Student Employment Advisory Committee
Thursday, 11/16/17
3:00 - 4:00pm
Campus Center 207

Attending: Amanda-Rae Barboza Barela, Jacki Betsworth, Jacob Dorer, Adam Johnson, Nachelle Kaughman, Lisa Ray, Farhan Sadiq
Not Attending: Asher Brown, Aaron Colhapp, Jacob Geers, Amelia Nielsen, Amanda Walwood.

1. **Updates from Nachelle**
    a. First-Year Orientation update & feedback
        i. Nachelle and Joan Maze are discussing the possibility of an optional campus-wide student employment orientation time slot as part of the larger orientation. They plan to offer the Bon Appetit SE orientation window as a time to be used by all supervisors. Federal paperwork would not yet have been completed, so the session would be unpaid.
        ii. Next steps: Nachelle will send a note to supervisors letting them know of the option. For those who accept, the info will be included in the general orientation schedule and communications that are sent out.
        iii. If committee members have other suggestions of orientation time slots that might be workable for a number of departments, send them to Nachelle.

    b. January Thaw
        i. Committee members: do you have suggestions of presentations, other things that SEAC can offer that might fit with our goals and/or be unique? Share them broadly with committee members or send to Nachelle.
        ii. Suggestion: roundtable sharing event where people talk on a topic. We might not need formal preparation if we have a topic of general interest/concern. Facilitators at each table? Topic could be characteristics of successful student supervisors. Could also gather info to inform our future events, so a dual event - presentation/focus group.

ACTION: Supervisor to Supervisor subgroup will draft a soft description for a roundtable event at its next meeting on 11/29.

    c. *2018-19 Budgeting discussion slated for December 12th SEAC meeting*
        i. Before our next meeting, all SEAC members should brainstorm / solicit budget questions from other supervisors.
        ii. We will discuss budget in depth in December.

2. **Updates / Feedback / Ideas from Student Representatives**
    a. First year orientation for Bon Appetit needs improvement.

ⅰ.   Students inexperienced with the "rush" model for scheduling found themselves unable to work the shifts to which they committed. Suggestion was made that the process change.

ⅱ.   Response: there has been a supervisory changeover since last year. Nachelle has recommended "When to Work" to Bon App, which is used by ITS and the LC. Even with a good tool, scheduling this number of students is challenging. Nachelle plans to revisit contract and process details with current Bon Appetit manager Connie.

3.   **Updates from Task Forces**
   a.   [Student Learning & Professional Development](#):
      ⅰ.   "Iowa GROW" (Guided Reflections on Work) is a replicable program that draws connections between student work on campus and how it connects to NACE competencies and your academics by asking the same set of questions to supervisors and employees four times per year. We will piloting a trial with a few departments next semester. that involves questions for supervisors and students to discuss.
      ⅱ.   Suggestions: the four GROW questions could be condensed into one: how can we work together to create a better experience? Or wordsmithed into questions that work better for Mac. Make them less abstract. Add a question that speaks to the collaborative nature of the process, e.g. "How can we work together to make this work meaningful within the context of your academic/internship pursuits?" Possible modification of process: group discussion for employers who have too many students for a one-on-one conversation with each four times a year.
      ⅲ.   **What is our goal in asking the questions?** To see what students give supervisors, or to raise students' awareness of the benefits we see from their employment? Or to make high-level, broad connections between work and academics (or not)? **The goal** is to enable students to make connections on their own, with support and guidance from supervisors as needed. It is essentially an education campaign for students who may not visit the CDC.
      ⅳ.   For future: possible tracks for students to quantify the types of skills they are acquiring via work study. Handshake - locator of internships, offers for students. Supervisors can create an account and play around - it is a tool that supervisors could help raise awareness of for their students.

   b.   [Connecting Supervisors with Supervisors](#)
      ⅰ.   Heading in the direction of "What does a successful supervisor look like?"
      ⅱ.   Looked at NACE competencies and Google Oxygen employee tips.
      ⅲ.   Next possible steps: online forum, THAW session, encouragement and support to take advantage of on-campus experiences.

iv.   Suggestion for gathering feedback: possibly a form or forum for student employees to evaluate supervisors, either direct or blind. As we strive to improve as supervisors, reflection and feedback would be good tools.

v.   Connection and training - how can we best equip people to be excellent supervisors?

vi.   Suggestion: enhance the language of supervisory duties within people's job descriptions - it takes a lot of skill and energy.

vii.   Characteristics verbiage suggestions:
1.   Missing mention of hiring - is it needed? Perhaps our focus is post-hire, since there is some language in our handbook.
2.   Stewardship of resources - empower supervisors to assess whether their student employees are being used most effectively, efficiently, responsibly. This could go under "Have a clear purpose..." bullet.
3.   Under "Support and Engage…" - combine bullets 2 & 3.

c.   Recognition & Outreach
i.   Interviewing faculty. Initial conversations may reveal whether we need more systematic gathering of information. Echoes what was heard last year that support staff do quite a bit. Faculty may need a few guidelines in addition to what is already available.

ii.   Recognition (Awards): will have one national award winner but will also give out 4-6 additional awards. The group is still discussing, but criteria will be clearer and the categories will be more broadly defined.

4. **Next steps**

Next meeting: Tuesday, December 12 @ 2:00-3:00pm in CC 214

Discussion/brainstorm points from task force small group meetings:

Task Force 1: Student Learning & Professional Development
> The task force hopes to develop questions to help guide supervisors in semi-annual reviews/check-ins with their student employees. The questions and method are based on the Iowa GROW program.

> *Possible questions to guide discussion:*
- How is this job fitting in with your academics? - more applicable to tutor positions; not necessarily office assistant or RA.
- What are you learning here that's helping you in school?
- What are you learning in class that you can apply here at work?
- Can you give me a couple of examples of things you've learned here that you think you'll use in your chosen profession?

Task Force 2: Connecting Supervisors with Supervisors
> The task force has begun to develop goals & characteristics that they hope to encourage supervisors to adopt in their work with student employees:

Characteristics of Student Employee Supervisors at Macalester

- **Equip students for the job**
  - Develop skills
  - Provide necessary resources/training
- **Empower student employees to take on real responsibility**
  - Think beyond just copying/filing and seek to give responsibility to students
  - Give feedback to support professional/personal development
- **Are concerned with the personal well-being of student employees**
  - Provide a connection to the broader Mac community
  - Point students to campus resources when needed
- **Support and engage student across multiple identities, values, & beliefs**
  - Engage in the development of their own identities and experiences
  - Make decisions and actions that incorporate an awareness of others
  - Proactively create an inclusive work environment
- **Communicate clearly and effectively**
- **Help with career development**
  - Ask questions and provide insight
- **Have a clear purpose for student employees**
  - Have a specific need/framework for student employees in the department
- **Have department specific skills that allow them to manage**