



***CI-STEP***

***Cyberinfrastructure- Student Training & Education Program***

**ROSEN CENTER FOR ADVANCED  
COMPUTING**

**Student Mentor Handbook**

Leadership Team:.....	3
Office Support Staff:.....	3
Mentors – Role, Contributions, and Expectations .....	5
Roles & Expectations .....	5
Communications/Outreach - Plans & Deliverables .....	7
Outreach.....	8
Communications.....	8
Create a communications schedule/plan for the semester/program session.....	8
Operations/Project Management – Processes, Metrics, and Operations.....	8
Job Description Bank.....	8
Pay Scales.....	9
Student Request Process:.....	9
New Student Hire Checklist:.....	15
Not applicable for REU student program. ....	13
Single Student .....	13
Multiple Students .....	13

## Welcome to the Rosen Center for Advanced Computing (RCAC) Student Mentor Program!

We are excited that you have chosen to be a student mentor! This includes all staff and students in all of RCAC, Envision Center, and the Scientific Solutions Group.

### **Mission**

Purdue University Information Technology provides the technology infrastructure, services, solutions, and information security that support teaching and learning, enhance research, and enable faculty and staff to achieve their objectives while providing a positive student experience.

### **Vision**

To empower our students, faculty, and staff with the technology to make giant leaps to advance knowledge, impact our state, and make a better world.

## Values/3 Pillars of PUIT

*People, Processes, Technology*



### People

Developing the skills and talents of our workforce



### Processes

Refining and improving our processes towards Operational Excellence



### Technology

The right technologies to solve the right problems at the right time

## Personnel

*Leadership Team:*

Laura Theademan <a href="mailto:ltheadem@purdue.edu">ltheadem@purdue.edu</a>	Amanda Warren-Glowe <a href="mailto:warren@purdue.edu">warren@purdue.edu</a>	Amanda Hassenplug <a href="mailto:ahassenp@purdue.edu">ahassenp@purdue.edu</a>	Suzanna Gardner <a href="mailto:gardn161@purdue.edu">gardn161@purdue.edu</a>
<a href="#">Student/Mentor List</a> - This should be updated continually.			
Student liaisons: <ol style="list-style-type: none"><li>1. Sathvika Kotha - <a href="mailto:kotha8@purdue.edu">kotha8@purdue.edu</a></li><li>2. Amari Gardner - <a href="mailto:xgardner@purdue.edu">xgardner@purdue.edu</a></li></ol>			

*Office Support Staff:*

Steckel Bleier - [ksteckel@purdue.edu](mailto:ksteckel@purdue.edu)

## Student Mentor Program

*"Tell me and I forget, teach me and I may remember, involve me and I learn."*

- Benjamin Franklin

Mentors will provide information, knowledge, and share their expertise to help support every student employee's personal and professional growth. Students will be given access to a list of mentors and their areas of expertise and interests. Any student can participate as a mentor.

RCAC employs several student employees within the organization. To build a better student program, an all-hands meeting will be scheduled regularly with all students and applicable staff, and all efforts should be made to attend the all-hands meetings. Every effort will be made to schedule these meetings during student work hours.

**Student Program Mission:** To fill the Research Computing and Data (RCD) workforce pipeline through an apprentice-style student program.

**Student Program Vision:** Establish a nationally recognized program in RCD workforce training for a diverse pool of students, emphasizing participation from traditionally underrepresented groups (MSI, EPSCoR states, women, etc.)

### Program Goals

Create clear goals and vision for this program to ensure that mentors and staff supporting this program have a clear definition of what success looks like for projects, mentorship, recruitment, outreach, and communication.

1. Increase diversity in RCD and create pipelines of resources and networks, growing the diversity of future research computing and data field users and workforce.
2. Create an undergraduate research education program that provides RCD exposure and education to students meaningfully while building lasting mentor/mentee relationships.
3. Establish RCAC as a nationally recognized hands-on educational student experience program and top diverse and inclusive workplace in the research computing and data field.
4. Ensure communication and outreach efforts are consistent, intentional, timely, reaching a diverse audience, and aligning with the vision set forth for the program
5. Ensure operations and program administration are intentional and aligned with the vision set forth for the program



## Mentors – Role, Contributions, and Expectations

Mentors play a crucial role in student experience, impressions about the student program, impressions about Purdue, and potential first impressions about working in RCD. The following are expectations for mentors, the projects they are running, and how they contribute to the impact of the student program, long-term student development, RCD, and Purdue.

### Roles & Expectations

1. Mentors should have a preplanned project document with a calendar/schedule created before the student starts.
2. It is expected that that mentor will set aside 5+ hours a week each week (daily meetings, coaching, guidance, technical help, etc.) to support the student and the project they are working on.
3. Recurring touch points before and throughout the project
  - a. Reach out to the mentee before the start date to:
    - i. Welcome them and introduce themselves.
    - ii. Provide a mentee handbook to review.
    - iii. Provide a contact list of who can assist if the mentor needs to be more responsive or if there are issues with the mentor.
    - iv. Provide training schedule/onboarding/calendar of events.
    - v. Provide pay schedule (or refer them to the resource that has this information)
    - vi. Set up meetings with collaborators, essential resources, and other staff/faculty that will add to the student's experience and include them in any reoccurring meetings (e.g. weekly staff meetings) that would be beneficial for the mentee to be a part of.
    - vii. Provide any resources around campus for parking, food, groceries, personal needs, etc., for non-Purdue students.
  - b. Coordinate meetings/touchpoints during the program between the mentor and/or co-mentor to drive deliverables for the day, check in on progress, and address challenges.
    - i. Coordinate regular meetings with various key contacts to support the project.
    - ii. Identify co-dependent collaborators and set up meetings/touchpoints.
    - iii. Weekly 1:1's are recommended between mentor/mentee (at least initially).  
Then can be altered or decreased to meet ongoing needs
  - c. Other touchpoints during the program coordinated by Student Program Steering Committee
    - i. Mentor meetings – a gathering of mentors and steering committee to go over program expectations and general information on a regular basis (e.g. monthly).
    - ii. All Hands Student Program Welcome meeting – a gathering at the beginning of each semester/summer or program session. For all students, mentors, and critical contributors to attend.

- iii. Reoccurring networking and events/activities for students and mentors to engage in with an eye towards helping the mentee grow personally, professionally, and building relationships (e.g., workshops, game nights, volunteer events, resume review sessions, etc...).
    - iv. All Hands Student Program Wrap-up meeting – a gathering at the end of each semester/summer session or program session. For all students, mentors, and critical contributors to attend.
    - v. Mentor debrief meeting – a gathering of mentors and steering committee to discuss recommendations for program changes and success at the end of each semester/summer or program session.
  - d. Expected outcomes.
    - i. Project completion (e.g., a service deployed, a tool developed and tested, documentation built, etc.)
    - ii. Stretch goals - these would be set based on each project.
    - iii. Weekly milestones for the project and networking/engagement
    - iv. Project documentation for task completion and a structured means of tracking progress, deliverables, due dates and outcomes (e.g., Asana, Teams, Harvest, shared Google Doc, checklist, etc.)
    - v. Final presentation documentation and Lightning talks/presentation at the end of spring semester, or at the end of the program.
    - vi. Ongoing touch points after the student exits the program or graduates.
    - vii. Identify additional venues beyond RCAC where the students can present their work (e.g. national conferences, professional organizations, etc.)
    - viii. Identify if an article or social media post is relevant and send RCAC Communications a note about this potential.
    - ix. End of semester survey complete as mentor and encourage student to complete theirs
    - x. Encourage student to complete exit interview survey, when ending employment with RCAC
- 4. Mentors will be required to review resources on the student webpage and attend events; this will ensure that mentors are ready to answer basic mentee questions, be culturally sensitive, be aware of diversity efforts of unconscious bias, and act as allies and champions of diversity.
  - a. Review and confirm completion of Boiler Inclusion training
  - b. Review the mentor handbook before selecting a top candidate
  - c. Ensure awareness of the Student Program calendar of events, sharing those with mentees, and making a concerted effort to attend most, if not all, events during the program.
  - d. Review interview biases documentation and relevant pre-recorded training
  - e. Review dealing with poor performers documentation and relevant pre-recorded training
  - f. Project tracking training
    - i. Harvest
    - ii. Asana

- g. FERPA
- h. Title IX
- i. Verbal De-escalation Training at Purdue University,
- j. focusing on effective communication to manage tense situations.
- k. YouTube videos on addressing stereotypes and offensive behavior
- l. Enhancing engagement in teaching and student interactions

<https://docs.google.com/document/d/15ogMGnKU9L25HSQfDKgZifnR7gWIO4pdM5w38W2QrGE/edit?usp=sharing>

5. Work with students on creating and finalizing posters, presentation content, and actual presentations at Purdue.
  - a. Ensure understanding of expectations and that the poster and/or presentation is ready.
6. Mentors are expected to have follow-ups with mentees after the program has ended.
  - a. Recommended to follow up at the end of each semester (for students who have completed the program) to see how the student is doing and share info with Communications so that we can post about past students.
  - b. Mentors need to be aware that they will be asked to provide information on these follow-ups as a method for tracking networks through the RCD community, identifying which students go into RCD, potential recruitment efforts, and a chance to talk about cool things at RC@PU that may be utilized where the student landed.
    - i. If there are interesting items please get your student intouch with RCAC communications to write a story/social media post about them
7. For students continuing complete a performance review at the end of each year coinciding with performance review period of staff.



## Communications/Outreach

Communication and outreach will be integral to the success of this program. The Outreach team will be charged with reaching out to the targeted groups for recruitment through presentations, 1:1 networking, identifying groups to distribute student and REU opportunities to, and anything in between.

The Communications team will be charged with publishing articles or other commentary about the program, from initial recruitment through end of year or post-program storytelling and project

presentation promotion. Mentors should engage with the communications team sharing project and student success regularly.

These groups will also promote the students' work after they leave our program and link it back to the experiences gained at Purdue and through the program.



## **Operations/Project Management – Processes, Metrics, and Operations**

The student program steering committee will work to ensure that all aspects of the program are coordinated to align with the vision and expectations, address reporting and tracking of information, implement programming and other recommendations, ensure the program is successful, and looking toward continuous improvement efforts

This includes but is not limited to:

1. General program oversight and vision.
2. Obtaining feedback from students and mentors to implement improvements, changes, and retention of successful pieces of the program.
3. Managing and implementation of events, trainings, and other resources for students and mentor to support and enable success in role and in accomplishing work/projects.

## **Hiring Process**

### **Job Description Bank**

This job description bank should be a comprehensive list of all student positions within all RCAC. Mentors can add new job descriptions; however, instead of editing an existing job description, please create a new one to grow the job bank. These job descriptions will be used for the [student position postings](#) on the RCAC website and sent to applicable colleges/departments directly to faculty, email lists, etc.

[Student Job Descriptions](#)



## Pay Scales

		Position Type	Min	Max
U005	Student 1	Entry Level	\$7.25	\$11.30
U010	Student 2	Skilled Position: may supervise students	\$9.38	\$13.62
U015	Student 3	Advanced Skill, Technical Position; Lead Role, may supervise students	\$10.89	\$15.79
U020	Student 4	Specialty Position; Professional Role, Internship, may supervise students	\$13.06	\$18.95
REU	Student 5	Contract Employee (Tax Implications Apply)	\$600/wk	\$600/wk

## Student Request Process:

The process below should be followed to request a new student employee.

Responsible	Task	Undergrad	Grad
Student Mentor	Complete and submit: <a href="#">Student Work Request Form</a>	X	X
Student Program Team	Review work requests for completeness and funding availability during the mentor meeting	X	X
	If mentors do not have existing students to work on project, proceed with hiring new student.	X	X
	Provide position ID and title to student mentor	X	X
Student Mentor	Complete <a href="#">EOBOC Payroll Form</a> and send it to <a href="mailto:eoboc@purdue.edu">eoboc@purdue.edu</a> via filelocker  EOBOC Items of Importance: <ul style="list-style-type: none"> <li>Students cannot begin work until new hire forms are completed.</li> <li>The I-9 must be completed within the first 3 days of employment. EOBOC works remotely and shares office space - reservation spots fill up quickly!</li> <li>The start date is the day the student is to start</li> </ul>	X	X.

	<p>working in the area.</p> <ul style="list-style-type: none"> <li>• The location cannot be “REMOTE.” EOBOC must have the building code where your area/department is located. If the student is working remotely – EOBOC needs to know if this remote status will be outside of the state of Indiana or if this student will be near campus and able to come to campus for the I-9 meeting. This can be added to the “comment box” if needed.</li> <li>• Time Keeping:</li> <li>• Duration – means Time Sheet</li> <li>• Clocking means using WebClock (RCAC uses webclock)</li> </ul>		
Mentor (REU Program)	See REU Teams Channel for all items that need to be complete and the order of operations	X	NA
Student Mentor	Complete new student hire checklist pg. 14)	X	X

## SuccessFactors Student Hiring Resources

- Contact Student Program Steering Committee and they will do this process
  - [Student Hiring website](#):
- For REU—check the REU Teams Channel (process below does not apply)

## Onboarding Requirements:

### *New Student Hire Checklist:*

[Onboarding Checklist](#) - For the interactive version, click on the link —make a copy for personal use so as not to mark it on the template.

For REU program visit the REU teams channel for additional onboarding resources.

To Do	EC & HPC	REU
<a href="#">Send Filelocker AND email with "new hire" paperwork to eoboc@purdue.edu.</a>	x	
Set up the Student folder in Box L2 and upload hiring paperwork, resume, and filelocker info.	x	
Have the new hire read and sign the student handbook and upload it to their folder. REU's should send to program director	x	x
Schedule Onboarding <ul style="list-style-type: none"> <li>• EC: 1h, George for Artists, George for Programmers</li> </ul>	x	

<ul style="list-style-type: none"> <li>HPC: Initial meeting with mentor and identified collaborators on first day</li> </ul>		
<a href="#">Grant student door access through the Access Control Tool (ACT):</a> <a href="https://www.purdue.edu/business/card/act">https://www.purdue.edu/business/card/act</a>	x	
Provide applicable account login/password information.	x	
Add access to resources: <ul style="list-style-type: none"> <li>GitHub/BitBucket.</li> <li>Anvil</li> <li>ACCESS allocation</li> <li>Other needed resources</li> </ul>	x	x
Add access to Discord or Slack.	x	x
<a href="#">Add access to Data Depot.</a>	x	
Add access to Teams/Outlook calendar	x	
<a href="#">Add access to Harvest.</a>	x	
<a href="#">Add access to Asana.</a>	x	x
Add to Student Meetings, 1:1, team meetings and any other events)	x	x
<a href="#">Add access to Box L1.</a>	x	
Provide training on how to use Harvest (video)	x	
Provide training on how to use Asana (video)	x	x

## Separation Process

[Termination Checklist](#) - For the interactive version, use this link and create a copy for personal use to not mark on the template.

### Graduate/Undergraduate

Supervisors will meet with the employee to ensure all documentation and work are uploaded to Data Depot / BitBucket, Box, or REU Teams Channel.

Supervisors will ensure that all necessary hours are logged in Harvest before departure, if appropriate.

Send notification email to [eoboc@purdue.edu](mailto:eoboc@purdue.edu) with name and last day. (NA for REU)

<a href="#">Update the list of current students in the EC-Contact List. (NA for REU)</a>
Update Student Salary Scale v2 <u>(NA for REU)</u>
Remove access to resources such as: <ul style="list-style-type: none"> <li>• GitHub/BitBucket.</li> <li>• Anvil</li> <li>• ACCESS allocation</li> <li>• Other application/server/IT accesses provided</li> </ul>
Remove access to Discord and/or Slack.
<a href="#">Remove access to Data Depot. (NA for REU)</a>
Remove access to Google Drive and/or Box (Projects, Pending Projects, Grants, and Proposals)
Remove access to Teams/Outlook Calendar
Audit in Harvest/Webclock to ensure all hours are up to date. <u>(NA for REU)</u>
<a href="#">Archive user in HARVEST (NA for REU)</a>
<a href="#">Remove access to Asana.</a>
<a href="#">Remove door access through the Access Control Tool (ACT):</a> <a href="https://www.purdue.edu/business/card/act">https://www.purdue.edu/business/card/act</a> - Contact Steckel Bleier, Amanda Warren-Glowe or Laura Theademan
Remove from applicable email list (NA for REU)
Email Nick Smith to remove access to Envision Center-related AD groups. <u>(NA for REU)</u>
Remove from any events/meetings (check Mentor calendars too)
Notify your student that they need to complete an exit interview prior to their last day The following steering committee member will conduct exit interviews in person: <ul style="list-style-type: none"> <li>• Amanda Warren-Glowe – HPC Students</li> <li>• Suzanna Gardner – EC Students</li> </ul> Surveys will be sent to the students to complete prior to the exit interview.

## Time off requests

Students in EC can request time off through the following [Qualtrics Survey](#):  
All other students (REU and HPC) should work directly with their supervisor for time off requests.

## Performance Evaluation

Students should be given an annual performance evaluation (most commonly done in the spring ~April/May timeframe). This allows the student and the mentor to discuss their performance over the previous year formally. Mentors can use this as an evaluation tool to determine if a pay increase is warranted. However, performance conversations should not be limited to annual meetings. Mentors should be discussing performance with students regularly and nothing that is discussed at the final annual performance evaluation should be a surprise to the student.

The performance evaluation aims to promote communication and provide helpful feedback about job performance, facilitate better working relationships, build a historical performance record, and contribute to professional development.

Student employees will participate in an annual performance evaluation during the spring semester on an individual basis with the management team. Each student will be evaluated on the following metrics, and, if applicable, a salary increase may be granted effective July 1.

- Quality of Work - the end product is produced to Research Computing and the Envision Center's standards and satisfaction.
- Innovative Thinking - creative ideas/concepts implemented to complete a project.
- Efficiency - completing projects efficiently, minimizing waste.
- Attendance

It is recommend that mentors have a mid-year review meeting at the end of each semester to promote continual professional development. This mid-year review is for discussion only and will not result in a salary change and follows the same guidance as the annual review.

[Performance Evaluation Form](#)

## Student Hourly Rate Pay Increase Request

Not applicable for REU student program.

### Single Student

- Send email to [eoboc@purdue.edu](mailto:eoboc@purdue.edu) with following information:
  - Student Name: Last, First
  - Current Rate
  - Proposed Rate
  - Effective Date - This should be the start of a payroll period. Refer to the biweekly [payroll calendar](#) for the pay period and pay date information

### Multiple Students

- Complete this [pay rate request](#) spreadsheet
- Email to [eoboc@purdue.edu](mailto:eoboc@purdue.edu)

## Assessment

[Weekly status report](#) - Students should fill out and submit the weekly on the last working day of the week.

For mentors outside of EC it is up to the mentor's discretion on whether or not they choose to use the above report template or what updates will look like for the projects students in the REU and HPC areas.

All areas (EC, HPC, and REU) will participate in end of semester/end of program Surveys

- Student completes the survey
- Mentor completes the survey

### **Progressive Discipline**

The RCAC management team has implemented a progressive disciplinary model that allows the student employee to address the problem.

- 1.) Coaching
- 2.) A verbal warning will be issued.
- 3.) A written reprimand will be given, outlining the incident, why the behavior is inappropriate, what needs to change, and the consequences of non-compliance.
- 4.) Termination

\*Situations involving discrimination and harassment fall outside the progressive discipline model and will result in immediate termination.

### Tools Used:

## Harvest

Harvest is used for time-tracking on specific projects to gauge where each student's time is spent. Each student is added as an admin to be able to add themselves to projects and create new projects. Harvest should be kept as accurate as possible to estimate the time needed for future projects.

Students should update Harvest at least once weekly, preferably at the end of every day.

## Asana

All student projects should be in Asana. Links to Asana internal training resources.

Students should check and update Asana with tasks given to them and provide feedback on any inbox functions.

## Webclock

Webclock is used for time-tracking all the time that the student works. This is only for undergraduate students and is used for payment for the hours worked, so it is important to track time accurately. The assigned manager approves hours on Webclock for that student.

## Harvest vs. Webclock Audit

Hours clocked into Harvest are compared to those clocked into Webclock bi-weekly to ensure that each one is up to date. If the difference between the hours in the two time-tracking sites is greater minus 4, then the student should be contacted about updating Harvest or Webclock so that the difference is less than 4.

## Student Calendar

See Student Handbook—Schedule Policy for expectations on how students update and use the calendar.

The mentor must follow up to ensure students implement their schedule to MS Teams. Mentors can opt out of having students enter their calendar information here. If this is opted out of there are potential implications of the steering committee not having access to this should there be an emergency and need to contact or awareness of whom is in during a certain period of time.

## Confluence

Confluence contains all high-level documentation and technical overviews to guide students on projects afterward. It is used for the long-term preservation of items and information. This is not required for REU students.

All information should be held here, including:

- Source code
- Billing materials
- Statements
- Contracting
- Reference Materials
- First Stop for metadata of a project

## REU Teams Channel

This channel has complete information for all things REU including but not limited to:

- WIKI
- Student application spreadsheet and resumes
- Interview resources (matrix and training)
- Communications/Marketing information
- Training requirements (mentors and mentees)
- REU specific events and resources

If you need access to this channel please contact the REU program director directly.

## Slack Channel

RCAC administration assistant (Steckel Bleier) will add/remove students from the slack channel. This channel is used as a communication tool in addition to the email lists.