

# THE HOYA HIRING GAZETTE

APRIL 2010, STUDENT EMPLOYEE APPRECIATION EDITION

## STUDENT EMPLOYMENT APPRECIATION WEEK: APRIL 11–17, 2010

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### Reminder

- Post your employment opportunities on [HoyaWorks!](#)
- Updated versions of all hiring forms are available online: [seo.georgetown.edu](http://seo.georgetown.edu)
- The last day for spring employment this semester will be May 11, 2010.
- If you plan on having student workers for the summer, Hoya Hiring Forms must be submitted to Student Employment in order to hire or re-hire them.
- Have a great Student Employment Week!
- Students should apply for Federal work-study summer funding at [Financial Aid for Summer School](#)

### WHY WE CELEBRATE STUDENT EMPLOYMENT APPRECIATION WEEK

**By: Ryan Powers, Assistant Director, Student Employment Programs**

Student Employment Appreciation Week sounds like a pretty obvious concept. Once a year we find a way to show our appreciation for our student employees and all their hard work. However, before going on auto-pilot to show your appreciation this year, we challenge you to ask, "Why should we celebrate our student employees?"

It is important to first describe some of the tasks that student employees perform for the University. We rely on these students to staff our front desks, file our papers, shelve library books, provide residence security, or sort mail. And these are just a few of the many examples in which student employees engage throughout our campus and in many departments to essentially keep this University functioning. Keep in mind, these are the same students that have papers, quizzes and tests.

They are part of athletic teams as well as social and

academic clubs. They have social lives and extra-curricular activities. To say the least, they perform a daunting balancing act.

We should then ask ourselves, "What if they stopped tomorrow?" What if the balancing act was no longer sustainable and the student employees decided to focus on any of the myriad of other issues or activities that make up their lives? It's simple: unanswered phone calls, piles of books to be shelved, unkempt papers to be filed, lapsed security, waning student services, faltering customer service, failed experiments, compromised health and safety issues, and the list goes on. The University may not be completely overwhelmed but it would suffer greatly. It is easy to imagine that many of its daily operations and services would be severely hindered to the point where it would be very difficult to achieve the University's overall goals.

Fortunately, this is never the story. Day in and day out, with the assistance of

thousands of student employees, the University hums along without skipping a beat. And almost without fail, our student employees find a way to balance their busy lives in this academically challenging environment to show up for each shift and work to best of their potential.

For this they deserve more than our appreciation. They deserve our respect and admiration. Student employment here at Georgetown University is a win-win program.

The University gets capable and dependable student employees to carry out the necessary daily duties and responsibilities. The students get valuable experience that will be useful when they enter their post-collegiate years, as well as a paycheck to help with the cost of school or to finance a night out. Just as importantly, student employment fosters a sense of community.

We realize as we work side by side with student employees that they are just as much a part of making this University work

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and run as we are a part of their education experience. It rings of the mantra, 'we are all in this together,' in its truest form.

Thus, this year during Student Employment Appreciation Week, don't look at your student and say, "Thank You." Look at your colleagues and say, "Thank You," because that's what they really are. They more than deserve it, they have earned it.



**STUDENT EMPLOYEE SPOTLIGHT:**

THE FOLLOWING RECOMAENDATIONS WERE SUBMITTED BY EMPLOYERS

**Michael Clark**

**Department: Office of External Relations**

"Michael Clark, who has worked in the Office of External Relations since September 2009, can best be characterized as always pleasant and willing to tackle any task with dedication and a positive attitude. He manages to balance his full-time schedule with carrying out the demands of his assignments, and he does it with ease.

Although Michael has been with us for only 6 months, he fits right in and has become a trusted and valued member of our team. We consider ourselves quite fortunate that he joined us this year."

**Jennifer Smith**

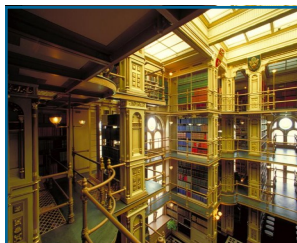
**Department: Personnel & Admin. Coordinator, Lauinger Library**

Jennifer Smith (F'10) has been working in Lauinger Library's administrative offices since her sophomore year, with a short break for a semester of study abroad. In her time here she has brilliantly accomplished an array of projects, and in particular has contributed greatly to the success of the Library's events. She keeps us all on track, confidently takes on any

task, and her good nature is always welcome, especially early on a Monday morning. We will greatly miss her when she graduates, and wish her all the best.

**Department: Special Collections Staff – Lauinger Library**

Special Collections Research Center, Lauinger Library wants to recognize our wonderful student assistants for their hard work with the University Archives, University Art Collection, Manuscripts, Rare Books, and Preservation. With their help, Special Collections can complete important projects that benefit the Department, the Library, and the University. Many thanks to Marvin Aguilar, Erin Davis, Hope Ellis, Conor Halloran, Phoebe Kunitomi, Stephen McDonald, Kate Szostkowski, and John Yi.



**Ten ways to show you care**

In search of simple and affordable ways to celebrate **Student Employment Appreciation Week?** Here are some activities that are sure to put a smile on your students faces.

- Send them a note/ email saying: Thanks!
- Bring in a different treat everyday
- Take your employees out to lunch
- Give them a gift card to their favorite lunch spot e.g. Cosi, Starbucks
- Give certificates or awards for attributes such as most congenial, most punctual etc.
- Decorate student work spaces with balloons, flowers, streamers etc.
- Give students coupons for things such as a free drink, a homemade meal etc.
- Decorate the office bulletin board with pictures of your students
- Collect small goodies from everyone in the office and make care packages for students
- Place an ad in the Hoya thanking your students for their hard work

**Conor Joseph Halloran**

**Department: Preservation Librarian,  
Lauinger Library**

Conor Joseph Halloran has continued to demonstrate his flexibility as a student worker in Lauinger Library. Over this academic year he has continued to conscientiously identify detailed bibliographic information required for materials retention decisions; facilitated the decision process for a bibliographer whose materials receive heavy circulation and require frequent repairs; prepared materials to be sent to our off-campus storage facility by vacuuming and inserting required information into our collections database; and prepared a training video for our shelvers responsible for vacuuming our collections. Conor also took a 2-hour workshop provided by Gelardin New Media Center for the purpose of editing the video prepared with Barrinton Baynes for last spring's WRLC/PAC Preservation Awareness Week. He completed editing the video into 6 "short films" that will be linked from the Library's web page to promote preservation awareness for our users.

**Department: Gelardin New Media Center, Lauinger Library**

**Timothy Bartley**

Timothy Bartley is a Supervisor Student Assistant in the Gelardin New Media Center. He is a senior government major with an economics minor. Tim began working in Copy Services in Lauinger Library in Fall 2006. He was transferred to Gelardin upon the closing of Copy Services in Fall 2007. He spent a year abroad at the University of Edinburgh in Scotland during the 2008-2009 school year. Upon his return to the Hilltop, he resumed working for the Gelardin New Media Center being promoted to a Supervisor Student Assistant. This semester Tim has been actively involved in Gelardin's effort to transfer their equipment and room reservation system from the outmoded Google Calendar to the

more robust WebCheckout system. Upon graduation, Tim will return to the University of Edinburgh to continue graduate studies in International Security.

**Candace Thomas**

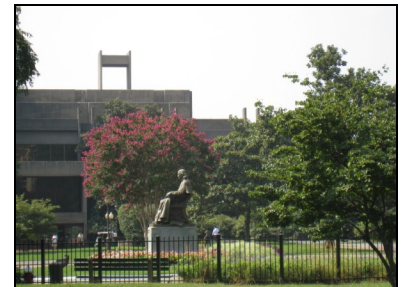
Candace Thomas is a Supervisor Student Assistant in the Gelardin New Media Center. She is a senior history major in the College and has been a Gelardin student assistant since Fall 2008. As a senior Candace is using her institutional memory and familiarity with Gelardin policies and procedures to collaborate with fellow student employees to create and develop an instructional Wiki for future Gelardin student assistants to use. Upon graduation she plans to enter the museum career field and later attend graduate school.

**Department: Lauinger Library Stacks Supervisor**

"Chris Insana, Casey Quinn, Jennifer Rokosa, Sheilagh Carey and Larissa Chiapetta have been the cream of the crop. Same goes for my Super Students - Katelyn, Theresa, & Gilbert".

**Department: Access Services, Lauinger Library**

"Their unofficial job title is "Superstudent"; however, these Lauinger Library Circulation desk students, Shane Hickey, Kelly Humphrey, Alicia Rubio, and Joel Ziebell have proven to be extraordinary "SUPER" desk student assistants since their freshman year. One example of their fabulous work performance was during "Snowmageddon 2010". When only emergency staff were  
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available, these students kept the Circulation Desk and other services such as shelving and the pulling of book paging requests on track. We will greatly miss Shane, Alicia, and Joel's excellent work and dedication to the library as they will be graduating this year. We are happy to have Kelly for one more year! Thanks again for all your excellent work. You Guys Rock!"

### Jheanelle Brown

**Department: Access Specialist – Lauinger Library**

Jheanelle Brown is a senior this year, and I am saddened to know she will be graduating soon. Her sense of humor, library-smarts, and poise (even under pressure) at Lauinger's Circulation Desk has made her an invaluable employee for years. Jheanelle has always been willing to help new students, take on special projects, and go above-and-beyond to keep our desk running smoothly. I know that Jheanelle's witty repartee and camaraderie will be missed by staff and patrons alike, and I wish her the best of luck and many smiles for her shining future.



### Heather Brock

**Department: Library Assistant, Woodstock Library**

Heather Brock, has been one of my student workers since she came to Georgetown at the young age of 17. She is bright and full of life. Her devotion to Women's rights is outstanding. I believe one day we will all read about Heather Brock at the top of her profession. I will miss her smile and enthusiasm.

### **From Daunett Hemmings, Human Resources Coordinator – Lauinger Library**

A big thank you to all our student workers. As student workers, you have not only completed a project or two for us, you have become an integral part of our library and we would like to say thank you.

### Anastasia Baran

**Department: InterLibrary Loan Coordinator, Lauinger Library**

Anastasia (Annie) Baran, ILL Super student, started working for Interlibrary Loan in the fall of 2009, a time when we were going through unexpected staffing changes and needed all hands on deck. She readily picked up ILL lending and borrowing procedures and quickly got to the point where she didn't need to ask what needed to be done. The tasks of Interlibrary Loan borrowing and lending vary daily; whether it's scanning a lengthy thesis, packaging mountains of outgoing loans, or checking in and printing out bright pink bookstraps for our patrons' requests, Annie does it all and more, without being directed. As an added bonus, she also enjoys listening to Foreigner, Journey and other Guitar Hero bands, which is a definite plus, since that's what we in Access Services listen to all day (okay, maybe just me). I am happy to recognize Annie for her outstanding work in Interlibrary Loan for Student Appreciation Week!

### Margarita Dimova

**Order/Financial Unit – Lauinger Library**

I do have a wonderful student worker and her name is Margarita Dimova. Margarita has a wonderful personality and she works well with others. She has a very good attitude toward the work and she is very reliable. She follows through on all assignments and asks questions when she doesn't understand. I really enjoy having her as my Student Assistant in the Order/Financial Unit.



**ENHANCING STUDENT SUCCESS BY TREATING  
“STUDENT JOBS” AS “REAL JOBS”**

What is the value of student jobs on campus? We have included excerpts from a paper written by Noel-Levitz, the leading higher education consulting firm, that discusses why student employment on campus is important for student retention rates in addition to student success.

**Student employment on campus:  
Background and context**

On college campuses large and small, in administrative offices, libraries, cafeterias, and fitness facilities, student workers have long been part of the fabric of campus life. As they earn money to pay for their education, they help meet staffing needs, gain valuable employment experience, and bring a vital and generally positive component to college life.

But are colleges and universities getting the most from their investment in student employees—and do educators fully recognize the value of their student employment programs in student success and retention?

Before examining these questions, let’s briefly look at the overall, expanding scale of student employment:

- To help pay for college, more than 75 percent of all college students today are employed while taking classes—a percentage that has grown steadily from 40 percent in 1961 (U.S. Department of Education, National Center for Education Statistics).
- Recent research shows that 22 percent of first-year entering undergraduates planned to work 1-10 hours per week, 30 percent expected to work 11-20 hours per week, and 25 percent planned to work more than 20 hours per week. These rates are even higher among first-generation students and among Hispanic and African-American students (Noel-Levitz, 2008).

While opinions vary about the overall value of student employment, the fact that most of today’s students will work during their college years—coupled with the researched advantages of working on campus—underscore the importance of bringing more thought, attention, and careful programming to this area.

(See chart below)



**“Most undergraduates plan to work while taking classes. Is your campus getting the most from its investment in campus jobs, and are you fully recognizing the value of these jobs?”**

**Time they are expecting to spend at work: Students at two-year and four-year, public and private institutions**

Time Expecting to Spend at Work	Students at 4 year Private institutions	Students at 4 year Public institutions	Students at 2 year institutions	Overall National Percentages
0 (I have no plans to work)	22.1%	28.2%	17.7%	23.5%
1 to 10 hours per week	25.7%	22.5%	12.5%	21.8%
11 to 20 hours per week	29.1%	32.2%	26.3%	29.7%
21 to 30 hours per week	12.1%	12.2%	21.8%	14.1%
31 to 40 hours per week	7.7%	3.9%	16.6%	8.0%
Over 40 hours per week	3.3%	0.9%	5.2%	2.8%



**Above:** Overall, more than three-quarters of incoming college students plan to work while taking classes (Noel-Levitz, 2008).

### Student involvement, engagement, and success: The important role of on-campus employment in building and retaining enrollment

Student involvement on campus has been shown to be a powerful predictor of student satisfaction and likelihood to persist in college. Numerous studies, dating from the mid-1970s to today, have indicated that students' interaction with the institutional environment—in peer relationships and in activities that create a sense of belonging—have the effect of increasing student retention (Jacoby and Garland, 2004; Tinto, 1975).

Some research also indicates that students who work a moderate number of hours perform better academically than their non-working peers (Gleason, 1993). At the same time, data from various studies suggest that while working part-time on campus encourages social integration and positively impacts student performance (Astin, 1993; Stern and Nakata, 1991), working off-campus may be negatively associated with involvement in important aspects of learning such as interaction with faculty (Furr and Elling, 2000).

For many students, and especially for those newly arrived on campus, on-campus employment can be an effective way to engage students in campus life and increase their sense of identity with the institution. Students working in a particular department often develop a feeling of connectedness as they make friends with staff members and fellow student workers and take pride in their inside knowledge of the institution. Capable and trusted staff members who take an interest in students' academic progress and general well-being—but, unlike faculty members, are not involved in evaluating their course work—often become supportive mentors or even surrogate parents for students who work with them. In many cases, these staff can create relationships that nurture ongoing ties to the institution.

### Advancing student learning: How campus jobs help to prepare students for the post-collegiate working world

Today's college students arrive with many skills and experiences unknown to previous generations, including advanced computer skills and the ability to navigate and use the Internet. At the same time, many have not worked with the public or developed the critical social skills that will likely be necessary for success in their careers. On-campus jobs can provide a supportive and nonthreatening environment where students learn to interface comfortably with the public, understand the value of teamwork, develop time-management and computer skills, and build self-esteem as they are recognized for their accomplishments.

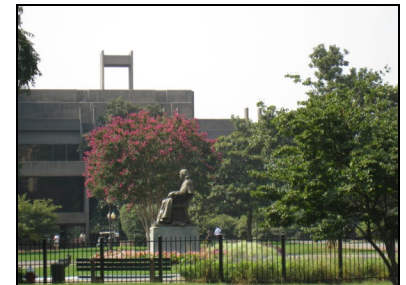
As described by Michael Coomes (Coomes, 1992), meaningful campus employment helps a student to develop integrity: "The effective student employee will take the job seriously, will recognize the value of work, and will come to appreciate the need for collaboration as a means of accomplishing goals. All of these values and many others can be learned through student work." Students also report that campus jobs help them learn to work with people who are different from themselves, understand how to operate in diverse situations, learn about themselves as individuals, achieve competence, and help others (Magolda, 1992).

Ultimately, a positive work-study or other on-campus work experience will result in a student having gained valuable job skills and a high degree of self-confidence, as well as the motivation to continue to perform at the highest level after leaving the institution and entering the world of work. In addition, the network of relationships developed through on-campus employment continues to serve the student as he or she graduates, as supervisors provide references for students applying to graduate school or full-time jobs, thereby helping students to make that critical first step in launching their careers.



**“With campus jobs, students automatically become involved within the campus community, resulting in greater student success and retention.”**

Reprinted with permission. Noel-Levitz, Inc. All Rights Reserved. The complete report is available online. For more information, visit [www.noellevitz.com](http://www.noellevitz.com). For a 2-minute video featuring online training for student workers, visit [www.noellevitz.com/PREVIEW](http://www.noellevitz.com/PREVIEW).





## Frequently Asked Questions About HoyaWorks! At [www.seo.georgetown.edu](http://www.seo.georgetown.edu)

**Q: Can I edit the job application?**

**A:** Yes, you can add, edit, and delete questions to the job application. The only questions that Georgetown requires be asked of students are those marked with gray backgrounds. The job application is revised in the job posting process or from the *Manage Jobs* page (if the job is already posted), and any additions to the application will be reviewed by an administrator. For detailed instructions on how to revise the application, please see page 9 of the User's Guide.

**Q: How will I know when someone has applied for one of my jobs?**

**A:** Each time an application is submitted for a job in which you are named either the primary or secondary contact, the system will send you an email. You can follow the link in that email to review applications or you can logon as usual to the Web site, then select View Applicants from *My Control Panel*.

**Q: A student applied in-person for a job I posted online. Can I hire them through the student employment Web site?**

**A:** Yes, the system is designed to handle hiring of both online and in-person applicants. Wherever you click Hire from – *My Control Panel*, *Manage Jobs*, or *View Applications* –

the next screen will allow you to select from a list of online applicants or write in other name(s). The hiring process will ask for the student's Georgetown ID number and mailing address – please be sure to have that information available to you at the time of hiring.

**Q: I know I can change the status of a job, but how?**

**A:** To move jobs among Listed, Review, and Storage modes, go to *My Control Panel* and click Manage Job next to the job you want to control. On the next screen, a number of small windows will display, one of which is labeled *Update Status*. Click the **destination** status.

**Q: What paperwork do I need for student workers?**

**A:** If you are hiring a student for the first time, he or she will need a Hoya Hiring Form, position description, I-9, and federal and state tax forms. Please make sure to attach copies of students' identification documents to the I-9 when you submit it. Students who have previously worked for Georgetown require only an HHF and position description, unless their I-9 documentation has expired or they would like to make a change to their tax status.



Visit us on the web!  
<https://seo.georgetown.edu>

**THE GEORGETOWN UNIVERSITY  
STUDENT EMPLOYMENT OFFICE**

G-19 Healy Hall  
Box 571252  
Georgetown University  
Washington, DC 20057

Office Hours:  
9 AM to 5 PM  
Monday through Friday

Phone: 202-687-4187  
Fax: 202-784-4877  
E-mail: [finseo@georgetown.edu](mailto:finseo@georgetown.edu)

Staff Information:  
Heather Ball, Associate Director  
7-3746, [hcb22@georgetown.edu](mailto:hcb22@georgetown.edu)

Ryan Powers, Assistant Director  
7-3916, [rwp9@georgetown.edu](mailto:rwp9@georgetown.edu)

Kelli McLeland, Assistant Director  
7-8393 [kam267@georgetown.edu](mailto:kam267@georgetown.edu)

**HOYA HIRING GAZETTE**

**Editor**

Lara Otunla  
Class of 2010  
McDonough School of Business

Do you have an exemplary student you would like to have featured in an upcoming edition of the Hoya Hiring Gazette?

Would you like your department to be featured in our Employer Spotlight?

Do you have effective and innovative student employment resources (policies, manuals, etc.) that you are willing to share?

Contact the staff of the Hoya Hiring Gazette at [finseo@georgetown.edu](mailto:finseo@georgetown.edu).

We are looking for great submissions!

Look for our next edition this summer!



The Student Employment Office is a division of the Office of Student Financial Services at Georgetown University. It serves as the human resource office for Georgetown undergraduate, graduate, law, and medical students. SEO administers the Federal Work Study program in addition to providing on-campus employment and employment referral services.



**TO OBTAIN UPDATED VERSIONS OF ALL HIRING PAPERWORK,  
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