
MEMORANDUM

TO: GEORGE KANATAS, ASSOCIATE DEAN
FROM: JONES STUDENT ASSOCIATION
SUBJECT: FEEDBACK ON PART-TIME WORK FOR SECOND-YEAR STUDENTS
DATE: JANUARY 28, 2005

Per your request, the Jones Student Association (JSA) reviewed issues related to second-year students working part-time during the school year. The JSA recommends that the Jones School continue to allow second-year students to work part-time. Additionally, the Jones School should communicate the potential benefits and disadvantages of engaging in part-time work. Finally, the Jones School should continue to look for ways to improve the student experience. In forming the above opinion, the JSA reviewed feedback provided by second-year students that worked part-time during this past fall semester.

Concerns over Part-Time Work:

In reviewing notes from our December meeting, the following concerns over second-year students working part-time were mentioned:

- The general concern is that the demands created by working part-time when combined with a full academic schedule negatively affect students' experiences while at the Jones School;
- With students working part-time, other areas of the academic and social life may suffer. For example, if a student works outside of the school, it may be more difficult for that student to schedule group meetings, attend company presentations, and participate in club functions. Furthermore, missing a team meeting for work-related conflicts may not only affect that student's experience, but also the experiences of that person's teammates.
- It has been suggested that one way to increase the likelihood of Jones School alumni maintaining an active and close relationship with the school is to improve the experience of students during their enrollment; and
- One possible way to help improve the experience of full-time students is to curtail the amount of part-time work allowed during the school year.

It should be noted that the comments herein are not directed towards those students that work in the Admissions Office or the Career Planning Center. The JSA believes that these opportunities do not negatively affect students' experiences since the positions are located on campus, intended to assist the school, and designed to allow school work to be a priority for students.

Student Feedback:

In formulating an opinion on the issue of part-time work, the JSA sought feedback from students that worked part-time during this past fall semester. Information provided by students included information such as the average number of hours worked per week, number of enrolled credit hours, reasons for working part-time, and experience while working part-time.

In general, students cited the need for gaining experience or exposure, securing a full-time offer, and building up professional contacts as reasons for working part-time during the school year. The number of hours worked by students ranged between eight and 20 hours per week while the number of credit hours ranged between 13 and 17 hours.

Regarding any detrimental effects on the “Jones School Experience,” student feedback varied greatly. One student said that working part-time did not take away from his school experience. Another student said that the part-time work did take away from his experience, citing he felt that he did not have any free time while at school since he was busy working or studying. Still, another student said that while it was difficult to balance school, work, and social life, she was able to “pull it off.”

The students also said that their part-time work experience, regardless of having resulted in positive or negative experiences, would not detract the students from being active alumni.

Recommendations:

The above student feedback was used in formulating the following recommendations:

- *Allow second-year students to work part-time.* In an increasingly competitive job market, relevant work experience is a valuable advantage. A student that engages in part-time work likely knows the type of work that he or she would like to pursue upon graduation and the part-time work is often extremely relevant to that pursuit. Additionally, some students take a greater number of courses during their second semester of their first-year and first semester of their second-year in order to free up time later on to work part-time.
- *Communicate not only the benefits but also the disadvantages of working part-time to students.* Students and the school may be best served by having the school communicate some of the issues that arise as a result of working part-time. While most of these issues may be obvious, relaying these issues may better inform students.
- *Continue to review how the school can improve the “Jones School Experience.”* While the feedback received from students did not indicate that part-time work would be a significant factor in determining if a student envisions himself or herself becoming an active alum, the JSA believes that the process of reviewing the school for improvement is important. Such introspection by the school is crucial to identifying issues of concern among students, alumni, faculty, and administrators.

We appreciate the opportunity to assist you with this important matter. Please feel free to contact either Tim Okabayashi or Gerhard Golden if you have any questions or if the JSA can be of additional assistance.