

Student Worker New Hire Instructions

Please follow these instructions carefully to hire your new student worker, as there are new regulations in place:

Non-Research Student Workers MUST have the position posted on Jobs For Aggies before hiring. Alternatively, Student Workers in research labs are not required to have the position posted on Jobs For Aggies before they are hired. If you are unclear as to whether you must post the position or which of the following forms to fill out, please contact Gayla Cronauer at gcronauer@bio.tamu.edu.

IF you are needing to post a position for a new student worker (i.e. you do not already have someone for the position or need to post it to Jobs For Aggies), please refer to the Student Employee Position Description Form on page 3. Instructions for filling out the form are on page 4. Once that form is filled out please email it to Gayla Cronauer, gcronauer@bio.tamu.edu.

IF you already have someone you would like to hire please refer to the Student Worker New Hire Worksheet on page 5. *Note there must be 3 learning outcomes listed. A list of learning outcomes to choose from is at the end of this document. Fill out the form and send it to Gayla Cronauer, gcronauer@bio.tamu.edu.

Updated 9/2019



Student Employee Position Description Form

SECTION ONE (to be completed ONLY when creating a new position)

Supervisory Organization:		Job Family:	Leave Blank
Job Posting Title (business title):		Job Profile for Job Family:	Leave Blank
Number of Positions:		Job Profile:	
Availability Date:		Location:	
Earliest Hire Date:		Time Type:	Part Time
Starting Salary:		Worker Type:	Employee
Worker Sub Type:	Student Worker	Physical Location:	

SECTION TWO (to be completed for both business processes)

Position Change Reason:

Hiring Restrictions Tab

Job Description Summary:

ROLES AND RESPONSIBILITIES:

GENERAL QUALIFICATIONS:

LEARNING OUTCOMES:

FORM INSTRUCTIONS

- Fill out entire form.
- Supervisory Organization: Enter the supervisor's name.
- Job Family: Leave blank
- Job Posting Title: The working title for the position
- Job Profile for Job Family: Leave blank
- Number of Positions: How many positions you would like to create for a job (example: 4 positions if you need to hire 4 lifeguards).
- Job Profile: Select one from the drop-down options offered.
- Availability Date: Enter the date the form is being entered in to Workday.
- Earliest Hire Date: The earliest possible date to hire for the position.
- Location: The campus or system member where the job is located (example: TAMU College Station, TAMU McAllen, etc.)
- Time Type: Will always be "Part Time" for student employees.
- Worker Type: Will always be "Employee" for student employees.
- Worker Sub Type: will always be "Student Worker" for student employees.
- Physical Job Location: This is the physical location where the employee will work most days (example: Pavilion Room 236. Rec Sports Building, Evans Library, etc.).
- Position Change Reason: Enter the reason why the position is being edited, if editing a position.
- Job Description Summary: Should be a general overview of what the purpose of the job is.
- Roles and Responsibilities: The general responsibilities of the position. These will be copied in to the Job Description Box in Workday.
- General Qualifications: Should include all qualifications requirements for the position.
- Learning Outcomes: Enter learning outcomes that a student employee will be expected to gain from the position. **There MUST be a minimum of three (3) learning outcomes in the Job Description in Workday.** A list of outcomes is on the last page of this packet.

Student employees will be required to receive a performance evaluation a minimum of once, annually.

STUDENT WORKER NEW HIRE WORKSHEET

EMPLOYEE DATA:

NAME: _____

TITLE: STUDENT WORKER _____

EMAIL ADDRESS: _____ UIN: _____

PAYROLL ACCOUNT #: _____

RATE OF PAY: _____

EFFECTIVE DATES: _____ THRU _____

SUPERVISOR NAME: _____

ROLES AND RESPONSIBILITIES:

GENERAL QUALIFICATIONS:

LEARNING OUTCOMES:

SUPERVISOR SIGNATURE: _____

DATE: _____

PLEASE NOTE:

STUDENTS MAY NOT BEGIN WORKING UNTIL WE HAVE AN APPROVED BACKGROUND CHECK
AND THEY HAVE MET WITH THE BIOLOGY PAYROLL OFFICE.

LEARNING OUTCOMES CHART

Oral/Written Communication	Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization. The individual has public speaking skills; is able to express ideas to others; and can write/edit memos, letters, and complex technical reports clearly and effectively.	Articulate, Communicate, Define, Demonstrate, Discuss, Explain, Listen, Translate, Write	<ol style="list-style-type: none"> 1. Articulate thoughts clearly and effectively in written and oral form 2. Demonstrate a mastery of public speaking skills 3. Write and/or edit business communication materials 4. Communicate effectively in a professional setting 5. Listen actively and critically
Teamwork/Collaboration	Build collaborative relationships with colleagues and customers representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints. The individual is able to work within a team structure, and can negotiate and manage conflict.	Consider, Participate, Work	<ol style="list-style-type: none"> 1. Participate effectively in teams 2. Consider different points of view 3. Work with others to support a shared purpose or goal
Digital Technology	Leverage existing digital technologies ethically and efficiently to solve problems, complete tasks, and accomplish goals. The individual demonstrates effective adaptability to new and emerging technologies.	Adapt, Analyze, Maintain Research, Show	<ol style="list-style-type: none"> 1. Show proficiency in current technologies 2. Maintain and manage a variety of different tools and resources 3. Adapt to emerging technologies
Leadership	Leverage the strengths of others to achieve common goals, and use interpersonal skills to coach and develop others. The individual is able to assess and manage his/her emotions and those of others; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.	Articulate, Demonstrate, Exhibit, Delegate, Demonstrate, Guide, Plan, Prioritize, Organize, Use	<ol style="list-style-type: none"> 1. Use interpersonal skills to coach and develop others 2. Demonstrate the ability to organize, prioritize, and delegate work 3. Demonstrate intellectual curiosity 4. Plan, organize, and prioritize work
Professionalism/Work Ethic	Demonstrate personal accountability and effective work habits, e.g., punctuality, working productively with others, and time workload management, and understand the impact of non-verbal communication on professional work image. The individual demonstrates integrity and ethical behavior, acts responsibly with the interests of the larger community in mind, and is able to learn from his/her mistakes.	Recognize, Acknowledge, Accept, Demonstrate	<ol style="list-style-type: none"> 1. Recognize an ethical dilemma and apply rational decision-making in order to address it 2. Acknowledge and address the consequences of one's own actions 3. Accept and learn from criticism
Career Management	Identify and articulate one's skills, strengths, knowledge, and experiences relevant to the position desired and career goals, and identify areas necessary for professional growth. The individual is able to navigate and explore job options, understands and can take the steps necessary to pursue opportunities, and understands how to self-advocate for opportunities in the workplace.	Identify, Articulate, Formulate	<ol style="list-style-type: none"> 1. Identify professional development opportunities that will enhance professional growth 2. Identify the relevance of the skills they are gaining 3. Formulate a plan of personal goals for continued professional growth 4. Articulate how the skills they are gaining are transferable
Global/Intercultural Fluency	Value, respect, and learn from diverse cultures, races, ages, genders, sexual orientations, and religions. The individual demonstrates, openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people and understand individuals' differences.	Interpret, Translate, Articulate, Consider	<ol style="list-style-type: none"> 1. Demonstrate ability to interact respectfully with all people 2. Understand and demonstrate sensitivities to individuals' differences 3. Articulate the value of a diverse and global perspective