



Kenyon College Campus Senate

Recommendations on Student Employment

December 2020

To: President Sean Decatur

From: Kenyon College Campus Senate

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Introduction

In accordance with the charge we were given, Campus Senate has been engaged in a comprehensive review of student employment at the college throughout the fall semester of 2020. In our investigation, the Senate has identified numerous issues, challenges, and problems with the current system and procedures in place at Kenyon to employ student workers. What follows here are descriptions of the issues with the current system that we identified and the primary recommendations from the Senate that we hope will improve our student employment system and conditions for student employees.

It must be stated that Campus Senate is aware that the Board of Trustees is currently engaged in discussions with a student-led organization that seeks to establish a student labor union. We feel strongly that it is not our place to make any recommendation regarding the advantage or disadvantage of such a decision. Therefore, Senate has decided to remain neutral in that deliberation and we have not included any specific mention of unionization beyond this preface in the substance of our recommendations.

Summary of Recommendations

A brief summary of of the recommendations includes:

- Bringing student employment in line with the educational mission of Kenyon College.
- Increasing the availability of jobs and making jobs more visible for potential student employees.
- Reducing the expected work-study allocation of the financial aid awards made to students.
- Providing some method of paid sick leave for student workers.
- Reviewing and possibly adjusting the three tiered pay system for student jobs.
- Providing regular and required supervisor training for employers of student workers.
- Creating a student employment handbook.
- Reorganizing the responsibilities of the CDO which currently manages student employment.
- Developing plans to allow promotion and gradually increase compensation for student work.
- Developing a system that promotes student worker self-advocacy.

Background

In pursuit of our charge, Senate has conducted a thorough review of employment policies at Kenyon, including meetings with the following stakeholders:

- Lee Schott, Dean of Career Development Office
- Heidi Norris, Coordinator of Student Employment

- Craig Slaughter, Director of Financial Aid
- Students affiliated with K-SWOC

The Senate hosted two town hall discussions, one for students who are currently employed, previously employed, or looking for employment at Kenyon, and one for supervisors of student employees.

With the assistance of Erika Farfan, Ann Palcisco, and Kaya Karibi-Whyte from the Office of Institutional Research, information about student employment was collected through a survey as well as Kenyon’s student employment records. (see. [Appendix 1](#) and [Appendix 2](#))

Proposed Statement of Purpose of Kenyon Student Employment

Student Employment at Kenyon College is an educational and fiscal opportunity for all students enrolled in the college. Its function is to further Kenyon’s mission “to build strong foundations for lives of purpose and consequence.” The Student Employment process at Kenyon College should provide skills and experiences that help its students navigate the world outside of Kenyon, starting with the hiring process and carrying through the end of their employment at Kenyon. The College provides opportunities for students to participate in on-campus jobs regardless of identity, previous experience, or class year, in a manner consistent with the College’s policy on Equal Employment Opportunity.¹

With this in mind, the following section of the document lists concerns the Senate has identified with the current student employment system:

Issues

Our investigation revealed a disconnect between available jobs and the needs and desires of students to find on-campus employment both for personal sustainability and financial aid work-study. Many students expressed difficulty getting work, as 70% of unemployed survey respondents indicated there are not enough jobs, and those that are employed often expressed frustration about the number of hours they were able to work and/or the compensation they received. However, supervisors also reported some difficulty with finding applicants to fill positions. This was especially troubling for students whose financial aid package included a self-contribution component that the student expected to be able to satisfy through work-study employment. Student workers also expressed a need for this financial compensation to alleviate ancillary expenses while living as a student at Kenyon. It is also the case that there are some students who work more than one job, while other students struggle to find any employment opportunities. The Office of Institutional Research found that there are more positions than there

¹ [Equal Employment Opportunity Statement; Statement on Discrimination](#)

are employees, but the average number of positions per employee is about 1.5, meaning that it is possible some students are taking positions away from other students who would like to work. Nevertheless, we do not have a policy to limit how many jobs a student may have at one time. Depending on the job, these students may need more than one job to get enough hours to meet their work expectation.

Kenyon employment is presented as a “work-study award” in a student’s financial aid package, but students are given no guarantee of a job. The only preference for work-study applicants is in the first two weeks of the semester, a time when many students are still learning how to apply for student employment. In fact, the number of students whose package at Kenyon included work study has increased to nearly 600 students in 2019-2020, up from around 400 just a few years prior. In addition, work-study as a part of the aid award is set at \$1000 per semester regardless of the class year. This fixed amount provides no opportunity for students to develop as wage earners and many students, especially in their first year, do not meet this expected work-study amount. This amount has been calculated as a portion of the cost to the student to live in residence at Kenyon. If the student cannot find sufficient employment to meet this so-called “self-help” portion of their costs, the student or their parents must find some way to make up the difference between what the student makes through employment and the actual cost of living.

There are multiple barriers in the application process to student employment. The available employment positions are supposed to be posted publicly, but often these jobs are not posted and students are hired through word of mouth. This practice seems to disenfranchise some students, especially first-year students who have yet to get to know potential employers. It may also give the appearance that we do not create equal opportunity in student employment, if these positions are never posted in our system.

Students are expected, as a part of the application process for posted campus jobs, to present a resume and cover letter. The college provides a brief window for students who are allocated work-study to apply for jobs exclusively, but these same students may be the least able to navigate the system of employment. No regular training is offered prior to this work-study window to assist these students in how to create a resume and cover letter, and students often do not realize how to get individualized assistance. Some positions are not posted until after the work-study application window, while others are filled before it begins, making the advantage to financial aid-dependent students useless. This window also typically overlaps with first-year student orientation, making it difficult for first-year students to focus on applying for jobs. First-year students who seek employment are our youngest and most inexperienced students, new to the college and its procedures, and are at a significant disadvantage when seeking on-campus employment. This presents a fundamental equal opportunity concern. Our [Equal Opportunity policy](#) states:

Equal Opportunity at Kenyon monitors and promotes the College's efforts to ensure equal opportunity to students and staff. The basic functions of Equal Opportunity at Kenyon are to:

- monitor employment and educational policies and practices for compliance with federal and state anti-discrimination laws
- provide advice, guidance and training to College personnel about equal opportunity issues
- contribute to the education of the Kenyon community regarding discrimination issues

The policy then goes on to address employment of faculty and staff of the college but makes no mention with regard to students as employees. All mentions of students are in regard to protections provided with respect to their educational access and fairness. Could this omission prove problematic, if students feel that they have been denied the opportunity to compete for available jobs, which are both an educational and a financial opportunity?

The student employment system is set up with three tiers of compensation. These tiers are fixed to the job as it is described at the point of hire. Experience in a job isn't rewarded through increased compensation. There are few opportunities to advance or to be promoted, or to receive greater compensation for increased experience or skill, unless by moving into a new job requiring more skill. Our lowest level tier is based on the State of Ohio minimum wage, and all of the other tiers are calculated as a percentage of this base tier. As the state minimum rises, so do the tiers for Kenyon student employees. However, the tier system doesn't provide for incremental increases from year to year for students who are rehired. Any substantial increase to these tiers may require an evaluation of non-matriculated employees' compensation, whose earnings are close to this same level, in order to avoid a compression of salaries.

Students spoke strongly about their desire to keep their jobs from year to year. This can be complicated by many factors. For example, a significant percentage of our students study off-campus for at least one semester. Should student employees be guaranteed the same job upon their return? In most cases, funds to pay student employees comes from a department's budget, but direct supervisors are often uninformed about the impact an increase in work hours or an increase in student workers will have on that student employment budget. Some departments have larger budget allocations to pay student employees while other departments may want to hire students, but are unable because of budget constraints. The management of these budgets across departments appears to be inconsistent. More importantly, if student employment is truly part of the college's educational mission, then students should be able to find employment in areas that advance their educational goals. Budgets for paying student employees do not reflect this goal.

The system of employment for students is decentralized, which creates some advantages and some challenges. Any department with sufficient budgetary funds can create positions and hire students. There is little oversight about how these positions are created, hired, or supervised. The Student Employment Coordinator is currently housed in the Career Development Office (CDO). The CDO works to help students “explore how [their] academic and personal interests align with professional opportunities starting [their] first semester on campus.” Maintaining this continuity falls in line with the Kenyon 2020 Strategic Plan to make high-impact practices like employment a part of the quality education at Kenyon. The coordinator of student employment helps students complete the necessary paperwork for hiring and payroll and informs employers on posting positions, timesheet approval, and other logistics. The staff, faculty, and administrators who supervise students often are not the people who approve the timesheets for the employees. While general employees of the college fall under the guidance of the Office of Human Resources, these student employees do not, leaving both students and employers unclear of who to turn to for best practices, policies, or conflict resolution. This decentralization results in redundancy and potential inefficiencies. Most of the CDO professional staff are not human resources specialists. They do have expertise, however, in teaching students valuable skills about resumes, cover letters, and how to find and take advantage of job opportunities, while here as a student or after college.

Campus Senate found that many offices that employ students do not have an employee handbook for students, and we are unaware of a college-wide handbook for student employment. This often results in unclear and inconsistent expectations from employers. The supervisors of students also expressed concerns and frustrations regarding the expectations they have of student employees and how to make these clearer and hold students accountable. Students feel impediments in approaching their supervisors. While the Senate agrees that developing the skill of speaking out and approaching a supervisor is a valuable life skill, the dynamic between students and faculty or staff can be complicated. Students are often unable to leave their positions without encountering their previous supervisors. Kenyon students who face conflict with their college employer may be concerned about the impact this will have on their ability to get a new job at the college or any impact it may have in the classroom. Students often lack the skills for self advocacy, but the college provides no consistent training to develop these skills.

In many cases, there is a lack of training for supervisors. The expectation is that employers will have managerial skills, but there is no specific effort to ensure that these individuals understand best practices for supervising student employees. This makes the experience for student employees uncertain and sometimes problematic. This lack of specific training also makes the system inefficient from time to time. For example, there is no regular training about how to use the job posting software portal, Handshake, or how to approve and support student payroll. Beyond this, there is no training about how to effectively communicate expectations for employment and what reasonable expectations may be for student workers. These supervisors

often set the pay tier for the jobs they create without a global understanding of how the expectation for the job compares to other similar jobs on campus. Some positions seem to be overqualified for the current pay tier they are being given. No regular review is required or expected of student employment positions to determine if they continue to fit within the overall spectrum of student jobs for compensation and expectation of duties.

Student working conditions are also sometimes a concern. Because student jobs are paid hourly, employees sometimes come to work sick, if they feel they need to make money. Often they are expected to get another student to cover their shift, and if they cannot, they may come in sick. Student employees spoke consistently, in our review, about the need for some policy that provides sick leave and pay. Student employees are in a unique position of being employed by the institution that has specific expectations about their academic performance. The demands of job and education are at times in competition with one another. It is especially difficult for students to navigate between these sets of expectations, and as stewards of their education and their employers, it is incumbent upon the college to make this conflict between academics and employment as manageable as possible.

Proposed Recommendations

With these issues in mind, what follows here are some recommendations to address and improve student employment. These should not be considered an exhaustive list of recommendations. Campus Senate does not presume to know as much about each of the offices that influence student employment as those who work in those positions. Our hope is that these recommendations serve as a starting point for stimulating the development of creative and helpful solutions to improve our system of employing students.

Increase Job Availability

One of the fundamental challenges with our student employment system is the balance of available jobs to the number of students who want employment. We may have a sufficient number of jobs available, but some students have multiple jobs that limit the availability of positions for other students. Is it possible to create a system that limits or delays the number of positions a student can have until all of the students applying for jobs have been able to be hired? Senate does not consider this an option. While this may provide greater equity, it is counter to the competitive nature of employment in our world. It may also prevent students from taking jobs with limited hours, but that provides educational benefits. We found that there is a discrepancy between available jobs and matching them with students. There is not a clear way at this time to measure how much job availability is a long term issue; however, there are multiple recommendations that aim to increase job availability and fix the apparent disconnect.

Reduce Work-Study Expectations

It is the Senate's recommendation that the Vice President, Enrollment Management and Dean of Admissions in conjunction with the Office of Financial Aid reduce the work-study expectation within the typical financial aid package of a Kenyon Student. This recommendation hopes to alleviate the strain students feel to earn their "self-help" portion of the financial aid award, and may, by decreasing the demand for jobs, increase the availability of jobs or hours for other students to work. There are several ways this may be accomplished, and we set forth several examples below, but there may be other more effective ways to accomplish this goal.

We learned in our conversations with Craig Slaughter that the maximum annual allotment for work study and Kenyon's self help program is \$2000. One idea is to simply reduce the work-study allocation from \$2000 to \$1000 annually. For illustration:

- The lowest pay tier is \$8.70 (after taxes, roughly \$7.99). To reach their \$1000 allotment, these employees would work 125.16 hours or 4.46 hours/week for the year to earn their full allotment.
- The middle pay tier is \$9.92 (after taxes, \$9.11). To earn \$1000 would require 109.77 hours of work, or 3.92 hours/week for the year.
- The highest pay tier is \$11.17 (after taxes, \$10.26). To earn \$1000 would require 97.46 hours of work, 3.48 hours/week for the year.

The remainder of the students' financial needs would be met through additional contributions from the College, such as grants, rather than by the student. The original formula that the Office of Financial Aid uses to calculate student need would still be used to determine the amount of assistance needed. This would cost Kenyon as much as \$1,000/financial aid recipient, but would reduce the amount of hours students need to work, freeing up some positions for students having difficulty locating jobs. It should be noted that some employers may still prioritize hiring students who are willing to work more than this amount of hours, meaning students will still need to make choices about how to balance their employment with other commitments. Nevertheless, reducing the amount of hours students are expected to work may well allow some students to focus on only campus job.

The subcommittee has also come up with a secondary proposal that takes into account several factors that are related to the amount student employees can earn and how much they must earn. Currently the Office of Financial Aid has no method to create a graduated system of work-study allotment expectations. All students who are granted work-study as a part of their financial aid self-help are expected to contribute the same amount all four years at Kenyon despite some students having higher paying jobs or greater skills than others as they progress. First-year students, who are most likely to be hired into Tier one jobs and to qualify for a smaller number of jobs, are expected to earn the same work-study allotment as seniors, who are more likely to be

able to navigate the application process and bring greater skills in order to earn more money. As students learn more and increase in class rank, it seems reasonable to expect that they use those skills to contribute more to the cost of their education.

- First-year students would be allotted no more than \$800 in Kenyon work-study annually.
- Sophomores and Juniors would be allotted no more than \$1000 in work-study annually.
- Seniors would be allotted up to \$1200 per year in work-study.

Alternatively, the college could guarantee jobs that fulfill the financial aid allocation of work-study - currently set at \$1000 per semester for every student - with a financial aid award that expects work-study. There are multiple concerns with this idea. Most students we spoke with do not want to be assigned a job, as other peer schools do. They like the option to find a job that suits them. Instead, we suggest the College make smaller changes to prioritize students who need employment most, such as:

- Notify first-year students who have a work expectation in their financial aid package about the process for applying, and resources to help them apply, over the summer, prior to their arrival at Kenyon.
- Increase the window dedicated for work-study applicants to apply for jobs.
- Require supervisors who are hiring to post all jobs in Handshake for a minimum of one week. Encourage campus employers to create or designate jobs for new students and to keep them posted and available past the first week of classes.

Paid Sick Leave

We recommend the college consider implementing a form of paid sick leave for students experiencing illness with a minimum number of hours that must be earned before this benefit is available and a maximum number of work hours that will be paid out due to illness. This plan should be consistent and universal across all student jobs and not subject to the decision of the specific department employer. We understand that such a policy may have ramifications that extend beyond the purview of student employment and thus may need to be considered in a broader review of sick leave policy.

Review Tier Pay System

We recommend a periodic audit of the tier system of compensation for student jobs. The goal of such a review would be realigning and correcting any discrepancies between actual responsibilities, skill level requirements, and the appropriate compensation given for each job. Even before individual employees or a group of employees within a specific job set ask for a review of their duties and compensation, it seems appropriate for a single person or office of the College to review all of the student positions to determine if the duties and skills are commensurate with the compensation and consistent across the pay scale in other departments.

Jobs should be realigned within appropriate pay tiers regularly, and possible additional tiers may need to be created. Compared to its peer institutions in Ohio, Kenyon's wages are relatively consistent, however within the system some positions may need to move higher or lower. Moving positions up in pay tiers may cause some departments to face deficits in their budgets for student employees. Campus Senate urges the College to consider carefully how to fund these student employment positions. Departments should not undercompensate students for work that is reasonably in the upper tiers because student employment budget lines are tight. Nor should the College advocate for quality student employment experiences while simultaneously underfunding department budgets to pay student employees.

Supervisor Training

We strongly recommend that the College provide regular and required training for supervisors. Anyone interested in employing students must take some training sanctioned by the college. The training might be in the form of online interactive training modules or in-person training on campus. This training should include:

- how to effectively and appropriately hire, supervise, and terminate student employees
- EEO policy review, mediation and grievance resources
- how to post jobs to Handshake and set appropriate pay tiers for student jobs.
- how to approve timesheets
- how to create office-specific student employee guidance to complement the general student employee handbook

Reorganization of CDO Responsibilities

Campus Senate has some specific recommendations regarding the CDO, since it is currently the office at the College charged with the management and supervision of the student employment process. If we are increasing the expectations from the CDO regarding student employment, then they must be staffed and given resources to do so effectively.

- Communicate clearly from the point of the financial aid award that the CDO is the office responsible for student employment issues and support. This should be communicated with the Office of Financial Aid and included in the aid award letter.
- Publish a clear road map of where to find student employment resources and how-to's on Student Employment.
- Create how-to videos or events for resume building and cover letter writing for students prior to the start of the orientation to allow new students to be prepared and competitive in applying for student jobs.
- Require all positions to be posted with certain minimum standards (responsibilities, hours, etc.) with some indication of whether the job is currently open or not. All jobs should be posted to make clear what jobs are available or may be available in the future.

- Create a student employee handbook that outlines how students will be paid, rules and regulations regarding work, and guidance for students learning how to contribute to a workplace for the first time
- Create a supervisor handbook that provides information on compensation, rules and regulations on work, how to approve timesheets, and best practices for supervising students.

Develop Promotion Plans

We recommend that employers with multiple student employees create a promotion plan that allows for students to gain more responsibility and experience as they continue through their Kenyon employment, if they are being rehired from year to year. We feel that such a system will incentivise student dedication to the job and allow for employers to upgrade expectations. The system would need to be adjusted so that compensation or promotion to an advanced level is possible without creating the appearance of jobs that aren't open to applicants. For example, Box Office Employee - level 1, Box Office Employee - level 2, House Manager - level 3 could be three levels of employment that a student might advance through over time with associated increases in pay and expectations.

Promote Student Self-Advocacy

We believe that the College may need to create or promote a procedure for student self-advocacy by student employees. Campus Senate does not want to prescribe exactly what this might be; however, we are confident that others on the Senior Staff of the college, in consultation with student employees, will have ideas for how this could and should be accomplished. Our concern is that student employees have expressed, in no uncertain terms, their desire or need for some way to advocate for improvements in their employment situations. Our research did not find an established procedure for students to express grievances, request changes, or seek support, specifically regarding their employment, that is not subject to the conflict of interest between students and the institution. Are concerns regarding employment supervision, compensation, working conditions handled by the CDO, the Office of Human Resources, the Office of the Provost, the Student Affairs Division, the Ombudsperson, or someone else? Currently, most students expressed that they do not know where to turn if they are not able to resolve an issue directly with their supervisor. If these systems are in place, then we must do a better job of communicating the availability of these resources. If not, we should provide them for student employees as we do for full and part-time employees. Additionally, the College might offer training for students on how to advocate for themselves as a part of our education plan to improve their readiness for employment beyond Kenyon.

Conclusion

Campus Senate recognizes that many of these recommendations have serious financial and budgetary implications, including staffing, training, and budget increases. We are equally aware that not all of these changes will be implemented and those that are will take some time.

However, we feel there is some urgency in this matter, and that the College, at the highest levels, should develop a strategy and plan with a reasonable but specific timeline to incorporate changes that address these concerns. Without such a public and detailed plan, these efforts will be seen as lip-service to a campus issue that concerns a large portion of our students and staff. We continue to urge inclusion of diverse voices in developing this plan, with students, staff, faculty and administrators involved, as they all have some stake in the outcome. Some special attention should be given to the needs and opinions of the Career Development Office and the Office of Financial Aid who will be tasked with making some of the biggest systemic changes.

Respectfully Submitted,

Campus Senate 2020-2021

APPENDIX 1

Student Employment at Kenyon (2018-2020)

This report summarizes the employment records of Kenyon students beginning fall semester of 2018 through August 2020. Since this analysis is being conducted at the start of the fall 2020 semester, the August 2020 data should be considered partial since we know student employment will shift throughout the semester. The dataset includes every student who was paid at least one time for a student employment position during the academic year, excluding summer only positions. Unique positions are identified by position number and pay tier within a given academic year so that if an employee's pay tier is increased during the academic year they are considered to have two different positions even if their title does not change.

Student Employees

From Fall 2018 through August 2020, 2,129 students were employed on campus during the academic year in 3,500 positions. On average, student employees work 1.6 positions per academic year with the average showing a slight downward trend over time.

Table 1.

Student Employment Overview					
		Academic Year			
		2018-19	2019-20	August 2020	Total
Employees		857	849	423	2129
Positions		1490	1413	597	3500
Avg. positions per employee		1.74	1.66	1.41	1.64

Looking at the demographics of student employees during this time-frame, we do not see any significant differences in ethnic representation among student employees when compared with the overall student population (Table 2). Female students are overrepresented among student employees when compared to the overall student population (Table 3). International students are overrepresented among student employees in 2019-20 and August 2020, though this may be due to them being more likely to be on campus during the pandemic measures (Table 4). Student employees who are the first in their families to attend college and those eligible for a Pell Grant are slightly overrepresented in each year (Tables 5 & 6). Lastly, as we would expect to see, more senior students are more likely to be employed on campus with the exception of the current semester due to the pandemic measures (Table 7). The lower rate of first-year students employed as of August 2020 is likely due to the new students not yet having time to locate available positions and this data not representing a full semester.

Table 2.

Ethnicity of Student Employees						
		Academic Year				
		2018-19	2019-20	August 2020	Total	
Ethnicity	Black	5%	4%	4%	5%	
	Asian	4%	3%	5%	4%	
	Hispanic	9%	8%	8%	9%	
	White	65%	66%	58%	64%	
	Unknown	11%	14%	18%	13%	
	Multiethnic	6%	5%	6%	6%	

Table 3.

Sex of Student Employees						
		Academic Year				
		2018-19	2019-20	August 2020	Total	
Sex	Female	63%	64%	68%	64%	
	Male	37%	36%	32%	36%	

Table 4.

Citizenship of Student Employees						
		Academic Year				
		2018-19	2019-20	August 2020	Total	
Citizenship	International	8%	12%	26%	11%	
	US Citizen	92%	88%	74%	89%	

Table 5.

FirstGeneration Status of Student Employees						
		Academic Year				
		2018-19	2019-20	August 2020	Total	
FirstGen Status	Non-FirstGen	89%	89%	88%	89%	
	FirstGen	11%	11%	12%	11%	

Table 6.

Pell Grant Eligibility of Student Employees						
		Academic Year				
		2018-19	2019-20	August 2020	Total	
Pell Eligibility	Not eligible	94%	91%	89%	92%	
	Pell eligible	6%	9%	11%	8%	

Table 7.

Class of Student Employees						
		Academic Year				
		2018-19	2019-20	August 2020	Total	
Class	First year	18%	15%	12%	16%	
	Sophomore	25%	30%	11%	25%	
	Junior	27%	24%	17%	24%	
	Senior	30%	31%	1%	24%	

Pay Tiers

From Fall 2018 through August 2020, of the 2,129 students employed on campus 26% held Tier 1 positions, 57% held Tier 2 positions, and 16% held Tier 3 positions (Table 8). The significant difference in the number of Tier 1 and Tier 3 positions in August 2020 compared to previous years can be attributed to the pandemic measures—Tier 1 positions are more likely to be on campus, service-oriented positions while Tier 3 positions tend to be more conducive to remote work—and the August 2020 data not representing a full semester.

Table 8.

Student Employees by Pay Tier						
		Academic Year				
		2018-19	2019-20	August 2020	Total	
Pay Tier	Tier 1	31%	27%	16%	26%	
	Tier 2	56%	59%	56%	57%	
	Tier 3	12%	13%	28%	16%	

Looking at the demographics of student employees by pay tier during this time-frame, we do not see significant differences within most demographic categories. We do see that students of color are overrepresented in Tier 1 positions in 2019-20 and overrepresented again in Tier 3 positions through August 2020 (Table 9). Additionally, international students are overrepresented in Tier 1 positions through August 2020, possibly reflecting international students' increased likelihood of being on campus due to pandemic measures (Table 10). Lastly, and expectedly, first-year students are overrepresented in Tier 1 positions and seniors are overrepresented in Tier 3 positions each year (Table 11).

Table 9.

Ethnicity of Student Employees by Pay Tier						
		Academic Year				
		2018-19	2019-20	August 2020	Total	
Tier 1	Other	78%	74%	79%	77%	
	Students of color	22%	26%	21%	23%	
Tier 2	Other	75%	82%	79%	78%	
	Students of color	25%	18%	21%	22%	
Tier 3	Other	78%	83%	70%	77%	
	Students of color	22%	17%	30%	23%	

Table 10.

Citizenship of Student Employees by Pay Tier						
		Academic Year				
		2018-19	2019-20	August 2020	Total	
Tier 1	International	10%	10%	28%	12%	
	US Citizen	90%	90%	72%	88%	
Tier 2	International	8%	13%	13%	11%	
	US Citizen	92%	87%	87%	89%	
Tier 3	International	5%	9%	15%	10%	
	US Citizen	95%	91%	85%	90%	

Table 11.

Class of Student Employees by Pay Tier						
		Academic Year				
		2018-19	2019-20	August 2020	Total	
Tier 1	First year	29%	29%	9%	27%	
	Senior	20%	25%	18%	22%	
Tier 2	First year	15%	11%	6%	12%	
	Senior	29%	29%	24%	28%	
Tier 3	First year	7%	3%	0%	3%	
	Senior	56%	53%	46%	51%	

APPENDIX 2

Student Employment 2020 Report

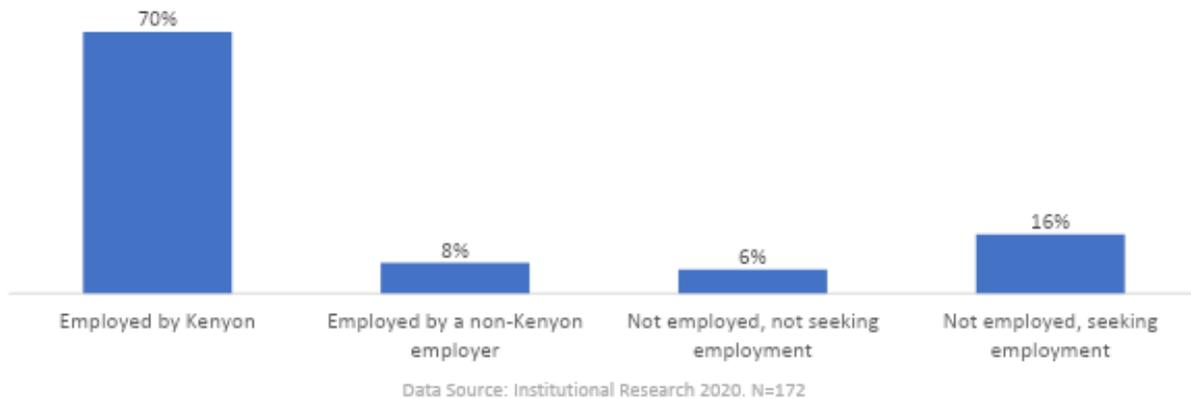
Introduction and Methods

In early October, Campus Senate requested a survey to assess student satisfaction with Kenyon employment as part of an ongoing series of conversations about the strengths and weaknesses of student employment. The survey was created and sent out in early November to all students, regardless of job status. Out of 1596 invitations, 172 people responded for a response rate of 9.3%.

Current Student Employment Status

- 119 (70%) students who took this survey were employed by Kenyon.
- Of students who were employed on-campus, 61% worked one job, 31% worked two jobs, 7% worked three, and 2% worked four.
- 77% of students who currently hold on-campus jobs had been employed previously.

What is your current employment status?

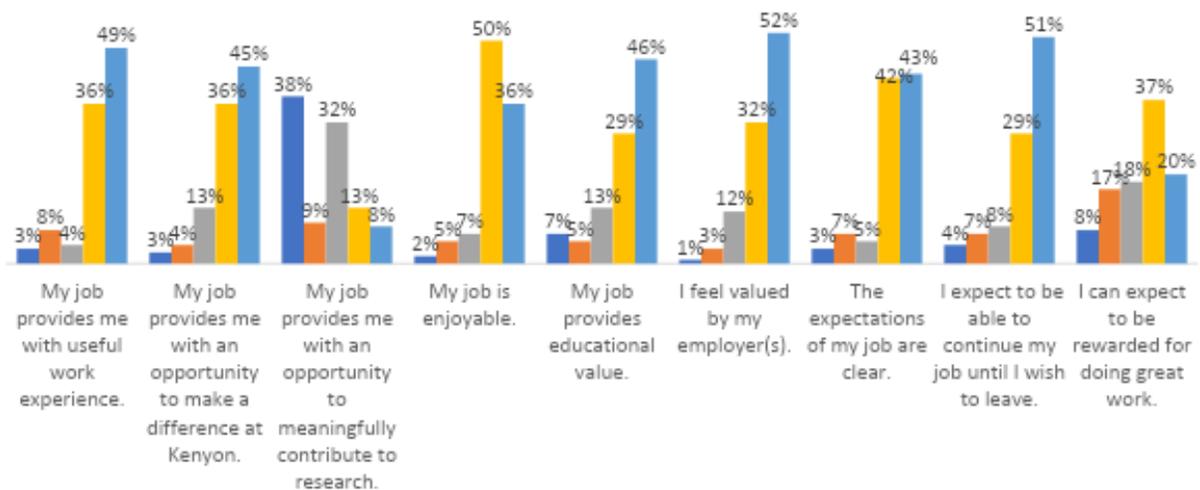


Student sentiment toward their primary on-campus employment

Students were asked to answer the following questions in regard to the on-campus job that they consider their primary means of employment.

- In regard to professional development, a majority of students agree or strongly agree that their on-campus job allows them to gain useful work experience (85%), make a difference at Kenyon (81%), is enjoyable (86%), and has educational value (75%).
- In regard to employment standards and culture, a majority of students agree or strongly agree that they feel valued by their employers (84%), the expectations of their jobs are clear (85%), they expect to be able to continue their employment until they wish to stop (78%), and expect to be rewarded for their work (57%)
- The only statement to which the majority of students did not agree (to any extent) was that their work contributed meaningfully to research. This is likely due to the type of position these students hold (e.g. not in a faculty lab or research group).

Please tell us the extent to which you agree with the following statements about your primary job



Data Source: Institutional Research 2020. N respondents= 119

■ Strongly disagree ■ Somewhat disagree ■ Neither agree nor disagree ■ Somewhat agree ■ Strongly agree

Where do student workers receive information about their work?

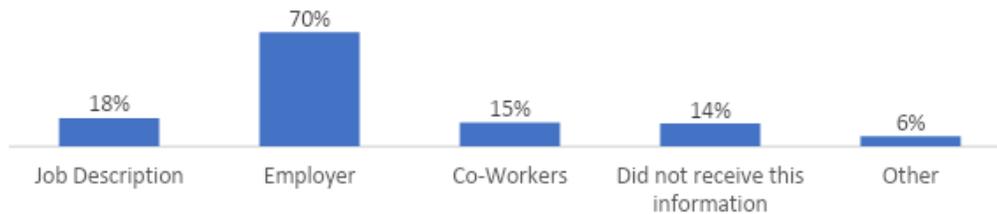
In this section, students were asked to 'select all that apply' in regard to the sources from which they obtained information about their on-campus jobs

Where do student workers receive information about their pay?

Receiving Pay

- The most common source of information regarding how pay would be received were employers (70% of jobs), followed by job-descriptions (18%), co-workers (15%), and other (6%)
- 14% of on-campus jobs did not provide students with information on how they would receive pay

How did you receive information about how you would receive pay

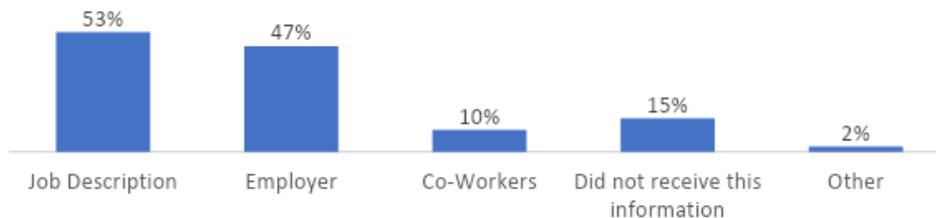


Data Source: Institutional Research 2020. N Jobs=177, N respondents= 119

Amount of Pay

- When asked about their highest pay tier, 16% of student workers reported being paid at Tier 1 (\$8.70/hr), 48% at Tier 2 (\$9.92/hr), and 28% at Tier 3 (\$11.17/hr). 8% of students reported being unsure of how much they were paid per hour (N=119).
- The most common source of information regarding how much student workers would be paid were job descriptions (53%), followed by employers (47%), co-workers (10%), and other (3%)
- 15% of on-campus jobs did not provide students with information about how much they would be paid.

How did you receive information about how much you would be paid?

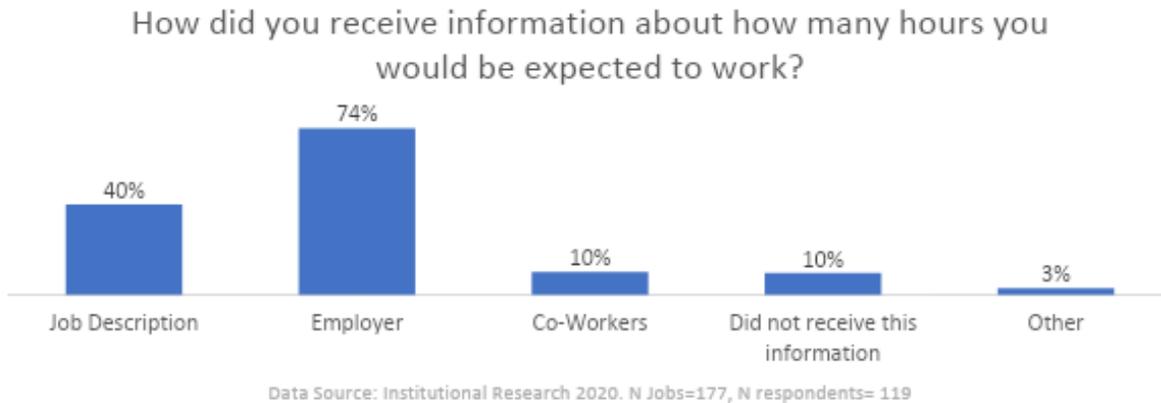


Data Source: Institutional Research 2020. N Jobs=176, N respondents= 118

Where do student workers receive information about their hours, responsibilities, and expectations?

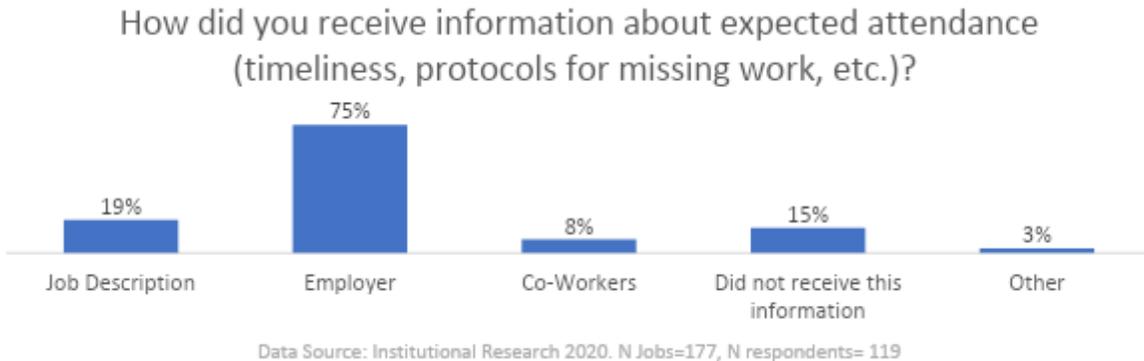
Hours Working

- The most common source of information regarding how many hours students would be expected to work were employers (74%), followed by job-descriptions (40%), co-workers (10%), and other (3%)
- 10% of jobs did not provide students with information about how many hours they would be expected to work



Attendance Protocols

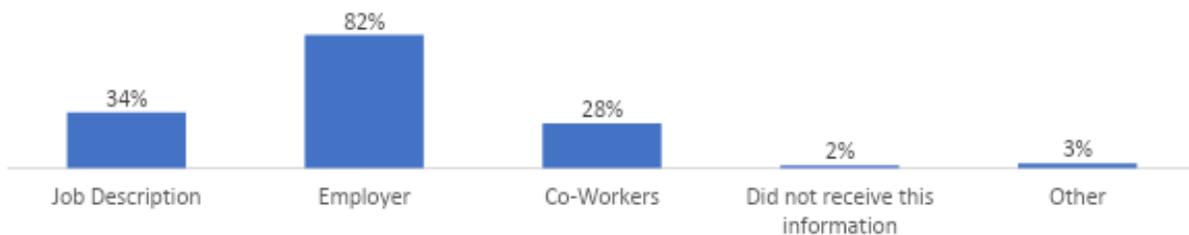
- The most common source of information regarding protocols for attendance and timeliness were employers (75%), followed by job-descriptions (19%), co-workers (8%), and other (3%)
- 15% of jobs did not provide students with information about these protocols



Responsibilities

- The most common source of information regarding day-to-day responsibilities were employers (82%), followed by job-descriptions (34%), co-workers (28%), and other (3%)
- 2% of jobs did not provide students with information about their responsibilities

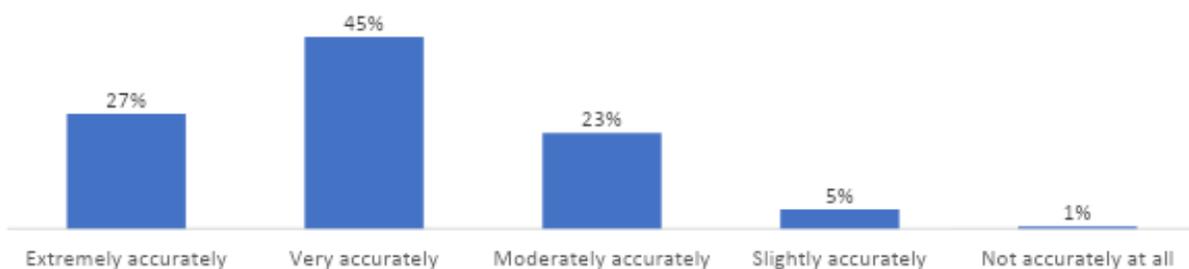
How did you receive information about what your day-to-day responsibilities would be?



Data Source: Institutional Research 2020. N Jobs=177, N respondents= 119

- In 72% of jobs, students felt that the information they received when they applied reflected their responsibilities extremely or very accurately

Once you started this job, how accurately did the responsibilities of the job reflect the information you received when you applied?

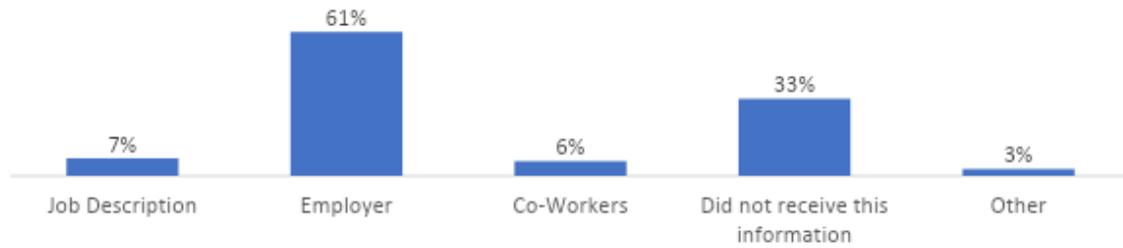


Data Source: Institutional Research 2020. N Jobs=177, N respondents= 118

Where do student workers receive information about if they would be rehired semester-to-semester?

- The most common source of information regarding rehiring were employers (61%), followed by job-descriptions (7%), co-workers (6%), and other (3%)
- 33% of jobs did not provide students with information about whether or not they would be rehired

How did you receive information about whether or not you would be rehired semester-to-semester?

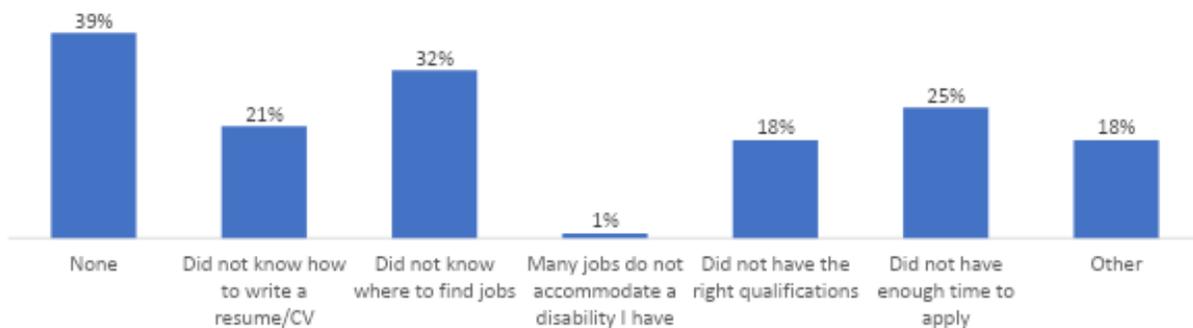


Data Source: Institutional Research 2020. N Jobs=178, N respondents= 119

Barriers to On-Campus Employment

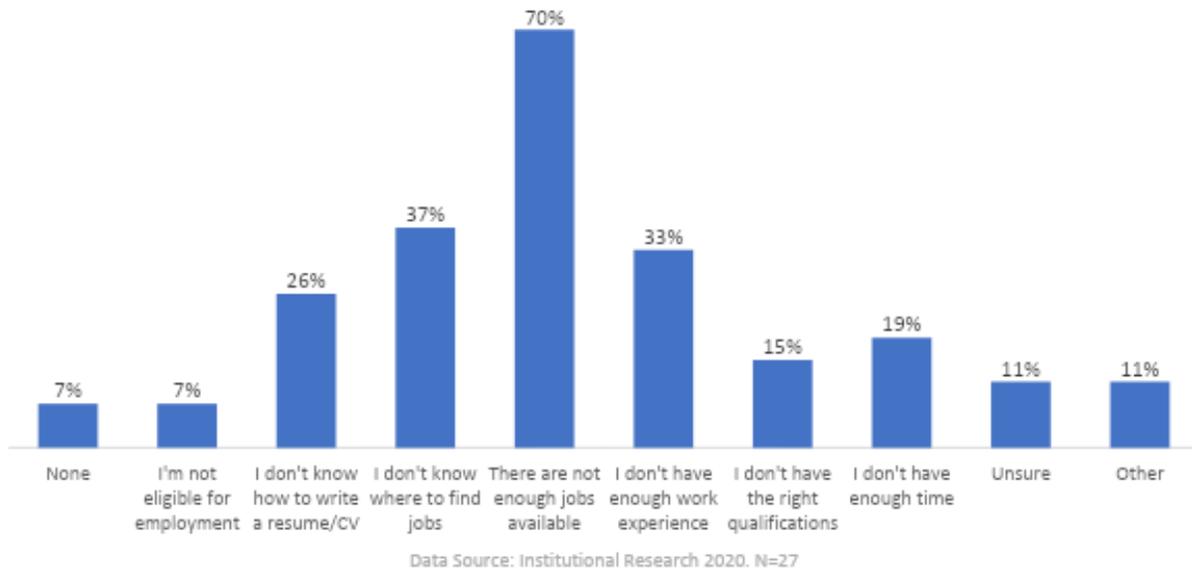
- In this section, students were asked to select all barriers they faced in securing on-campus employment
- When students who currently hold on-campus employment were asked about the barriers they faced in securing their employment, the three most common barriers to employment to be none (39%), not knowing where to find jobs (32%), and not having enough time to apply (25%)
- When students who were not employed, but currently seeking employment were asked about the barriers they faced in securing employment, the three most common barriers to employment were there not being enough jobs available (70%), not knowing where to find jobs (37%), and not having enough work experience (33%).

What barriers to on campus employment did you experience? (currently employed)



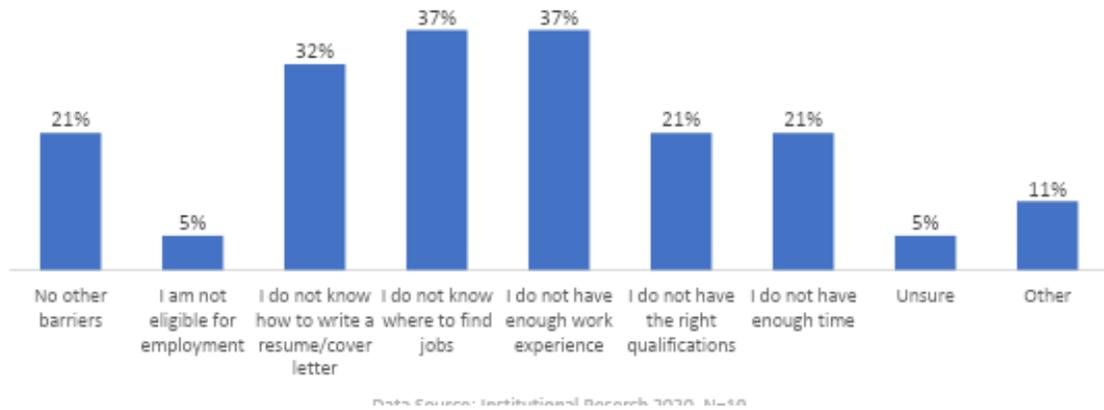
Data Source: Institutional Research 2020. N=114

What barriers to on campus employment did you experience?
(unemployed, seeking employment)



- Of the 19 unemployed students who cited few available jobs as a barrier to employment, 37% also said that they did not know where to find jobs or that they did not have enough work experience.

In addition to not having enough jobs available, what barriers to employment have you directly experienced?



Comments

- 80 people left comments on the feedback section of the survey and a few common themes emerged. Often people covered multiple themes in their comments.
- 33 people expressed support for the student workers' union.

- 19 people expressed support for higher pay and more consistent hours.
- 18 people expressed frustration with the lack of prioritization of work-study students and their inability to fulfill their contribution with the jobs they were (or were not) able to secure.
- 11 people indicated that jobs they were qualified for were difficult to find, especially for first years and students studying remotely.
- The remaining suggestions included paid training for Writing Center staff, trainings to help make student employment more trans-friendly, paying Kenyon Review and CSAD workers, making the rehiring process easier and clearer, a job fair at the beginning of each semester, and general concerns about remote employment.

Highlights

- Overall, students with on-campus employment seem to be satisfied with their employment as the majority of students agree or strongly agree that they feel valued by their employers, the expectations of their jobs are clear, they expect to be able to continue their employment until they wish to stop, and expect to be praised for their work. A majority additionally agree that their on-campus employment allows them to gain useful work experience, make a difference at Kenyon, is enjoyable, and has educational value.
- In regards to receiving information about their employment, the percentage of on-campus jobs that did not provide students information were relatively consistent across difference aspects of pay and expectations (10%-15%), with the exceptions of day-to-day responsibilities (2%) and rehiring (33%).
- Both students who are currently employed and seeking employment report not knowing where to find jobs as one of the top-three most common barriers they face in securing employment.