



Midwest Association of Student Employment Administrators

MASEA Monitor

Official newsletter of MASEA

May 2011

President's Points

By: Tim Putzier

My last letter to you as President. The time, this year, has gone by so quickly. Too quickly in some ways. The good ways. I have appreciated the opportunity to serve you, my cohorts in student employment.

Looking back on the past year, and especially my past month at work, draws me to this question/observation:

Have you ever had one of those weeks at work which makes you wonder why we do what we do?

I was fortunate enough to be reminded of the answer to this in a very meaningful and positive way this spring. I was able to attend the Student Employee of the Year (SEOTY) award ceremony in Milwaukee, WI. Travis Huhn, from Marquette University, was not only awarded the MASEA Regional Student Employee of the Year award but he was also named National Student Employee of the Year. Attending the award ceremony along with Beth Cilley, current President of NSEA, as well as Travis's family, coworkers and Marquette University officials, was a powerful reminder and answer to the "why do we do, what we do" question. It was a real tribute to the best of what the student employment profession has to offer. There is a great article covering the event in this newsletter. But while I still have the gavel, I am going to take a minute and shout out a huge thanks to Annette D'Amato and her coworkers

at Marquette University for making the ceremony a success by any definition of the word. Annette, you and your campus' hospitality was excellent and appreciated!

Also, a HUGE thank you to Angie Mareck and all the SEOTY volunteers for making this year's SEOTY effort seem effortless, even though we all know you gave much of your own time and personal attention and care to make the SEOTY award process was a success.

Speaking of successes and thanks – to the MASEA board; Angie, Judy, Deb, Barb, Michelle and Susan, I thank you. Serving with you, has been an intrinsic reward in itself. Your work and commitment to MASEA, the student employment field and to the students and campuses you serve, are only trumped by your kindness, support and friendship. Thank you.

And finally – members, if you build it, they will come... right??

IOWA. MASEA conference. June.

Come, learn, grow.

It'll be real hootenanny!!

Hope to see there!

Travis Huhn Named MASEA Regional Student Employee of the Year & National Student Employee of the Year

Travis Huhn from Marquette University was named 2011 MASEA Regional Student Employee of the Year and 2011 National Student Employee of the Year. Travis is a senior in the College of Engineering from Sheboygan, Wis., and was chosen as student employee of the year for his leadership and initiative with Marquette's Student Safety Programs.

"Travis is such an exemplary employee," said Huhn's supervisor, Sgt. Daniel J. Kolosovsky, manager of Marquette's Student Safety Programs. "His maturity is beyond his years and his transparency of character and respect for his position duties and others is above reproach."

"I love my job, not just because of what I get to do but because of the people I do it with," Huhn said. "It's a great program filled with phenomenal people who all are exceptional workers, employees and friends."

Marquette's Student Safety Programs provide walking escorts and rides for students, faculty and staff on campus and the surrounding area. Work-

ing with the Department of Public Safety, the programs provide significant crime-prevention services for the campus community.

Hired as a shuttle driver his freshman year, Huhn qualified for all Student Safety Programs positions by his junior year. Huhn was promoted to Nighttime Supervisor in 2009, and in 2010 he was promoted to the positions of Student Employment Coordinator and the department's Computer Development Assistant.

Huhn initiated several new programs, including a committee to enhance supervisor involvement and protocols to assist employees in improving job performance. In his role as computer development assistant, a long vacant position, Huhn covered a variety of duties including creating databases and developing online document sharing systems to reduce paperwork. Kolosovsky said Huhn is his "right hand man" who shares his visions and goals and will leave the programs better than he found it.



Left to right: Sgt. Dan Kolosovsky, Travis's supervisor & nominator, Travis Huhn, Beth Cilley, NSEA President 2011 and Tim Putzier, MASEA President

Congratulations to all of the State Student Employee of the Year Winners

- Illinois – **Neha Mehra** from the University of Illinois at Urbana-Champaign
- Indiana – **Kawa Cheong** from Indiana University – Purdue University - Indianapolis
- Iowa – **Darion Watson** from the University of Northern Iowa
- Kansas – **Jessica Hicks** from Pittsburg State University
- Kentucky – **Shai Anderson** from Berea College
- Michigan – **Lia Greenwell** from Michigan State University
- Minnesota – **Kaija Bergen** from Macalester College
- Missouri – **Lucas Schubert** from Drury University
- North Dakota – **Rebecca Polansky** from the University of North Dakota
- Ohio – **Maria Konerman** from Xavier University
- South Dakota – **Melissa Walther** from Dakota State University
- Wisconsin – **Travis Huhn** from Marquette University

Making SEOTY a Success....

Submitted by: **Angie Mareck**

A huge THANK YOU to everyone who helped to make the MASEA State and Regional Student Employee of the Year Program a success.

First, thank you to everyone who coordinated a student employee of the year program on your campus. Without you, we wouldn't have a state

and regional program. Thank you for taking the time to recognize the extraordinary student employees on your campus. This year 48 of you submitted your campus winners for state and regional consideration.

Second, thank you to all of the members who volunteered to be state and regional readers.

Without you, a few of us would have had to read 48 nominations, but enough of you volunteered that the most anyone had to read was 8. Thank you for taking time out of your busy schedule to help your organization.

Thank You SEOTY Readers

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|---------------------|----------------------|------------------|
| • Anna Bahvala | • Lindsey Jaja | • Crystal Ponder |
| • Patti Beck | • Valerie Knopp | • Diane Rosen |
| • Barbara Cloutier | • Laura Kockler | • David Reseigh |
| • Libby Davis | • Cindy Langert | • Julie Rinehart |
| • Dianna Delbecchi | • Jonna Marholz | • Jessica Smith |
| • Julie Dunn | • Michelle Neitzel | • Holly Ulland |
| • Joan Gamble | • Connie Nunamaker | • Toni Wells |
| • Kristen Goehausen | • Patricia O'Donnell | • Ann Wessman |
| • Lynn Hoehn | • Deanna Polakowski | • Mary Williams |

2011 National Student Employment Week as Celebrated at Moraine Valley Community College

To celebrate our student employees' successes and achievements, the Job Resource Center at Moraine Valley Community College organized and held a Student Employment Celebration Luncheon to culminate National Student Employment Week. Employing nearly 300 Moraine Valley students each year, the nominations submitted this year more than doubled from last year's nominations. Invitations were sent out to all student employees and supervisors, food was catered and the nominees were prepared with brief speeches.

The theme that resonated throughout the luncheon was the "Power of One"; one person making a difference. Job Resource Center Director, Pamela Payne, stated that student employees have the opportunity to make a difference not just within their departments, but throughout the college with the exemplary work they perform and their interactions with students, staff, faculty and members of the community.

The nominees were Yasmeen Hamarshah – Foundations Office, Laura Joy- Fine Arts Lab, Mariam Khanani- Student Life/Judicial Affairs, Aaron Lopez- Academic Skills Center, Martin Papa- Photo ID/Admissions, Jameel Shukair- Dorn Primary Center, America Reads Program

and Jawan Zeiden, Multicultural Student Affairs. Student employees and their supervisors were provided an opportunity to express how their student employment experiences have evolved. Supervisors applauded their student employees' development and growth in leadership and initiative. Jameel Shukair's supervisor



All nominated student employees and their supervisors

noted that he served as a role model for the children at the elementary school, even coming in on his days off and bringing all 600 students treats. The student employees spoke about how being a student employee has been one of the best experiences during their college careers. Academic Skills Center math tutor, Aaron Lopez, stated that "It has been a wonderful opportunity...to gain work experience because I want to become a math teacher one day."

On Friday April 15, 2011 Martin Papa was announced as the 2011 Student Employee of the Year. Working in the Photo ID/

Admissions Office for the past 1 ½ years, his supervisor Ryan Budds nominated him for his "non-stop kindness and dedication to his work." Ryan also noted in Martin's nomination letter that the Admissions Office's "success as a department can be directly linked to Martin's efforts in everyday occurrences like preparing documents for mailing, general maintenance around both work areas, and his volunteer efforts at events like College Night and numerous faculty in-service days." Martin's dedication, initiative, leadership and willingness to go above and beyond solidified him as Student Employee of the Year. Martin is an international student originally from the Philippines. Having an extra copy of his nomination letter, he sent it back home to his mother for her to read, which resulted in her crying tears of joy for what Martin has accomplished. Honored to be the recipient of the Student Employee of the Year award, Martin said that attending college and working on campus is one of the best experiences of his life.



Student employees and supervisors enjoy a catered lunch.

Judy Brown chosen as President-Elect 2010-11

Judy Brown from Xavier University was recently elected 2010-11 President-Elect for MASEA. Judy is currently serving on the MASEA board as Vice President of Professional Development, and will serve in both positions until June 30th. This immediate opening for 2010-11 President-Elect was due to Susan Alexander's departure from the board.



MASEA Conference 2011

June 21-24

Des Moines, Iowa

Register Now!

www.masea.org

Student Employee Supervisor Training Essentials

Submitted by: Anna Bahvala

It is difficult to overestimate the importance of providing training for Student Employee supervisors. Student Employee Supervisors interact with students daily. They train, motivate, guide and evaluate their student employees. They serve as role models for the development of good work ethics, such as punctuality, dependability, honesty, and efficiency. Good supervision and training guarantees good performance from student employees. Strong investment in student employee supervisor training will help to determine the quality of student employee experiences on campus, and prevent negative employment situations. The University as a whole will benefit from developing productive workers. Likewise, students will have an opportunity to develop good interpersonal and job skills as well as references to use for their future job search. Moreover, positive student employment experience will aid in retention by not only helping students meet financial need, but also making them feel more connected to the academic environment, faculty, staff, and other students. We need to be particularly attentive to training those on the front lines who work with student employees. This guide has been established for supervisor training workshops to be used across campuses.

I have established training programs over a year ago at the University of Akron and have received excellent feedback from our university staff. I have noticed that too often, student employee supervisors are given little or no training at all because they are seldom perceived as valuable resources, or because of a mere lack of time due to their other primary duties and responsibilities. In many cases managing student assistants is not

even an aspect of the supervisor's job description and, therefore, is not addressed in the supervisor's evaluation. Thus, providing several short training sessions during less busy times of the year (for example, beginning of August, November, and April) will give student employee supervisors the necessary knowledge and tools to be successful at this task. Such workshops will also motivate them to be good mentors and contribute to the overall university goal of student development.

Below, I am including an outline for the supervisor training I developed for the University of Akron campus as well as content guidelines for each section.

Supervisor training workshops on our campus are divided into two parts: I. Paperwork Basics and II. Student Employee Recruiting, Training, and Supervision. Breaking the training into two sessions cuts down on informational overload, allows sufficient time for questions and discussion, and keeps sessions short enough (60-75 minutes) for supervisors to attend without taking too much time away from their other duties and responsibilities.

Paperwork Basics.

This workshop covers the following:

1. Procedures for posting job openings. Posting jobs gives all students equal access to positions and it is a regulation for hiring students.
2. Specific student employment rules and regulations including number of hours a week students can work during the semester and summer/winter breaks; credit hour enrollment, any other guidelines specific to your University.

Supervisor Training Essentials continued....

3. The difference between Federal Work Study and Regular Student employment status. Includes general overview of how funds are allocated and awarded. Covers the difference for department's budget when hiring FWS or Regular students. Although the funding source is different, these students should be treated equally in terms of hourly wages or assigned responsibilities.
4. Paperwork and forms required for hiring a student.
5. I-9 , W-4, Direct Deposit forms and any additional forms (Including instructions on where to find these forms)
6. Employing international students
7. Student Employee pay-rates (minimum and maximum)
8. Reporting time (time cards)
9. General Information: i.e. the number of students employed on campus during the semesters and summer (your supervisors should know how busy your office is!) and your contact information

At the end of the session allow sufficient time for questions and sharing of best practices. Ask about the main concerns that supervisors have with student employee paperwork, selection, retention etc. for each department. The better discussion you have the more beneficial your training will be.

Student Employee Recruiting, Training, and Supervision.

This session covers the following.

1. How to write a job description based on departmental needs

Finding a good candidate for any position starts with a well-written job description. Supervisors should identify main responsibilities for the student assistant and any special skill-sets necessary to perform them (i.e. excellent communication skills, knowledge of special computer programs, strong attention to details). Position description should also include any additional requirements for the job, such as working during early morning hours or running errands on campus in any weather. The more specific job description will ensure a better pool of applicants for the position. Provide supervisors with a sample job description.

Job application instructions should also be indicated. At the University of Akron we encourage supervisors to require a resume submission with every on campus job application.

2. Interviewing

Anyone going through the hiring process is aware of the time and aggravation that comes with finding the right candidate for the job. The goal for the interview is to get to know the candidate and determine the right fit for the job.

- Questions should be predetermined before the interview and the same questions should be asked to each

candidate.

- Open-ended questions will help to get to know the candidate.
- Recommend using Behavioral Based Questions
- Provide a list of question samples supervisors can choose to use in their interviewing process
- Discuss questions that are illegal to ask
- Remind supervisors that it might be the first interview experience for the student. For those students who haven't worked before questions might include examples from their volunteer work, church involvement, babysitting etc.
- Encourage supervisors to follow up with a student if there were issues during interview or with their resume. We are an educational institution and we want to prepare our students for the work world.
- Ensure appropriate follow up with candidates who were not selected. An e-mail thanking them for interviewing and notifying them about the decision is appropriate.

3. Training

An on-campus part-time job might be the first ever work experience for many students. They may have very limited knowledge of appropriate work behaviors. Therefore, a comprehensive student employee training should go over even the most obvious basics. Student employees are only as good as their supervisors can train them.

In addition to specific on the job responsibilities, a student employee training should cover the following:

- Explain University Student Employment enrollment and work hours policy
- Review general departmental standards and expectations
- Explain department and university resources available – show the “big picture” and how this specific department fits in
- Discuss basic emergency procedures: what to do in case of emergency, phone numbers to call
- Outline workplace expectations/ duties
- Review how to report hours
- Discuss what type/level of customer service is expected
- Confidentiality and FERPA
- Acceptable office areas for lunch/snacks
- Call off/late reporting procedures (including how much is too much; who and when to call; are students in your area responsible for finding their own sub?)
- Visitors
- Homework
- Office supplies, copier, printer, phone etc. are NOT

Supervisor Training Essentials continued...

for personal use!

- Dress Code for student employees as representatives of not only the employing department but also the whole university.

- Cell phones, Internet, and Social Networking. Remind supervisors that their own behavior serves as the best training tool. If the supervisor always comes to work on time, is dressed professionally and doesn't spend too much time on cell phone and/or FaceBook, this sets an example of good work ethics for student employees.

4. Supervision.

The supervisory role can be frustrating at times. It is the supervisor's responsibility to deal with imperfection and act to correct behavior that is incongruent with employment standards. Supervisors' perception of students as capable and responsible employees turns into self-fulfilling prophecy for them: "...I am not who I think I am. I am not who you think I am. I am who I think you think I am."

5. Evaluations:

The performance evaluation is an opportunity for a student employee and his or her supervisor to meet and discuss the employee's job performance. Performance evaluations are necessary tools for promoting long-term growth, morale, and productivity. Performance evaluation is the time to discuss a student employee's strengths and weaknesses, clarify job expectations, ask for feedback and suggestions, and reward those who consistently meet and exceed expectations. We recommend conducting student performance evaluations every 6 months (or at the end of each semester). Provide a sample evaluation form and ask student employees to provide a "self-evaluation".

6. Addressing issues

Work-related issues will occur from time to time. Typically, problems with student employees can be divided into three categories: Performance, Behavioral, and Attendance / Punctuality (Tardiness). There are a number of reasons why supervisors might choose to ignore the issue. Most common are the following: addressing this problem creates more trouble than solves; maybe the situation will go away; doesn't like conflict; nobody's perfect syndrome; takes too much time to administer proper correction; adverse side effects (anger, resentment, absenteeism); concern about reputation and others. Although all those reasons are valid, student employee supervisors have a duty to act. This might be a great teaching moment for their student employee and the student will benefit in the long run. Moreover, addressing the issue improves overall departmental morale (other students will notice) and will increase probability of solving current and preventing future problems. We also recommend consulting Student Employment Office before

any formal disciplinary actions are taken to ensure that as supervisors are acting in a fair manner consistent with University Policy

7. How to document issues / discussion:

It is recommended that all issues and discussions with student employees are documented by supervisors to serve as a basis for future disciplinary actions.

- Document the Basics: date of the meetings and who was present
- Document the Facts: Problem, history and relevant discussions
- Document Expectations: the student should comply with the rules / policies or meet performance standards. Be as specific as possible. Expectations should be clear, attainable, and measurable.

8. Progressive Discipline Process.

The University of Akron employs a process of Progressive Discipline to collaboratively address issues of unsatisfactory performance or conduct. Since student employment is a learning experience for many students we use issues that arise as teachable moments.

- Verbal Counseling - used for minor infractions
- Written Counseling - issued after previously issuing a Verbal Counseling, or for serious infractions
- Final Written Counseling is issued if a Written Counseling has been issued within the last 12 months or for a first offense of an extreme serious nature.

- Termination

The action should be determined by the severity of the issue.

Training Session Feedback

After each training session ask for feedback from participants to be used to enhance future sessions. Participants can fill out a short feedback form or complete an internet survey (SurveyMonkey). The feedback should include the following: the most useful part of training; least useful part of the training; wish we had covered the following; and comments...

In conclusion, training student employee supervisors has multiple benefits. First and foremost, it ensures that all supervisors know basic rules and regulations for hiring students. If properly implemented, this training can serve as a great motivational tool to encourage student development. In addition, supervisor training workshops provide an opportunity for student employment coordinators to meet supervisors in person and develop relationships, since most of us know our supervisors only by e-mail or voice over the phone. Finally, it promotes an informative discussion and sharing of best practices across campus.

2011-12 Election Results

- President Elect—**Mary Williams**
- Vice President for Professional Development—**Luanne Wedge**

The Secretary position for 2011-12 is still open. If you are interested in being Secretary of MASEA please contact Barb Fahnhorst at bfahnhorst@csbsju.edu.



MASEA needs you!!

Please consider volunteering for
YOUR organization

The volunteer application can be found in the "Volunteer
Application" link on the website.

www.masea.org

Official Newsletter of MASEA



Midwest Association of Student Employment Administrators Mission

- To improve the professional services of those administrators and counselors who assist post-secondary students in securing employment.
- To inform members of trends in employment.
- To exchange ideas relative to the administration of student employment services.
- To serve effectively the interests and needs of students who desire employment to finance their education.
- To facilitate communications between educational institutions and employers of students.
- To encourage and promote educational programs which provide an opportunity for development of the individual student through an employment experience.