

## WORK-STUDY RESEARCH ASSISTANT PROGRAM

### Research Assistant Expectations Template



#### General Information

Student Name: \_\_\_\_\_

Start Date: \_\_\_\_\_

Primary Work Location: \_\_\_\_\_ Alternate Work Location: \_\_\_\_\_

#### Discussing and Documenting Expectations

We encourage faculty to discuss and document the position expectations in consultation with the student research assistant. The purpose is to clearly establish the following between student researchers and their faculty supervisor: expectations related to work schedule (including required meetings), job duties, work location, preferred communication methods and expected response time, student goals and outcomes, and training requirements. We encourage you to fill this out at the beginning of the employment period and revisit it as needed.

#### Weekly Schedule

List specific days/hours per week for the semester. Note whether time is structured to align with other potential supervisors (post-docs, graduate students). Is the student expected to attend full lab/staff meetings? If so, when are these held (day/time)?

#### Time Reporting

How will you track the student's hours worked (e.g., sign in sheet, Excel spreadsheet, shared document)?

Note: Given the nature of the Core-CT system, faculty will **not** be able to view or approve a student's reported time within the system. Students are hired under "Enrichment Programs" and their time will be approved by Anabel Perez, Director of Business Services for Enrichment Programs. Faculty should utilize the Google tracking sheet (link will be sent to you) to confirm that the student's actual hours worked match their reported hours. You will be advised when the student is approaching his/her work-study dollar limit for the semester.

#### Communication Plan

What is the preferred communication method for the student to contact the faculty supervisor with questions?

Email                      Phone                      In-person meeting during scheduled work hours

Will there be regular check-in meetings?                      Yes                      No                      If yes, how often?

How should the student contact the faculty supervisor if they are unable to report to work as scheduled?

Email

Text message

Phone message

How quickly should the student expect a faculty response to their question? In return, how quickly should the student plan to respond to a question from the faculty supervisor?

Training Expectations (if working in a laboratory setting or other setting with hazards)

The faculty supervisor and student must complete the [Employee Safety Training Assessment](#) as soon as possible at the beginning of the employment period. Note whether any safety training courses are required in light of the ESTA results (these will be emailed to the student and supervisor) and indicate plan for completion. Please indicate below any specific areas of planned training associated with the position (e.g., software, equipment).

Student Goals and Outcomes

Identify several goals/outcomes (e.g., developing skills, building content knowledge, professional development, etc.) that the student wishes to pursue through this research assistant position. The NACE [Career Competencies](#) may be helpful in identifying skills and behaviors that are broadly applicable and support students' career readiness.

Feedback Expectations

How and when will the faculty supervisor provide feedback to the student on the quality of their work and on their progress toward their desired learning outcomes?