

Supervisor Reflection Guide: Connecting Work & Academics

What is this?

Supervisors should reflect at the beginning of each academic year on the questions below. The answers should provide guidance to the **GROW** conversations and the overall training you provide to student employees.

What should students learn and be able to do after working in your office?
(Tasks, skills, competencies)

How does your role as a supervisor foster growth in student employees based on our learning outcomes?

Think about the students you supervise and complete this prompt: “By end of semester (or year), I hope the students I supervise are able to....”

As a supervisor, what are five items that create a meaningful student employment experience? (For example: Continuous feedback, rewards, recognition, advancement opportunities)

Supervisor Reflection Guide: Connecting Work & Academics, continued

Thinking about student employment conversations, discuss this prompt: “For me as a supervisor, I can assist my student employees with connecting work, academics, and career development by...”

How do you plan on getting buy-in from your student employees to have productive and meaningful **STAMP GROW** conversations? What are your concerns about implementing a program such as this?

What strategies would you use to schedule the **STAMP GROW** guided conversations with the number of student employees you have?

My supervisors constantly encourage my **growth as an employee**. They are always willing to teach me new skills, answer questions, and offer advice.

—Paola Sorto,
STAMP Marketing Student Graphic Designer

Supervisor Reflection Guide: Connecting Work & Academics, continued

According to Kuh, students are most successful in “seamless environments” where they can make connections between classroom and out of classroom experiences. High-impact activities are those that allow students to apply learning to real-life, to make connections, to reflect and to integrate learning. Would you consider your student employment opportunity a high-impact activity?

...if yes, what components make it high-impact? If no, what changes could be made to make it a high-impact activity?

Have you considered the following to enhance your students’ learning experience in their work environment? What other things can you do?

- Hold meetings (individual or group) with student employees to foster conversations about the connections they are making with their academics and work.
- Incorporate language of student learning into job announcements and position descriptions.
- Create and use interview questions that encourage students to make connections between the world of work and academics.
- Add discussions of learning outcomes to Orientation/Training checklists.
- Utilize goal setting.