tour guide, dining services staff, fitness center attendant, event staff, IT help desk support, writing center consultant, tutor, peer health educator, student career services ambassador, graphic design assistant, among others. In addition to hourly wages, on-campus positions can include academic credit. Also off-campus opportunities exist that are not for academic credit and often take place outside of school after regular hours, and are operated by outside organizations.

If we view student employment as a kind of curriculum, how do we study it? According to Posner (2004), when it is determined that a curriculum is being used for knowledge transfer, the following five concurrent curricula are at play: the official curriculum, the operational, the hidden, the null, and the extra curriculum. Curriculum design and analysis involve questions of how to do something, what to do, and who should teach it to whom. Analyzing the curriculum potentially provided by supervisors of student employees supports the idea that in the co-curriculum, we design places for students to learn, and within that space, their jobs can be a mini curriculum inside co-curricular programming. Thus, student employment becomes a co-curricular experience, often spearheaded by student affairs divisions but prioritized across all institutional units.

Purposes of the Study

I believe that student employment acts as a co-curricular experience happening alongside the curriculum taught inside the classroom and that supervisors of student-employees are pivotal participants within that curriculum while also acting within their professional roles. The purpose of this study is to explore the ways in which supervisors of student employees act as managers while also providing development opportunities to student employees through both implicit and explicit curricula. With further understanding of the potential of student supervision as an educational role, the student employment experience within various institutions can be defined, and the impact of these experiences can be measured more critically.

Study Significance

Supervisors of student employees on campuses across the country are some of the most essential educators within higher education. The opportunities available through these positions impact the students and support the institution. Using the information from the study of how supervisors may provide a co-curriculum I hope to utilize the knowledge provided by supervisors to inform future studies of student employment. There lies the opportunity for a framework of co-curriculum within student affairs, with a focus on the career readiness opportunities provided to students by supervisors within the implicit and explicit curricula that is taught.

Researcher Positionality

As a student affairs professional working in and out of a student-affairs division, I have focused my career on the development of student employees within the student

union on three different campuses. The opportunities given to the students working within a brick-and-mortar space, the heart of the institution, are critical to their post-graduation success. As I spent more time with these students in their working capacity, I have found student employees to be an irreplaceable resource to departments across the institution, within both small private and large public institutions. I believe that on-campus student employment can be used as a method to help students realize and articulate the ways in which their on-campus positions will be beneficial to their future careers through tangible applications of their academic curriculum into the world. However, the responsibility to provide this experience lies within the supervisor's ability to provide more than the basic hourly position. After reviewing the research and understanding the ways in which the student employment experience has been studied. I wanted to find a new way to look at the student employment experience. It is for this reason that I became interested in the experience of supervisors, their perceptions of themselves as educators, and in what ways supervisors can provide a curriculum-adjacent opportunity for students to develop the soft skills they will need to be successful once their degrees have been earned.

I am not alone in my interest. The National Association of Colleges and Employers (NACE, 2023) began a career readiness initiative in 2015 to address a need for college students to be able to effectively articulate their skills and a standardized way for employers to recruit the students. NACE defines these soft skills as career readiness competencies, including Career and Self Development, Communication, Critical Thinking, Equity and Inclusion, Leadership, Professionalism, Teamwork, and Technology. The NACE career readiness competencies were updated in 2017 and 2020

based on feedback from members of the association. As students continue to look for ways in which they can stand out among their peers, a focus on the NACE Career Readiness Skills has proven to be beneficial (NACE, 2023).

Career Readiness Competencies

For this study, the National Association of Colleges and Employers (NACE) career readiness competencies will be used as a comparison point among the collected documentation and qualitative interview data. NACE is a prominent organization dedicated to supporting the career development and success of college students and graduates. In their pursuit of enhancing the transition from academia to the professional world, NACE has developed a set of career readiness competencies that serve as a framework for assessing and cultivating essential skills and attributes sought by employers. These competencies provide a valuable reference point for understanding the expectations and demands of the contemporary job market, guiding educational institutions in preparing students for successful careers. This dissertation acknowledges the significance of NACE's career readiness competencies as a benchmark for evaluating the effectiveness of co-curricular experiences and student employment in developing the skills and attributes necessary for career readiness. These competencies include Career and Self-Development, Communication, Critical Thinking, Equity and Inclusion, Leadership, Professionalism, Teamwork, and Technology. Student employees are given an enhanced student experience through the development of intangible skills such as leadership and relationship building. These students also are able to further their tangible skills through increased exposure and being asked to work toward a goal. Akos et al. (2022) studied a pool of 6,999 undergraduate students employed through federal work-

study at one public research institution located in the southeastern United States. The study examined if students believed that participation in federal work-study increased their career readiness using the eight NACE career readiness competencies. Over 75% of students reported growth in six of the eight NACE competencies, including professionalism and work ethic, critical thinking and problem-solving, oral, and written communication, teamwork and collaboration, leadership, and digital technology. career management and global/intercultural fluency were the only exceptions to overall growth. The institutions, curriculum analysis, and NACE competencies are the points of comparison for the purpose of the case study to provide additional information on the implicit and explicit curricula supervisors can provide to their student employees.

Using the same competencies Zeeman et al. (2019) used to define skill development further, the National Association for Campus Activities and the National Intramural and Recreational Sports Association completed a study to test the impact and developmental growth of student employee participation in campus activities and collegiate recreation (Peck & Callahan, 2019). This study asked students to identify whether they were developing the NACE competencies inside the classroom, outside the classroom, or both. The competencies include the ability to work with a team, make decisions and problem solve, internal and external communication, prioritize work, process information, analyze quantitative data, job-related technical knowledge, computer software proficiency, create and edit written reports, and ability to influence others. Students that are most involved are also those that have the ability to articulate the skills gained through co-curricular experiences.

Peck and Callahan (2019) worked to understand concepts related to the way student employment can develop leadership skills, knowledge, professionalism, attitudes, and values through both curricular and co-curricular experiences. Their chapter, Connecting Student Employment and Leadership Development, dives into Project CEO (Co-curricular Experience Outcomes). Through this study, students indicate which of the NACE skills they feel they have developed through their time at the institution. Students were then compared on employment status: not employed, employed on-campus, and employed off-campus. Project CEO found a natural connection between student employment and the development of skills employers' desire. However, it was also clear that this could be further enhanced by intentionality in the program planning.

Students perceive these activities as valuable for gaining experience and skills relevant to their future careers. The NACE career readiness competencies are used as a comparison point to assess skill development for students as they decide to complete job applications. The role of student employment in fostering leadership skills, knowledge, professionalism, attitudes, and values, as well as providing work experiences, is found to have a significant impact on leadership development among college students. However, it is emphasized that the institutional culture and supervisor relationship are crucial factors in fostering leadership skills.

Profile of On-Campus Student Employment

Employment Types

Student employee positions are generally classified as "hourly/non-exempt" and are offered through a department on-campus. While the student's hours are dependent on a department's budget and policies, it is recommended that students work 20 hours per

week. International students are limited to 20 hours per week, and Federal Work-Study students are limited to 29 hours per week, but during academic breaks students can work up to 40 hours per week. Students employed on campus must be in good academic standing and enrolled at the University (Supervisors of students, n.d.). Some examples include working within the student union, various college administrative offices, food and beverage services, campus recreation programs or facilities, residence life, the office of philanthropy, or the career center. Undergraduate research is one of the most common student employment positions; however, the supervisors are almost always faculty.

On-campus positions often include administrative work that might be used as a first position on a resume to be built upon throughout their undergraduate years. On-campus positions can be scheduled in accordance with the student's classes and studying requirements. Unlike off-campus employment, campus supervisors often are willing to adjust schedules based on students' academic needs. In many positions, students are also exposed to the inner workings of the institution and, in some cases, become experts in interactions with staff, faculty, and upper-level administration. The benefits of student employment can go beyond financial compensation. The options for on-campus student employment positions are endless, but the most common similarity among these positions is that students are treated as students first and foremost. The on-campus positions are not primarily wage labor, as many supervisors have a long-standing relationship with the institution that allows them to further understand the impact these positions have on their students. The exposure supervisors receive to the importance of student development, through a common mission in higher education, encourages the expansion of on-campus positions to have a focus that is not only wage labor, but developmental in nature.

The Working Student

According to the National Postsecondary Student Aid Study (Radwin et al., 2018), a nationally representative study of undergraduate students, 62.3% of students work during term time. The survey further defined that 38% of students did not work, 21% work 1-20 hours per week, and 41% work more than 20 hours per week. Additionally, 63% of females and 61% of males were employed, with 65% white, 61% Hispanic, 59% Black/African American, and 49% of Asian students taking the survey were employed. Approximately half of the students surveyed indicated they work based on need, while the other half chose to work to develop practical life skills, dating, entertainment, and shopping.

Prior to understanding the external factors that influence a student's decision to work, it is necessary to understand who this student is. Perna (2010) uses the results from the National Survey of Student Engagement (NSSE) in 2008, surveying roughly 380,000 first year and senior students attending 722 institutions, to further understand which students are working on-campus and off-campus. Of the students surveyed, on average, 46% of full-time first year students are employed, while 75% of full-time seniors are employed. Meanwhile, 76% of part-time first years and 84% of part-time seniors are working. The NSSE showed that about half of full-time first year students are employed. However, there are more students employed off-campus (33%), but only 20% work in on-campus positions. The remaining 50% were not working for pay during the week. The NSSE provides insight into the demographic characteristics of students working during college, and states that on average students work between 1-10 or 11-20 hours weekly regardless of if they first year students, senior students or whether they were on-campus

or off-campus. The NSSE and the NPSAS both show the range of students that are working, and the spectrum of reasons students work.

Burnside et al. created NASPA's report on Employing Student Success (Burnside et al., 2019), stating that previously, students were employed while also enrolled to pay tuition, to gain work experience, to grow, and to maintain professional working relationships, to find a community to belong to, and to gain hands-on experience in their chosen career field. However, in recent years, students have changed their reasoning behind working. Many students are now working to pay tuition, institution fees, and living expenses (Burnside et al., 2019). While working is necessary for many students, there is conflicting research as to whether this is beneficial to their academic performance. Riggert et al. (2006) found conflicting information within the research and theory for student employment as a benefit to students. This study completed a comprehensive review of the empirical research surrounding retention, academic performance, and student involvement. Using several different articles focused on each of the above outcomes, the studies focused on large 4-year institutions. The overall results showed negative impacts on retention for both on-campus and off-campus jobs, but an additional increase in concern regarding students working off-campus. The discrepancies were attributed to the variability in dependent and independent criteria in academic performance. To date, there is little information on other important factors impacting student's ability to retain and maintain high grade point averages, with employment being the only variation in participants. There is minimal research into the relationship of higher education and student employment in a theoretical context, thus, creating discontinuity across the various investigations studied by Riggert et al. (2006).

Working for pay is nearing the norm as over 50% of full-time first-year students enrolled in four-year universities self-report as working, while 75% of senior's self-report working for pay (Kuh et al., 2010). While there is some conflicting research surrounding the number of hours worked in relation to student grade point average, working both on and off campus is positively associated with the level of student engagement (Perna, 2010). Seniors working more than twenty hours per week were found to have increased grade point average and a higher level of collaborative learning. NASPA research shows that students working on-campus are provided opportunities to practice collaboration and teamwork that will be used in their future work environments (Burnside et al., 2019). If students are given additional opportunities to be engaged on-campus and a correlated increase in grade point average is apparent, these students will have an increased likelihood of participating in conversations and experiences that will allow them to develop further as future members of society. Supervisors play an essential role in student engagement both with their student employees and with their inclusion and incorporation of students in day-to-day responsibilities (Burnside et al., 2019). When students are employed by the institution, increasing student engagement should be an underlying theme for all experiences.

Summary

The chapter focuses on the relationship between student employees and their on-campus positions. It highlights the trust and dependency between student employees and the institution, emphasizing the co-dependency that exists as institutions rely on student employees. The study plans to explore how students on-campus can be influenced by on-

campus employment opportunities and the importance of the knowledge and the ways in which it is transferred from supervisors to student employees.

By questioning the knowledge transferred to students and the ways in which it is taught by supervisors in higher education institutions and the experiences they create through student employment positions, I investigate the concept of student employment as a potential co-curriculum in student affairs and explore the various aspects of curriculum design and analysis. Supervisors, both faculty and staff, act as instructors and learners, teaching students valuable skills beyond the classroom walls. Research overwhelmingly indicates that student employment is a prevalent experience on-campus, providing invaluable experiences with lasting benefits to the student outside the classroom. This idea stems from the early vocational guidance provided to students through job placement offices and continues as students are supported financially through work-study on-campus and the push to develop a co-curricular experience, including career readiness skills, through student affairs. In Chapter Two. I will further explore the history of student employment, with a walkthrough that highlights the overarching themes emphasizing and encouraging student development through positions on campus and the ways in which student employment has changed over time. The study aims to discover the role of supervisors as managers and educators, provide development opportunities to student employees through implicit and explicit curricula, and highlight the critical role of supervisors in higher education and their impact on students and institutions.

In Chapter Three, I describe my research design, including interviews with 14 supervisors on two campuses in the Ohio River Valley. I began data collection with a

questionnaire to gather logistical detail and structural information about the employment contexts. I then arranged mediated (Zoom) interviews in which supervisors, and I co-generated an overview of their relationship with their employees, formal and informal. I then followed these interviews with a second survey to ask a set of questions that emerged from my interview transcript analysis. I used Posner's curriculum analysis framework in this design and analysis, resulting in a descriptive model of how the supervisors provided an education for their employees and an inventory of the kinds of lessons learned on the job. Finally, I compared this listing with the competencies recommended by NACE in their 2023 report.

In Chapter Four, I review the "HOW." How did supervisors provide instruction to their employees? What did they do explicitly and what was less formal or implicit? Posner's framework of official and operational curriculum was very helpful in this description. The supervisors also described lessons they felt they were sharing with their employees in less formal ways through their relationships, professional modeling, and in debriefing. They described partnerships with other units, which demonstrates the nested contexts for learning within the student employment sphere. We also discussed what they felt was not being taught, the null curriculum, which is discussed in more detail in Chapter six.

In Chapter Five, I provide an inventory of the "WHAT." What kinds of knowledge, skills, and dispositions made up the employment curriculum of the different units. How did the instruction differ between units, and in what ways were the student development opportunities of employment different between the campuses. I then

compare this inventory against the NACE competencies and some additional outcomes that were made clear through our conversations.

Chapter Six includes my conclusion, a discussion of what the supervisors felt was missing from the experiences they were providing, and recommendations for the field. Again, my hope is that this study will increase our understanding of the experiences on-campus student employees receive and the ways in which this experience is a co-curriculum of higher education.

Chapter 2: Understanding Student Employment

This study examines the perspectives of the supervisors of student employees as the managers they are asked to be, while also using their descriptions of ways they work with students as potential student development opportunities. I use curriculum analysis to study the ways they train and work with students. The implicit and explicit curriculum the supervisors describe providing to students could be the baseline for any student employment program. The following information will lay the groundwork for the importance of this study, define the questions explored, and synthesize the concepts that inform the study. I begin with the history of student employment and its role in the institutional mission, explore the ways in which student employment plays a financial role for all stakeholders, and follow with the role of workplace learning. Finally, I provide a look at the co-curricular experience provided in student affairs and the idea that supervisors might act as mentors as well as managers.

Historical Changes in Student Employment

The current climate of student employment did not happen quickly. The last one hundred years have seen many changes in students and higher education. As these shifts have taken place, a simultaneous change was happening within the job market, and thus the requirements for obtaining a job post-graduation have also changed. Student employment positions on college campuses play a critical role in these adjustments. There have been three major historical currents that can be used to track these changes, cited by Cruzvergara and Dey (2014) through their exploration of the evolution of career services. The following historical currents experienced by career services are applicable

to the changes happening in student employment as each provides a base for students to explore and further understand the skills needed to be successful post-graduation. The early 1900s saw socioeconomic shifts impacting the way services were delivered to students enrolled in post-secondary education. At the turn of the millennium, students were impacted by technological growth, allowing for a wealth of knowledge and opportunity to suddenly be at their fingertips. Most recently, students have been impacted by the way generational expectations are changing; thus, the services provided by institutions must grow and change to meet the expectations of the ever-changing college student.

Colonial Period

References to student employment align with that of our oldest institution of higher education, Harvard, in 1636. Early documentation demonstrates Harvard's desire to give talented young people an opportunity and ability, regardless of background, to overcome meager beginnings. Students were taught that along with hard work and ambition, the key to success is education, and the idea of overcoming obstacles will strengthen students. These themes are also present in student employment (Gauss, 1928). Moving forward, as students entered a colonial period of law, medicine, ministry, and teaching, students were expected to complete lengthy internships where the training and education consisted of their employment positions. While universities added classroom opportunities, transportation requirements and geographic isolation forced students into on-the-job training. This is known as the period of apprenticeship, and students were supported financially by their masters, but also expected to pay for their universities, despite their lack of means. Harvard, Yale, and Princeton were the first to promote a

formalized apprenticeship programs that encouraged students, even those with few financial means, to continue to pursue education by establishing scholarship programs.

The early American colleges, rooted in religious traditions and classical education, gradually moved to a new wave of educational philosophy embodied by figures like John Dewey. Dewey's influence encouraged leaders in higher education to explore innovative pedagogical methods and reimagine the role of students with institutions of post-secondary education. Dewey's philosophy encouraged leadership to view students as active participants in their own learning journey, a perspective that continues to be important in modern student development thinking. This holistic view emphasizes fostering students' intellectual, social, and emotional growth by immersing them in real-world experiences and collaborative learning environments.

Further, it is important to note that Dewey's ideas on experiential learning align with the concept of on-campus student employment, which emerged as a significant component of the student experience during the mid-19th century. This integration of work and learning not only provided financial support to students, but also enriched their educational experiences by offering opportunities for skill development, practical application of knowledge, and personal growth. In this way, Dewey's progressive philosophy intersects seamlessly with the evolving landscape of on-campus student employment, highlighting the interconnectedness of education, work, and student development in higher education's ongoing narrative of transformation (Tarrant, Patrick, & Thiele, 2016).

Early 20th Century

The 1862 passage of the Morrill Land Grant Act allowed for western states to establish colleges for their citizens; but it was not until 1900 that higher education in the United States became a priority for attendees and legislatures willing to fund and support institutions, according to Thelin (2004). Institutions of higher learning were given 30,000 acres of federal land for each congressional representative for that state to be sold to create an endowment for "… at least one college where the leading object shall be … to teach such branches of learning as are related to agriculture and the mechanic arts." These institutions provided a suitable place for students to be employed and learn on farms and laboratories (Thelin, 2004). As these institutions were also in rural areas, a need arose to create a community of residence halls, dining halls, sports facilities, and shops; thus, an increase in employees was necessary. The growth of higher education institutions expanded to lower- and middle-class students. It was important for these young people to maintain the work ethic their parents had instilled in them. Working while enrolled in college reassured parents of first-generation students that students would be learning to understand the value of work (Longwell-Grice & Longwell-Grice, 2008). Encouraging students to work in on-campus positions during this period also increased their ability to navigate cultural capital deficiencies. Students with dominant cultural capital were working in on-campus positions to become a professional in their field and thus further increasing their sense of belonging to the institution. In addition to their outlook toward success in college, college was viewed as a place student during this time could gain exposure and experiences. Meanwhile, students with differing backgrounds found working on-campus to be a pathway to increasing their cultural

capital while supporting themselves and often their families, as the exposure to the institution through working increased the capital needed to integrate and assimilate into the institution (Longwell-Grice & Longwell-Grice, 2008).

Cooperative education was also created out of the need for students to be able to learn and work of their own accord. In 1906, at the University of Cincinnati, Professor of Engineering Herman Schneider was able to give large numbers of students access to alternate periods of career-related work and classroom study. Thus, cooperative education was created to fill a need for students to gain valuable work experience while having the option to complete course credit, an idea that applied to both public and private institutions.

The expansion in the necessity of the student employment program created a need for a centrally organized program for the initiatives surrounding working on-campus. The evolution of land-grant colleges created a blend of academic education, combined with practical experience, that contributed to the development of higher education in the United States. Students' needs for employment were important as they worked to pay for college or worked to prepare for life after college based on their current cultural capital.

Private universities developed differently as their resources for growth came in different forms. Students at private institutions were able to use their own agency to create small businesses selling goods or services to fulfill the needs they had and breakdown barriers to obtaining access to higher education. Ivy League universities capitalized on these opportunities by formalizing support for these small businesses and ensuring the next set of students were able to continue to work in roles as graduating seniors left vacancies within their departure.

At the turn of the 20th century, students were given vocational guidance through vocation bureaus and a need to increase the number of teachers (Cruzvergara & Dey, 2014). Students were primarily white males from upper classes who were often mentored by faculty into positions that were available to pay for tuition, housing, and family members at home in the early 1900's. It was during this time that work colleges became prevalent to provide education while minimizing cost post World War I and into the depression era. Low-income families suffer most as it is often impossible for students to work enough to support themselves and pay the costs of higher education. The nine liberal arts colleges that are members of the Work College Consortium (WCC)[1] were created to combat this issue. Each institution has its own methods, but the goal is the same. Students were given positions upon enrollment that they will work to pay for books, supplies, tuition, and housing. This model is beneficial to students, but it is also beneficial to the institution, as students are vital to the function of the institution. Work colleges are especially important when considering the socioeconomic changes students experienced in the early 1900's. Students attending these institutions were able to get the education they needed in a time when few otherwise could accomplish the same goal.

Early career counseling, then called "vocational guidance," was described as a "progressive social reform movement aimed at eradicating poverty and substandard living conditions spawned by the rapid industrialization and consequence migration of people to major urban centers at the turn of the 20th century" (Whiteley, 1984). Early

[1] Alice Lloyd College, Berea College, Bethany Global University, Blackburn College, College of the Ozarks, Ecclesia College, Kuyper College, Paul Quinn College, Sterling College, and Warren Wilson College

vocational guidance came from the loss of jobs in the agricultural sector, thus increasing the need for workers in heavy industry jobs. The first institutionalized career counseling was formed in Boston in 1908, the Vocation Bureau at Civic Service House. Students were provided vocational guidance to assist with seeking employment, this included support from publicly supported laws that took effect in the early to mid-20th century. This often-involved psychological testing to further understand the student's needs.

The psychological testing added a scientific aspect to career counseling, justifying its inception. Meanwhile, the Smith Hughes Act of 1917 and the George Reed Act of 1929 both supported vocational education as an important part of public schooling (Pope, 2000).

The Student Personnel Point of View (Williamson et al., 1949) then influenced Dewey's (1938) Experience and Education, creating the foundation of student affairs philosophy: professionals supporting the academic and personal development of students attending colleges and universities through supported experiential learning. These documents were the first to portray those educational environments and experiences as development opportunities in conjunction with the academic curriculum.

Post-World War II

Following World War II, higher education continued to be impacted by socioeconomic factors. From 1940 to 1970 students were often put into positions that would allow for job placement through job placement centers on college campuses that emerged following the GI Bill for veterans. The Economic Opportunity Act was founded in 1964 and was the answer to the continued questions surrounding how to enroll more

students in post-secondary education while also alleviating their financial burden. The Federal Work-Study program was introduced with the goal of enabling low-income students to "work their way through college." It is thus one of the earliest forms of federal financial aid for college, pre-dating both Pell Grants and Stafford Loans. The Federal Work-Study program, with $1 billion invested annually by the federal government, pays 75% of the wages for student employees working 10 to 15 hours per week. There are nearly 700,000 students enrolled in this program yearly and a total of 30 million students since its inception (Scott- Clayton & Minaya, 2016). The lasting effect on these students includes a 3.2 percentage point increase in bachelor's completion six years after enrollment and a 2.4 percentage point increase on employment six years after enrollment. There are drawbacks to any program, however. In the case of the Federal Work-Study program drawbacks include a potential decrease in GPA during the first year, and an allocation of funds favoring private not-for-profit institutions where students are often from a higher income background. However, the longevity of the program and the funding provided to student employment programs across many institutions offer further understanding of the importance of student employment to students and institutions alike. At this point, this was the only option for financial assistance in higher education until the Higher Education Act in 1965.

The introduction of work colleges and the Federal-Work Study Program was beneficial to the socioeconomic crisis experienced in the early 1900's (Cruzvergara & Dey, 2014). The later 1900's would lead students enrolled in post-secondary education to a career counseling method of job searching.

1960's-1970's

During this time, Community Colleges were founded and began enrolling in increasing numbers. The idea of a "non-traditional" student was instilled, and in fact, many students were employed in full-time positions while taking a class, rather than more traditional students that primarily took a class while working during their spare time. During the 1970's, the shift for students to take ownership of their career development and job search allowed institutions to be less concerned with placement numbers and focus on providing opportunities for students to create a mentoring relationship with their supervisors, advisors, and faculty on-campus. During this time, there were socioeconomic crises that impacted higher education and the ways in which students had access to post-secondary education. While the socioeconomic crisis among individual students is ongoing, additional factors continue to play a part in the higher education experience. Further exploration of the socioeconomic impact on students through student employment follows the discovery of the history of student employment.

The Higher Education Act of 1965 aimed to promote equality of opportunity and encourage private and public education and state involvement. This policy created financial aid access for students in an approach that would later become the concept of aid as a form of "entitlement." In 1978, the Middle-Income Assistance Act expanded this eligibility to reach students with less financial need, including middle-class families. As enrollment grew, the availability of work-study funding became pivotal to students and the institutional budget. However, there were fiscal limits and limits to the on-campus need for work-study students. Thus, the Middle-Income Assistance Act and Job Location and Development (JLD) P rogram were expanded to include off-campus jobs.

During this time the landscape of student development and the ideas behind student affairs shifted in both ideology and practice. There was growing emphasis on student development holistically, with further understanding of education existing beyond the classroom. Student affairs professionals were influenced by both civil rights and anti-war movements, with increasing focus on social justice, diversity, and the goal to create a campus environment that was inclusive to all students. Mental health services and counseling services were also expanded to meet student needs.

The shared ideas behind student affairs and an increase in financial aid through a focus in the student personnel programs showed a commitment to offering both financial and academic support through a student development lens and allowed for growth in student affairs and opportunities for students to work in on-campus jobs that both contributed to student development and alleviated financial burdens.

1980's-1990's

While the increase in accessibility to federally funded higher education was allowing more students access to institutions and thus, student employment positions, the Reagan administration worked to reduce eligibility by changing eligibility standards and instituting funding cuts. The 1984 budget included many small education initiatives, including tuition tax credits for parents with children in private schools, education savings accounts, and student aid program changes (Verstegen, 1990). Additionally, students were working in more significant numbers than ever before, at 50% of 20–24-year-olds. Federal work-study offices were also given the opportunity to place work-study students with private, for-profit employers, although few colleges participated. The

late 1980's into the 1990's brought a politicization of work-study funding. Initially, unused funds were returned to national programs, including the creation of literacy tutors based on First Lady Barbara Bush's interest in literacy. As inflation eroded funding, it became clear that work-study funding was primarily used for "in-house" labor that did not prioritize the career goals of the participants. Through these observations, changes were made to require colleges to spend 5% of work-study funding to community service jobs off-campus, and in the early 2000's this number was increased to 7% (The Federal Work-Study Program, 2019-2020). The work-study program is reviewed further as part of the look at the financial impact of working in on-campus positions, following the history of student employment.

2000's – Present Day

As students have changed over time, higher education adjusts, as it must ensure it can create the experiences and provide the skills necessary for students to be successful in the work force. Today, on-campus student employment is expected to provide students with the necessary experience to achieve successful employment post-graduate (Burnside et al., 2019). The currently enrolled Generation Z has defined itself differently from its older peers through attitudes about money, diversity, and its use of technology. The 2008 recession created a generation that sees relevance in a degree that also translates into launching a career (Selingo, 2018).

At public four-year institutions, average tuition and fees were $9,400 in 2020–21, about 10 percent higher than they were in 2010–11 ($8,500). At private nonprofit four-year institutions, average tuition and fees were $37,600 in 2020–21, about 19 percent higher than they were in 2010–11 ($31,700). At private for-profit four-year institutions,

average tuition and fees were $18,200 in 2020–21, about 1 percent higher than they were in 2010–11 ($18,100) (NCES).

This pressure creates an opportunity for students to value career experience. As students apply to post-secondary education, 57% of students view college as preparing graduating students for a specific career (Selingo, 2018). Student employees desire a connected experience that allows them to see the value in their position. It is for this reason that many students' employment positions in on-campus settings also provide professional development opportunities. The report, *Employing Student Success*, published by NASPA (Burnside et al., 2019), Student Affairs Administrators in Higher Education gives details about the student employment experience. According to this report, a successful student employment program should provide professional development to the students enrolled today. It has three commonalities: 1) academic enrichment; 2) social engagement; and 3) financial capability. Students are looking for a connection between their academic, social, and financial needs. This connection can be satisfied by on-campus student employment. Examples of these programs include IOWA Grow, UTEP Edge, EARN Indiana, and Ohio University Pace.

The differences required by varying generations give higher education an opportunity to recreate itself often as needs and wants change through the years. The experience Generation Z seeks is one that is different from those that came before them, and to be successful in providing that experience, institutions would benefit from implementing student employment opportunities that are beneficial to students regarding both financial benefit and in professional development experience. Although this is only one aspect of the overall student experience, it is a perspective that can be applied to the

student experience in academics and in student affairs. Career services evolved from a place for students to receive vocational guidance to placement offices, then focused on colleges and universities, followed by the focus on finding meaning in the work for employees. Career services has finally transitioned into an information age where the focus is on technology and changing demographics. Job seekers in the early 1900's were searching for ways to pay for college through employment and apprenticeships. The expectations of students seeking career services has evolved into an environment where students and job seekers look to prepare for life after college. The time spent in college is a safe space that allows students to build the skills needed after completing their degree. The role career services played in that time is important as it impacts their lasting success in many ways, including financial, social, and overall wellbeing.

Financial Impact of Student Employment

Student Benefit

Students can work in varying positions with varying pay levels. Many student-employee positions have options for promotions and financial raises. In some cases, positions also can include tuition, such as graduate assistantships and research assistantships. Additionally, these positions are standardized across institutions and require minimum wage.

Douglas and Attewell (2019) found that by combining the student earnings data from state administrative records at a large U.S. institution with transcript data, on average students who worked for pay during college earned more after leaving college than their counterparts who did not work. This study held constant for demographic, academic achievement, and selection bias. The economic benefit was substantial, ranging

from $2,000 to $20,000 based on varying regressions, and $3,000 annually in models that address selection bias. However, this is not the only positive impact of working while in school found through this study. Many employers have come to value "working one's way through college" as degree inflation continues to be an issue during the hiring process. Students who are employed are also learning dependability and self-discipline. Students also are able to continue to improve their chances of employment by developing "hard" and "soft" skills used throughout their careers. The day-to-day tasks of a student employee will be similar regardless of the size of the institution or the level of selectivity practiced upon admission. When considering the institutions, full-time first year students attending private institutions are those most likely to be employed. These students experience higher salaries post-graduation than their non-working peers and experience a higher rate of professional development. These circumstances lead into the ways in which student employment supervisors are creating a co-curricular learning experience.

Most commonly, student employment has a positive effect on labor markets and long-term income rates. Hakkinen (2006) measured post-graduation earnings and employment status for Finnish students from 1987-1998 using the Employment Statistics of Finland. The study used a random sample of 350,000 individuals aged between 12 and 74 in 1990. The sample includes 8% of the population and followed individuals from 1987-1998. Half of Finland's students are both female and hold positions of employment. The inclusion of women in this study is important, as other studies at the same time focused largely on men. When comparing graduates with equal years to degree completion, the study found that work experience increases earnings one year after graduation. As time continues further from graduation, the effect is smaller and

statistically insignificant. Collaboratively, Light (2022) found that men with work experience while in post-graduation positions earn 10-18% more than their peers without in-school work experience. Just as these studies show the positive impact on long-term wages of working while in school, there is additional research to support working as a form of development while enrolled in post-secondary education.

Work-study vs. Non-Work-Study

Work-study employment is common among undergraduates, graduates, and professionals that are enrolled part-time or full-time with financial need. This position is a type of financial aid that is funded by the federal government and is administered through financial aid offices (Perna et al., 2007). Opportunities for hourly wage positions and assistantships are vital to the institution but are less regulated and sometimes more challenging to obtain. Two additional studies discussed the importance of work-study employment on campuses. Akos et al. (2022) completed a study of students employed in person and those receiving work-study funding for virtual positions during the COVID-19 pandemic. Results showed comparable developmental outcomes from both types of positions. Additionally, a study of four surveys in a longitudinal study at the University of New South Wales stated that while some students believed there should be more governmental support, many understood that this was not going to happen in the short term. Thus, institutions should recognize the demands placed on full-time students that are also working part-time, especially those within work-study (Hall, 2010). Based on the literature, supervisors of student employees can provide opportunities that have a lasting impact on student employees. Whether that be engagement, development, or finances, the ability of supervisors to be able to encourage growth among their staff seems endless.

However, this requires a well-thought-out program that exposes student employees to content and gives opportunities for reflection.

Institution

One major benefit of student employment is that of the institutional budgets. Student staff are often employed at a lower wage rate than full-time staff and have fewer overhead costs to employment, including institutionally provided benefits such as retirement and tuition remission. The inclusion of work-study funding allows for the cost of student employment to be distributed to funding provided by the state for this program.

The ability for an on-campus student employment position to have lasting impact on both the student and the institution is pivotal to the success of both entities. While both can see the ways in which their financial well-being is impacted, the idea that learning is happening alongside the experience is an important one. If students can have some reprieve from financial stress, while also gaining skills that will benefit their future career opportunities, the institution is achieving its purpose.

Workplace Learning

Employees are often expected to learn continuously through formal training and informal experience, and the idea that while working during college a student could gain valuable skills that are applicable to their post-graduation success is not lost on students. As students, it is important that they are gaining skills to be used in the future in on-campus jobs, off-campus jobs, and internships, both paid and unpaid. There are many studies to further the understanding of the ways in which places of employment become a place of learning. Marsick and Volpe (1999) state that informal learning is increased as

people's opportunities for meeting new people and ideas are increased. As society changes rapidly, so too do the opportunities for students' exposure to learning opportunities through positions of employment on campuses. Participatory practices at work are commonplace among workplaces; this is the reciprocal process of engaging in and learning through work. Learning within the workplace is essential to the continuation of the organization as workplace norms, practices, and affiliations shape the knowledge afforded to staff through engagement in activities (Billett et al., 2004). Billett also writes *Learning through the World: Workplace Affordances and Individual Engagement* (2001), a study regarding how workplaces provide learning opportunities and how individuals elect to engage in these activities. The correlation provides information on how learning takes place within the workplace. Findings showed that to improve workplace learning a few recommendations are essential: appropriate development and implementation of workplace environments that are invitational; a tailoring of the workplace learning curriculum to enterprise needs, including the readiness of both the learners and the guides; encouraging participation by both those who are learning and those guiding the learning; and the appropriate selection and preparation of the learning guides. These recommendations provide a space that increases knowledge to benefit both the workplace and the individuals that work in them.

Similarly, Kyndt et al. (2008) completed a study to investigate the ways formal and informal learning conditions happen within the workplace and the characteristics of the employee within the organization. A questionnaire was given to 1,162 employees within 31 different organizations. The authors found five learning conditions that provided formal and informal learning. These include feedback and knowledge

acquisition, new learning approach and communication tools, being coached, coaching others, and information acquisition. The relationship between the employees, their organization, and the presence of learning conditions is evident, even though the survey was focused on the perception of regular employees rather than supervisors and trainers. It is important to note the interchangeable nature of formal and informal learning. As stated by Malcolm et al. (2003), there are opportunities for formal learning in informal situations and elements of informal learning in formal situations. Additionally, the relationship between these types of learning is largely dependent on the employee, the organization, and the learning conditions being offered within the workplace.

A 2007 study of student employees and their supervisors was completed at Northwestern University (Perna, 2010). Ninety-seven students and fifteen supervisors were surveyed to look for a correlation between learning and 13 experiences: formal training, informal training, observation, collaboration, feedback from peers, feedback from supervisor, informal interaction with supervisor, task repetition, problem-solving, idea experimentation, reflection, intuition, and congruence. Results showed a positive correlation between all experiences and learning, except formal training. Supervisors and student employees alike reported experiences occurring on the job, and students were able to connect the experiences happening while at work that include a further understanding of key learning domains. This validates much of the workplace learning research that guided the study. An understanding of workplace learning is the first step in the direction of a supervisor-inspired co-curricular experience that is adjacent to the curriculum provided inside the classroom.

Internships

Internships are an important way to apply knowledge and gain real-world experience (Kuh et al., 2010), as they are one of twelve high-impact practices as defined by George Kuh (2009). High-impact practices are defined as active learning practices that promote deep learning by promoting student engagement as measured by the National Survey on Student Engagement (NSSE). Students are encouraged to reflect on and share what they are learning in class and through informal conversations beyond class.

Supervisors at Alverno College provide students with "practical tools vital for success" and "the abilities needed to put knowledge to use" (Career and Professional Development, https://www.alverno.edu/files/galleries/StudentEmploymentHandout-0001.pdf). Students attending this institution expect to work upon arrival, and supervisors have created a curriculum focused on developing skills employers are looking for in employees, including written and oral communication, self-assessment, good citizenship, and problem-solving. Students gain these skills through internships; much like employment, they allow supervisors an opportunity to build the relationship student employees need from their supervisors. The environment created by the institution is commonplace for a curriculum created for the student staff, and continued guidance by supervisors is expected throughout their tenure.

Internships continue to be pivotal to post-graduation success, as found by Baert (2021) in the study, *Student Internships and Employment opportunities After Graduation: A field Experiment*. The study examined the overall success of 1248 fictitious resumes sent to real job openings with the addition of voluntary intra-curricular internship

experience. Findings showed a 12.6% higher probability of being invited to interview for open positions with the addition of the internship on a resume.

Similarly, Callanan and Benzing (2004) completed a study assessing the role of internships in the career-oriented employment of graduating college students. The 163 seniors completing business degrees from a large public institution with an internship assignment were able to find career-oriented employment, but the inclusion of an internship did not increase their overall confidence more than personal fit with the position that was selected. Internships were largely found to have a positive impact on the ability for students to obtain career related employment following the completion of their degrees.

As seen through the studies on workplace learning, students can articulate the ways in which they are learning through on-campus employment, and similarly the impact of internships on their future career opportunities. The intentionality of the supervisors providing these opportunities to students is important to note, as the idea of student affairs co-curricular opportunities is a long-standing idea.

Student Work as Co-Curriculum in Student Affairs

Discussions surrounding curriculum within the classroom at institutions of higher education have been happening since the inception of post-secondary education (Eaton, 2014). Early administrators worked to provide an education that would give students the skills not only in languages and science, but also to be contributing members of their community. During a crucial and controversial period in the history of curriculum, the early days of higher education were marked by a combination of rigid control by

religious and political authorities over the curriculum provided to students. The conflicting opinions on intellectual freedom and exploration sparked debates among many, particularly during the medieval era, when curriculum revolved around theological studies and classical languages. This control was rooted in a desire to uphold beliefs and values, but also acted to stifle intellectual diversity and innovation.

The controversy surrounding the historical epoch was characterized by tensions between the authorities' efforts to maintain a prescribed curriculum and the emerging need for a diverse and inclusive approach to education. At the time, scholars considered the limitations put in place by religious and political figures while questioning the extent of how intellectual freedom could flourish within those constraints.

It was not until the 19th century that students began taking general courses during their first two years and courses dedicated to their majors during the third and fourth years (Thelin, 2004). Eaton (2014) argues that student affairs professionals disrupt the traditional academic curriculum, and as student needs change, these disruptions will continue to be important to the well-rounded students being created today. As higher education continued to grow and evolve, there was a broader array of subjects that would serve the evolving society. This begged the question, who is responsible for dictating the knowledge that was deemed acceptable within educational institutions.

The tensions between centralized control and academic freedom continued as educational institutions evolved. The earliest controversies created a space for subsequent discussions on higher education, the curriculum's role in shaping societal values, and the delicate balance of tradition versus education progress. This historical juncture serves as a critical time of learning in which the ongoing dialogue regarding the governance of

curriculum and the pursuit of a more inclusive, diverse, and intellectually stimulating higher education experience (Popkewitz, 2009).

A key document in this transition, *The Student Personnel Point of View* written in 1937 by Esther Lloyd-Jones, H.E. Hawkes, and L.B. Hopkins asserts that the most basic purpose of higher education is to give students a foundation to enrich their culture (Roberts, 2012). The authors outlined the ways in which students could develop their scholarship, research, creative imagination, and human experience. Also, they argue it is colleges' task to foster this development to the fullest potential of the student. The idea that students could be developed holistically required institutions to consider the student in many facets, including intellectual capacity, achievement, emotional and physical condition, social relationships, and skills. They emphasize the development of the entire student rather than just their academic training. E.G. Williamson et al. (1949), University of Minnesota President wrote the following in his final statement as President.

> *"This is a twenty-four-hour-a-day concept of learning, in which there is no sharp division between the curriculum and the extra curriculum, as far as learning is concerned. This is the community of scholars in which learning is the thing to do – learning that is casual, informal, and highly personal."*

The Student Personnel Point of View was an enlightened document at its time about the role of the co-curriculum throughout all versions and continues to be a staple amongst student affairs professionals that understand its worth (Williamson et al., 1949). By laying the foundation for student affairs within higher education, *The Student Personnel Point of View* is also laying the foundation for the ways in which a co-curriculum is part of the natural progression within higher education. It could be said that this was the beginning of many grand theories surrounding student involvement and how students are impacted in the long term. These theories include Astin's theory of Student Involvement,

Tinto's theory of attrition and corresponding recommendations for retention, and Chickering's theory of student development. Each of these theories assumes the idea that student affairs professionals are providing a co-curricular experience. The merging of *Astin's Theory of Student Involvement*, *Tinto's Theory of Attrition and Retention*, and *Chickering's Theory of Student Development* underscores the pivotal role that student affairs plays in providing a comprehensive co-curricular experience. Astin's theory emphasizes the significance of students' active engagement beyond the classroom, suggesting that involvement in extracurricular activities enhances student learning and overall satisfaction. *Tinto's Theory of Attrition and Retention* emphasizes the importance of fostering a sense of belonging and social integration within the institution, with student affairs professionals actively working to support students' successful transition into the academic community. *Chickering's Theory of Student Development* recognizes that personal growth occurs in a holistic context, positioning student affairs as a catalyst for fostering the multiple dimensions of student identity and maturity. In essence, these theories collectively reinforce the idea that student affairs professionals are integral in providing a co-curricular experience that not only complements academic learning but also promotes student success, retention, and personal development within higher education.

Student Engagement

The terminology relating to student success is vast. However, individual terminology does make a difference as to the level of impact on students. Engagement is defined as two elements: what the student does and what the institution does (Wolf-Wendel, Ward, & Kinzie, 2009). Further investigation reveals that the student is

measured on the amount of time and effort they put into their academics and co-curricular experiences that increase student success. In comparison, the institution is measured on the ways they allocate resources or increase opportunities for student learning and encourage students to participate in co-curricular opportunities. The National Survey of Student Engagement (NSSE) was established to provide data surrounding the ways in which students are engaged in educational practices and the ways this impacts their success (Kuh, 2009), and a way to determine student participation in high impact practices that promote deep learning by promoting student engagement. The terms involvement and engagement are often used interchangeably. However, also according to Kuh, engagement requires an understanding of what is being done by the institution to ensure student success while involvement puts the onus on that of the student. It is for this reason that engagement is the most appropriate term when looking at on-campus student employment, as this relationship must be fostered and nurtured by the institution.

Engagement also is a predictor of outcome measures. Key findings from the Community College Survey of Student Engagement were built on the premise that student engagement is significantly related to student learning. Thus, the measures of student engagement are a valuable predictor of outcomes within student success (McClenney et al. ,2007). The five outcomes measured included grade point average, early academic course completion, first-to-second term persistence, student goal completion, and term-to-credit hour completion ratio. The results found that the level of self-reported student engagement can be used as a benchmark to show positive relationships with outcome measures across all five outcomes and positive associations

between the level of engagement and the term-to-credit hour completed ratio. Thus, the level of engagement in a student's self-report can be a predictor for long-term student success.

Academic Persistence and Retention

A qualitative study on the relationship of student employment to the student role, family relationships, social interactions, and persistence (Kulm & Cramer, 2006) found that student employment was positively correlated with study time, social interactions, and persistence to a degree. Student responses also provided a positive correlation between time on campus and student success. Students felt more connected to their peers, staff, and faculty and showed an increased persistence toward their degree.

One student made the following statement:

> *"The interesting thing about having a job is that it helps you deal with different kinds of people. Having a job where I interact with different kinds of people allows me to start conversations with people whom I normally wouldn't associate with. My family and friend relationships have always been strong, so having a job really hasn't affected those relationships."*

Both studies found that the relationships students build during their time pursuing post-secondary education are some of the most important aspects of their development.

Geel and Backes-Gellner (2012) studied the developmental opportunity student employment can have on students. Their empirical analysis showed that student employment is an investment in job skills, knowledge, and experience, and does generate higher labor market outcomes post-graduation. This study analyzed several types of student employment positions and showed that the students who were employed in roles related to their field of study were more positively impacted than students employed in

positions not related to their field of study. Therefore, students seeking field-related student employment also have higher labor market outcomes post-graduation. Similarly, Ignelzi (1994) investigated student affairs graduate students and new professionals to understand the expectations of their supervisors. Through this research, it was found that while many wanted autonomy, they also struggled with wanting approval from their supervisors. However, many also fear disapproval from their supervisors. The recommendation of Ignelzi (1994) is for supervisors to establish a relationship with their staff to provide opportunities to build a strong professional and personal connections where issues interfering with work performance may be expressed.

In 2007, Susan Curtis completed a questionnaire study of 336 students attending post-secondary education while also working at a large institution in the UK. The study provided insight into the perceptions of the effects on academic study, factors affecting the decision to work, and factors that would reduce the amount of time students are able to spend studying. Findings showed that 59% of students were employed during term time for approximately 15 hours per week, and these students perceived that there were more advantages than disadvantages to working within their positions. The findings were limited by the location, but while half of the population believed that their job reduces the time they spend studying, very few also believe that this damages their education or degree classification. Students are working for a variety of reasons in countless positions across institutions. The common theme among working college students is the benefit to their academic experience and the overall increase in long-term student success. For a student employed in any capacity while also pursuing post-secondary education, there are opportunities for both positive and negative outcomes. Students hope to gain experience

to be used when applying for future positions, make connections for future networking opportunities, and earn funds for tuition and living expenses.

However, previous research has found that extensive working hours can negatively impact academic achievement (Metcalf, 2003). More specifically, students stated that non-specific study time was impacted rather than attendance at lectures or classes. Students also were unable to consistently utilize libraries, computer facilities, and other campus facilities. Thus, attendance would not be an issue, but assignments, projects, and examinations would become an issue for many students. Similarly, Kulm and Cramer (2006) completed a study titled *The Relationship between Student Employment to Student Role, Family Relationships, Social Interactions, and Persistence*. This study examined 500 19–24-year-old mid-western university undergraduates through an online survey. Study time/student time, social interactions, and persistence toward a degree were positively correlated to employment on campus. While a greater amount of time spent working would likely predict less time spent with family, this was not validated by the data; in fact, increased time spent on campus had a positive correlation to student success, possibly based on a better connection to peers and faculty. Findings did show a negative correlation between employment and grade point average, as well as extra-curricular activities, perhaps due to time spent working. However, students working fewer than 20 hours per week reported little or no effect on grade point average.

Retention studies, ranging from early 1980's through 2010, found conflicting evidence as to whether working during college would cause attrition based on the number of hours students were working per week. Differences were also found among two-year and four-year institutions. The NCES (Horn & Malizio, 1998) found that students

working under 15 hours per week were most likely to continue to enroll each semester. Meanwhile, students not working had a re-enrollment rate like that of a student working 16-34 hours per week. The comparison of two-year and four-year institutions showed that two-year colleges are less supportive of academics. When compared with nonworking students living on campus, students living at home and working on-campus were more likely to persist. The lowest retention rates came from students living and working off campus. The longevity of these studies should be noted as they provide a lasting view of the impact student employment has over time.

Academic performance studies showed similar results as students working a maximum of 15 hours reported having higher GPAs than nonworking students and those working more than 16 hours weekly (NCES,1994). A variety of other studies using institutional and self-reported data were unable to find a statistically significant negative impact on GPA for students that were employed (Dallam & Hoyt, 1981; Elling & Elling, 2000; Volkwein, 1989). However, as students reached and surpassed the 16-hour mark, several of these studies did see a negative GPA correlation. The same negative correlation was found when considering student involvement. As students increased their number of working hours, their ability to be involved within the institution also decreased (Astin, 1999; Elling and Elling, 2000). Off-campus work, both full-time and part-time, was described as negative by Alexander Astin (1999), but in the same vein, on-campus employment was described as having a positive influence based on the nature of on-campus experiences. Astin (1999) hypothesized that these students were given an enhanced ability to be involved on-campus and given further opportunities within the educational institution.

These studies show that there is a "sweet spot" of approximately 15 hours or less of working on-campus that does have a positive impact on a student's GPA, retention, involvement, and opportunities within the institution. I would expect to see changes as students are impacted by major changes in history and have an impact on the generalized positive expectations if students are seeing major changes in the economy, technology, and societal changes. For example, in March 2020, many students in on-campus positions were terminated as institutions sent employees home during the COVID-19 pandemic. Future research on on-campus student employment should consider the potential for online employment and, in many cases, the necessity for students to seek off-campus employment.

If self-reported engagement can help in understanding a student's ability to persist toward success in post-secondary education, how can institutional contribution toward student success be measured? The answer: educational expenditures in student engagement. *If and When Money Matters: The Relationships Among Educational Expenditures, Student Engagement and Students' Learning Outcomes* by Pike et al. (2009) found a connection between expenditures and student engagement and first-year students and senior students. This connection included a negatively impacted correlation among institutions that were unable to invest in student engagement. As expenditures increased for engagement in undergraduate students, so did first-year student cognitive development and outcomes involving long-term student engagement. If engagement is the factor that should be measured to assess a student's ability to persist through college, it should be asked if on-campus student employment does have an impact on student engagement. Martinez et al. (2012) found the answer to be "yes" in the study, "*To Work*

or Not to Work: Student Employment, Resiliency, and Institutional Engagement of Low-Income First-Generation College Students." This study found that students working on or off campus have a positive relationship with multiple levels of student engagement. This was especially prevalent among the low-income first-generation students within this study. Students employed on-campus can be involved in transformational practices as they are often crucial to the functioning and decision-making of the department. Students can be trained to act on behalf of the administration, which is often the case with students employed within the college union. There are many opportunities for both the student and supervisors to create an employment setting that is designed with development and transparent discussion across learning outcomes (Lane & Perozzi, 2014).

Co-Curricular Experience

If on-campus student employment can be considered an accelerator for student engagement within the institution, what is the purpose of this increased engagement? Peck and Callahan (2019) believe that the purpose of increased student engagement in the institution will lead to extended and increased opportunities to develop knowledge, skills, behavior, attitudes, and values that result in increased leadership learning. For students to receive the most return on investment from their development opportunities, the skills students gain should be directly proportional to the quality and quantity of time invested in their curricular and co-curricular opportunities.

Involvement requires energy investment in academic relationships and events related to the campus. Alexander Astin (1982) states that the quality and quantity of the student's involvement will influence the amount of student learning and development (Astin, 1982). Further, the amount of energy invested will vary greatly depending on the

student's interests, goals, and commitments. Therefore, the essential institutional resource is student time: the extent to which students can be involved in the educational culture is tempered by how involved they are with family, friends, jobs, and other outside activities. To dive deeper into cultural theory and how culture encourages and provides space for students to be involved meaningfully, consider the opportunity for students to be involved through on-campus student employment. Several common learning outcomes arose from the review of literature regarding a co-curricular experience in student employment. The emerging themes consisted of communication and leadership development.

Communication

Zeeman et al. (2019) used a mixed methods approach to connect skill development opportunities through co-curricular pharmacy student organization involvement. Participants completed an Extracurricular Involvement Inventory to measure their level of involvement in organizations, and a Co-Curriculum Outcomes Assessment Mapping Survey (COAMS) to indicate which skills are being developed within their involvement. The skills represented through the COAMS include accessing and analyzing information, adaptability, collaboration and influence, communication, critical thinking and problem-solving, curiosity and inquisitiveness, in-depth knowledge and proficient skills, initiative, professionalism, and ethical behavior. While communication was the most common skill identified among the skills developed through involvement in a student organization, all other skills included in the tool proved to be achievable outcomes. The skills listed within this study overlap with the National Association of Colleges and Employers (NACE) career readiness competencies. Student

organizations centered around pharmacy; along with other student organizations, student employment and involvement opportunities are a product of the student affairs initiative at every institution.

The impact of co-curricular and extra-curricular activities on graduate employability is largely unstudied. Jackson and Bridgstock (2020) explored the self-reported participation of graduates and their own perspectives on the value of a range of activities in addition to their view of participation in paid work. Students were asked about the perceived value of skill development, gaining relevant experience, networking, and the opportunity to create opportunities for employment. The survey results showed that students felt they were able to gain more experience and skills rather than broadening networks and improving career outcomes. Additionally, students' extra-curricular internships were believed to be an important aspect of enhancing employability. As the students can articulate the importance of learning and growing these relationships, Christina Galli (2021) found that by promoting a culture of fun, inclusivity, and diversity for the student employees in Campus Recreation at UC Berkley, the students had an increased desire to work in the Campus Recreation Department. Using the guiding principles of empowering growth, challenging convention, and by building connections, the students were able to further their development prior to entering the work force. Student employment opportunities are creating opportunities for building lasting relationships and developing leadership skills. These studies provide the background to understanding the skills that are more difficult for students to articulate as part of their development, such as relationship building among their peers, staff, faculty, and those different from them. If students are building these more intangible skills, what skills are

being developed through engagement and student employment that are more tangible and more easily articulated?

Communication is a broad learning outcome within higher education as students are learning to communicate with their peers, institution staff and faculty, the community, and ultimately communicate to gain future employment through networking. Students are also working to communicate with those differing from them, an important skill in on-campus student employee positions.

Leadership Development

Salisbury et al. (2012) studied the effects of work on leadership development among first-year college students using the Wabash National Study data from 2,931 first-year students at 19 institutions. Four of the five leadership scores -- overall, individual, group, and leadership for change -- showed significant differences based on student employment status. These scores continued to show variance when using the following controls: pre-college leadership scores, sex, race, ACT score, work responsibilities in high school, and institution type. Assuming every student working on-campus can increase their leadership skills also assumes that the culture provided by the institution is one that values leadership and provides a student the opportunity to grow. Institutional leadership should be mindful of this as they consider the student employment experience. There are possibilities for students to develop many skills if given the right opportunity.

Lewis (2020) also took a leadership approach to the effects of work on college students. A sample of 36,000 students across 87 colleges and universities found that while only 10.7% of students worked off-campus, 30.2% held positions on-campus, and

3.8% had positions in both locations. Lewis (2020) found a disconnect between the students' self-reported leadership experience and the social change model of leadership development. While the theory represents principles in which leadership is collaborative, relational, self-aware, non-hierarchical, and driven toward social change, students rated themselves lower than average for socially responsible leadership opportunities. Lewis (2020) hypothesized that students employed on-campus are closer to leadership in higher education and thus are finding that leadership is defined by a person instead of a process. If leadership skills can be developed in on-campus employment positions, this is a cultural phenomenon that is also impacted by the supervisor relationship. If students are getting a more personal view of what leadership looks like in higher education, as they are growing skills, they appear unable to recognize it. As student employment positions are defined and created, the leadership should also be reviewing the ways in which their departmental and institutional culture is represented to these on-campus student employees.

Rosch and Stephens (2017) completed a survey study that included 226 students across 16 institutions that participated in a six-day off campus LeaderShape Institute. The study found that students were able to articulate the leadership skills gained through involvement in the program. Additionally, when students were able to identify a faculty or staff member that could act as a mentor, their opportunities increased for also gaining sustainable leadership growth. The students that were able to identify a mentor relationship could focus on developing more lasting relationships and felt the mentors would support their further development. This study is particularly important to the

discussion of student development through employment based on the natural occurrence of the mentorship relationship among students and their supervisors.

The studies on student employment show common themes in communication and leadership development. As these are reviewed further, it can be said that these are the culminating goals of offering on-campus student employment.

Supervisors as Managers and Mentors

Early student affairs practitioners acted as parents to enrolled students, often assisting with care, housing, feeding, recreation, social plans, and finally legal issues. As time moved on, supervisors of student staff within student affairs continued to focus on the student experience rather than the organizational structure or human resource policies (Williams & Anderson, 2021). There are three major models outlining student affairs staffing models. First developed in 1997, the Winston and Creamer Staffing Model (WCSM) focused on supervision in the residence life sector. This model focuses on five main areas: (1) recruitment and selection; (2) orientation: (3) synergistic supervision; (4) staff development: and (5) performance appraisal. This model emphasizes the university mission and connects to personal and professional development of staff. The second of the three models is the Synergistic Supervision Model, often considered an interconnection between an employee's needs and the needs of their institution. This model is the most basic of the three, but often used when working to increase employee belonging and understanding of the workplace culture. The model was expanded to include professional development of staff and encourage professional success through trust, open communication, and identification and support of career goals. This model

defined the importance of a mutually beneficial relationship for both the staff member and the institution through employment. Finally, the third student affairs focused staffing model is the Integrated Model for Staffing Practices (IMSP). This model incorporates an additional area following the five areas of the WCSM. The additional area is separation: this area focuses on the move from one organization to another through both promotion and poor performance. Often, supervisors are unknowingly utilizing these models within their day-to-day positions. Generally, these are the steps supervisors take to fill positions of student employment, and thus the steps within which the curriculum is created by supervisors. These models are not unlike the one outlined by McClellan et al. (2018) in *A Good Job: Campus Employment as a High-Impact Practice.*

Supervisors have a lasting impact on student employees as these often are their first positions. *A Good Job: Campus Employment as a High-Impact Practice* (McClellan et al., 2018) states that supervisors can be one of the reasons students perform better academically and are retained on campus. Supervisors act as "retention agents," bridging many relationships with students and faculty, other staff, and their peers. Additionally, there are opportunities for supervisors to develop positive relationships and increase involvement in the institution. Students who feel valued will stay in their positions and ultimately will be retained within the institution. Campus employment as a high-impact practice is a common discussion among higher education professionals, and this discussion is an important one as students enter college and are encouraged to find their place within the institution. Kincaid (1996) said it best:

> *"In the long run, on-campus employment can dramatically bolster the experience for students and yields benefits for the institution. At the center of all of this is the student employment professional, serving a pivotal and invaluable role both in the lives of the students and in the success of the institution."*

Most importantly, the supervisors are pivotal within their roles as they have a lasting impact on their student employees.

Who are the supervisors of student employees that are donning many hats each day as they enter the office as an employee of the institution, a supervisor, a mentor, and a leader among their peers (Burnside et al., 2019)? What is the role of the supervisor? In what ways are supervisors using their daily roles to recruit, hire, maintain, train, and praise the students that are vital to their individual offices? Arguably, supervisors are the pivotal point to the student employment experience as their ability to provide a meaningful experience has direct impact on the experience itself (Burnside et al., 2019). Finally, (Schreiner et al., 2011) found four characteristics that individuals shared in connecting with students successfully: a passion for their work and for their students, a desire to impact students, the willingness to invest time and energy with students, and genuine and authentic connections with students. Also noted within this research is that staff making the greatest amount of impact on students were those that had most frequent contact, including supervisors in on-campus employment opportunities. The students within this study specifically noted that even small exertions of time by faculty or staff were greatly appreciated. The experience of the supervisor and the lasting impact that can be created through this relationship is pivotal to understanding the co-curricular experience being provided by the supervisor both within implicit and explicit opportunities.

Supervisors are tasked with the management of their students while also ensuring their departments are effective and efficient within their mission. The student staff are pivotal to the success of these roles within higher education. Management is commonly

defined as “getting things done through other people,” and in the industry of higher education this is pivotal to the function of the institution (Baldwin, 1991). There are common qualities among supervisors that make their role as a supervisor more impactful to students in the long-term. These attributes include energy and good health, leadership potential, ability to get along with people, job know-how and technical competence, initiative, dedication and dependability, and a positive attitude toward management. Perhaps the most important among this list are job know-how and the ability to show initiative when considering the curriculum provided to the student employees.

An alternative way to managing is to identify “small and unobtrusive changes” that can have large-scale lasting effects. These small changes in the bureaucratic structure of the organization allow for long-lasting culture changes within the institution. Supervisors are the change makers leading students and staff through the responsibilities required to accomplish a common goal (Birnbaum, 1991).

The Purposeful Graduate: Why Colleges Must Talk to Students about Vocation by Tim Clydesdale (2016) outlines many programs funded by the Lilly Endowment to provide purpose-finding programming to students attending institutions across the United States. Each program was designed to fit the needs of the individual institution, but the impact on supervisors of these programs was largely the same. Faculty and staff supervisors spoke of deeper conversations with students and common ground that was created to speak publicly about purpose and vocation. Students were able to see faculty and staff as whole persons, which allowed for a deeper relationship. The participating supervisors found that this work provided the connection they needed to connect their individual work to that of the larger institutional mission and vision. The meaningful

work that members of the Higher “Education community often seek is accomplished through the supervision of students.

The literature regarding the supervisor experience is limited; however, as perhaps the most important stakeholder among those creating a student employment experience, the supervisor experience is an important perspective to include when researching student employees and creating the curriculum provided to staff. Additionally, an understanding of the supervisor will benefit supervisors across many institutions as they are more adequately able to prepare for their position as both manager and mentor.

Summary

Chapter Two focused on understanding student employment and its historical changes, beginning by discussing the importance of studying supervisors of student employees and their role as managers, as well as the potential development opportunities they provide. This discussion was followed by a historical overview of student employment, starting with the early 1900s. This overview covers the colonial period and the establishment of apprenticeship programs, the development of land-grant colleges and their impact on student employment, and the post-World War II era, with the introduction of the Federal Work-Study program. The financial impact of student employment is discussed relative to both the student and the institution. An option for support from the institution is to identify the distinction between work-study and non-work-study employment, noting that work-study positions are common among students with financial need and are regulated by the federal government. There are developmental outcomes of work-study employment and the demands faced by full-time students who also work part-time.

Chapter Two continues by exploring a connection to the role of supervisors in managing and mentoring student employees. It highlights the benefits of student employment, including opportunities for promotions, financial raises, and tuition assistance. A study by Douglas and Attewell (2019) found that working during college resulted in higher post-graduation earnings for students. It also emphasizes the value of "working one's way through college," as employers appreciate the skills and dependability gained from student employment.

The chapter also includes a discussion around workplace learning, internships, co-curricular experiences, and career readiness preparation. Several studies were reviewed that explore the impact of different learning conditions within the workplace and the development of skills through various activities. These studies emphasized the importance of continuous learning in the workplace, both through formal training and informal experiences. Informal learning is shown to increase when individuals have more opportunities to interact with new people and ideas. Participatory practices and workplace norms shape the knowledge gained through engagement in activities.

The chapter provides a comprehensive background for understanding the importance and evolution of student employment as a co-curricular activity. The chapter continues by discussing the historical development of the curriculum in higher education, focusing on the inclusion of general and major-specific courses as well as the emphasis on student engagement beyond academics. *The Student Personnel Point of View* (Williamson et al., 1949)) and Dewey's *Experience and Education* (1916) influenced the philosophy of student affairs professionals, who aim to support students' academic and personal growth through experiential learning. Student affairs professionals disrupt the

traditional academic curriculum and play a crucial role in creating well-rounded students through engagement and development.

Student engagement and its impact on student success argue that engagement involves the actions of both students and institutions, with students investing time and effort in their academic and co-curricular activities, and institutions providing resources and opportunities for learning. The connection between educational expenditures, student engagement, and learning outcomes displays the positive correlation between increased investments in engagement and cognitive development. The chapter then explores the impact of on-campus student employment on student engagement, particularly for low-income, first-generation college students. Findings suggest that student employment can enhance multiple levels of student engagement and provide valuable developmental experiences. The co-curricular learning outcomes found through the studies surrounding student affairs consisted of communication and leadership development.

Finally, the understanding of the importance of student work as part of the co-curriculum in student affairs is emphasized, spotlighting its potential to enhance student engagement, development, and social mobility. Supervisors are seen as having a lasting impact on student employees and play a crucial role in their academic performance, retention, and overall experience. They act as mentors and retention agents, and bridge relationships between students and the institution. Effective supervisors share certain qualities and attributes, including job know-how, initiative, and the ability to make small changes that have lasting effects.

Furthermore, this chapter highlights the connection between the work of supervisors and the larger student development vision, referencing programs funded by the Lilly Endowment that promote purpose finding and deeper conversations with students. Supervisor experience is recognized as essential in creating a meaningful student employment experience and aligning individual work with institutional goals. Supervisors are pivotal in managing and mentoring student employees, the financial benefits of student employment, and the impact on students' academic and professional development. The supervisor's perspective is crucial in researching and improving the student employment experience.

Chapter 3: Research Design

By focusing attention on the role of supervisors as instructors, the purpose of this study is to identify the curriculum or student learning objectives used implicitly and explicitly by student employment supervisors and their perceptions of themselves as student development practitioners. This study has direct implications for the planning of training, scheduling, and employing student staff within higher education. In this study I combine concepts of curriculum theory, analysis, and application to explore the supervisors' intentions in shaping student engagement, involvement, and the development of student capital in the context of on-campus employment through a career development lens.

Research Questions

I bring a constructivist approach (Hussain, 2012) to explore the perspectives of student affairs staff members serving as supervisors of student employees through qualitative interviews and document analysis. For purposes of this research, the phenomena being studied are the ways a co-curricular experience may be provided by supervisors while acting as managers to on-campus student employees. A constructivist approach allowed me to cogenerate with the supervisors an understanding of how they serve as potential co-curricular instructors.

Introduction to Methods

The study of the curriculum requires an in-depth examination of a particular set of curricula; for purposes of this study, this includes the implicit and explicit learning objectives and expectations provided to student employees (Posner, 2004). In a

constructivist, qualitative study, the researcher serves as the research instrument as they make interpretations and work to understand the data generated while considering their positionality and reflexivity (Tracy, 2019). This is particularly important based on my own experience and knowledge of the field of student employment. I used a triangulation of data and a reflexive approach to analysis to bracket my knowledge of the field in my analysis (Tracy, 2019).

My study design proceeded in three phases, as described in more detail below. In short, I distributed a pre-interview questionnaire to develop a profile of the student employee experience being offered at each institution and across employment sites within each institution. This questionnaire also served as a recruitment tool for interview participants. I then interviewed the student employment supervisors on each campus who agreed to participate, asking them to describe the structure and content of their interactions with their student employees specific to their student development and learning outcomes. I used Posner's curriculum research model to structure the interviews, asking about formal and informal curriculum as well as asking participants to reflect on what may not be taught, the null curriculum. In reviewing the data from the first round of interviews, I decided that more information was needed regarding the evaluation of the curriculum provided, and I sent a follow-up questionnaire to the participants. My first phase of analysis of the data followed the Posner model. I then compared the curricular goals that I identified with the NACE Career Readiness Competencies. Finally, throughout the analysis process I conducted constant comparative analysis of differences and similarities between the two institutions and between sites within the institutions to keep context at the forefront of my study.

Curriculum Theory

An integral “co-curricular” element of higher education is experiential learning, when executed effectively. This is accomplished by supplementing the formal curriculum through hands-on, real-world experiences for students that further their understanding and skills. Alexander Astin (1999) emphasized the importance of involvement in diverse campus activities beyond the classroom, and experiential learning can be seen as an important part of the holistic student development process. When considering Using Astin’s work “*Student Involvement: A Developmental Theory for Higher Education,*” student employment becomes a valuable part of the co-curriculum of higher education through personal growth and skill acquisition as student employment experiences align with educational goals, elevating the overall learning journey of students in higher education.

Defined in several ways, curriculum can be the content, standards, or objectives used to hold students accountable; other instances of curriculum state that it is the set of instructional strategies used by teachers (Posner, 2004). Posner's (2004) functional curriculum theory was selected as a lens to examine practitioners' ability to supervise student employees due to its emphasis on practical application and real-world relevance. While it may be considered a narrow viewpoint within the broader spectrum of curriculum theory, Posner's approach provides a pragmatic framework that aligns with the specific context of supervising student employees. The focus on functionality allows for targeted analysis of the skills and competencies required in a workplace setting, offering insights into how well practitioners can guide and mentor students in real-world scenarios. By controlling departments, institutions, equity, flexibility of student needs,

interdisciplinary connections, student engagement, ethical considerations, and global perspectives. The examination becomes more comprehensive, ensuring that the evaluation of supervisory abilities incorporates a broader perspective while still rooted in the practical aspects highlighted by Posner's functional curriculum theory.

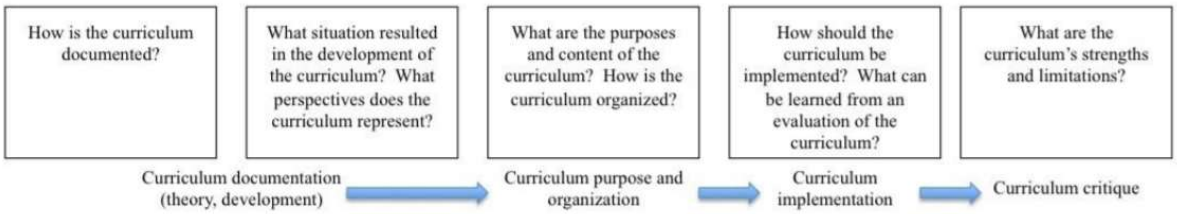
Posner's (2004) curricular analysis framework includes seven common concepts of curriculum that should be identified as a starting point to analysis. These seven concepts consist of scope and sequence, syllabus, content outline, standards for what should be learned, textbooks, course of study, and planned experiences. Despite some implied similarities between these, each provides various aspects of an experience of knowledge that will provide a holistic overview of the information being taught. Posner also identifies five concurrent curricula to consider: the official, the operational, the hidden, the null, and the extra curriculum. Curriculum design and analysis involve questions of how to do something, why to do it, and who should teach it to whom, which is directly applicable to the planning of training, scheduling, and employing student staff within higher education. As supervisors, both faculty and staff offer instruction as they teach students to work outside the walls of the institution.

Operationalizing his model, Posner identifies four main questions in the model below, although there are five boxes included in the process. The first question concerns curriculum origin and documentation. The combination of the first two boxes shown below represents one overarching question asking, "How is the curriculum documented?" and "What situation resulted in the development of the curriculum?" The second question centers on the purpose and organization of the curriculum by seeking to answer the questions, "What are the purposes and content of the curriculum?", and "How is the

curriculum organized?" The third question focuses on the implementation of the curriculum by asking, "How should the curriculum be implemented?" Finally, the curriculum critique: "What are the curriculum's strengths and limitations?" (Figure 1)

Figure 1

Posner's process of curriculum analysis



I used these four categories of questions in designing my data collection and subsequently to organize the data provided by the supervisors through the interview process. Using Posner's framework provides me with a comprehensive way to explore how information and learning opportunities are provided to students both implicitly and explicitly. This framework also helps highlight the importance of understanding how different curricula operate simultaneously. These include the official curriculum (intended curriculum), the operational curriculum (implemented curriculum), the hidden curriculum (implicit messages and values), the null curriculum (topics or knowledge excluded), and the extra curriculum (activities beyond formal curriculum). Analyzing these concurrent curricula provides insights into how knowledge is transferred in student employment environments and the impact of curricular decisions.

Site and Participation Selection

Site Selection

I chose two regionally located institutions for their spectrum of student populations, institutional missions, and potentially varying student-employee experiences. The institutions, (using pseudonyms to protect anonymity) consist of two different Carnegie classifications (Carnegie, 2023): Evergreen University, a Doctoral Research I institution and Acadia College, a Baccalaureate College: Arts & Sciences. I had originally attempted to include a two-year college but was unsuccessful in gaining access. This study therefore reflects a four-year college context.

Participant Selection

Within each institution, recruitment of participants began with the Vice Presidents of Student Affairs (as appropriate) and proceeded with the Directors that report directly to them. Upon initial contact with these staff members, a request was made for additional participants to snowball (Yin, 2003) the sample population to include all supervisors of student employees. This approach allowed me to develop a pool of potential participants who represent the supervisory structure of each institution and the different kinds of employment sites.

Fourteen supervisors were interviewed, four from the small private institution and ten from the large public institution. Beginning with the division of Student Affairs in the separate institutions, a request for participation was sent to Directors of departments that report to the Vice President of Student Affairs. Using the snowball method, these Directors (Appendix D) assisted in identifying the supervisors of on-campus student

employees and the resources given to them to provide a student employment co-curricular experience. A complicating aspect of the study is the variation in types of administrative staff that report to Vice Presidents of Student Affairs between the institutions. Additionally, similar administrative staff positions often encompass various job functions. For example, at one institution there is a Director for the Campus Center and at the other institution a comparable role reports to the Director of Housing and Residence Life. It is for this reason that all Directors in direct reporting roles were included in the study, most often including the Directors of Counseling, Campus Recreation, Housing and Residence Life, Career Center, Student Organizations, Student Union, Diversity Initiatives, Disability Services, Public Safety, and Dean of Students, regardless of where they fit on an organizational chart. The recruitment of participants excluded supervisory staff libraries, supervisors of academic placements, and faculty directing undergraduate research, as I chose not to include faculty or academic supervisors. Those could be targeted in a separate study focused only on credit-bearing student experiences. I focused the study on staff supervisors based on their need to employ students in order to be successful within their own positions that are service based, especially in Student Affairs. Meanwhile, a similar study could be done focusing on faculty and their supervision of research assistants in positions where students are also able to receive course credit. As a result of this recruitment, 27 supervisors were identified for participation and 14 accepted my invitation.

Table 1

Participant Departments by Institution

Arcadia College Participating Departments	Evergreen University Participating Departments
Student Organizations and Activities	Student Organizations and Activities
Health and Wellness	Fraternity and Sorority Life
Student Center	Disability Resource Center
Athletics	Student Center
	Residence Life
	Student Success (Well-being)
	Career Center
	Student Academic Support Center
	Center for Academic Resources and Enrichment Services

Data Collection and Generation

Pre-Interview Questionnaire

Individuals who accepted the invitation to participate were first asked to complete a brief pre-interview questionnaire, sent using a Qualtrics form that accompanied the recruitment letter (Appendix 1). The survey was taken 19 times, including an additional five respondents that did not complete the qualitative interview. The survey also allowed participants to select more than one option on any multiple-choice question. In many cases this was critical to understanding the breadth of the supervisor's answers. However, by increasing the number of overall responses the results were skewed because they were not limited to the 14 people that also participated in the qualitative survey. The survey

began by asking participants to identify their department, followed by a series of questions used to identify the average student employee's experience. This included the type of employment (ex. work-study, hourly, research assistant, and a write-in option), the number of student employees, the number of hours an average student is working, pay rates, and if students are employed in other ways on and off campus. These questions were followed by questions about training, including the number of hours spent training, if learning outcomes are defined, if there is a content outline used for training. Supervisors were asked if they provide professional development to their student employees, which NACE Career Readiness Competencies are included within their training, and to attach any documents from their training that could be useful to this study. Finally, supervisors were asked to identify themselves as a supervisor, mentor, director, educator, or coach, and to provide any documentation that is relevant to the study. The initial data analysis for each institution focused on the training/curricular documents provided at each campus combined with the data generated through the Qualtrics survey.

Participants were asked early in the process to identify the role in which they see themselves as part of the student employee experience. This question, in the pre-interview questionnaire, asked supervisors to identify which of the following they consider themselves: mentor, supervisor, educator, director, or coach. As staff members that supervise student employees, the participants are often also student affairs practitioners. Thus, the discussion of the opportunities provided to student employees through the qualitative interview process was pivotal to the discussion about the ways in which supervisors identified themselves following the interview. Prior to the qualitative

interview, that included discussion of the opportunities provided to their student employees, supervisors identified most often as a supervisor. Further, the same question was asked at the end of the interview portion of the study to determine if supervisors self-identify differently following the discussion about the ways in which they supervise their student employees; this is answered in Chapter Six.

Supervisors also were asked to provide any documentation they have or were aware of regarding student employment programs or training at their institution and in their respective departments. The request for documents did not provide the expected results. Only six documents were submitted. There were two applications for students to apply to positions of employment, a list of questions to be used when interviewing students for positions, a disciplinary document used for write-ups, a self-evaluation form, and a list of sessions provided to all students at one institution as part of their leadership program. Through these documents I planned to map the current curricula provided to students within each program (and subprogram as appropriate). [2]

Student Employee Institution Profile

I am using data from the pre-interview questionnaire to establish the setting within which the study is taking place. I created a profile to gain initial insights into the experiences of the on-campus student employees working with the participating

[2] The documents did not provide a look at the training or development curricula given to students as expected. My questions about mapping the curriculum were therefore incorporated into the interview guide for each interview as appropriate; this also assisted in furthering my understanding of the ways in which the supervisors perceived the curriculum they were providing for their employees.

supervisors. According to the survey, the participants identified their student employee positions as work-study (12) and hourly (16) employees. Supervisors were able to select both options, meaning that many participants have both work-study and hourly employees. One department supervisor stated that they employ research assistants, and a few write-in options included teaching assistants, scholarship stipends, internship credits, and graduate assistantships. Many department supervisors stated that they employed over 30 students (6); an equal amount of survey responses selected 6-10 employed students (3), 11-20 employed students (3), and 21-30 employed students (3). Finally, four department supervisors stated that less than five students were employed within their department. On average, students within these departments work 10-20 hours per week (12), while only six stated students work less than 10 hours, and one department allows students to work 21-30 hours per week. Eleven of the participating departments stated that, on average, their students are paid greater than $10 per hour, while only four departments paid between $9-$10, and the other four departments paid under $9 per hour. Eleven supervisors stated that their students did not have additional positions off-campus, while eight stated that their staff did have additional positions off-campus. Eight supervisors stated they spent 5-9 hours training students, while 10-15 hours was the second most common, with four supervisors. Fewer supervisors stated they train less than 5 hours, 16-20 hours, or greater than 20 hours. Most often, students work in these positions for 3-4 semesters during their college career.

The supervisors within the study at Evergreen University most often employed over 30 students working only on-campus positions for over $10 per hour, an average of 10-20 hours per week with 5-9 hours of training for a period of 3-4 semesters during their

time in college. Meanwhile, at Acadia College all student staff are work-study students assigned to their positions through the work-study office. They work 12 hours per week and make $10 per hour. The students at Acadia College also receive 5-9 hours of training, and work 3-4 semesters, based on performance and continued assignment through the work-study office.

This study took place at one small private institution and one large public research one institution in the southeast, and while the supervisor's experience was similar at both institutions, the major structural differences in the setting of the study between Acadia College and Evergreen University are the work-study assignment office that places student employees in offices across campus and the one centralized two-hour training all student employees receive prior to beginning work at Acadia College, the small private institution. However, the pay scale, hours of training, and average length of employment were the same for both Evergreen University and Acadia College.

Interview

Following receipt of the pre-interview survey, participants were asked to schedule one sixty (60) minute qualitative interview regarding their experience as a supervisor of on-campus student employees and the ways in which they communicate and interact with their employees. Following a semi-structured interview process (Tracy, 2019), participants were asked for their consent and could stop participation or skip questions at any point. Interviews took place over Zoom at the convenience of the participants. The interviews were recorded, but participants were assigned a unique (random) study identification name and reassured that the contents of the interview would be kept confidential.

There were three sub-sets of questions. The first set of questions worked to build rapport with the interviewee and sought to understand the culture of the student employment program being discussed. The second set of questions looked to understand the training and educational processes, henceforth described as their "curriculum." The third and final set of questions sought information surrounding the implementation of their curriculum: their curriculum-in-use and the ways in which they believe their curriculum can be applied in other opportunities. When participants gave consent and were enrolled in the study, each was assigned a unique (random) name. This ID name was associated with all participant data that was collected, entered, and analyzed for the study. The link between participants' names and study ID names was kept in a separate electronic file on secure University servers at each site (using password-protected computers that are kept in locked offices when not in use), ensuring that all data prepared for analysis are de-identified. Directly identifying information was never maintained in the same files. All electronic data was stripped of participant names and other identifying information such as addresses and emails. During the active project period (while data was being collected, coded, and analyzed), data from students and teachers was entered remotely from the University of Kentucky's secure Microsoft One-Drive storage, which is a highly secure online file-sharing system. Participants' names and any other direct identifiers were not entered into this system; rather, study ID names were associated with the data entered One-Drive.

Following the interview, each participant was given a ten-dollar amazon gift card as a thank you for their time. This is also an incentive to increase participation in the

study (Yin, 2003). The funding was provided by the Association of College Unions International and the National Association for Campus Activities.

Post-Interview Questionnaire

Following the qualitative interview with participants, I determined that three additional questions needed to be asked of participants about the ways in which they evaluate their curriculum, what Posner (2004) would call a "critique of the curriculum." Qualtrics was used to further investigate this evaluative turn by supervisors. The supervisors were asked the strengths and weaknesses of their curriculum and how to maximize the efforts provided through the learning opportunity. The responses included one supervisor from Acadia College and five from Evergreen University. The departments range from Athletics, Disability Resource Center, Transformative Learning, and the Center for Academic Resources and Enrichment Services. The results of the follow-up questionnaire are discussed in Chapter Six.

Analysis

The initial data analysis for each participant included the documents provided for analysis and the pre-interview questionnaire, resulting in profiles of the two institutions' employment sites. A four-step analysis (Tracy, 2019) took place following the qualitative interviews using the MaxQda software. The software provides an opportunity for data themes that are easily referenced and reviewed for analysis and future making of recommendations. Step one of the analyses included an initial review for developing themes, reading transcripts, and removing unnecessary statements, using the Zoom recordings and transcripts provided through Zoom. Step two identified themes, patterns,

and relationships where data review occurred for word repetition, data comparison, missing information, and metaphors. The qualitative software, MaxQda was used to add codes to the transcripts. Step three created data summaries and linked research findings to the original hypothesis. Finally, step four compared the emergent curricular themes against the NACE career readiness competencies.

Step 1: Initial Review for Developing and Applying Themes –

The first step included reading transcripts and conducting open coding as well as removing unnecessary statements. In addition to the "sensitizing concepts" outlined in my literature review (Tracy, 2019) focusing on workplace learning, the co-curriculum of student affairs learning outcomes, and the idea that supervisors are acting as managers and mentors, I also reviewed discussions of career readiness competencies suggested by ORG. This review aimed to understand the extent to which and in what ways the competencies are indicative of career preparation and following industry guidelines.

Step 2: Identifying Themes Patterns and Relationships – A constant comparative method was applied to look for connections among themes and any exemplary metaphors. A qualitative research technique involving comparing data continually as it is gathered, reviewed for themes, and analyzed for commonalities, thus allowing for a deeper understanding of the themes and patterns (Yin, 2016)

Step 3: Summarizing the Data – Data was summarized to link research findings to the original hypothesis and research questions by displaying the data within the concepts of curriculum. This step seeks to provide a consistent narrative that allows emerging themes

and patterns to be connected within the data and then framed within the original research questions.

Step 4: Career Readiness Competencies - My analysis of the qualitative study also included reflection upon the National Association of Colleges and Employers Career Readiness Competencies. The eight competencies were used as a baseline comparison regarding the extent to which the curriculum highlights these competencies that have been identified by industry leaders as desirable of student employment. These competencies include Career & Self Development, Communication, Critical Thinking, Equity and Inclusion, Leadership, Professionalism, Teamwork, and Technology. The ways in which supervisors discuss their curriculum in reference to the NACE Career Readiness Competencies helped me understand the ways in which supervisors are providing co-curricular career preparation experiences to their student employees as defined by the leading organization in the field.

Validity

To provide validity and reliability to my study, I used a triangulation strategy of collecting data from multiple sources, using document analysis, qualitative interviews, and memos to help bracket personal knowledge and extend the potential of analysis limited by using one method of data generation.

A triangulation approach was used to study the qualitative interview approach, to find how student development curriculum is embedded in student affairs on-campus student employment positions, and what kinds of skillsets might emerge from these

positions. Finally, a review of the interviews for curriculum and career readiness-based themes was employed to close out the triangulation approach.

Throughout the study, I requested feedback from my committee when forming conclusions from the data. This helped identify and remove biases that could impact future conclusions. The document analysis provided information that enriched the interviewing process. Qualitative research provides rich data, and by collecting interview data, informed by in-depth analysis of institutional documents and artifacts, additional details were found and referenced following the completion of the interview. Ongoing methodological and analytic memos provided a reflective process that contributed to the final analysis.

Funding

Funding was needed to provide additional resources to the study of supervisors of on-campus student employees. Two grants of $500 were received in support of this project. That funding was spent in the following way.

Item	**Amount**
Gift Cards ($10 per participant – 14 Participants)	$140
MAXQDA Software (2- 6 Month Licenses)	$100
Grammarly (4 – 3 Month Licenses)	$180
Editor	$580
Total	$1,000

The initial grant was the National Association for Campus Activities Bronze Scholar Awards, and the second was the Association of College Unions International Research

Grant Award. These funds were pivotal in both ensuring participation and providing critical resources to complete the study efficiently and effectively.

Summary of Study

Supervisors of student employees are a critical part of the institution, and the students they support are not only serving the overall mission but also developing career readiness skills through daily interactions while at work. Through this study I explore the ways in which supervisors of student employees act as managers while also providing development opportunities to student employees as student affairs professionals through both implicit and explicit curricula. Through one-on-one interviews with supervisors discussing the curriculum they provide to their students through training and constant interaction, I seek to understand the ways in which supervisors are providing career readiness opportunities through the curriculum they are creating during the student employment experience.

Chapter 4: How is the Curriculum Taught?

I found that a student development curriculum is evident within the training programs at both institutions. I use Posner's definition of curriculum as an end to education through intended learning outcomes or a means to education through instructional plans. The students working in on-campus positions are provided training explicitly through supervisors with training presentations, guest speakers, in-practice activities, and implicitly through observation and exposure to the work environment they experience each day. The following chapter will focus on examples of how the supervisors report designing and providing instruction to their on-campus student employees as managers and student affairs practitioners provide development opportunities.

Employment Training

The most common goal among supervisors was the idea that students need to gain the skills required to perform their job responsibilities. Through each interview I found that the skills used to adequately perform the job, while job specific, were largely similar despite the differences in job responsibilities. The following is an in-depth look at the two concurrent curricula used to describe the learning goal, employment training. First, official curricula are the curriculum that is described formally, that is, the ways in which students are given the information needed to perform day-to-day responsibilities. Second, are the operational curricula, described as embodied in teaching practices that outline the daily tasks taught to students to complete their job functions. I have combined the official and operational curricula to further investigate the ways in which students are trained for their positions of on-campus student employment.

Not surprisingly, all fourteen participants discussed their student employee employment program as including training, including a form of documented learning outcomes and expectations. The curriculum is that of the knowledge transfer described in employment training. As discussed previously, I received minimal documents through the request for document analysis. The discussion was similar between Evergreen University and Acadia College, as well as among individual units; however, in one instance at Acadia College, an external department to student affairs, the Career and Professional Enrichment Office provides student employees' employment training. The Director of Student Activities, a supervisor in student organization and activities at Acadia College, made the following statement regarding the training provided to student employees by Acadia College.

> They support it mildly in that we do a work study training through our career. That's our Cape office. It's career and professional enrichment. So, they do a training, but it isn't super robust. It's like how to show up to work on time. What does professional dress look like? And those are things that like showing up to work on time matters.

Three supervisors working at Evergreen University also discussed a similar training that is provided by individual departments through an online portal that is not centralized, but distinct to each department. The supervisor of the Disability Resource Center at Evergreen University gave the following account of basic training that is followed by meetings with the supervisor and experienced student staff.

> It's a very adapted process now, but currently, we provide them with a full in-depth detailed with detailed notations and interactive PowerPoint training. And so it has videos as quizzes. It has animated slides. Illustrations, examples, all kinds of stuff. They're supposed to write down questions from that. They bring their questions to me, either virtually in person or in writing.

In responding to questions about how they initiate working with students, interviewees described the tasks required to get student employees started working within their roles. Often, they would refer to the kinds of necessary information students required to adequately perform their tasks. Two interviewees, working in Residence Life and the Disability Resource Center at Evergreen University, respectively, discussed in detail their students' employment training as part of their onboarding and the ways in which their student staff utilize the expectations taught to be successful within their roles as student employees. The outcomes are taught to students through presentations from the supervisors and external departments, while also allowing time for practicing the concepts taught through training with their co-student employees. The supervisor at Evergreen University working in Housing and Residence Life stated the following when discussing the process, she uses for training the Resident Assistant (RA) staff.

> So, we do a lot of risk management training. CSA. Reporting, EEO, title 9, Training Incident report, writing, conducting policies of procedures how to engage with students, and in terms of having intentional conversations, counseling all the resources that are available to them on campus, etc. So that is pretty intensive.

She goes on to explain the training the desk clerks receive through online modules in Canvas, which they are required to do in addition to shadowing with senior resident assistant staff. Her students also receive continuous training throughout the academic year during their weekly staff meetings. In addition to general updates and training, the resident assistants are given this time for professional development through speakers external to the institution and experts in their field to provide updates surrounding trends in higher education. These opportunities are focused on current events happening at Evergreen University.

> In those what we call all staff meetings, those may be some of the more like ongoing development where we may have outside speakers come in to talk about other resources trends that we're seeing on campus. It just really depends on kind of what's going on during the month, and what we may decide to use that time for.

While her discussion of the training curriculum their students receive is very thorough, the supervisor of students in the Disability Resource Center at Evergreen University explained how different levels of staff receive different levels of training, describing, for example, the training that centers on confidentiality within the Disability Resource Center.

> The program coordinators got it very specific and much more structured where the training received by the other, the grad students and the students that the Federal work-study where it is the administrative assistants. They do not receive a lot of training structured-wise. A lot of it's more hands-on.

His student employees also receive ongoing training through the Disability Resource Center, and while this ongoing training might be considered informal, there are regular check-ins and opportunities for student employees to ask questions and build connections within their positions.

> Well, they probably do a lot better structure-wise in the proctoring. Most of what we do in the other aspects it is just kind of monitoring and trying to touch base at least for the grad students once every couple of weeks, and you'll provide feedback and receive feedback and answer questions and discuss in general.

Supervising the first-year orientation class peer teachers at Evergreen University, the participant outlined the curriculum used by her students in this way: they utilize an orientation, a Canvas course over the summer, followed by a conference-style curriculum presentation before the start of school in August.

> So, they do the summer, and then they come back altogether in August, some orientation that really is emphasizing developing skills. And so, it's kind of our

> August training runs like a conference where there's the current sessions, and they identify what their areas are that they need to work on.

The sessions vary based on the student's needs and additional training required to ensure their successful orientation course.

> So, then they can choose from series of sessions around the unconscious bias lesson. A session on Co-Teaching, working together in the classroom group facilitation strategies. Challenging student scenarios. They had a required session on professional communication. And then a college reading and learning association certified Peer Mentor training.

By drawing attention to the sessions during the fall training, there is a direct correlation to the requirements of the position. The supervisor of the Disability Resource Center had similar sentiments regarding her curriculum content and the connections made to the student employees including empathy and time management.

> The skill sets that they would need would be organized, time, management, multitasking. But truth and detailed Oriented, being able to sit for long periods of time conducting one task, and courteous, particularly with the population that we work with, and I think a general level of empathy for every person.

In contrast to this client-centered training in the Disability Resource Center, neither of the Student Organizations and Activities departments at Acadia College and Evergreen University reported highly structured or time intensive trainings. The supervisors within these departments at both institutions said they rely on brief explanations of duties to new student staff with the expectation that the students will be self-motivated to complete the tasks.

Throughout the interviews, the employment training is discussed in reference to the necessary tasks students are required to complete prior to beginning their student employment position. In various formats, each interviewee discussed these requirements

and the content within both structured and unstructured training that takes place early in the student's tenure.

The training discussed by the supervisor at Evergreen University from Housing and Residence Life is focused on skills required for students to complete their day-to-day job responsibilities. The supervisor of the orientation course at Evergreen University ensures her students understand confidentiality, FERPA, Title 9, and safe zone training. In these roles as student employees, the skills and resources to handle difficult situations are essential to their job responsibility. The supervisor of the students in the Student Support Services Center at Evergreen University invites the counseling center, police department, and the Equal Employment Opportunity offices to attend the training of her students and provide the resources within her written training manual.

The Acadia College supervisor from the student union prioritized physical safety by requiring CPR and first aid certifications for managers and student associates. The supervisor from the Disability Resource Center provided specific training and resources to address medical emergencies that may occur during testing for students with chronic illnesses. These findings underscore the significance of comprehensive training to ensure compliance with laws and regulations while promoting the safety and well-being of all students on campus.

I expected the extensive training to focus on residence life and the student union. However, the supervisors that provide tutoring services are focused on their operations and the services they provide and on developing the whole student while working with them as student employees. The positions that had increase opportunity of putting the university at risk, such as counseling, or positions that require students to view protected

data, came with an increase in the importance of the curriculum to the supervisor; in other words, the content provided to students had an elevated sense of importance as the risk of error was greater in the effected offices.

Throughout the interviews, each of the participants discussed the content of their curriculum. As supervisors, they articulated the required information for their student employees to be successful, including both explicit defined information such as job responsibilities, expectations, disciplinary procedures, and implicit aspects of the curriculum that are important aspects of the job but not day-to-day tasks such as leadership and communication. The curriculum content is similar among many participating interviewees; despite the varying forms of delivery of the training, the content remains similar throughout each discussion. Many supervisors focus on job responsibilities and administrative tasks required to ensure needs are met within the department and to ensure the student has information to be successful.

The operational curriculum is the information transfer taking place through teaching practices and tests, also described as the knowledge needed to perform the job. Every participant identified an operational curriculum regarding the training of students and the tasks performed throughout their shifts. The Disability Resource Center needs students capable of time management and multi-tasking while also being empathetic to patrons of their office and the team members in the office.

> Because not only are we needing someone who is empathetic to the people that we work with. They need to be that with each other as well because they work as a team with each other, and they have to understand that everyone's going through the same thing.

Supervisors acknowledged that this aspect of the curriculum is essential and had awareness that they must set a good example for their student staff to build a lasting program. The Director of Wellness at Acadia College stated,

> I'm never gonna ask somebody to do something that I'm not going to do if they're not there. So I'll say, Okay, let's go. Fill all the Tampon dispensers on campus and let me show you what that looks like. Here's where the key is, and here's how you do it, and how many you need to put in, you know.

She continues that her preference is to provide supervision as long as needed, but she has seen first-hand the ways her students begin to feel more confident quickly.

> We do as much handholding as they would like us to. Generally, they almost um outgrow that change as they go on throughout the semester, because they feel more confident, and that's our goal is to make them feel confident that this is your job. This is your responsibility.

Many of the supervisors outlined their responsibility to demonstrate the tasks required of their student staff. The content of the job training includes job specific skills, time management, leadership, organization, meeting deadlines, customer service, academic resources, and learning more about the institution in ways that will assist them in their day-to-day responsibilities. One supervisor outlined the necessity of the modeling behavior. As the Director working in student activities at Acadia College demonstrates job responsibilities and interacts with students early in their employment, she learns about their preferences as staff members in her office and how to ensure their success. She had the following statement regarding her interactions with students:

> They also teach me a lot about their upbringing, learning styles, and family life. What motivates them so they may not be motivated? By just words of affirmation. I learned everybody's different and very individualized.

This was especially prevalent among the supervisors working at Acadia College, a small private institution. The supervisor of the student employees working in the student union

discussed his operational curriculum and its implementation in two facets. The first being the overall goals of the division of student life at Acadia College.

> Most of the curriculum that I have built is based off of the curriculum that our student life Staff has written out of what our mission vision statement is for students, you know, creating a sense of belonging, creating professional students that when they walk out of these doors, they are ready to take on the next world.

The second is the necessary information used by the students to perform the tasks asked of them during their shifts.

> I try to walk through, you know, the best events, standards, and practices for my building managers when we're going through their training just with working with just different events. Programming things that I've learned what the best practices are. I really try to make sure my building managers understand most of them.

This includes requirements by external entities such as the fire marshal.

> They should know as this job because it's going to impact how they do their setups. It's going to impact what the Fire marshal says when he comes in and looks at the room.

Many of the interviewees discussed the knowledge transfer happening with their students in two ways. The supervisor of the students working in the student union gave a recount of the ideas behind his best practices is an example of the way the curriculum is implicit, as it is implied that students would understand how to implement these best practices. In contrast, he gives an example of explicit curriculum through his discussion of the processes and procedures put forth by the fire marshal.

While many participants were able to articulate a method of on-going training, those that did not have a defined continuous training were able to explain the ways in which student employees had access to their supervisors for questions and guidance throughout their tenure. Many supervisors give post-training tests to ensure students

absorb the curriculum at the beginning of the semester. The operational curriculum seeks to find the ways in which the curriculum is implemented and evaluated. Many interviewees also discussed the post-training testing that allows the evaluation of the knowledge being provided to their staff; in this case, it is important to continue to assess post-training as proper protocols in case of an emergency could prove to be important. Working at Evergreen University in the Student Support Services Center, offering tutoring services through the office of minority affairs, had the following statement to say about the evaluation of her curriculum.

> Yeah, whether the tutor could do their job or not, whether the tutor, you know, understands what their responsibilities are, whether student actually understands, of course, content. And then you know also, you know whether the student is relatable, you know. So approachable, yeah.

She seeks to evaluate the training in a way that allows her to understand if the student has retained both types of content provided through the training within the student employment position. The Director of Wellness from Acadia College uses a one-on-one approach to evaluate whether her student staff member is retaining and maintaining the implicit and explicit information, while also measuring their level of comfort with the job responsibilities.

> I think one thing that we would need to be cognizant of, especially when we're doing our bathroom projects, is, do students feel comfortable going into both bathrooms? And if not, we'll find somebody else who will, and that doesn't mean we're going to fire that student.

There were apparent differences between the two institutions. Acadia College provides centralized training to all student employees to give an overview of how to be successful within their positions, professional dress code, entering time to be paid, and other advice to be successful. Each supervisor interviewed at Acadia College included their student

life divisional learning goals in the interview, as they use this mission as a background for the experience, they provide to student employees.

Acadia College participants were most easily able to articulate the ways in which their training was used by their student employees. While there was a lack of documents for employment training, supervisors could articulate the need to provide training to their student employees. Acadia College supervisors focused on the career readiness tasks that enable students to be successful with day-to-day responsibilities in their positions, such as teamwork, rather than soft skills, such as leadership. While Evergreen University did not have centralized training for students, the supervisors did have the resources to provide students training covering the same topics provided through the centralized training at Acadia College. Evergreen University can also focus resources on the training content and the action of providing the training, thus ultimately supporting the career readiness competencies such as leadership, career and self-development, and communication.

To summarize the discussion of official and operational curriculum, while all interviewees discussed the process of implementation and evaluation of their curriculum, they are varied in their processes of training. Most often, supervisors discussed the soft skills students gain through their employment positions. This includes time management, leadership, empowerment, organization, meeting deadlines, communication, customer service, academic resources and services provided to students on campus, creativity, and self-advocacy. Some interviewees have a clear understanding of the implicit and explicit curricula set forth by the institution and the department and can provide the information that is pivotal to the student's ability to perform the job. The official curriculum included

the curriculum content described by supervisors, and the operational curriculum was the content embodied in teaching practices. The idea of official and operational curriculums being used to describe student employment allowed for an opportunity to combine these aspects of the curriculum based on their similarity and the consistency among supervisors in the goal to provide a comprehensive student employment training. However, student development as a learning outcome of the curriculum of student affairs is a more complex idea; it is for this reason that the hidden curriculum and extra curriculums are discussed separately as concepts of student development within the curriculum supervisors provide to student employees.

Student Development

Each supervisor came to the interview with their lens regarding the experience provided to their on-campus student employees. The lens included their position, the responsibilities asked of their student staff, and their experiences. For example, the coordinator of community engagement and the housing and residence life coordinator at Evergreen University knew about high-impact practices and the long-term effects of creating a sense of belonging for their students. It was clear they had spent time learning about the theories of higher education and how each experience impacts their students. The supervisor in community engagement gave the following statement about this student's experience.

> I mean, service learning and community engagement work is like a high-impact practice. So, we know that students who engage in this type of work are more likely to graduate, to persist, to be successful.

However, in many cases, this did not mean the supervisor provided a program they knew to be successful; often, supervisors articulated a need for improvement. He also stated

that he did not have an assessment tool and would like to show how his students' professionalism as his office staff members is growing.

The supervisor of the tutoring office at Evergreen was a pivotal point in interviewing supervisors of on-campus student employees. The curriculum and the concurrent curricula were well defined within the discussion. She understands how students are impacted by their position and the lasting effects a focus on career readiness can have on ensuring a student's success post-graduation. Again, I was particularly interested in the mention of safety protocols within her interview, as I was not expecting this office to focus its training on difficult situations that could involve law enforcement or life-saving measures. Additionally, I found it interesting that despite her focus on leadership training, her themes focused on critical thinking, professionalism, and technology.

The housing and residence life department and Evergreen University was a wealth of knowledge regarding the curriculum for students working in on-campus positions. As evident throughout the study, the supervisor from Evergreen University working in Housing and Residence Life is one of the most knowledgeable interviewees that participated in this inquiry. She can discuss the training and the reasoning behind their training in detail, as evident through the representative map below. The Housing and Residence Life department is often transactional as it is an auxiliary within the university. However, she continues to use JEDI (Justice, Equity, Diversity, and Inclusion) as a foundation for the tasks, despite the training required to be a successful student employee within Housing and Residence Life.

Teamwork was a clear focus of the supervisor of the Athletics department at Acadia College. However, she also has an explicitly documented curriculum. Due to the requirements, she has a staff member responsible for ticket sales and staffing the athletic team games. She must ensure that the patrons of her events are provided accommodations that meet safety requirements, and the students working with her on-campus are responsible for ensuring safety. She chooses to focus on growth through the development of her team, mainly working with students who have not previously been athletes and allowing them to experience the team environment while working on campus.

The supervisor of the Student Union at Acadia College uses his curriculum as the foundation to build relationships with his students, allowing him to have the work-life balance he enjoys. The director of wellness at Acadia College mentioned through her interview that she is dependent on her student staff that work with her in the office, and it is evident through the student union director's interview that he is also dependent on his student staff members. However, at Acadia College, the centralized training allows supervisors to train students on job functions related to their offices and then focus on career readiness. His interview showed his goals of increasing his students' ability to succeed through developing their professionalism.

Many of the supervisors practice techniques that are in line with Astin's *Theory of Student Involvement*, Tinto's *Theory of Attrition*, and Chickering's *Theory of Student Development*. Each of these theories assumes that supervisors are providing an experience that is in line with the learning students do in the classroom. The supervisor's discussion of their student employment programs can act as examples of one of Vincent Tinto's (Longwell-Grice & Longwell-Grice, 2008) three primary reasons for student

departure. Tinto stated that students leave the institution due to academic difficulties, inability of individuals to resolve educational or occupational goals, or failure to become and remain incorporated into the social life of the institution. Student employees working in on-campus student employee positions are exposed to resources that will help them avoid all three through relationships built with their supervisors as articulated above. In some cases, the student staff are often active participants in development, and can provide opportunities for supervisors to learn as well.

Young

Supervisors participating in this study ranged in age from new professionals to those nearing retirement, but nearly all mentioned that their student staff kept them young. One supervisor said he would not know as many Taylor Swift songs if it were not for his student staff, but he was not the only supervisor mentioning pop culture. The supervisor of the tutoring office at Evergreen University had the following to say about the pop culture education she receives.

> I am generally not in tune with anything pop culture. I think I've learned a lot more about just like what it's like to be a young person in the world through their eyes and like what are the challenges that they face on a regular basis.

She included in her discussion that she can better support her students by further understanding the challenges they experience in their daily lives. In line with the pop culture exposure, the supervisor of the Center for Academic and Enrichment Office at Evergreen University was encouraged to get a new cell phone by her students. She was excited to talk about how they taught her to use the phone and the further opportunities it gave her to communicate with her students.

> I had a Flip cell phone. And they used to talk about me. So, then I got a smartphone. I'm like, oh, my God! So, they taught me how to use the phone, so

> they keep me speaking their language. So, I learned how to be able to communicate with them, how to interact with them, being, I guess, young.

Finally, the supervisor working in the Health Education Office at Evergreen University, explained this theme, which is a picturesque view of the relationship between the supervisor and student employee.

> I think that they offer me an opportunity to kind of just feel a little bit more youthful, just the energy, and then like just understanding that it's a totally different generation now than when I was in college. I truly feel like I'm going to be better parent because of my exposure to them.

While the curriculum themes focus primarily on the knowledge passed from supervisor to student employee, the description of the impact students have on their supervisors and their ability to keep them feeling young was consistent across many supervisors at both institutions. This theme was not included within the graphic because it is an aspect supervisors are gaining from their student employees. It is not an aspect of the student experience provided by the supervisor. However, I felt it was important to include as it is an important part of the student employment conversation based on the opportunities it provides to students to become an expert in a role reversal situation.

The second of the learning goals found through the curriculum conversations was the promotion of student development. Evident through explicit and implicit training, supervisors shared a common goal of promoting student development through mentorship and setting an example as a professional in the workplace. While interviewing the supervisor of the Tutoring Center the discussion led to connections within the curriculum content to the competencies the supervisor uses as a guideline for student development. In the discussion below, she focuses on leadership for her tutoring staff.

> So early on in that August training, they take a little assessment. Where do I think I am in my leadership development and based on where the whole team kind of falls? We pick 2 of those leadership competencies to focus on training, and then in the spring semester, they do a personalized development plan.

While she includes details regarding the leadership competency, she focuses her student training content on, the Evergreen University staff member working in the student union stated that while much of the training is centered around job responsibilities and expectations, there is an underlying goal to encourage students to self-evaluate their mistakes and how to improve upon them.

> Well, first, I would say I would hope they learn the job roles and responsibilities. So once I've covered what I need to cover in that curriculum. I would hope that they analyze that, and they take it, and then they apply it every day on the job. I would also hope that, like when they know they'd like messed up. They think back. Okay. How can I do better?

The supervisor of the student employees at the student union sees the importance of building the whole person while also working to accomplish the goals set forth by the mission of the office that employs her and the students she works with each day. She goes on to make the following statements about the student's ability to pivot when necessary.

> I would think it's very simple and it's very easy. But there are times when you get curve balls whether it's with the job or a client, etc. But to just take a deep breath, be the best person that you can be, and that's what I would prioritize with the curriculum.

Each of these supervisors has a responsibility to the institution to train their students to provide a service to the campus community, but they are also able to spend time developing a student holistically. However, this is done outside the official curriculum that is formally documented, and the operational curriculum that includes both the information embodied in the teaching practices and the ways in which it is assessed. The

idea of student development was more prevalent within the interviews among discussion of the hidden and extra curriculums. These are defined as the norms and values not openly acknowledged and the planned experiences outside formal curriculum, hidden curriculum, and extra curriculum respectively.

Hidden Curriculum

Of the five concurrent curricula, the hidden curriculum within the student employee experience at Evergreen University and Acadia College was most widely discussed as it was a direct question asked within the interview guide. Every participant referenced a hidden curriculum throughout the interview, including several participants that discussed the ways in which students in turn teach the supervisors in unexpected ways. The hidden curriculum is defined as the institutional norms or values not openly acknowledged through the teaching process (Posner, 2004). The participant from Acadia College had this to say about the students she supervises regarding hidden curriculum within the student employment position she supervises in athletics.

> Yeah, I mean, I think a lot of times with, especially with work-study. I think they just think of it as just the place where they can come in and do their work and do their homework. But again, I'm teaching them the responsibility of being here and how to communicate. I think there's a lot of hidden things as far as the leadership portion and the empowerment portion.

She goes on to discuss a specific example of how her students must act in the event of an emergency. While she is providing the necessary training, it is often up to the student to decide.

> When a manager has to deal with the situation, as I told him, you'll never know exactly how you'll respond with situation until it happens. You can think all you want about how that's going to go. But heat at the moment. You see a broken leg like a bone poking out of the skin. How are you really going to handle that?

Supervisors are also learning skills that will benefit their long-term career experience. The coordinator of marketing in Fraternity and Sorority Life at Evergreen University asserted the following when discussing hidden curriculum: she is not only learning about supervision but also about supervising someone working remotely.

> This role's very fluid when she gets to work her hours and do her tasks and everything. I'm very trustworthy of her. We meet for an hour every week and go over what she's been working on and everything.

However, this supervisor felt her student employee was also gaining skills not provided through training for the marketing department of a fraternity and sorority life office. The student is a social media coordinator and is gaining skills in building a brand online while also further understanding the importance of equity and inclusion among the organizations she represents within her office.

> I think, like, while outwardly we're building a brand. I think she's also discovering how to build her own brand, and how she represents herself. Um, especially when you're doing social media for something so large. You don't really realize how impactful your postings are until you get feedback on it, whether that's positive or negative.

In one example, the coordinator of marketing of Fraternity and Sorority Life stated that an Instagram post for an event did not accurately display all organizations that participated in the show. One student reached out through a direct message to her student employee, who took the message very seriously. She took that opportunity to encourage her student to think differently about the post to find the best possible remedy.

> I mean she was really hurt by the Dm. And I was like, okay, we need to see it from a new perspective. We need to see it from the eyes of the students. How can we remedy this? But also, can't please everyone with every single post somebody is always going to be disappointed.

She discussed the importance of learning to take criticism while being mindful of diversity, equity, and inclusion when working in an environment where work is publicly displayed, potentially in a future position with a more extensive social media following.

> She might be running social media for an account that has over a million followers. She will be getting DMs. That are disappointed in her all the time. So, I think that's definitely something taking criticism. but also learning, diversity, equity, inclusion, which is probably something she never thought she would have learned in this position.

The hidden curriculum is often found in students' exposure through their time working within the institution. One participant, a staff member within the Division of Student Affairs working in the Community Engagement office of Evergreen University, discussed hidden curriculum more often than any other participant. When asked about a hidden curriculum for his student staff, he articulated the following statement about managing a non-profit.

> I think there's definitely like a hidden curriculum to nonprofit management that you don't know unless you go through unless you work in the field. There is a hidden curriculum of professionalism and how to show up for a job.

He discussed the professional skills students learn, such as writing an e-mail. He felt strongly about how his students learn at the University and how to accomplish tasks within higher education through networking.

> I would say, it is a part of the hidden curriculum. Definitely learning different parts of the University is in there for the hidden curriculum for sure. Yeah, who to contact, and especially if you want to get something as a part of the hidden curriculum different department heads. Yeah, networking and things like that.

His spectrum of ways in which he can provide a hidden curriculum is vast, as he includes nonprofit management, understanding the university, and networking. The opportunity for varying forms of hidden curriculum is great for student employees, especially as they are learning skills through their exposure to the industry of higher education.

Extra curriculum

Extra-curriculum are the planned experiences outside the formal curriculum. This is consistent with the idea among supervisors that students are learning as part of their on-campus student employment position and that experiences in one unit might be connected to extra-curricular learning partnerships with campus and community members in other units.

One area of training that crossed a network of units on each campus was emergency protocols, ranging from policies and procedures put forth by state laws to the importance of training in conflict management and physical safety. The supervisor from Evergreen University working in Housing and Residence Life stated that her students have a range of training regarding emergency protocols to keep residents at the institution safe.

> So we do a lot of risk management training. CSA Reporting, EEO, title 9 Training, Incident report, writing, conduct policies, procedures, how to engage with students, and in terms of having intentional conversations and counseling. Some crisis management counseling, you know, conflict management skills they're going to gain.

The recurring theme of emergency protocol training and other training that requires on-campus student employees to behave like that of full-time staff was unexpected. Many interviewees require their students to participate in valuable training for an emergency or require students to be mandatory reporters. The students participate in training provided by the department and interdepartmental collaboration with offices on campus, such as the police department and Title IX office.

The supervisor of the student union at Acadia College requires his students to complete training to ensure physical safety. While his managers were required to complete the training, it was offered to all students.

> So this past semester, we started. CPR. And first aid certifications. So that included the building managers and the event associates. I required the building managers to come. I highly suggested that the associates come, and I think we had educational context, definitely like our emergency procedures.

These are his physical safety requirements. Another supervisor provides training and resources to her students working in the Disability Resource Center in case students needing accommodations for testing have a medical emergency while interacting with her student employees.

> So they could be with the student individually providing specific accommodation, or if a student does have some type of emergency that happens during an exam, because some students do have chronic illnesses. Some have seizure conditions, those type of things.

On-campus student employment requires students to be trained in many types of laws and safety to ensure the institution is abiding by laws and providing the necessary physical safety to all students. For working in the student union at Evergreen University, the supervisor schedules the career center on campus to assist in professional development training for her student staff twice each semester.

> They'll come, and they'll do resume-building or like developmental trainings with the students. I want them to get something more out of just working at the student center and just coming in and working your 7 to 5 shift or whatever. I want you to take away.

Several other participants outlined similar opportunities for their student staff as part of their student employment experience. One supervisor gave an insightful description of her interaction with a former student employee who had participated in professional development while working with her at the Disability Resource Center.

> So she went to an interview for a full-time job and came back and told me later that she used examples and got the job and was so excited. And she further explained that her organization, skills problem, solving skills, and logistical thinking she had to apply.

The student felt she had successfully obtained the position based on her experience working in the Disability Resource Center. A lasting relationship with the supervisor was common among participants when discussing the extra curriculum. The mentor relationship of the supervisor is a planned experience outside the formal curriculums. The supervisor of the Student Support Services Center at Evergreen University maintains relationships with several of her students; she spoke highly of several tutors, who are now pharmacists, physicians, dentists, and surgeons. One student, now a surgeon in Kansas, told her she is grateful to her for teaching her about professionalism. The supervisor stated what she taught the student to prepare her for future positions.

> You know, dressing for success, you know, putting your best support make it, you know. Good for first impression. You know, organizational skills, as I said, making sure that if you.

Extra curriculum is the planned experiences outside the formal curriculum. Nearly every participant discussed opportunities for their student employees outside the planned curriculum, whether that be through training for emergency situations or opportunities to build mutual relationships with a foundation in trust. In addition to the career readiness competencies, several common themes appeared often enough to warrant further discussion regarding extra curriculum. In several cases, these also fall within the career readiness themes, but their inclusion here is essential as it should be considered for further research. The first is an important theme that overlaps with the NACE Career Readiness topics, that is Emergency Protocols. The others are rich data regarding

students' relationships with their supervisors and the supervisor perspective of the relationship with their students.

This could be expanded to say that by partnering with other departments on campus to train students on emergency protocols and continued work to build relationships with other professionals on-campus, students are being taught to network, use their resources, and trust each other, especially in times of emergency. The extra curriculum goes beyond the training being provided and enters a space where students are asked to work together to mitigate risk to themselves, their peers, staff, faculty, and the community.

Summary

As expected, most of the programs included some kind of orientation type training, often with documentation appropriate to the student-employee employment programs, the official curriculum. All fourteen participants discussed providing employment training, although they referred to it with varying levels of importance. Some interviewees discussed their training as important to providing necessary information for students to perform their tasks. For example, the supervisor from Evergreen University working in housing and residence life discussed the extensive training program for resident assistants, including topics such as risk management, conduct policies, and counseling resources. She also discussed ongoing training provided to student employees throughout the academic year, including weekly staff meetings, all-staff meetings, and additional training sessions.

There were opportunities and skills provided to students that were alike among the two institutions as well as differences between the two institutions found through the study of the experiences, both implicit and explicit, provided to on-campus student employees. This is further reviewed in Chapter Six with a deeper dive into the participants specifically.

The operational curriculum focuses on the purposes, content, organization of the curriculum, and how it is assessed. Each participant was able to define the origins and necessity of their curriculum and discuss its content. Interviewees mentioned the inclusion of disciplinary procedures, day-to-day responsibilities, and encouraging self-evaluation and improvement. A supervisor at the student union at Evergreen University highlighted the importance of building the whole person while also accomplishing the office's goals. A staff member in the tutoring center emphasized leadership competencies and the personalized development plan for her student employees. The participants recognized the importance of both explicit and implicit aspects of the curriculum in higher education.

The hidden curriculum consisted of unspoken institutional norms and values that students obtain through their experiences as on-campus student employees. At Acadia College the supervisor with the athletics department had a student success focused on the student employee curriculum. It was clear through her interview that she was training her students to succeed in their employment positions on campus through exposure to communication, leadership, and empowerment and how to handle unexpected situations through thinking on their feet. Through the hidden curriculum, students are involved in

learning essential life and professional skills beyond the scope of what their formal job duties offer while working at the institution.

The extra curriculum planned experiences included emergency protocols and opportunities to build lasting relationships with supervisors through trust. This extends beyond the traditional classroom, offering students valuable opportunities for growth and skill development, be that through emergency preparedness or relationship-building. The combination of the forms of extra-curriculum contributes to developing the student holistically.

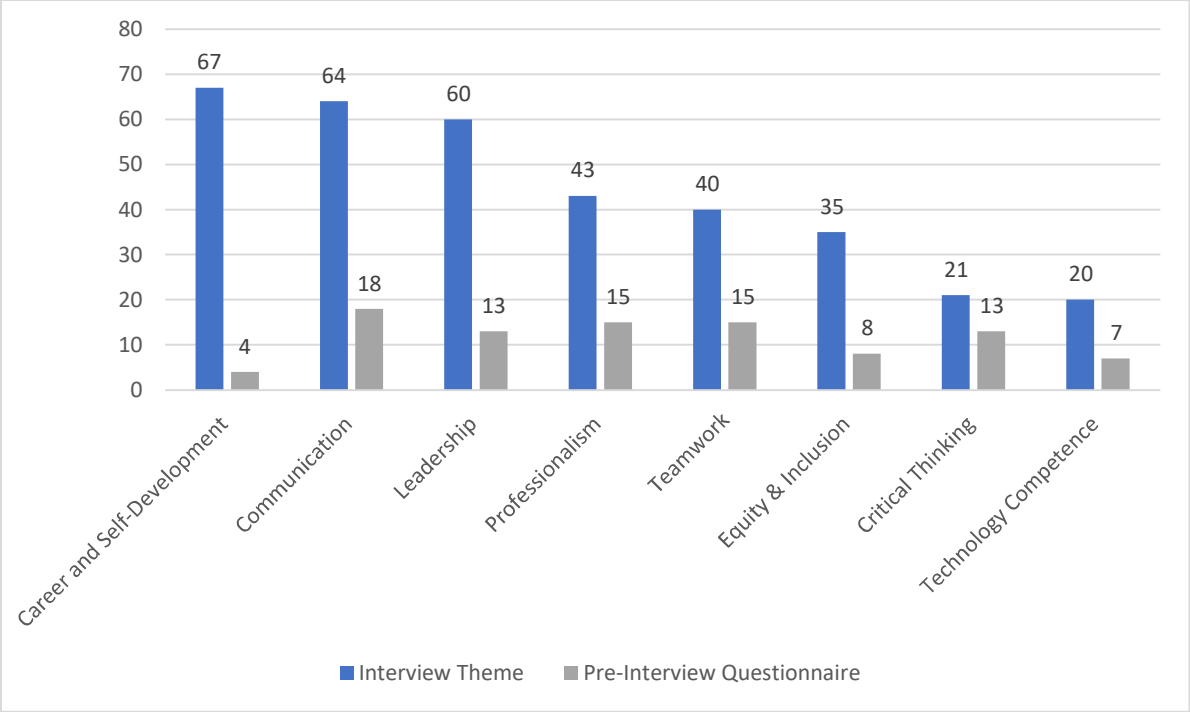
Chapter 5: What is Taught?

What follows are the types of skills students are learning in their experiences, and unsurprisingly this list looks a lot like the NACE Career Readiness Competencies. However, my analysis of the supervisors' discussion of their instructional efforts revealed three additional competencies and a discussion of skills they believe are underrepresented in student employment.

The pre-interview questionnaire also included questions about the employment position experience. Ten supervisors stated their students participate in professional development opportunities provided by their departments and offered campus wide. Four supervisors encouraged participation in professional development offerings outside the department, while two others focused on professional development opportunities from inside their department. The pre-interview questionnaire asked supervisors to identify any of the National Association of Colleges and Employers (NACE) Career Readiness Competencies that they encourage to their student staff and to self-identify the title of the role they feel best symbolizes their roles with their students. This question allowed participants to select all that apply, and the pre-interview questionnaire was taken more than 14 times. Due to the lack of identifiable data, there are more complete surveys than qualitative interviews. This chart is not meant to draw conclusions but to display the frequency with which supervisors believe they are promoting career readiness competencies and the comparison to the mentions within the qualitative interviews.

Figure 3

Frequency of NACE Career Readiness Competencies



The supervisors of on-campus student employees reference the NACE Career Readiness Competencies in many formats throughout the discussion of the curriculum provided to their students. The curriculum incorporates the competencies implicitly and explicitly as the supervisors expose students to many of the competencies while exhibiting others indirectly. In addition to the eight NACE Career Readiness Competencies, there were themes around relationship building between the supervisors and their student employees; this stretches to include the relationships students build with other departments on-campus as they are responsible for providing services to students, faculty, staff, and the community alike.

Communication

The communication career readiness competency is defined as clearly and effectively exchanging information, ideas, and facts. This communication should happen both within and outside the organization. Communication is a widespread subject as the discussion of the skills learned within on-campus student employment continues, especially as an official piece of the training content. Supervisors were often reflective when it came to the discussion of communication; the director of wellness at Acadia College learned through her experience that clear communication regarding expectations and required tasks was essential to the success of her student employees. This supervisor works to understand the rapidly changing expectations of students because it gives her insight into a broader view of students' needs across campus, as she states here:

> I think it has really given us an opportunity just to learn more about our student campus culture outside of the very limited scope of people that we interact with in the Wellness Center.

Also, at Acadia College, the staff member that supervises students in the student union must communicate with clients to ensure the success of their events. He has three outcomes for his students to use as a foundation for their student employment position. The first is to be flexible, and the second is to take ownership of work responsibilities, coursework, and general success in college. His third and final recommendation for his students is to communicate professionally.

> So, one communication. I really want all of my students to be professional in their communication. That's going to really help them throughout their entire career. So, I really emphasize that.

He understands this is equally important to his students and his success. Often, the ability to communicate effectively requires communicating about sensitive topics, according to the supervisor working in health education at Evergreen University. Her students must be present, interactive, and engaging when discussing sex with other students on campus, a primary requirement for success in her on-campus student position.

> But the number one thing is that you have to be comfortable talking about something as sensitive as sex. If you're willing to talk about that. Then we give you a chance to kind of explore.

The opportunity to talk about complex topics, such as sex, in training is an exclusive opportunity for students in this department. However, the ability to communicate about complex topics is not exclusive to health education. In residence life, it is common to communicate with students regarding complex topics. The supervisor of Residence Life at Evergreen University found that it is important to have student employees that are not over-involved as they need time to be dedicated to their roles as resident assistants. Her students need to be able to communicate effectively and promptly while explaining policies and procedures to an array of students, and this allows the residents living on campus to feel safe and secure with the leaders in their residence halls. She gave the following quote regarding what they look for when considering communication.

> We look at people who, you know. I always tell people we are gonna look for the people who have no problems, knocking on the doors to get people to talk to them, so definitely that ability to engage in conversation, both in small group and one-on-one is really important.

Communication is important to the on-campus student employment position in many regards as it relates to communication to and from the supervisor, in small groups, large groups, sensitive topics, and when communicating with clients. Students represent the institution in many ways, and their communication ability is vital to its function.

Leadership

The NACE Career Readiness Competency, Leadership, is the ability to inspire, persuade, and motivate yourself and those around you to achieve organizational goals. Leadership is included in an official curriculum for supervisors, both implicitly and explicitly. The supervisor of the tutoring center at Evergreen University has the most developed focus on leadership within her student employee curriculum. Her students complete an assessment of their status in leadership development and combine that to create a leadership team map. As a group, they picked two leadership competencies to focus training on during the fall semester. Each student completes a personalized development plan regarding leadership competencies in the spring. The quote below exemplifies the questions her students discuss, and examples of the competency development completed during the spring semester.

> So, they choose to leadership competencies that they really want to spend some dedicated time developing, and then they're asked to identify. Where do I? Where do I use this in my job? What are some other things I may want to experience. Maybe that's a reading. Maybe that's a Webinar. Maybe it's an informational interview.

Her students use this time to gain more information about certain topics and meet regularly to discuss their evaluation of this process. Through this process, she recognizes the growth she sees in her students as the semester progresses. The tutors working in this office show progression in leadership and are afforded upward mobility through promotions and pay increases. Unlike the student employment position in athletics at Acadia College, the students working in the tutoring office do not have a position that allows upward mobility. She moves students into a manager role following their

demonstration of leadership skills as a work-study student. She is confident in their knowledge of the position and ability to take responsibility for the tasks.

> I think overall just learning how to be an adult, to have a job and juggle everything, I love that! Sometimes I get to see him as 18-year-old babies, and then oh you're a senior, and you've not missed a day in two weeks, like I'm so proud.

Her students benefit from growth in their leadership skills as they can maintain a position throughout their time as an undergraduate. For the supervisor of the student union, also at Acadia College, seeing growth in leadership among his students is beneficial to his experience as a supervisor. He enjoys a healthy work-life balance because his students are the leaders within his building.

> Their responsibility. The building managers have changed over time. I have given them a lot more leadership, experience, or leadership responsibilities for the building.

While the students understand they can contact him if they need assistance, he also encourages them to confidently lead their decisions at work.

> I've also emphasized to them that hey, you are the leaders in this building. When I'm not here. Even when I'm here, you're still a leader in this building. And so, as these semesters have gone along. We've given them more responsibilities just of leadership in the building, just being the final say.

As his students become more independent in leadership roles, he can have more balance between his work and his home life, and his students learn to take ownership of their decisions independently.

Leadership competency is critical across many of roles, and a supervisor of tutors utilizes leadership as a focus for development within her student staff as it is essential to their future success. Meanwhile, the two supervisors from Acadia College find leadership necessary due to the day-to-day responsibilities of the students and themselves as staff.

The student employee's ability to take ownership of their position as a leader is pivotal to the function of their offices and a requirement of their development.

Teamwork

According to the NACE Career Readiness Competencies, a person trained in teamwork can create and maintain collaborative relationships while working toward shared responsibilities and appreciating diverse viewpoints. The supervisor of the Athletics Department at Acadia College is responsible for the student recreation center. She had an unusual perspective regarding the requirements of her student-employee position, as teamwork is a critical aspect from her perspective. She can see growth among students that have not previously been part of an athletic team and enjoys the skills she can teach them through the student employee position.

> However, if they've not been a part of a team, it's just how to collaborate, communicate, and do all those things with others instead of yourself. So, I hope that's what they learn. It's fascinating to teach nonathletes.

She self-identifies as an athlete who understands the importance of teamwork. In some instances, her students who were not athletes would struggle to understand why another student was not performing the job to the best of her ability. Through those conversations, she can demonstrate and teach the importance of teamwork to their positions as student employees. However, teaching teamwork to her students is implicit within her curricula, as she does not require this within their day-to-day responsibilities.

The supervisor of the tutoring office at Evergreen University focuses one of her two training courses per year on creating a team within her student staff. Her student employees participate in a training course in May, before the summer break, that is

intended to be about self-discovery and creating a team. They do not spend time on policies and procedures.

> They spend time together sharing a meal, doing activities, getting to know each other so that they can function together as a team. and then we talk a lot more about leadership styles and leadership skills.

Implicitly, the May training is an opportunity for students to build a team while focusing on leadership skills. She can provide a team-centered environment to the tutors in her office, as they must work together to complete individual tasks efficiently.

The resident assistants in residence halls at Evergreen University are also expected to work as a team to ensure their residents are safe and provided with the environment they expect. The supervisor working in housing and residence life includes team building as a skill her student staff is taught through training, as it is essential for the student staff working in residence life to acquire more tasks when needed by others on their team.

> Thus, the team building, public speaking, some conflict management, or at least how to can handle themselves in a place of crisis or conflict, and the ability to be able to ask questions, you know. That's a big thing.

Teamwork is necessary for the success of the residence life office, according to their supervisor, and for this reason, she teaches these skills alongside public speaking and conflict management.

Teamwork is essential to the success of the offices interviewed throughout the study and pivotal to the success of both the office of residence life and the tutoring office. However, it is also a skill that is the focus of many offices, ensuring future success through the focus on the development of the whole student through their student

employee position, as seen above in the supervisor's statements on the importance of a team-centered mindset in athletics at Acadia College.

Technology

The technology career-readiness competency is perhaps the most easily understood as it is used to leverage technologies to enhance efficiency, complete tasks, and accomplish goals. Often, supervisors included e-mail and Microsoft products in their discussions. However, in a few positions, students must learn additional software to perform their required day-to-day tasks.

The student union director at Acadia College and Evergreen University use 7point, a software that allows their students to understand the tasks needed from them each day. He gave the following statement about this software.

> Our evening shift for a building manager will come, and we utilize 7-point software. That runs a report off Ad Astra, which is our event scheduling platform. And so it loads all the events that are taking place in the building.

While all students are trained to use 7point, the morning shift does not often have tasks to complete; however, evening staff are especially pivotal to setting up for the next day. The students also utilize the checklists to ensure they have completed all necessary tasks.

The coordinator of the community engagement office at Evergreen University has several data management systems he uses to track the events his students complete throughout the year, as well as a software used to track volunteer participation.

> Yeah, we also go over our data management platform. So, we go over BB Involved and how to operate BB Involved and Gift Pulse, our volunteer management system.

His students are given instructions on the software and asked to teach community partners to utilize the software. Several of his students are also given additional access that allows them to utilize the software further. He trusts their judgement, and allows his students to complete further tasks, giving him the ability to accomplish more through his role in community engagement.

The coordinator of marketing of fraternity and sorority life at Evergreen University requires her student employee to utilize Instagram and TikTok, software she already has experience using. She gave the following statement about the creative way her students use these platforms to increase the outreach their office has to the campus community.

> So, she is in charge of finding content and scouting the content with permission from whoever is giving her the content she's in charge of. We put it in Canva. She has rebranded our entire um Instagram to have a theme and to tell the story is what we want to do. So, she's in charge of making sure that everything fits the theme.

The coordinator of marketing in fraternity in sorority life stated that she supervises a student that uses software she has experience using, but in a new way, as she works to create a brand for their work. Their office was the first on campus to use Tik Tok to create content, and her student employee was responsible for much of the approval process. This task required communication with the Office of Communications at Evergreen University, a large institution with many social media streams that hold its brand messaging to a very high standard.

Supervisors need students to use technology that is new to them and technology that is only used for their current on-campus positions in ways there are impactful not only to internal staff, but also impactful to the success of the event in relation to the

community they serve. The technology used by on-campus student employees is pivotal to the success of many offices, and through this experience they are taught skills they will use in future careers.

Equity and Inclusion

Equity and Inclusion are the awareness and knowledge required to engage equitably, include people from local and global cultures, and engage in anti-racist practices that challenge the systems and policies of racism. The teaching of equity and inclusion is pivotal to the success of the individual offices included in the study and the mission and vision of the institutions they serve. It is for this reason that it is included in the operational curriculum, as both institutions expect this of their students, faculty, and staff.

The supervisor of the student union at Acadia College outlines the four learning goals below.

> Each student will develop a sense of belonging at the university. Students will be able to differentiate and consider diverse voices and perspectives. Students will be able to find and establish self-advocacy. Students will understand the importance of community and social responsibility.

The participant supervising the orientation course for student leaders explicitly includes training on unconscious bias in addition to other training that encourage her student staff to think equitably.

> The unconscious bias lesson. A session on co-teaching, working together in the classroom, group facilitation strategies, and challenging student scenarios.

The supervisor of the Student Support Services Center at Evergreen University trains her students in similar scenarios. However, implicitly, she helps the students understand that

it is not just about the course the students are working on but about the need to provide resources to help others succeed. Her tutors are trained to assist the whole student through tutoring and not to accept harassment from those they are there to help.

> So, diversity and inclusivity are a priority for our office, you know, regardless of race, creed, color, or sexual. Identity any of that. We treat the student as a whole. So, it's a holistic approach to dealing with their students. That's how the tutors are also trained.

Throughout her interview she speaks often of soft skills, but when she begins to discuss the importance of diversity and inclusion it is a requirement for both developing her student employees and the students they touch through tutoring as a whole person. Often, supervisors speak of developing a student holistically, and the equity and inclusion career-readiness competency is pivotal to ensuring the success of a whole student post-graduation.

The supervisor at Evergreen University working in residence life had the following statement to say about the importance of equity and inclusion.

> Jedi is such a key component to who we are and who we serve on campus. We want to make sure that our staff represents the students who live in the residence halls. And that they are thinking about those that are different and that they are thinking about the impact

In the past year, her office experienced an event that was included in national news, and with that event and with the return of more international students post-Covid19 pandemic, she finds equity and inclusion to be most critical to the success of the impact her student residence directors have on the students they care for each day.

The office marketing fraternity and sorority life at Evergreen University experienced a similar yet less publicly broadcast event in her office. The supervisor's

student employee created a post on social media that was not inclusive of all groups participating in the event,

> They're like, well, you left out this group like this is disrespectful like you are not respecting us as a chapter and for our NPHC. Groups they are continuously left out of conversations continuously left out of social media.

However, the supervisor utilized this experience to further develop her student employee through a discussion around perspective and helping her student employee understand how the National Pan=Hellenic Council (NPHC) fraternity viewed the post and its impact on their voice. Additionally, she used this opportunity to encourage her student employee to think critically about how to remedy the situation and ensure it did not happen again.

The idea of equity and inclusion requires students to think critically about how far reaching this term can be across their campus. The supervisor of health education at Evergreen University finds the acceptance of all humans to be an ideal she incorporates throughout the training on sexual understanding. She describes the training for her student staff and the events they provide to university students to be an “exhaustive educational opportunity” as she hopes people feel comfortable with the topic.

> Some people wouldn't even know anything about educating regarding sexual health and disabilities, like that's a very important topic. You know we've been able to expose our students to that. I know that our students have said that they would have never thought about teaching.

She continued that by teaching her students to teach others about sex for people with disabilities, she was able to see continued growth and critical conversation of equity and inclusion. Her students were able to learn and further understand the importance of including all people within their job responsibilities.

As discussed previously, career-readiness competencies are vital for not only the student-employee experience but also that of the students at the university they interact with daily. These students are trained in equity and inclusion from the perspective of helping provide an environment that cares for the students holistically. However, they are also exposed to why equity and inclusion should be a far-reaching initiative, as evident throughout the interviews that discuss global cross-cultural interactions.

Career and Self-Development

The career and self-development competency was referenced frequently among the interviewees. This competency is defined as proactively developing the self and preparing for a future career through learning, developing an understanding of strengths and weaknesses, and the pursuit of developing a network of relationships within and outside one's current organization. The participants reference career and self-development in many ways throughout the discussion of their curriculum, including training and soft skills equally across the training student employees receive. It is included within the hidden curriculum based on the overarching exposure students receive to career professionals. By being employed on campus students are consistently shown the ways in which successful, and unsuccessful, people can thrive or not in the workplace.

The supervisor from Residence Life at Evergreen University had the following statement regarding her students' exposure to skills they will need in their future careers.

> I would say. being comfortable doing the public speaking, community gatherings, leading meetings, putting together programs, and interacting and having those intentional conversations, and being able to ask probing questions and things like that. So I would say those are probably the biggest career takeaways.

These soft skills can be useful in many future positions both on-campus and within the student's future career. The director of wellness at Acadia College hires and maintains students based on their responsibility as the position is largely unsupervised.

> I think the main thing we're looking for is responsibility. When we are bringing in someone who is going to do the jobs that we ask them to do with minimal supervision. The jobs are asking them to do are not overly technical. but we want to be able to rely on the students to do them.

The supervisor in athletics, also at Acadia College, found responsibility pivotal to her student employees' success. She was unequivocal in that the students were vital to her success in her career.

> I will say we can't run without our students literally. I probably would not be in my job. I would probably be in a nut house if I didn't have our student workers like I said. My managers run this building 8 am to 10 pm. at night.

However, she stated that her students could make mistakes while spending time in what is often their first workplace environment, but those mistakes would be forgiven as student employment is a safe space. This supervisor is providing an environment that embraces learning and growth.

> I love that we're always practice adults here. Sometimes it's not going to be the end. It would be in 3 years when you're not in school, so I think that I always tell them you are a practice adult. You're not truly an adult.

She recognizes the space she gives students to make mistakes while learning responsibility, communication, and other soft skills will benefit them in their future endeavors. Her acknowledgment of this safe space within a discussion with her students allows them to connect this to the self-development they are experiencing while enrolling in post-secondary education.

Meanwhile, several supervisors also discussed specific skills their students are gaining while being employed. The coordinator of fraternity and sorority life marketing at Evergreen University, supervises a student that is an interior design major who is planning to work for companies building brands in the future. She is equally demonstrating soft and technical skills as she works to develop a brand for a department within the institution.

> So, I'm hoping she can learn the skills about like specify color, palettes, chain of approval, and all of those like back-end things that you don't think of when you have a personal social media account.

She also encourages her students to network and has introduced her to many people both within the institution and across the community. The supervisor of the student union, also at Evergreen University, uses training to encourage her students to network with various departments on campus. During training, as the student's complete situation-based training, they also interact with essential colleagues across campus that will be important to their success in their positions.

> So, like, let's say this client needs XYZ, and they're upset about this situation. So, we do like numerous situational-based trainings. But we also include the other departments in our building. So, there's safety and security done by our operations manager. we talk about the loading dock. We do CSA training. We incorporate UKPD.

The director of the student union at Acadia College has a familiar plan when training his students to prepare for emergencies. He does CPR and First Aid certifications for his managers, and desk staff can opt-in to this program. His goal is to allow his students to be ready if needed. While being important to their positions, he also considers this training as a professional development opportunity for his student staff.

> Whether you're going to use it or not. But you know, just having that mindset of, hey? Being aware of situations going on around you. So that's just one example of like professional development that we do for the semester as well.

The varying types of skills student employees receive as part of their student employment on campus equally prepare them for their future careers while also giving them space to develop as people in the workplace, as seen through the examples at a large public institution and a small private institution.

Professionalism

Professionalism is defined by an understanding of differing work environments, demonstrating effective work habits, and working in the interest of a larger community workplace. The definition of this career readiness competency is in line with the exposure to professional work environments students receive while working in on-campus positions. The professionalism competency is evident in various ways and is similar to Career and Self-Development. These two NACE themes are embedded through much of the curriculum both implicitly and explicitly.

The supervisor of students in the Disability Resource Center at Evergreen University utilizes professionalism as a standard within his training curriculum as it is essential for students to assist with testing safely and equitably, as he states here:

> The curriculum is to provide the service in a professional way. That meets the standards of the University in terms of, you know, maintaining test safety, test secrecy, and doing so in a way in an equitable way for the students that we're serving.

The student staff working in the disability resource center must rely on their ability to act as professionals to ensure the service is provided appropriately, and they are taught this from the beginning of their training.

In contrast, the supervisor of the Student Support Services Center at Evergreen University ensures through her curriculum that students understand that if they are removed from a student position, they could no longer be eligible to work at the university in any future position, including post-graduation. For this reason, she uses the student employee position to teach students the soft skills they need in future positions.

> I teach them the soft skills that they need as well as developing responsibility, taking responsibility for their actions, making sure that they're meeting their deadlines, and learning giving them skills, it's transferable to their future career, regardless of what that career is, how to be successful.

In this statement, she discusses responsibility and meeting deadlines as critical soft skills for a student's future success, regardless of the career the student chooses. These are essential soft skills regarding student professionalism in their future careers.

The idea that students are learning how to be professionals' spans both the student employees and the students impacted by the work of the student staff. The coordinator of the Community Engagement Office at Evergreen University believes that the programs his students provide benefit not only his staff but also the students working in his office. He gave the following comparison as an example of the varying programs students can attend on campus.

> Our student interns are putting on programs where they're learning about a social issue. They're getting hands-on experience. They're learning skills. If they're out African cemetery, they're learning about African history, but they're also learning gardening skills and learning how to identify certain plants. There's just so many different learning outcomes that are happening in our program.

He compared this experience to a student attending a “stuff a plush” event hosted by the student activities board. In this event students are just filling a stuffed animal and taking it home. Meanwhile, the event provided by the community engagement office hosts an array of learning outcomes that students will use as future professionals. The student employees are providing an experience of professional community engagement in a way that also demonstrates professionalism to students attending the event, according to one supervisor.

Professionalism is a competency that applies to students' ability to provide a safe, equitable service through their ability to take responsibility for ensuring their job duties are performed competently. The professionalism career-readiness competency impacts both the student employees and the students utilizing the services and programs provided through their work as student employees.

Critical Thinking

Critical thinking is defined as the ability to identify and respond to needs based on an understanding of situational context, and the ability to analyze relevant information. Critical thinking is an important outcome taught to students through their employment positions, but the idea of including metacognition within written learning outcomes is not a current aspect of the curriculum supervisors of on-campus student employees were able to articulate.

The supervisor of residence life at Evergreen University finds it essential to hire students who are not the most involved on campus as involved students have less time available to devote to their positions and the growth that can happen within them.

> I always tell people we're going to look for the people who have no problems, knocking on the doors to get people to talk to them, so definitely, that ability to engage in conversation, both in small groups and one-on-one, is essential.

She works to hire students who can quickly feel comfortable thinking critically in an emergency with a good understanding of the policies and procedures that govern their roles. Her students must also be able to draw upon their knowledge of campus resources to ensure students feel secure with their peers, acting as the leader within the residence hall. For this reason, she hires students whom she believes have the potential to think critically in many situations.

The supervisor of the tutoring office at Evergreen University uses her training curriculum to encourage her student staff to give feedback to their peers meaningfully. To communicate about complex topics and give constructive feedback, she encourages her students to think critically about how they are speaking with others.

> They had to figure out a way to talk about that individual part of their job is consistently giving feedback to tutors about how they're performing on the floor, and, like they have to get comfortable with talking about difficult topics.

Often, she sees a growth in confidence as her students work toward a better way of communicating that is productive. She also stated that students often recognize that this is an essential skill for their futures. Thus, students are required to think critically as part of training and throughout their roles as tutors at Evergreen University.

The director of the student activities office at Acadia College made the following statement about her requirement for students to be able to think critically to ensure they can perform the job at hand:

> I think they get a lot of critical thinking and problem-solving skills within this role. Because I do a lot of here's a task I want you to do. How you get from A to B

> is up to you as long as it gets accomplished, and so they get to think critically through the steps and problems.

Knowledge and trust are especially critical if one is working from home or if the student's task requires the student to be creative, as she hopes to encourage students to have their style. While critical thinking did not appear as often as many of the other career-readiness competencies, it was evident that critical thinking is pivotal to student success throughout hiring, training, and performing as an on-campus student employee.

Relationships

There were several instances of supervisors discussing the theme of relationship building. Relationships were built among students, and between the students and their supervisors. The supervisor's responses display their knowledge of the importance of the relationship to the success of the student's work. Supervising a student employee that provides social media to fraternity and sorority life at Evergreen University, the coordinator of marketing for fraternity and sorority life supports her student staff members through demanding requirements with support and clear communication.

> Okay, I really need you to get this content of this week like, I'm always gonna ask her how I can better support her, and I do think that helps our relationships. It's not like She's just getting told that she's not doing a good job. It's how can I support you and make this good for both of us.

The supervisor of the orientation course at Evergreen University has similar insight into the relationship between the student employee to the supervisor. In her position, she supervises students working closely with faculty and staff to teach orientation courses. She encourages her students to have good relationships with their counterparts as the mentoring relationship can be lasting and beneficial to their future.

> The incredible connections that they've developed with the instructor. And that has continued to serve them as yeah is an ongoing relationship for references for connection to other opportunities and experiences on campus. That's been a huge theme that I've heard over and over again.

She sees this as a common theme among her students and colleagues teaching the orientation course. Finally, the coordinator of the Community Engagement Office at Evergreen University talked about an experience of a student that applied for the student employee position to make friends:

> The entire reason she applied was because she wanted to make friends. I mean, I'm sure she wanted to do good as well or but last year, I mean, especially last year, that cohort got so close. So the relationships that they built with each other really, I think, impacted their academic experience.

The importance of relationships between the student employees and their supervisors is evident through their willingness to participate in the interview and how they thoughtfully answer the questions about their students and the importance of their positions.

Trust

The student employees hold the trust of their supervisors and the institution as they provide pivotal roles in providing necessary services. At Acadia College, the student union supervisor trusts his students while also demonstrating trust to them.

> I trust them. And so we just operate just so much more smoothly if they know that they can trust me, and they can rely on me, and that's how they're gonna be when they get out here. They're gonna have working relationships, and establishing trust and establishing care is so important.

Here, he displays his understanding of how this display of trust will impact their long-term career goals. The director of student activities, also of Acadia College, trusts in her students because their services are essential to her office and the institution.

> They would need to have a high level of integrity and trust. And organization. So, someone that comes in here. I can't have them drop the ball or forget to do something when I hand over a list of tasks or things. I'd trust them to get them done.

The supervisor is responsible for approving student organization events, and her students are responsible for assisting in that approval process, impacting many events at the small private institution. Trust in student employees is vital when not only the student staff member is impacted. In many cases, such as this one, students across the institution are impacted by a student's ability to perform a task effectively and efficiently.

Participant – Intersections

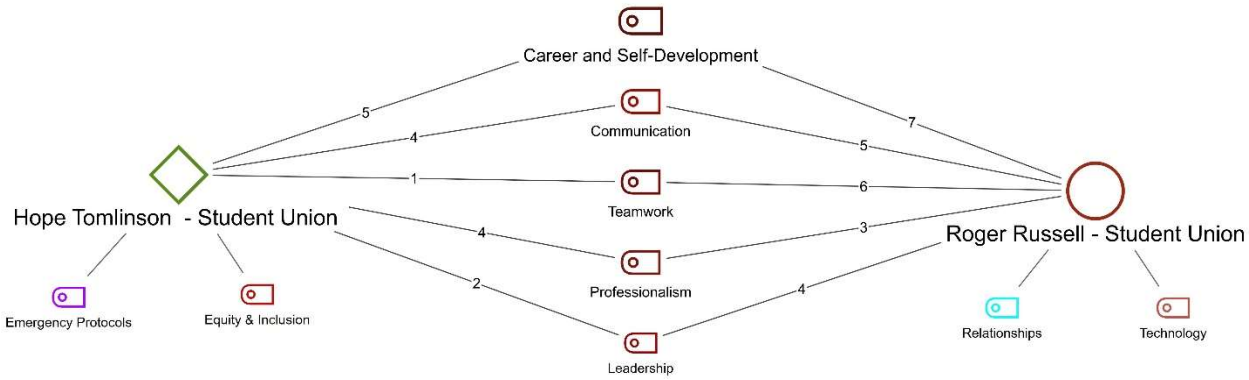
Following the review of the individual participants, three maps were created to show how three pairs of supervisors overlap within their themes among the responses to the same questions surrounding the curriculum they provide to their on-campus student employees. The *Student Personnel Point of View* written in 1937 by Esther Lloyd-Jones, H.E. Hawkes, and L.B. Hopkins states that higher education's most basic purpose is to provide a foundation for students to enrich their culture (Roberts, 2012). Students have opportunities to develop through scholarship, research, imagination, and through experiences in college. The authors argue that the task of colleges is to continue to create opportunities to foster this development to its fullest potential. However, to develop students to the fullest, students must be considered holistically regarding their intellectual capacity, achievement, emotional and physical conditions, social relationships, and the skills they can gain.

The first intersection is that of the two supervisors of the students working in the student union at each institution. Their interviews intersected in career & self-development, communication, teamwork, professionalism, and leadership. These were

the career readiness themes within which these supervisors were most similar. The supervisor of the student union at Evergreen University had an equal focus in emergency protocols and equity & inclusion, while the student union supervisor at Acadia College had a focus in technology and building relationships.

Figure 4

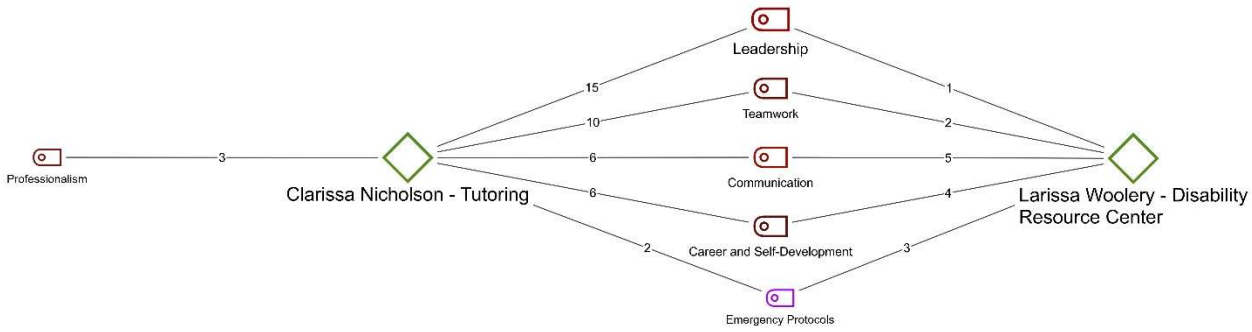
Student Union Supervisors Visualization of Skills by Students



The two interviewees who provide tutoring and testing services to Evergreen University were also chosen to show the intersection. The supervisor of the Disability Resource Center and the supervisor of the tutoring office both focus on leadership, teamwork, communication, career & self-development, and emergency protocols. This is especially important as the tutors need emergency protocols to be successful in both tutoring offices. Finally, the supervisor in tutoring also focuses her student employment experience on professionalism.

Figure 5

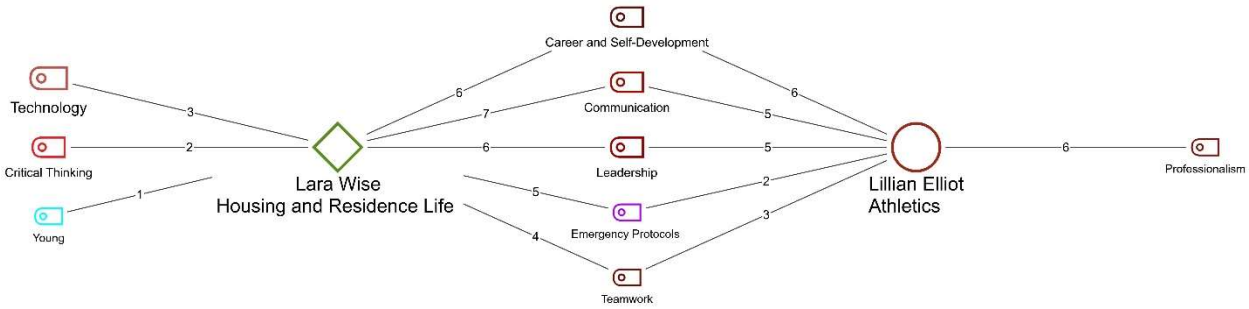
Supervisors of Students Providing Tutoring Visualization of Skills Obtained by Students



Finally, one supervisor was chosen from each institution; these supervisors were the two with the ability to define their curriculum and long-term goals for the students working in their offices. As evident through the map, each of these supervisors had additional themes equally included as those that intersected. The supervisor of athletics clearly defined the curriculum documentation and curriculum proper at Acadia College, as did the supervisor of housing and residence life.

Figure 6

Evergreen University & Acadia College Visualization of Skills Obtained by Students



This intersection aligns with the frequency among all career readiness competencies, as career & self-development, communication, leadership, equity & inclusion, and teamwork continue to be the most common among supervisors at each institution. These are very similar to that of the tutoring office. Additionally, the supervisor of housing and residence life indicated themes showing technology, critical thinking, and keeping her young were equally important, while the supervisor from

athletics at Acadia College, also included professionalism as an important career readiness theme.

Summary

Supervisors must provide employment training to provide students with a successful on-campus student employment position. Supervisors were consistent in providing these experiences and skills to students to accomplish departmental goals while meeting the student employees' needs.

Student development was a common theme among all supervisors as they work to provide an inclusive space focused on student learning and development. The skills provided to the student employees that are student development focused centered around four of the NACE Career Readiness Competencies: Equity & Inclusion, Career and Self-Development, Professionalism, and Critical Thinking. All of these contribute to the success of the student, the supervisor, and the institutions they serve.

Many departments provide both formal and informal learning opportunities. The study by Kyndt et al. (2008) found five learning conditions that provided both formal and informal learning. These included feedback and knowledge acquisition, communication tools, being coached, coaching others, and informational acquisition. The departments at Acadia College and Evergreen University had many of these opportunities within their documented curriculum. Findings showed that the level of learning is dependent on the employees, the organization, and the conditions within which the learning is happening. Based on the review of the curriculum provided to student employees and the ways in which the supervisors interact with their student employees, there is a correlation

between the departments and their ability to provide formal learning in informal situations and informal learning in formal situations (Malcolm et al., 2003).

Using the NACE Career-Readiness Competencies as the thematic basis while reviewing the qualitative interviews of student-employee supervisors proved rewarding. The commonality among the topics connected the interviews and the overall goals of student employment in two learning outcomes, employment training and student development. In addition to the career-readiness competencies, soft skills such as public speaking, community engagement, responsibility, networking, and practical work habits are mentioned by supervisors as crucial for students' future careers. These skills are developed through on-campus student employment, providing students with valuable experiences and opportunities for growth. Many offices prioritize the development of the whole student through their student employee positions. Teaching teamwork and emphasizing the importance of a team-centered mindset is crucial for students' growth and success in their future careers while also teaching undocumented skills such as the importance of taking constructive criticism.

Employment training for students focused on day-to-day tasks while also encouraging students to learn about leadership, communication, teamwork, and technology. Leadership was recognized as an essential competency for student employees, involving the ability to inspire, persuade, and motivate oneself and others to achieve organizational goals. Some supervisors focus on developing leadership skills in their student staff through assessments, training, and personalized development plans. Leadership skills are valued for upward mobility, responsibility, and success in student employment positions. Effective communication is a vital skill for student employees in

their on-campus positions, and thus is an aspect of the official curriculum. A clear and compelling exchange of information, ideas, and facts is necessary within and outside the organization. Communication is essential in various contexts, including supervisor-student communication, sensitive topics, client communication, and explaining policies and procedures. Teamwork was essential within specific offices and had a far-reaching impact on the campus community regarding the operational curricula. Creating and fostering a team-centered environment is crucial to the success of various offices and positions. Teamwork requires handling and resolving conflicts, managing crises, and problem-solving collaboratively. Creating and maintaining collaborative relationships while working towards a common goal of shared responsibilities is a crucial aspect of teamwork. It involves appreciating diverse viewpoints and effectively communicating and collaborating with others. Similarly, learning new technologies is sprinkled within the operational curricula provided to students, and is important to their overall success in performing their job responsibilities.

Student development was common both explicitly and implicitly among all interviewees. Supervisors had the ability to articulate that while the day-to-day function of their offices is an important aspect of student employee training, it is also important for supervisors to develop a student holistically to ensure post-graduation success. Equity and inclusion require a holistic approach, considering individuals regardless of race, creed, color, or sexual identity, and it is a requirement of both institutions and supervisors alike. This approach emphasizes treating students and employees as whole individuals, providing resources to support their success, and fostering an inclusive environment that values diversity. Offices aim to provide a caring and inclusive environment that considers

the diverse needs of all students, emphasizing equity, inclusion, and global cross-cultural interactions. Career and self-development are considered a crucial aspect of preparing for a future career but are hidden throughout the curriculum provided by supervisors. It involves proactively developing oneself, understanding strengths and weaknesses, and building a network of relationships. Similarly, the professionalism competency encompasses understanding different work environments, demonstrating effective work habits, and working in the interest of a larger community workplace. Student employees are expected to act professionally, meet deadlines, take responsibility for their actions, and develop soft skills that are transferable to their future careers. Finally, supervisors expects students to think critically in their absence, and critical thinking is thought to be an essential aspect of developing the student for their future career.

Chapter 6: Conclusion

Implications of Findings

This exploratory study sought to understand student employment as a co-curriculum within student affairs by investigating how supervisors add to the post-secondary education curriculum. The suggestion that the employer/employee relationship is curricular requires a look into the type of curriculum provided and the variables used to define curriculum: an end to education through intended learning outcomes or a means to education through instruction plans (Posner, 2004). Using curriculum theory to further understand the experience on-campus student employees are provided by their supervisors within their on-campus student employee positions was pivotal to embracing and understanding the supervisor experience of student employees. The supervisors are acting as managers while also providing development opportunities to student employees. Student affairs practitioners are providing both explicit knowledge in the form of the training for their employment positions, and implicit ideas as part of the overall goal to provide student development opportunities to expose students to the career readiness competencies.

The study looked to understand student employment as a co-curriculum within student affairs by investigating how supervisors may add to the post-secondary education curriculum through a career development lens. The supervisors of student employees were asked questions surrounding the curriculum they provide to students, while reviewing the opportunities students are given at work. Posner (2004) defines curriculum as a series of intended learning outcomes that guide both the instructional and evaluation

decisions used throughout the ends and means of a knowledge transfer. Using a constructivist approach (Hussain, 2012), a pre-interview questionnaire was sent to 48 potential participants working in student affairs across three institutions, yielding 19 responses to the questionnaire and 14 complete interviews used to study the phenomenon in the way a co-curricular experience may be provided by supervisors while acting as managers to on-campus student employees through the implicit and explicit curriculum. After the curriculum review was completed, the interviews were reviewed for the National Association of Colleges and Employers Career Readiness Competencies. The following chapter shows key findings regarding the exploratory study into how supervisors act as managers while providing development opportunities to their student employees.

The pre-interview questionnaire found that, on average, students working for supervisors interviewed at Evergreen University within this study are employed with 30 of their peers while working for $10 per hour with an average of 10-20 hours per week. Students in these roles receive 5-9 hours of training and remain in their positions for 3-4 semesters. At Acadia college, the students are primarily work-study and are employed through the work-study assignment office, working 12 hours per week at $10 per hour. Their training and longevity of employment are like that of Evergreen University. Half of the supervisors who completed the questionnaire have a content outline for their training that includes learning outcomes and encourages their students to participate in professional development. While building the profile of the student working for the interviewed supervisors was successful, the request for documents to analyze did not

yield the desired results. The supervisors did not provide documents upon request to be reviewed.

Supervisors of on-campus student employees are providing a curriculum to their student employees. The curriculum documentation and origins are understood in detail by supervisors, and using this knowledge, they can operationalize the necessary skills students need to have successful positions on campus. Student staff receive training in leadership, career and self-development, and communication, supplemented with equity and inclusion and training in emergency protocols that assist in their performance. There is a slight variance in the training received while employed in different departments. Additionally, there are differences in the curriculum provided by a small liberal arts institution compared to a large public institution. Acadia College focused student development on operational responsibilities and teamwork that allowed for the maximization of resources. In contrast, Evergreen University can focus more on soft skills such as leadership, career and self-development. Further exploration of the curriculum and career readiness themes can enhance the educational experience of student employees, foster their professional growth from student employee to supervisor, and improve the supervisor's overall experience.

Co-curricular to Extra-curricular

The experiences students receive that the supervisors facilitate in their on-campus positions are part of an extra curriculum rather than a co-curricular experience as traditionally stated. As the curriculum's focus is curated by supervisors, this change in terminology will also have a lasting impact on how student employment training and development is framed within higher education. Extra curriculum is defined as the

planned experiences happening outside the formal curriculum (Posner, 2004), whereas co-curricular is defined as the additional activities that exist with activities inside the classroom. Through the study, I found that supervisors are curating the experiences of students to provide skills beyond the NACE Career Readiness Competencies, both implicitly and explicitly. Knowledge is passed from supervisor to student employee and vice versa as the supervisors learn from their students, as evident through the identity questions asked of supervisors throughout the study. It is for this reason that student employment should be considered an extra curriculum, as the knowledge transfer happening within this relationship is intentionally improving a student's career readiness preparedness.

The early 1900s had socioeconomic shifts that impacted how services were delivered to students in post-secondary education. By the early 2000s, students saw technological growth that allowed knowledge and opportunity to be at their fingertips. A post-Covid college student is ever-changing, and the expectations of students, faculty, and staff are ever-changing. For this reason, the curriculum provided to student employees must grow and change with the students served through training and services provided.

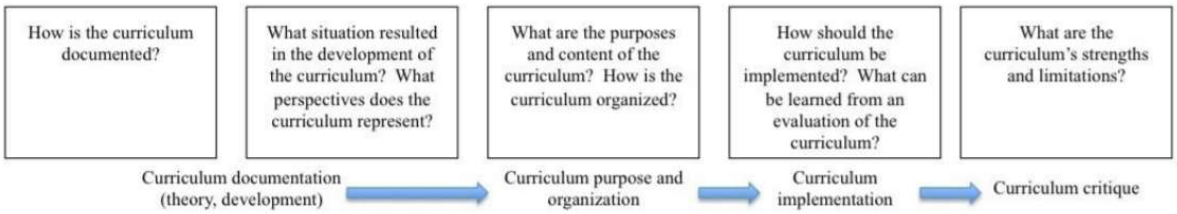
Curriculum in Student Employment

The early questions posed during the interview concerned the curriculum content provided to students. Through the interview process, it was evident that the interviewees needed a curriculum defined clearly as the knowledge transfer between the supervisor and the on-campus student employee through explicit knowledge transfers and implicit opportunities for learning while working with the student. Despite the definition of

curriculum provided, at least one of the interviewees struggled to understand fully. For example, the coordinator of marketing in fraternity and sorority life at Evergreen University uses curriculum and content interchangeably throughout her interview. The supervisor's lens is that of social media and marketing, which is believed to be the reason behind the confusion within the vocabulary.

Figure 8

Posner's process of curriculum analysis



The four subsections pictured in Figure 8 above review the definition of curriculum analysis further. The interviewees focused mainly on their curriculum documentation and origins and the curriculum proper (curriculum purpose and organization). Each interviewee articulated their curriculum's purpose and how this foundation set the on-campus student employees on the path to success. The most in-depth responses were that of residence life, community engagement, and the tutoring office at Evergreen University, including many responses centered on soft skills, including customer service and empathy.

The curriculum documentation and origins were clearly articulated within the interviews. The curriculum proper, the curriculum in use, and the curriculum critique were also discussed at length through the interview process. The need for a curriculum

for student employees is long-standing. In 1906, Herman Schneider of the University of Cincinnati employed many students who could perform career-related work while also studying for exams and gaining experience. These students gained work experience while also completing course credit. If the curriculum were not well developed, the students would have been unable to gain the course credit needed to complete their degree requirements. Similarly, the nine work colleges were created to give students positions of on-campus student employment upon enrollment, allowing them to gain experience while also benefiting the institution. These nine colleges were pivotal in creating a space for on-campus student employment that encouraged experience, learning, and development through the curriculum provided to their student employees.

Curriculum Reflection

Following the interviews, supervisors were asked to complete a brief curriculum assessment survey. The survey gave insight into the ways in which the supervisors utilize their curriculum and the ways in which they feel it could improve by asking them to reflect on its strengths and weaknesses.

The first question asked participants to define the strengths of their curriculum, the responses centered around two major themes. The first theme articulated by participants emphasized hands-on training, time to "practice" skills, and that much of the curriculum is taught through hands-on activities. The second commonality found within the strengths of the curriculum reflection pointed to the intentional time spent on self-reflection, self-value, and trust, as stated by two survey participants. The supervisors articulated that the strengths of their curriculum are the implicit communication of self-value and learning by doing.

The supervisors were also asked to articulate the weaknesses of the training provided to student employees. The responses to this question were broader among the six surveys completed. Four of the responses stated that they needed more time for continuous training, as they are the sole provider of the training, and an increase in time and staffing would be beneficial to students. One respondent stated that a lack of diversity, equity, and inclusion within their curriculum is a weakness, including the following statement:

> "We continue to work on incorporating an equity-minded lens throughout all sessions but are not there yet."

Finally, one respondent stated that if a student is not willing to be flexible, then the training will be more difficult for them to absorb. Similarly, to the question surrounding strengths, the areas supervisors believe are weaknesses within their training are not focused on the explicit information but on the implicit learning happening passively.

The final question within the follow-up survey asked participants to identify the ways in which their training could be adapted to maximize benefits and minimize limitations. Only four respondents completed this question, but each stated in their own way that additional time devoted to hiring, training, and continuous training would be beneficial to their curriculum.

The post-interview questionnaire provided an opportunity for reflection on the curriculum supervisors are providing to their student employees working on-campus. These questions provided closure to the curriculum reflection. According to Stevens et al. (2008) the time students spend in college can be referred to as an incubator, or a time to develop the individual student, and Selingo (2018) found that the 2008 recession created

a generation that sees relevance in a degree that can be launched into a career. Students investing their time and energy into a degree that can be transitioned into a career within the incubator space is pivotal to their overall success within the institution, whether that be a large public institution or a small private institution. The offering to students in each instance is a critical part of their overall involvement and development.

In the same way that these aspects of the training vary, supervisors varied in their evaluation of the data, from post-training testing in several departments to passive conversations addressing comfort level with job responsibilities. While varied, participating supervisors understood the importance of continued growth of the curriculum that is used to provide the knowledge students need to adequately perform their jobs.

Concurrent Curricula

The five concurrent curricula within the provided curriculum appeared in various ways throughout the interviews. The five concurrent curricula are the official curriculum (intended curriculum), the operational curriculum (implemented curriculum), the hidden curriculum (implicit messages and values), the null curriculum (topics or knowledge excluded), and the extra curriculum (activities beyond formal curriculum). The operational curriculum was the most frequent and clearly understood by the interviewees as it is the discussion of the curriculum that is implemented within the training program.

While the official and operational curriculum was well articulated among participants, much is to be said about the hidden, null, and extra curriculum. An example of how curriculum can be operationalized to benefit students is the Federal Work-Study program, which was introduced as a way for students to “work their way through

college." Today, the program is federally funded by a 1-billion-dollar investment that pays wages for nearly 75% of student employees working 10-15 hours per week (Scott - Clayton & Minaya, 2016). The Higher Education Act of 1972 sought to promote equality of opportunity and encourage state involvement in private and public education, creating financial aid access to students across the United States. Eventually becoming the Middle-Income Assistance Act in 1978, it was expanded to reach middle-class families with less financial need. By operationalizing the curriculum for student employees, the supervisors can articulate how they are meeting the standards required by these laws. Similarly, supervisors include emergency protocols within their curriculum provided to on-campus student employees.

Null Curriculum

The null curriculum includes the subject matters not taught through the curriculum. the null curriculum is like the hidden curriculum as they both are not explicit to the learning of the responsibilities of the position. However, the null curriculum subjects are those the student staff do not have the opportunity to learn. A comparison among positions would show that while many of the student employment positions overlap within the skills required to be successful within the position, there is also discrepancy among which positions convey varying professional skills to their students. For example, the requirements of a tutor working for in the tutoring office included time management, communication, critical thinking, and leadership while working with students. However, the students working in the college union at Acadia College are focused on teamwork and professionalism as they interact with external clients visiting

their campus for events. The null curriculum is difficult to articulate in the interviews because of the discussion centered around the content not taught.

Additionally, there is a null curriculum included in the supervisor experience. The coordinator of the Community Engagement Office at Evergreen University provided an example of a learning opportunity he was afforded based on his position as a student employee supervisor.

> Actually (a student) sent me one of her papers, and I told her I had to give it an edit and some feedback for her class, and it was on like colonialism in Peru, and the student was from Peru. So, I learned a lot more about like feminism, and in their view of feminist theory from someone from Peru.

His experience, while unusual among the participants within this study, is not uncommon, as both supervisors and on-campus student employees are often exposed to new information. As stated previously, the null curriculum is the subject matter not taught. Each participating supervisor has individual goals and priorities within the curriculum their students receive regarding their training and professional development. If these were cross-referenced, I believe the curriculum taught to some students would not be the focus for others.

These themes appeared very in-depth as supervisors thought about how the curriculum is provided through methods other than direct training. The discussion with supervisors led to the idea that many of their informal interactions included opportunities for students to gain insight into challenging ideas such as career and self-development or professionalism. The hidden curriculum often appeared around time management and how supervisors learn from their students. The difference between the hidden and null curricula was minimal, as the hidden is the knowledge gained through implicit interaction. However, the null curriculum is what is not taught. A future study could ask

the supervisors questions about what is not taught and the lasting impact that could be provided by articulating the null curriculum.

The "null curriculum" concept refers to subject matter and skills not taught in the curriculum. The null curriculum includes knowledge and competencies that students cannot learn in their on-campus employment positions. Different positions offer varying professional skills to students, and the null curriculum is challenging to articulate since it focuses on what is not taught. Furthermore, supervisors themselves may also experience a null curriculum, wherein they learn unexpected information or skills through their roles. While supervisors have individual goals and priorities, cross-referencing these can reveal disparities in the curriculum taught to students. Overall, this exploration highlights the significance of understanding both the explicit and null curricula in higher education student employment.

Career Readiness Competencies

In addition to reviewing the interview responses to the questions regarding the curriculum provided to on-campus student employees, the responses were also reviewed for career readiness themes. Within the larger learning goals, there were four career readiness skills that impacted overall student success. The competencies most frequently mentioned among supervisors were communication, leadership, career and self-development, and equity and inclusion. These four are pivotal to the student employee's success and thus the supervisor's goals.

Communication

From the beginning of their student employment position, students must learn to communicate with their supervisors and peers to ensure success, which is the reason behind including communication as part of the official curriculum for many of the student staff members. According to several participant interviews, students are asked to discuss sensitive topics that often require them to reach new levels of communication, including topics such as sexual health, active listening, and enforcing policies that are impactful to the student's future at the institution. Student staff are asked to take ownership and become experts in a space typically occupied by staff and faculty. Thus, they rely on clear communication to be successful within their positions.

Informal learning is increased as people interact with and share ideas with new acquaintances (Marsick & Volpe, 1999). The opportunities students receive through their supervisors in on-campus roles are expanded as students continue to grow in their communication skills as part of their positions. These participatory practices at work are commonplace as is the reciprocal process of learning while being engaged at work. In addition to communication, it could be said that increased workplace learning expands a student's ability to practice equity and inclusion among their peers and those around them.

Leadership

Throughout the interviews, leadership was a common thread in the curriculum discussion, especially regarding the official curriculum stated by several of the participants. Whether it be the expectation that student staff will act as leaders in their

supervisors' absence or the focus of an entire semester on specific leadership skills, supervisors can articulate the leadership qualities required of their students as they are teaching other students in orientation courses, as stated by the supervisor of the orientation course students at Evergreen University. Students acting as leaders was a clear theme among all supervisors, implicitly and explicitly.

Lewis (2020) studied 36,000 students across 87 colleges and universities to find that students that are employed on-campus are closer to the leadership in higher education and thus were able to utilize their experiences with people to define leadership rather than through processes or protocols they were provided. Supervisors are teaching guiding principles of leadership while also demonstrating to their on-campus student employees the ways in which leadership can have a positive lasting impact on the student's career.

Career and Self-Development

Career and self-development is a career competency that is more implicit as students are exposed to the inner workings of the institution; their supervisors provide an example of someone who is successfully achieving career responsibilities, thus a part of the hidden curriculum within the overall student experience. The exposure to career and self-development were discussed regarding training programs for students in many employment levels. These training programs include skills such as organization, attention to detail, empathy, courtesy, and timeliness, as defined by the supervisor of the disability resource center at Evergreen University.

Equity and Inclusion

Equity and inclusion are NACE Career Readiness Competencies that are ever-growing in importance. Acadia College and Evergreen University include equity and inclusion within the mission of their institutions, making it required for the operational curriculum provided to students. For this reason, the supervisors of student employees are explicit in their requirement to include equity and inclusion within the curriculum for their student staff. This includes gender identities, socioeconomic statuses such as homelessness, representation within social media, international students, and fair and equitable pay among other populations that are the focus of programs increasing the likelihood of success within the institutions.

The supervisors articulated the required information for their student employees to be successful. They included the implicit goals of the curriculum, such as leadership, career and self-development, communication, and equity and inclusion among the other career readiness competencies. Peck and Callahan (2019) completed a study on Project CEO (Co-curricular Experience Outcomes) where they found that there was a connection between student employment and the development of skills employers desire. Despite the connection found, it was also clear that there could be further research on the intentionality around the planning of the training students receive on the career readiness skills.

Student employment is often stated as a co-curricular experience, defined as experiences connected to the academic curriculum (ed.glossary.org). However, the extra curriculum is defined as the planned experiences outside the formal curriculum. While these definitions are very similar, I believe that extra curriculum is a better explanation of

the experience's students receive through their tenure in student employment, as the supervisors are creating experiences inside the operational curricula outside the formal curriculum students receive through their time at the university.

Limitations

Following completion of the study, a few limitations impacted the overall result. The data found was still rich in insight into the experience of how supervisors of student employees act as managers while providing development opportunities to student affairs professionals through implicit and explicit curricula.

A limitation of this study was the variety of directors that report to the vice president of student affairs at each institution. For this reason, there is a discrepancy in the departments that were interviewed. Upon a high-level review of the departments interviewed, there were apparent differences in focus within the curriculum provided to the student employees. For this reason, the student staff members' expectations also vary in requirements and thus the curriculum's requirement which was impactful to the overall study.

The pre-interview questionnaire also had limitations, and adjustments could be made to increase the usability of this data. First, the survey had no identifying data, meaning the responses could not be connected directly to the participating supervisor. A student-employee experience profile could have been created by asking for identifying data before each interview. Additionally, supervisors did not provide documents despite being asked through the pre-interview questionnaire. A detailed document analysis would

have allowed for further analysis of the curriculum themes found through the qualitative interview.

During the interview, I found that I needed to define curriculum explicitly before beginning the second set of questions. Several supervisors needed clarification regarding the curriculum for this interview and the training they provide to their on-campus student employees.

There was one question that did not provide meaningful responses. The question read, "What educational goals and aims are emphasized, and their relative priorities?" Supervisors needed further explanation of this question and were often unable to answer the question.

The interviews yielded a large amount of data; choosing where to focus the final results was difficult, especially within the curriculum themes in Chapter 4. The curriculum themes and the five concurrent curricula intersected throughout the interview process, so reviewing themes and creating conclusions was challenging. Similarly, career and self-development, and professionalism are difficult to distinguish. These are both instances of my lens becoming evident as I review the interviews for themes. Thus, if someone else were to review the same data, the conclusions could look different.

Recommendations for Future Research and Exploration

This study was fascinating due to the passion of the participants. It is for this reason that there are several opportunities for additional research. First, a clear definition of curriculum within on-campus student employment programs would assist in the argument of student employment being extra-curricular or co-curricular. Creating a

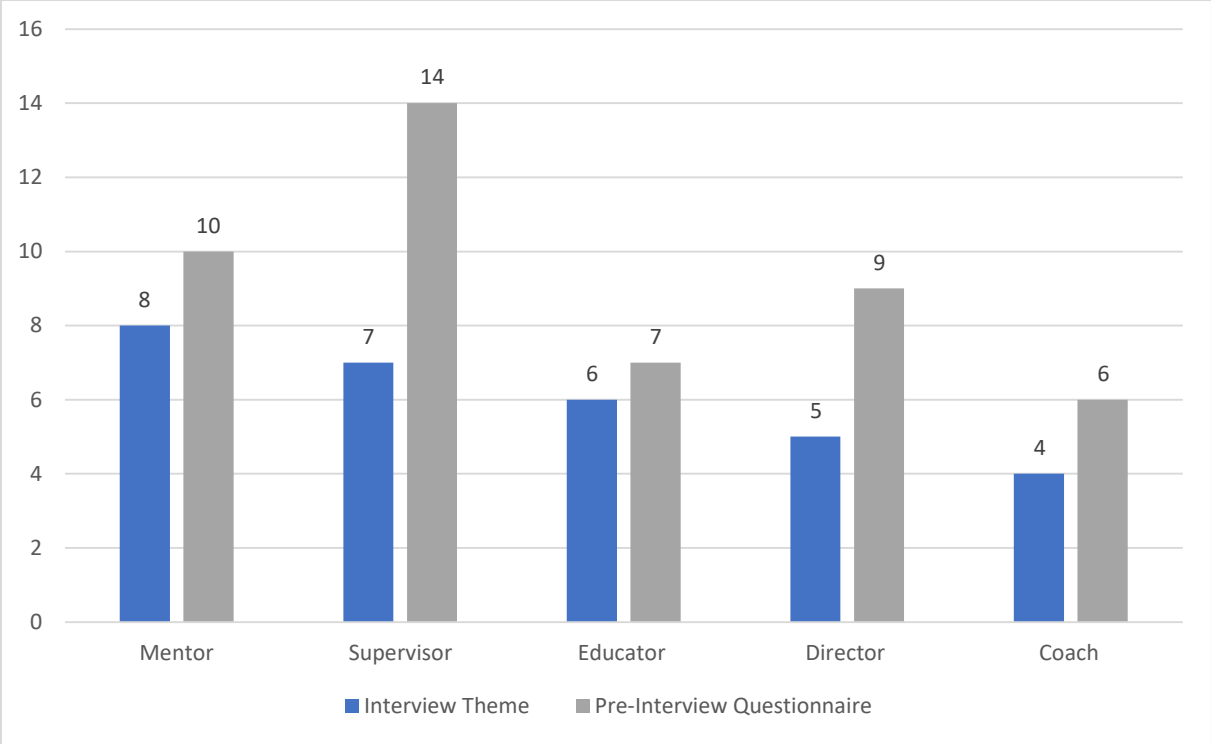
definition for curriculum within student employment would also provide an opportunity to create a curriculum critique, a framework within which to work to create a successful on-campus student employment curriculum by supervisors.

Further research also should be completed on work-study-specific programs, as they are state-funded job opportunities and should have an explicit training curriculum. Finally, despite attempts, I could not complete research at a community college. A future researcher completing the same study at a community college would yield results that would apply to a population that would benefit from the on-campus student employment curriculum framework.

The supervisors were asked twice through the interview process to identify themselves. Figure 9 is a visual representation of those responses; during the pre-interview questionnaire, supervisors identified themselves as a supervisor, but at the end of the interview, most supervisors identified as a mentor to their students. A student development relationship is apparent through the student-supervisor relationship, and there are learning outcomes within the roles and responsibilities of the two parties that do match with the NACE Career Readiness Competencies. While these are often executed in different ways, at the end of the day the supervisors think of themselves as mentors that nurture co-curricular development opportunities, and continued nurturing of this relationship and the opportunities provided within the on-campus student employee experience would be beneficial to students and the institution alike.

Figure 9

Participant Self-Identification Results



Alexander Astin (1982) stated that that quality and quantity of the student's involvement will directly affect their ability to learn and grow while participating in post-secondary education. He goes on to state the amount of energy invested by a student will vary based on the student's interests and future goals. Therefore, the most critical student resource is their time, that is the time they must be involved in the educational culture controlled by how involved they need to be with family, friends, jobs, and other factors outside the institution. There are transformational programs happening in on-campus student-employee positions that are also crucial to the institution's function. Students are often trained to act on behalf of administration and are asked to perform in challenging roles. Supervisors are creating employment settings that are designed to develop the

student holistically and with transparent learning outcomes (Lane & Perozzie, 2014). As students working in on-campus student jobs utilize their valuable time to experience the institution in new ways, supervisors act as "retention agents" by building bridges between students and their peers, staff, faculty and the post-secondary community.

The implicit and explicit curricula that supervisors are providing to their student employees is documented and planned to provide an operationalized experience to students. The supervisors are curating experiences for students that allow for lasting growth in leadership, career and self-development, communication, on, and other career readiness skills. Supervisors and student's alike will need to grow and change together to continue to provide the opportunities afforded to them today, and as seen through this study, the groundwork for development has been laid through the curriculum supervisors provide to their student employees. There is institutional dependency in the ways in which supervisors of student employees are acting as managers while also providing an extra-curricular experience to on-campus student employees that allow them to gain official and unofficial career readiness skills both implicitly and explicitly.

Appendices

Appendix A: IRB Review Approval

University of Kentucky | Office of Research Integrity
IRB, RDRC

Modification Review

Approval Ends:	IRB Number:
10/10/2028	80754

TO: Brittany Begley, Masters
Educational Policy Studies and Evaluatio
PI phone #: 8592007287

PI email: BrittanyBegley@uky.edu

FROM: Chairperson/Vice Chairperson
Nonmedical Institutional Review Board (IRB)
SUBJECT: Approval of Modification Request
DATE: 5/26/2023

On 5/26/2023, the Nonmedical Institutional Review Board approved your request for modifications in your protocol entitled:

Supervisor? Mentor? Director? Educator? Or Coach? An Inquiry into the Experiences of Supervisors of On-Campus Student Employees.

If your modification request necessitated a change in your approved informed consent/assent form(s), the new IRB approved consent/assent form(s) to be used when enrolling subjects can be found on the approved application's landing page in E-IRB. [Note, subjects can only be enrolled using consent/assent forms which have a valid "IRB Approval" stamp unless special waiver has been obtained from the IRB.]

Note that at Continuation Review, you will be asked to submit a brief summary of any modifications approved by the IRB since initial review or the last continuation review, which may impact subject safety or welfare. Please take this approved modification into consideration when preparing your summary.

For information describing investigator responsibilities after obtaining IRB approval, download and read the document "PI Guidance to Responsibilities, Qualifications, Records and Documentation of Human Subjects Research" available in the online Office of Research Integrity's IRB Survival Handbook. Additional information regarding IRB review, federal regulations, and institutional policies may be found through ORI's web site. If you have questions, need additional information, or would like a paper copy of the above mentioned document, contact the Office of Research Integrity at 859-257-9428.

seeblue.

405 Kinkead Hall | Lexington, KY 40506-0057 | P: 859-257-9428 | F: 859-257-8995 | www.research.uky.edu/ori/

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Appendix B: Cover Letter - Project description/Advertisement

Dear [Supervisor Name],

My name is Brittany Wildman, and I am a current doctoral student at the University of Kentucky as well as the Director of the Student Activities Center at the University of Louisville. I am writing to ask you to consider participating in my doctoral research study titled Supervisor? Mentor? Director? Or Coach? An Inquiry into the Experiences of Supervisors of On-Campus Student Employees. I am interested in exploring the ways in which supervisors of student employees act as managers while also providing development opportunities to student employees as student affairs professionals.

If selected to participate in this study, you will be asked to provide all documentation provided to student employees, documentation used for the success of your student employment program, and a 60-minute interview with me. Your participation in the study will be kept confidential and will not affect your work or be reported back to your supervisor. A pseudonym will be used in place of your name in all interview transcriptions, researcher memos, data analysis, the final report, and any subsequent papers or presentations and any identifiable information will be masked to preserve your privacy.

If selected to participate in this study, you will provide valuable insight into how to structure campus employment experience's structure campus employment most effectively experiences most effectively and to holistically contribute to student learning. Additionally, individuals selected to participate will be entered into a drawing for one of several $100 gift cards.

The following criteria must be met to participate in the study:

1. Current full-time staff or faculty member at your institution
2. Currently supervising student employees within your institution.

    Student employees classified as

3. Have been employed on campus for at least three terms

The perspectives and experiences you bring as a supervisor of student employees at your institution are invaluable to this study. If you are willing and available to participate in the study, please fill out this form [insert Qualtrics link]. Due to study size limitations, it is possible that not all interested supervisors of student employees will be selected to participate in the study. If you have any questions, please reach out to me at [email address] or [phone number]. I appreciate your consideration in assisting me with this outreach request.

Sincerely, Brittany Begley Wildman

Appendix C: Informed Consent Letter
Consent to Participate in Research

Project Title: **Supervisor? Mentor? Director? Or Coach?**

An Inquiry into the Experiences of Supervisors of On-Campus Student Employees.

Researcher: Brittany Wildman, Doctoral Candidate in the College of Education

University of Kentucky

Researcher Contact: BrittanyBegley@uky.edu 859.200.7287

You are being asked to take part in a research study. Listed below is a list of key information about this research for you to consider when deciding whether to participate. Carefully review the information provided on this form. Please ask questions about any of the information you do not understand before you decide to participate.

Key Information for You to Consider

●Voluntary Consent: You are being asked to volunteer for a research study. It is up to you whether you choose to participate or not. There is no penalty if you choose not to participate or discontinue participation.

●Purpose: The purpose of this research is to explore the Experiences of Supervisors of On-Campus Student Employees. I am interested in exploring the opportunities supervisors can provide to student employees and in what ways those experiences provide skills used throughout their future careers.

●Duration: It is expected that your participation will last a total of 2 hours.

●Procedures and Activities: You will be asked to participate in one 60-minute interview with the researcher to share your campus supervisory experiences.

●Risks: Although risks are minimal, you may experience discomfort when responding to questions asked during the interview as you reflect on specific supervisory experiences and share your perspective.

●Benefits: No direct benefit, but your participation may help inform improved campus supervisory experiences for future student employee supervisors.

●Alternatives: Participation is voluntary, and the only alternative is to not participate.

Why is this research being done?

The purpose of this study is to explore the experiences of supervisors of on-campus student employees in campus employment at several types of institutions to gain a deeper understanding of the individual, social, and organizational factors that influence co-curricular learning in the campus employment environment. You are being asked to

participate because you are currently employed at the university and have been identified as a supervisor of on-campus student employees.

How long will I be in this research?

I expect that your participation will last for one 60-minute interview with me, the researcher.

What happens if I agree to participate?

If you agree to be in this research, your participation will include answering questions about your supervisory experience during an interview. Interviews will be audio recorded and I will be taking notes. I will tell you about any added information that may affect your willingness to continue participation in this research.

What happens to the information collected?

Information collected for this research will be used to inform my doctoral dissertation and any subsequent related journal articles and presentations. Identifiable information will not be included in any published work or presentations.

How will my privacy and data confidentiality be protected?

I will take measures to protect your privacy including protecting your identity and maintaining confidentiality. Despite taking steps to protect your privacy, we can never fully guarantee that your privacy will be protected. To protect the security of all your personal information, I will assign you a pseudonym at the outset of the study that will be used throughout data analysis and in the final report. Additionally, audio recordings, transcriptions, and researcher memos will be kept in a password-protected file on the researcher's computer. Despite these precautions, we can never fully guarantee the confidentiality of all study information. Individuals and organizations that conduct or monitor this research may be permitted access to inspect research records. This may include confidential information. These individuals and organizations include the Institutional Review Board that reviewed this research and the researcher's dissertation chair.

What are the risks if I participate?

Although risks are minimal, you may experience discomfort when responding to questions asked during the interview as you reflect on specific employment experiences and share your perspective. You are encouraged to ask questions or raise concerns at any time about the nature of the study or the methods I am using.

What are the benefits if I participate?

You may benefit from participating in this research through spending time reflecting on your employment experience and engaging in interesting and thought-provoking discussions. Additionally, your participation may help inform improved campus employment experiences for future supervisors and student employees.

What if I want to stop participating in this research?

Your participation is voluntary. You do not have to take part in this study, but if you do, you may stop at any time. You have the right to choose not to participate in any study activity or completely withdraw from participation at any point without penalty or loss of benefits to which you are otherwise entitled. Your decision whether to participate will not affect your relationship with the researcher or the University of Kentucky.

Will I be paid for participating in this research?

Upon completion of the interview, you will be entered to win a gift card.

Who can answer my questions about this research?

If you have questions, concerns, or have experienced a research related injury, contact the researcher at: Brittany Begley Wildman 859.200.7287
BrittanyBegley@uky.edu

Who can I speak to about my rights as a research participant?

The University of Kentucky Institutional Review Board ("IRB") is overseeing this research. The IRB is a group of people who independently review research studies to ensure the rights and welfare of participants are protected. The Office of Research Integrity is the office at the University of Kentucky that supports the IRB. If you have questions about your rights, or wish to speak with someone other than the research team, you may contact:

Office of Research Integrity

405 Kinkead Hall

Lexington, Ky. 40506

Phone: (859) 257-9428

Email: rs_ORI@uky.edu

Consent Statement

I have had the opportunity to read and consider the information in this form. I have asked any questions necessary to decide about my participation. I understand that I can ask additional questions throughout my participation.

By signing below, I understand that I am volunteering to participate in this research. I understand that I am not waiving any legal rights. I have been provided with a copy of this consent form. I understand that if my ability to consent for myself changes, either I or my legal representative may be asked to provide consent prior to me continuing in the study.

I consent to participate in this study.

_____ _____

_____

Name of Adult Participant Signature of Adult Participant

Date

Researcher Signature (to be completed at time of informed consent) I have explained the research to the participant and answered all his/her questions. He/she understands the information described in this consent form and freely consents to participate.

_____ _____

_____

Name of Research Team Member Signature of Research Team Member

Date

Appendix D: Interview Guide
Introduction Questions

Interviewer Note: Beginning questions are used to create rapport between the interviewer and the interviewee. These questions will also establish a baseline understanding of the interviewee's role in the student employment experience and the ways in which they are impactful to the curriculum provided to student employees.

1. Department (Fill-In)

2. Type of Student Employee (Select all the apply)

    Work-Study

    Hourly

    Research Assistant

3. On average, how many student employees work for you?

    <5

    6-10

    11-20

    21-30

    31+

4. On average, how many hours per week do your student employees work?

    < 10

    10-20

    20-30

    30 +

5. On average, how much do your students make per hour?

    $7.25

    $7.25 - $8

    $8-$9

    $9-$10

    >$10

6. On average, do your students currently hold an additional position of employment off-campus?

Yes

No

7. On average, how many hours do you spend training your student employees?

<5

5-9

1-15

16-20

>20

8. Do you have defined learning outcomes for your student employee position?

Yes

No

9. Do you have a content outline for the training required of your student employees?

Yes

No

10. Do you encourage your student employees to participate in professional development opportunities?

No

Yes – Provided by My Department

Yes – Provided outside My Department

Yes – Provided by both my department and other departments on campus

11. Which of the following NACE Competencies do you encourage your student employees to grow their knowledge and skills (select all that apply)?

Critical Thinking

Communication

Teamwork

Technological Competence

Leadership

Professionalism

Career Management

Intercultural Fluency

12. On average, how long does a student employee work in your office?

1-2 Semesters

3-4 Semesters

5-6 Semesters

7+ Semesters

Interviewer Note: The following questions look to gain an idea of the culture of the student employee program and the way the curriculum may or may not play a role in this culture.

13. Tell me about your work with Student Employees

14. Describe in detail your student's responsibilities within their positions

1. Walk me though a typical shift

2. How have their responsibilities changed over time?

15. Describe in detail your student's training.

1. Prior to beginning work

2. Continuous Training

16. How would you describe the knowledge and skill set a person would need to be successful as your student employee?

1. How do you provide training for the development of these skills?

17. What do you expect your students to get out of their student employee position?

1. In what ways have you seen this? Not Seen this?

2. How is this articulated?

18. What, if anything, do your students articulate they learn through their position?

1. What, if anything, do you learn from your student employees?

2. Do others contribute to these experiences?

3. In which ways does the institution support this?

19. Do your student employees gain skills within the classroom that benefit them within their positions?

1. Gain skills within their position that benefit their academic experience?

Second Set: The Curriculum Proper
Interviewer Note: Following the initial set of questions and the review of the documentation this set of questions is designed to further investigate the curriculum and its purpose. These are questions that would often be answered through assessment of the student employee programs.

20. What are the purposes and content of the curriculum?

21. What aspects of the curriculum are intended for training, and what aspects are intended for educational contexts?

22. What educational goals and educational aims are emphasized, and what are their relative priorities?

23. How is it determined if students have met the standards? What are the consequences for students, teachers, and schools, if it is determined that students have not met standards? Does it matter if you adhere to the standards?

24. What aspects of a hidden curriculum are likely to accompany the conceptions and perspectives underlying the curriculum?

Third Set: The Curriculum in Use
Interviewer Note: This set of questions is used to educate users on the implementation of the curriculum. Additionally, these questions are specific to the idea that the interviewee considers their student employee program a curriculum.

25. To what extent will the curriculum be consistent with and appropriate for the teachers' attitudes, beliefs, and competencies?

26. To what extent does the curriculum consider the students' cultural, ethnic, or social backgrounds? To what extent does it accommodate gender differences?

27. What, if any, available data does the curriculum provide? What conclusions about the curriculum seem warranted based on the data provided?

28. What instruments or suggestions for collecting data does the curriculum provide? Are these tools equally fair for all social, economic, cultural, and ethnic groups?

29. What are your concerns about the curriculum that could be clarified by evaluation data? Consider short-term outcomes, long-term outcomes, antecedents, and transactions?

30. Does the approach to student evaluation in the curriculum manifest a measurement-based or an integrated approach, or both?

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Vita

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September 2020 – December 2021 – Director, Campus Center & Event Services

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April 2018 – September 2020 – Associate Director, Guest Services, Quality Improvement, & Professional Development – Gatton Student Center

University of Kentucky

May 2016 – April 2018 – Program Coordinator, Staff Senate

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January 2013 – May 2016 – Senior Manager, Technology OneSource

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Awards

National Association for Campus Activities Bronze Research Award

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