NASH TS3: HIPS FINAL CAMPUS REPORT

CAMPUS: <u>University of Wisconsin-Whitewater, On-Campus Student Employment (SE)</u>

Directions:
For each HIP that was part of your NASH TS3: HIPs project please fill out a separate report answering the following questions in a <u>Word document</u> by <mark>Monday, December 30, 2019.</mark>

Please make sure your campus name is on all your documentation and in your Word doc. file name(s). **Email Claire Jacobson at <u>claire@nash-dc.org</u> your final report (CC'ing your system lead).**

<u>Respond to these questions for the grant period Spring 2018-Fall 2019).</u>

<u>Part One:</u>
1. **What are your top takeaways about implementing and scaling quality high impact practices?**

UW-Whitewater selected on-campus student employment (SE) as one of the high impact practices for this project as a strategy to increase our capacity. We have a commitment to SE, but we needed to work on the qualities that make it a high impact practice across the entire campus, including a more strategic and integrated approach. We have made strides and will continue to support this work.

High-impact on-campus SE provides mentorship as students integrate and apply their knowledge and skills to address workplace issues and solve real workplace problems. These experiences provide constructive feedback to help students improve. At their best, they also foster a sense of belongingness and provide opportunities to expand their experiences to include interactions with others from backgrounds different from their own.
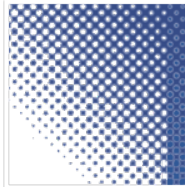
On-campus SE is not listed as an "official" HIP (yet), but it meets the definition of and includes key elements of HIPs as laid out by Kuh (2008) and Kuh and O'Donnell (2013). For example, students in well-designed and well-supervised on-campus employment settings report that the experience has a significant impact on their learning, and some of our campus data indicate that on-campus employment is associated with better retention and graduation rates. When done well, these experiences provide several of the key elements of HIPs, including opportunities:
   o for meaningful interaction with supervisors and peers—interactions that require significant time and effort by the student;
   o for frequent and constructive feedback about the student's performance and strategies to improve;
   o to interact with people from backgrounds different than their own; and
   o to integrate knowledge and skills learned in classes and other contexts and apply these skills and knowledge to real issues in the workplace.

In addition, on-campus SE provides a means to foster a sense of belonging to the institution and a method to ensure that our graduates are career-ready and able to meet the needs of employers. Like previously identified HIPs, however, the key is that these practices be well-designed and thoughtfully implemented, and that we provide equitable access by a diverse array of students. One goal of our project was to work with student employee supervisors across campus to encourage the mindset that *all* opportunities to be employed on campus must be promoted to *all* students, so all students have equal access to this High Impact Practice.

Our top takeaways about implementing and scaling quality high impact practices are:
a. Scaling of student employment, designed to be a quality high-impact educational practice, *requires campus commitment*. While thousands of students are employed each year, many experience work settings that, while

beneficial in many ways, focus on task completion rather than intentionally and systematically emphasizing skills developed, integration of knowledge and skills across settings, or students' reflection on their development.

b. Scaling of student employment, designed to be a quality high-impact educational practice, must be *intentional, consistent, and systematic* for biggest impact. While high quality and high-impact student employment certainly takes place in settings across campus, it is not consistently practiced across all work settings.

c. Student employment as a HIP *requires consistent involvement of and commitment by supervisors.* This requires ongoing training, since many supervisors are not trained in instructional strategies, assessment, the nature and key elements of high impact educational practices, growth mindset, ways to foster belongingness, etc.

d. *Better tracking is needed*. We need a clear baseline of participation to compare against, particularly as we work to increase participation among student subpopulations, begin to investigate questions of the impact of longer-term employment, etc. Accurate tracking is also needed to ensure that assessment of student learning is done well, with appropriate sampling of student subgroups and of work settings. Currently, there are multiple methods for determining if a student is employed on campus, when, where, for how long, etc. Given that students change jobs, have multiple jobs, start and stop employment, etc., it can be difficult to know what "counts" as employed. Thus, operational definitions and agreements about 'census sampling' and 'ongoing employment tracking' are needed to determine how/when to count a student as employed and to understand differences in data produced by different tracking methods.

e. *Intentional steps are needed to ensure equity in access* to SE as a HIP. It is still the case that some jobs hire by word of mouth and from specific groups of students than by posting job announcements in ways that broaden access. Even when a position requires specific skills (e.g., computer helpdesk, tutoring center), distribution to a wider applicant pool will improve access for subpopulations of students that may participate at rates lower than expected or desired.

2. **Please list ALL NASH TS3: HIPs project objectives (Spring 2018-Fall 2019) and describe the final outcomes for EACH objective.** *Detail any ongoing work associated with each objective.*

A brief summary of main outcomes for each goal is provided below. More details are provided in the table following the summary, including indication of ongoing work.

Goals
1. **Ensure all High Impact Practices are of high quality.**
   Final Outcomes
    *   Developed student learning outcomes for on-campus student employment (draft completed; revisions expected as more units adopt SE as a HIP)
    *   Planned and facilitated a workshop to share draft SLOs and assessment templates with 27 supervisors. A second workshop will take place on January 13, 2020. As part of the workshop and follow-up meetings:
        o   Provided supervisor training in the eight key elements of HIPs, and how these elements can be included or strengthened in individual work settings.
        o   Follow-up meetings with small groups of participants provided opportunities to share changes in work setting processes to include/increase emphasis on key elements, and to share assessment tools, strategies, and progress.

2. **Develop and implement a comprehensive assessment strategy.**
    Final Outcomes
    *   (As noted above) Planned and facilitated a workshop to share SLOs and assessment templates with 27 supervisors. Second workshop will take place on January 13, 2020
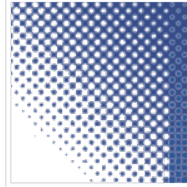
- Created a student employment assessment template based on Nichols and Nichols (2005) "five column" model and Lehman College's assessment cycle. Presented this to supervisors at January 2019 workshop, used the template to structure each unit's development of assessment tools and processes
- Feedback provided to each workshop participant on their assessment plans (many worked in unit-based teams)
- Established a Google site to collect information and data from projects and allow participants to exchange information and ideas
- Some units developed assessment tools; pilot data being gathered. (See examples below, organized by SLO; ongoing)

3. **Increase participation in HIPs among underrepresented populations.**
   Final Outcomes
   - Worked with campus units to identify data sources for student employment participation and related student outcomes, including strategies for disaggregating data by ethnicity, Pell eligibility, gender, and other relevant demographics. (Data reported in interim progress reports; and ongoing)
   - With supervisors at workshops, discussed role of HIPs as an equity practice and the need to consider equitable access when posting positions, recruiting and hiring students
   - Strong encouragement to use the campus student employment job listing (HandShake) rather than word-of-mouth to recruit employees
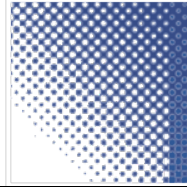
4. **Promote a culture of engagement in HIPS through innovative communication.**
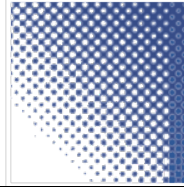   Final Outcomes
   - Established Google site to collect information and data from projects and allow participants to exchange information and ideas
   - Developed position descriptions structured around SLOs and HIP elements rather than tasks, shared examples with supervisors in workshops and on Google site
   - Strong encouragement to use the campus student employment job listing (HandShake) rather than word-of-mouth to recruit employees
   - Share SE as a HIP with campus through campus professional development center programs, presentations to different constituencies across campus (e.g., University Staff Assembly and other governance groups; Academic Affairs Leadership meetings; Student Affairs Leadership meetings). (Ongoing; periodic updates to Academic Affairs Leaders have been provided; updates to others are TBD)

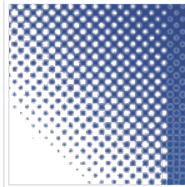*More details are provided in the table below.*

Overall Outcome	Detail any ongoing work associated with each objective

Creating a Commitment to On-Campus Student Employment	■ Developed initial student learning outcomes (SLOs; a set of six).
	■ Created a student employment assessment template based on Nichols and Nichols (2005) "five column" model and Lehman College's assessment cycle.
	■ Planned and facilitated a workshop to share initial SLOs and assessment templates with 27 supervisors of student employees from a variety of campus employment settings (January 2019). The primary goals of the workshop included:
	    o Highlight and discuss the 8 Key Elements that make student employment a High Impact Practice.
	    o Discuss how to map key elements within student employment settings. That is, help supervisors identify where in the student work experience of their particular settings there are, or could be, opportunities for meaningful interactions such as those describe in the eight Key Elements.

	o Define student essential learning outcomes (SLOs) for student employment. Identify SLOs common across work settings and consider whether there are SLOs unique to a specific setting. o Learn how to assess student learning as a result of students' employment experience. o Share AAC&U rubrics that assess life-long and integrative learning. Consider adaptation to design a student employment rubric for UW-Whitewater. o Share our impressions of *A Good Job* (book distributed to workshop participants in advance) to inform our work at UW-Whitewater. ▪ Developed a project website linked to the Office of Academic Assessment to share resource materials from the workshop. (January 2019, and ongoing) ▪ Established timeline to assess student learning in different on-campus employment settings; assessment underway. (January 2019, and ongoing) ▪ Organized a follow-up meeting with supervisors to check on project progress. (April - September 2019) ▪ Established a Google site to collect information and data from projects and allow participants to exchange information and ideas. (April 2019) ▪ Worked with campus units to identify data sources for student employment participation and related student outcomes. (April 2018 – ongoing) ▪ Developed a year-by-year HIPs opportunity roadmap draft, presented at part of the Board of Regents HIPs presentation (April 4, 2019). ▪ Compile SLO data from the initial group of supervisors. (In progress; target date for completion is January 2020) ▪ Plan and implement a second workshop for supervisors of student employees to share the draft SLOs with additional constituencies and further scale up the implementation of best practices. (In progress; workshop date set for January 13, 2020)
Below are examples of assessment tools and strategies from individual departments that participated in the workshop in January 2019. Each department was tasked with completing an assessment plan (using the prescribed template) for two learning outcomes. The NASH grant team members provided individualized feedback as well as a small group discussion on the plan and progress. For most units, data collection is preliminary since most did not have existing assessment tools and data collection processes. Data collection will continue as units finalize and implement assessments. In the list below, the department is indicated in italicized parentheses.	
SLO 1: Students will communicate and interact effectively with people from other cultures and identities in order to foster a diverse and inclusive work environment.	▪ *(Learning Technology Center)* The student worker will primarily focus on researching, developing, and organizing approaches to communicate LTC research and project findings. As this is a new process, it is important that the platform and process identified allows for information to be communicated in ways that are universally accessible. The work completed by the student worker, detailing and suggesting an approach toward communicating LTC project and research findings will be reviewed by different individuals around campus. Reviewers (hopefully) will include someone from the Center for Students with Disabilities who can assess the accessibility of the approach. ▪ *(University Center)* Student employees interact with clients from a variety of backgrounds in their everyday interactions as well as on planning and implementing multiple events and projects (e.g., Cultural Conversations event, UC Job fair, presenting UC employment opportunities across campus). Students participate in a climate/culture survey, complete written self-evaluations (including prompts on comfort communicating with people from other cultures and identities). Supervisors

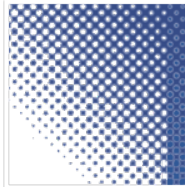|	
	provide observations and periodic written evaluations; unsolicited feedback via email and thank you notes from customers are also discussed.
SLO 2: Students will demonstrate effective written, oral and nonverbal communication skills.	▪ *(First Year Experience)* After a year of experience as a Peer Mentor, students may apply to become a Lead Mentor (LM). LMs serve as leaders for small groups of peer mentors and help them individual and in small groups plan for interactions with mentees, address questions, and solve problems. LMs are assessed through post-training assessment questions (e.g., scenarios to which they respond), discussions with supervisors in which they reflect on skills improved, problems solved across the semester, and periodic contact reports (reports of activities and issues, successes, questions). ▪ *(Undergraduate Research Office. Note that the focus is on students employed in this office, not on students participating in UG Research)* Event planning and implementation task. Student employees contribute to all aspects of Undergraduate Research Day (held twice per year), including program and agenda creation, digital communication, advertising, printing and set-up, and data management and analysis. Assessments of student performance include supervisor evaluation, student self-evaluation, and feedback from Qualtrics surveys.
SLO 3: Students will relate effectively with co-workers and work well within a team structure.	▪ *(College of Education and Professional Studies Office)* Student assistants regularly assist guests, faculty, and staff to answer questions, explain processes, direct them to appropriate staff, etc. They also answer phones and take detailed messages, compose documents and complete projects as assigned. Students' complete periodic self-evaluations, and supervisors observe and provide daily feedback, along with periodic written evaluations and discussions of performance.
SLO 4: Students will obtain, interpret, and use knowledge, facts, and data to analyze issues, make decisions, and overcome problems.	▪ *(Sustainability Office)* Student employees are asked to conduct research on sustainability issues and topics in order to solve problems or implement projects. This requires integration of research skills, interpersonal skills (e.g., to utilize campus contacts and resources, develop networks of resources), analysis and writing skills. Performance is evaluated by a Strategy-Significance-Tactics report that is reviewed with the supervisor and (if applicable, the client), self-evaluation, and supervisor observations.
SLO 5: Students will demonstrate personal accountability, effective work habits, and ethical behavior.	▪ *(Learning Technology Center)* A new student worker position (Research and Project Communication assistant) will be primarily responsible for researching, developing, and organizing approaches to communicate LTC research and project findings. This is a new process, so it is important that the platform and process identified allows for information to be communicated in ways that are universally accessible. Since the learning opportunity will involve developing and organizing an approach to communicate project and research findings, the experience will be collaborative, as well as iterative, with supervisor feedback along the way. Many different ideas and approaches will likely be reviewed, and the process revised as different information and research findings are found. Acceptance and use of the plan by stakeholders will be an important element of assessing the student's work, as well as self-evaluation and supervisor feedback. ▪ Several supervisors provide feedback to students about aspects of this SLO. Supervisors are working on performance and skill review processes that provide a

	more direct assessment of this SLO (supervisor and student self-evaluation) as well as more systematic feedback.
SLO 6: Students will transfer curricular and co-curricular knowledge to real world work experiences.	▪ *(University Center)* Students are periodically asked to reflect on a problem they solved (e.g., interacting with clients, preparing and implementing events) and steps they took to address it. The situations, reflections, skills applied, etc. are discussed periodically in regularly scheduled (weekly) meetings with supervisors and student employees. Students also create ePortfolios showcasing their accomplishments and projects (encouraged but not required at this time). ▪ *(Learning Technology Center)* The project carried out by the new student worker position (Research and Project Communication assistant) described above will also serve as a context for assessing SLO#6. Acceptance and use of the plan by stakeholders will be an important element of assessing the student's work, as well as self-evaluation and supervisor feedback. ▪ *(Sustainability Office)* The student employee sustainability research projects described above (in SLO# 4) also provide opportunities to assess integration of knowledge and application to real-world settings and issues. Performance is evaluated by a Strategy-Significance-Tactics report that is reviewed with the supervisor and (if applicable, the client), self-evaluation, and supervisor observations. ▪

Part Two:

3. **What would you do differently next time?**

a. We would involve the campus Human Resources division earlier in the project. While the oversite of student employment is presently not the sole responsibility of any one campus department, because of the role Human Resources plays in payroll they are able to help assess the demographics of all students employed in a given year, allowing us to determine if student employment is equitably implemented on our campus, and to set and track goals for needed improvement.

b. We would start addressing the issue of accurate tracking of participation earlier. This is a more complicated issue than expected and is essential to address.

c. Student employment as a HIP is very valuable to our campus, however the role and functions are not embedded with any single department, nor does the campus have anyone identified with the authority to administer on-campus employment as a unified program. Three departments play a coordinating role for select activities (Human Resources for payroll, Financial Aid for Federal Work Study, and Career & Leadership Development for online job postings). The NASH TS3 grant helped UW-Whitewater make critical progress, however we want to continue to grow and develop an institutionalized commitment to student employment, which may involve having a designated position to move this work forward.

d. The committee developed the six student employment learning outcomes early in the project. We would recommend adding a session/workshop to have student employment supervisors across campus vet the learning outcomes. We would like to continue this work and receive official campus support for these outcomes and to create a Student Employment assessment rubric similar to our other on-campus assessment rubrics, such as the UW-W adopted Writing Matters, Critical Thinking, and Diversity Learning and Intercultural Competence rubrics, and the newly created Community-Based Learning rubric (the other HIP that the current NASH TS3 grant supported).

e. The knowledge base for assessment varies greatly among supervisors across campus. In hindsight, an enhanced strategic approach to the development of learning outcomes and assessment practices would have been helpful. In addition, a 'workshop assessment track' (e.g., beginners, intermediate, advanced) approach may have been helpful.

f. The first workshop was very successful and provided a catalyst for continued work with student employment. The committee will offer a second workshop for the same audience (an introduction, "Becoming HIP") in January 2020 to reach even more supervisors across campus. However, it would be useful to develop and offer a "Part 2" workshop with the cohorts that have already participated in the initial workshop to support their ongoing development as HIP supervisors and ongoing assessment of student learning in SE.

4. What have been your biggest equity challenges and how are you tackling them?

a. Establishing a baseline of participation rates among student subpopulations, which requires better tracking as noted above. We are working with our Institutional Research and Planning Office, Human Resources, and other campus offices to develop a strategy. Without this, we do not have a good understanding if specific student groups are more or less likely to work on campus.

b. Based on information from Human Resources, first-year students are underrepresented in student employment. A similar pattern was noticed several years ago in participation in Undergraduate Research. A program to intentionally recruit first year (and URM) students into that HIP has been very successful. Human Resources encourages first-year students to submit application materials during their on-campus orientation in the summer prior to starting at UW-Whitewater. Intentional recruitment into on-campus jobs, coupled with supervisors who implement key elements of HIPs and offer scheduling flexibility as beginning students adjust to campus life are options to be considered.

c. Creating recruitment and hiring practices so that the characteristics of student employees reflect the student body population.

  i. First Year Experience has created a strategic plan for recruitment and selection of a diverse (all social identities) peer mentor team. This included hiring a graduate student from our Higher Education Leadership Master's program to analyze data, provide recruitment efforts, etc. Preliminary results indicate that the student body is well represented within the peer mentor team, except for students who identify as men. Just over 50% of the students at UW-W identify as men (UW-W fact sheet, 2018), however only about 10% are represented on the Peer Mentor team. The same pattern has been noted in discussions with other units (e.g., Housing). This appears to be a gap that we need to investigate regarding student employment and overall leadership positions based on gender.

5. What have you learned about assessing student learning in HIPs?

a. As noted above, many supervisors do not have existing assessment tools, strategies, or baseline assessment knowledge. Our workshop was helpful in getting them started in assessing student learning within their settings, but most are still in pilot phases.

b. However, some units had existing student self-evaluation and supervisor evaluation tools in place. In most cases, these tools had been revised several years ago to be consistent with AACU LEAP student learning outcomes. These have been posted on a google drive and shared with other units as examples.

c. We learned that a first step for most supervisors was to rethink and revise the position description (PD) for students' jobs (or, in many cases, developing a PD). The PD allowed supervisors to reconceptualize what they needed using a skills-based focus rather than a task-based focus, both for themselves and for the student. If the PD is thoughtfully designed and includes the skills required and that will develop as a result of employment, it serves as a roadmap for what to assess.

d. Assessment of student learning within a student employment context is different from most classroom settings.

  • Outside of initial training, it does not make sense to create a task just for purposes of assessment, regardless of how realistic that task might be. Instead, supervisors noted that it is more effective and efficient to observe a student carrying out the job's responsibilities, create an observation tool or rubric,
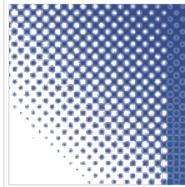
ask the student to engage in self-reflection on performance, and talk with the student during scheduled performance reviews. In contexts where the student was producing a product for a client, the client's feedback can be solicited using a structured feedback tool.

- The skills that should be assessed vary a great deal across different student employment contexts. In some, the focus is on providing appropriate and respectful customer service, while others focus almost exclusively on research and data analysis skills. The wide range of possible and appropriate assessment tools and strategies can be overwhelming to supervisors who are newer to assessing student learning.
- Supervisors tend to propose using self-report surveys completed by students. These can be completed easily and are useful to assess student perceptions of their skills. However, they need to be combined with other direct measures of student performance which, as noted above, can become complicated and feel difficult.

a. **Attach any final instruments (rubrics, surveys, protocols etc.) you developed as part of the grant)**

See examples in attached file. Additional examples are available on our google site; please contact us if you'd like to view these.
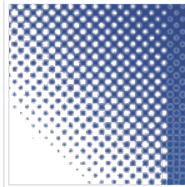

b. **What gaps have you identified? What steps will you take to close these gaps?**

- As mentioned above, it is difficult to identify for certain the nature of and significance of gaps until we have more accurate tracking of participation.
- However, data from our Institutional Research and Planning Office show gaps between URM and non-URM students with a slightly higher percentage of URM students employed on campus than non-URM students (although most on-campus student employees are non-URM). There is no breakdown by subgroup so we do not know if there are gaps among these groups (see https://www.uww.edu/irp/university-data/program/hips, click on Student Employment).
  o These data also show that females are more likely than males to be employed on campus, and that Pell eligible students are more likely to be employed.
  o However, these are 'census data' that count students employed at two specific points in time (October and March payroll). They do not account for students who are hired after or who stop working after these specific points. These data also do not provide information about how many hours per week are worked, or how many weeks (or semesters) students work.
- Also as noted above, we know that there is significant variation among supervisors across campus in their knowledge of HIPs, assessment, and student learning outcomes. We are attempting to close the gap by creating new cohorts for the workshop that occurred in January 2019.

6. **What have you learned about the student experience in HIPs?**

In general, we have learned that there is ample evidence, albeit self-reported, that students believe they learn as a result of their on-campus employment experience. If employment opportunities are thoughtfully designed, offer a meaningful and challenging experience for the student, and are accompanied with supervisor/mentor support, then learning occurs. For example:

a. During 2018-19 twenty-six students were employed in the Career & Leadership Development (CLD) department, coordinating many of the department's programs. Each student completed a monthly reflection paper about what they learned as a result of their work experience. Seven monthly reflection papers were

submitted for each of the twenty-six students, totally 182 reflection papers. Staff reviewed all reflection papers in order to learn what students learned using the six Student Learning Outcomes as a framework.

b. Eighty-nine percent of the papers reflected learning demonstrating that "Students will be able to demonstrate personal accountability, effective work habits, and ethical behavior" (SLO #5).

a. Student comments like *"I feel that I am gaining progress on my goal of being more assertive, as I voice my opinions in Peer Educator meetings, and have made strides being more assertive in my personal life"* provide evidence that the student perceives they are learning as a result of their employment experience as a (LGBTQ) Peer Educator.

c. The next most referenced learning outcome was "Students will demonstrate the ability to relate effectively with co-workers and work with within a team structure" (SLO #3).

- In seventy-two percent of the papers students commented they perceived they were learning how to work more effectively with others, as this comment demonstrates: *"This project has further taught me how to graciously receive feedback because I knew my first draft was not perfect, but I really didn't know how else to improve upon it until I received some guidance and feedback from others in the PRIDE Center"*.

a. **What did you learn about the populations targeted in your effort (i.e., African American, Hispanic, or American Indian students, first-generation students, traditional-aged students, returning adults, adults with no recognized postsecondary education)?**

As noted above, Institutional Research and Planning provide some preliminary data on Student Employment (https://www.uww.edu/irp/university-data/program/hips, click on Student Employment).

These data use headcount in Oct and March payroll data as a proxy for employment for each semester. The data suggest more women than men are employed, and the percentage of employees who are from URM background are slightly higher than non-URM. A similar scenario is true for Pell recipients. The percentage of first-generation student employees are about the same as that of continuous generation student employees

7. **How are you integrating the work of scaling HIPs into the core components of your larger student success and completion goals?**

a. UW-W is committed to the work of scaling HIPs, including adding student employment as a HIP. UW-W has a long-standing commitment to LEAP, has embedded student success and equity into the University's strategic plan, and has invested in EAB Navigate (a new student success platform).

b. The Student Employment committee will continue to provide leadership for this initiative. We plan to develop a sustainability plan (e.g., Position request to provide more centralized support for student employment as a HIP, annual workshops, periodic assessment of SE HIPs-related needs, etc.). We plan to implement and revise a more accurate tracking process. In addition, we will develop indicators of Student Employment as a HIP that units/supervisors can use to design their student employment contexts and eventually be awarded (e.g., earning recognition such as a badge). The goal is to review and discuss ways to integrate lessons learned from a 'non-recognized' HIP (i.e., Student Employment) to create high impact experiences across the entire campus.

c. UW-Whitewater currently has several robust HIPs that we will continue to grow and develop, including New Student Seminar, Learning Communities, Honors Program, and Undergraduate Research, as well as the newly designed Community-Based Learning processes developed with the support of this NASH TS3 grant.
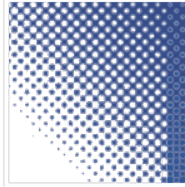
8. **How can we (system office, NASH) continue to support you beyond the life of the grant?**

NASH and UW System can help by providing:

a. UW-System wide commitment and uniformity to tracking HIPs involvement. Common definitions and 'counting rules' are needed.

b. Workshop and training support. Grant monies to continue to offer on campus workshops and training opportunities. The amounts needed are not large but in our current budgetary environment, it is unlikely we can continue to offer incentives to participants.

c. Support to produce and disseminate training materials

d. Support for a longer-term and more well-defined assessment project. Now that more units across campus have developed assessment tools and plans, a more focused and systematic assessment project is possible. Ideally, a project would use a carefully planned sampling strategy and a hybrid design with cross-sectional as well as longitudinal components and would include both quantitative and qualitative assessments.

e. Opportunities for campuses across the System to share their work on HIPs (e.g., offering tracks in the annual OPID conference, periodic meetings or webinars at which campuses working on the same/similar HIPs can share tools, strategies, progress).

9. **Is there anything else you'd like to share?**

UW-Whitewater has been honored to have been able to participate in the NASH TS3 initiative. We have made significant strides on fostering student employment as a HIP at UW-Whitewater. We greatly appreciate the support from NASH, Lumina and UW System, and we would be delighted to continue working with these partners to continue to support this work.

In addition, team members will be presenting parts of our campus SE work at national conferences (*Association of American Colleges & Universities* in January 2020, *HIPs in the States* in February 2020, and *American Association of State Colleges and Universities* in February 2020). We look forward to continuing to develop SE as a HIP and sharing this work (and the generous support from NASH, Lumina, and the UW System) nationally.