

RSAP Supervisor Handbook Contents

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Introduction

Welcome to the Rhodes Student Associate Program! The RSAP program was developed in 2004 with the goal of giving students real-life work experience and professional responsibilities that are not traditionally associated with on-campus employment. In the past 5 years, the program has grown to include over 100 positions, in more than 40 academic and administrative departments. These students represent the best Rhodes has to offer.

This handbook has been compiled for your use by the RSAP coordinators in the financial aid office. In its pages, you will find tips for creating RSAP position proposals and job descriptions. The handbook also serves as a guide to filling the position(s) in your department, with tips on reviewing applicants, interviewing, and hiring processes.

You will additionally find a list of your duties as an RSAP supervisor and the general expectations of the program. In the back of the handbook, we have included a forms section, which has all the necessary forms that you might need throughout the year in your role as a supervisor. Please keep this guide as a reference for your use throughout the entire year.

Thank you for your commitment to this program and the students of Rhodes. We hope that you find the RSAP 09-10 Supervisor Handbook helpful, and we are always here to answer any other questions that arise.

Contact Us

Amy Aughinbaugh
& Katie Yewell
Financial Aid RSAs
RSAP Coordinators
finaid@rhodes.edu

Getting Started

Proposals

In order to maintain the quality that the RSAP committee finds to be so central to the program, we require all positions to make official proposals that are subsequently analyzed and approved by the committee. The standard proposal form can be found on the RSAP website, in the Financial Aid Office, on the FacStaff Server in the Financial Aid public folder, and in the forms section of this handbook on page 16. This form outlines what the committee expects to see from such an application.

When considering proposals, the committee uses a standard scoring guide that ranks proposed positions on several criteria including:

- Position autonomy
- Academic connection
- Student responsibility
- Strength of proposal
- Supervision

Once a proposal has been approved or declined, the Financial Aid Office will inform the supervisor in a timely manner, so that the supervisor can begin the process of hiring a new student worker. The committee will also provide feedback if a proposal is declined. The feedback will include reasoning for the decline and possible suggestions to improve a future proposal. If you would like more information concerning the application process, feel free to contact the RSAP student coordinators through the Financial Aid Office.

Job Descriptions

The Financial Aid Office maintains an up-to-date job description on file electronically for every active Rhodes Student Associate position. To this end, the Financial Aid RSAs will ask for an updated job description at the beginning of each academic year. This is your opportunity, as a supervisor, to make any official changes to the original intent of the position. It is helpful once your position has been approved by the committee for you to submit a revised job description to the Financial Aid Office with the addition of any requested amendments. This way the description, which is posted for potential applicants, will be as accurate as possible.

An effective description should include specific student associate responsibilities, job requirements, the name of the direct supervisor for the student associate, and as much information regarding the scope of the job as you can provide. The more specific and accurate your description is, the more likely you are to find an applicant who is truly a good fit for your position.

Hiring

Once your position is approved and you have begun the process of hiring, it is best to keep in mind the goals of the program. Remember that the Rhodes Student Associate Program is meant to give students real-life work experience that they can apply to their future careers. If an applicant seems uninterested in gaining workplace experience, perhaps a RSA position is not best for him or her.

Keep in mind that Rhodes Student Associates represent the best of the student body. We are looking for exceptional students who are bright, responsible, and have great potential. Remember that sometimes brightness and potential are not necessarily quantifiable. Ultimately, the selection is a judgment that you must make based on your interaction with the student and a gut feeling.

To aid you in this process, the following section contains hiring procedures and tips provided by the RSAP committee.

Hiring Practices and Procedures

Description of the Rhodes Student Associate

- A full-time student in good standing who maintains a minimum GPA of 2.75.
- Is, unless otherwise specified and approved by the RSAP committee, a rising sophomore when he or she joins the program.
- Must apply via normal RSAP application procedures. An application form and resume are required to be submitted to Financial Aid.
- Must participate in a structured interview prior to employment.
- Is subject to and protected by Fair Labor Standards Act and other pertinent labor and tax regulations.
- Must complete a federal I-9 form and supply required identification documents prior to beginning work.
- Is hired and paid via normal student employment processes.

Hiring the Rhodes Student Associate

Step 1: Review Applications

- The Financial Aid Office will make applications available in the public Financial Aid folder on the FacStaff fileservers under “RSAP Applications.” Details will be emailed to participating RSAP Supervisors.
- Applications include on-campus references and a self-reported GPA. Mentors are encouraged to contact these references (see pg. 10 or 17 for Reference Questionnaire) and verify the applicant’s GPA. The Financial Aid Office will also go through a process of GPA verification.
- Mentors may recruit applicants. However, *it is NOT acceptable for a supervisor to pick a student without undergoing the other requirements.* Students must go through the formal application and interview process to be considered for the program.

Step 2: Interview Applicants

- After initial screening, conduct a structured interview with at least two, but preferably three or more applicants. The interview is a crucial part of the overall RSAP experience for the student.
- Use a previously compiled list of interview questions, and ask the same questions of each applicant you interview.

- Human Resources and the RSAP committee have composed an interview guide to assist you with this part of the process. See pg. 12 for a sample list of interview questions.
- Remember to maintain records of each interview. The RSAP committee has put together an Interview Form, which can be found on page 17. An interview form should be completed for each applicant that is interviewed.

Step 3: Select Applicant

Decision Deadline: Monday, March 29, 2010

- Choose the student you wish to hire. Meet with that student and go over all details of the job. Although personal preference is a part of this choice, maintain an analytic attitude and choose the student best suited for the position.
- Use the standard Request to Hire form to initiate the student's assignment. This form is available in the Financial Aid public folder on the FacStaff fileserver or upon request from the Financial Aid Office. There is also a copy of this form on page 20 of this handbook for your reference.
- Complete all items of the Request to Hire form, including approximate total pay and student signature. Return the completed, signed form to Rhodes Express no later than **March 29, 2010**.
- Note: If the college does not have an I-9 on file for your student, you and the student will be notified. This form must be completed prior to beginning work as an RSA.

Step 4: Schedule the Student Associate

- When the new RSA has been officially authorized by the Financial Aid Office, both you and the student will receive a notification through email. Keep a copy of this notification for your records.
- New associates will be trained from April 5 through April 23, 2010. Training may occupy **no more than 10 hours per week**.
- Note: If the Student Associate's record does not appear on Kronos, then the student has not been set up on payroll. Contact Financial Aid before allowing the student to work.



SAMPLE

RHODES STUDENT ASSOCIATE PROGRAM

Student Application 2010-2011

This application must be returned on or before **February 26, 2010, 5 p.m.**
to **Rhodes Express in Burrow.**

Name _____ Rhodes ID _____

A. Campus Contact Information:

Mailbox # _____ cell phone _____ email _____

B. Academic Information:

Class: 2011 2013 Major(s) _____

2012 Overall GPA _____ Major GPA _____

D. Other Information:

1. Are you currently employed at Rhodes as a student employee (including residence life assistant, research assistant, peer tutor, intern, or other program)? If yes, list department and supervisor.

No ____ Yes ____
Department _____ Supervisor _____

2. Provide names of two references from Rhodes faculty or staff who have agreed to provide reference information, upon request, in support of your application for RSAP.

Reference _____ Reference _____

3. Please mark any areas in which you are skilled:

Microsoft Office Web Design Laboratory Skills: Area? _____

Graphic Design Language Proficiency _____ Other _____

4. Please list any positions you would like to be expressly considered for. (This is not required.)

E. Additional Application Material: Attach a copy of your **résumé** and a brief **essay** outlining your interest in and motivation to participate in RSAP.

F. Pledge. I pledge that all information supplied here and submitted with this application for the Rhodes Student Associate Program (RSAP) is accurate, in accordance with the Honor Code.

Student Signature

Date

SAMPLE

Checklist for reviewing resumes or application forms

- Review the job description(s) for the position(s) you are attempting to fill. Note minimum requirements needed and refer to them often as you review resumes/applications.
- Ignore the applicant's name, address or personal information to limit subconscious biases.
- Check work experience for applicability to the position for which they are applying, length of time in each position, promotions or awards received, reason for leaving each position.
- Check educational background for qualifications necessary to successful job performance.
- Note special skills (i.e. computer software, office equipment).
- Note on a separate piece of paper any pertinent questions that arise when reviewing the resume/application and ask those during a telephone screen or email conversation.
- Divide resumes into three groups: one for those that closely match job requirements and for which a telephone screen or email conversation is appropriate, one for those who meet some requirements and may be considered secondarily and one for those who do not meet the requirements at all.
- If necessary, screen the top group again to further narrow down the candidates. On average, about 10 resumes per open position should be sufficient.
- During the telephone screening or email conversation, briefly describe the position, location, and hours and ask if the candidate is still interested in being considered. If so, ask for brief clarification on any important questions raised during your initial review.

Employment Reference Procedures

Prepare for the reference check

- Review the candidate's resume and/or application.
- Review the job qualifications and prepare questions *relevant to the position*. For instance, if the position for which you are hiring does not have any supervisory responsibilities, you do not need to ask the references about supervisory skills.
- Do not delay. Begin checking all references as soon as possible. The longer you procrastinate, the greater the risk of losing the candidate.

Tips for effective reference-checking interviews

- Explain both your intent and how long the questions will take to the reference.
- Describe the position and the functions of the open job to the reference.
- Follow the questions you prepared to avoid getting sidetracked and to ensure consistency and reliability. Ask open-ended—rather than yes or no—questions to collect more information on the candidate.
- Use follow-up questions for clarity and thoroughness.
- In your interviews with reference contacts, strive to obtain *job-related* facts and relevant information based on past behavior and experiences, rather than opinions. Ask for examples of specific incidents.
- Stay on the alert for any signs of evasiveness or unusual pauses.
- The laws protecting candidates against discrimination also apply when conducting reference checks. Avoid questions concerning age, race, sex, religion or national origin. Typically these are not job-related questions.

RSAP – Reference Questionnaire

Student's name: _____

Position Applied For: _____

Name and Title of Respondent: _____

1. What were his/her impressions of the student and in what capacity did they interact?

2. How would you rate this person? (Above Avg., Avg., Below Avg.)

Quality of Work	_____	Adaptability to change	_____
Professionalism	_____	Interpersonal Skills	_____
Dependability	_____		

3. What were his/her strong points?

4. What do you consider his/her areas for improvement?

5. Would you recommend the student for the intended position?

General Observations:

Interviewing Guidelines

Pre-Employment Interviews

Every question that you ask in an employment interview, and every observation that you make must be measured to see if the question is demonstratively predictive of success in the position.

Take great care to assure that all communications with an applicant are friendly but strictly professional. They should not stray into any inappropriate area.

The Interview

The interview is a give-and-take process, with both parties offering and receiving information. If you talk more than the candidate does, you are not getting the information necessary to make an objective decision. Although it is important to inform the candidate of job demands and expectations, the primary purpose of the interview is to assess the applicant. This can only be done by listening to their responses.

Interviews are more than the review of a candidate's education and work history. At its best, interviewing is a process of mutual discovery that begins with the first meeting and continues throughout the employee's career with Rhodes. Initial interviewing techniques often establish the pattern of communication for the duration of the student's employment.

Be extremely careful with the questions you ask. Keep in mind that Rhodes College adheres to fair employment standards. If you have questions as to the appropriateness of a question or the standards of the college, please contact Human Resources.

Sample Interview Questions

Use this as a guide. If you find the questions incompatible with your position, feel free to create your own. Do not forget to record each applicant's answers. The RSAP interview form should also be filled out, and is located on page 17 of this handbook.

Questions/responses:

1. Tell me about your greatest strength. What is an asset you will bring to our college and the _____ department?
 - This question works well as an icebreaker because most people are fairly comfortable talking about what makes them special and what they like.
 - Watch out for people who give long inventories of “fluff adjectives” regarding their nobler traits, such as hard working, intelligent, loyal and committed. As always, listen with a critical but fair ear.
 - If a student's answer is vague or too short, ask them to elaborate.
2. What is your greatest weakness?
 - This question can be somewhat unnerving. Despite this, it can be extremely enlightening to see how an applicant reacts to pressure.
 - A candidate that responds that they have no weaknesses may indicate an unwillingness to take direction. Look for responses that indicate honesty, but also the ability to work on their admitted weakness.
3. What would your current supervisor (if you have one) say makes you most valuable to them?
 - If a candidate has difficulty articulating how his/her boss's job was made easier, then question what their boss focused on during the last performance review.
 - This question may not be applicable to students who have not previously been employed. Do not discount them because of this.
4. What are the broad responsibilities of a _____ (job title related to student associate position)?
 - This question challenges a candidate to do some out-loud brainstorming that helps differentiate and order primary and secondary job responsibilities.
 - Beware of a candidate who replies to this query with generic lists of duties.
5. What aspects of your potential job do you consider most crucial?
 - This question can result in a list of specialty areas that either match your needs or fall short of your expectations.
 - Look at the candidate's initial response in order to identify his/her comfort zone and plans for initially attacking the new job. The student associate program wants students with the ambition to improve their position as well as their professional skills.
6. Do you consider your technical abilities basic, intermediate, or advanced?
 - This question may be expanded to get a clear picture of a candidate's ability by asking how technically oriented they are compared to their peers. Some job-specific skills may have to be taught as a part of training. A lack of basic computer skills or the like, although fixable, may indicate the student is not ready for your position

Now What?

So you have now completed the hiring process, including interviews and references. You have also turned in the appropriate forms to the Financial Aid Office, including the request to hire. You can now begin the actual job—mentoring your Rhodes Student Associate.

Scheduling

Refer to the dates given to you by the Financial Aid RSA about when your Student Associate can begin work. Within the first few days on the job, work with your student to make a consistent schedule that can be followed by the student and is convenient for you as well. Make sure the schedule has at least 10 hours per week. It is advisable to have a few extra hours so that the associate can be flexible with which hours to come in depending on their other responsibilities—especially during strenuous academic weeks.

You may wish to email your student worker a few days prior to the start of work to set up a time to meet. It is important to remember throughout this whole process that your student associate is exactly that—a student first. As our requirement of a 2.75 GPA implies, academics are a priority to our program.

Once you have reached an agreement concerning schedules, sit down with your student and discuss your expectations of their position. Some common discussion points may include:

- Do you expect them to work independently?
- Once an assigned project is completed, are there any ongoing or long-term department tasks the RSA can assist with?
- What is the relationship you expect with your student? Formal or more casual?
- Can your student worker propose new projects or is your style of leadership more rigid and task oriented?
- What are some skills the hired student needs to be trained in to be effective in your work environment?

In short, what needs to be done in order for your Rhodes Student Associate experience to be most beneficial to you as supervisor and the associate?

Once you and your student are clear on both your and their expectations, the real RSAP experience begins. It is at this point that your student can excel and show you how truly adept they are at the position you have given them. If your student seems to be thriving, and is maybe even finishing things before expected, talk about adding responsibilities. This is a process that will differ with every student and requires flexibility. Learn to work with your student as a person, keeping in mind their own skills and weaknesses.

Other RSAP Supervisor Duties

Once you and your student are set up and have begun to work together comfortably, all that remains is your routine supervisor responsibilities.

- RSAP supervision- mentor and boss
 - You must always remain your student associate's employer but keep in mind their student status. You are as much a mentor to them as a boss.
- Annual and biannual responsibilities
 - Update job descriptions at request of RSAP student director
 - Complete mid-year evaluations (copy in Forms section)
 - Complete end-of-year evaluations (copy in Forms section)
- Keep the Financial Aid Office informed of any problems that arise
 - Attendance- your student associate seems to be lost
 - Insubordination- we may wish to schedule mediation with Financial Aid.
 - Lack of follow through
 - Miscellaneous other problems
- Act when informed of problems from Financial Aid
 - Hours above or below standards- monitor and adjust tasks to satisfy the 10 to 15 hour per week requirement
 - Your student associate's lack of completion of Moodle journals- discuss with your worker
 - Associate's absence from required seminars- discuss with your worker
 - Any problems of which you are otherwise notified
- Stay in communication with the Financial Aid Office
 - If you have an upcoming sabbatical, inform us so administrative changes can be made in advance
- Attend supervisor training as opportunities arise

Forms

Use this section as a reference and to make copies of any necessary documents.

Additionally, electronic RSAP forms can be found online at <http://www.rhodes.edu/finaid/11060.asp> or on the FacStaff fileserver in the Public Financial Aid Folder under “RSAP.”

Proposal for New Position

Rhodes Student Associates Program 2010-2011

Deadline: October 23, 2009

Instructions: Please fill out this form in its entirety and attach a proposal as described below. The person listed as “potential supervisor” must be the faculty or staff member who will be the direct and immediate supervisor for the student on a daily basis, should the position be approved.

TO BE COMPLETED BY THE PROPOSING DEPARTMENT

Department: _____ Potential Supervisor: _____

Number of current RSAP students in department: _____

Number of previously submitted proposals: _____

Proposal Instructions: Please attach a written proposal describing the position your department proposes. Include a description of the position, benefits to the department and the college, specific student associate responsibilities, and requirements for the student associate (such as major, technical skills, and so forth). The proposal should be about one page in length.

TO BE COMPLETED BY THE RSAP COMMITTEE (office use only)

Date: _____ Decision: Accepted Rejected No decision

Reason for decision/ Notes on proposal discussion:

With the proposal attached, please return this form to the Financial Aid Office through Rhodes Express or email it to finaid@rhodes.edu. Please direct questions to Amy Aughinbaugh or Katie Yewell, Financial Aid RSAs and RSAP coordinators, at finaid@rhodes.edu.

RSAP Reference Questionnaire

Student's name: _____

Position Applied For: _____

Name and Title of Respondent: _____

1. What were his/her impressions of the student and in what capacity did they interact?

2. How would you rate this person? (Above Avg., Avg., Below Avg.)

Quality of Work _____

Adaptability to change _____

Professionalism _____

Interpersonal Skills _____

Dependability _____

3. What were his/her strong points?

4. What do you consider his/her areas for improvement?

5. Would you recommend the student for intended position? .

General Observations:

RSAP Interview Questions

Applicant Name: _____ **Date:** _____

Questions:

1. Tell me about a past experience that applies to this position and how it will help you if hired.

2. What specifically interests you about this position/program?

3. Tell me about a time when you went beyond the call of duty.

4. Tell me about an accomplishment of which you are the most proud. What makes it so important to you?

5. Tell me about a time you used your **spoken** communication skills to get a difficult point across.

6. In what kind of work environment are you most comfortable: structured, unstructured, team, independent, etc... Describe why you excel in that environment.

7. What software packages are you proficient in using? (Rate your skill level in the software that you have or are using .beginning, intermediate or advanced) Only ask for skills that are applicable to the position.

Word -Beg. Int. Adv. Access - Beg. Int. Adv.

Excel -Beg. Int. Adv. Outlook -Beg. Int. Adv.

PowerPoint -Beg. Int. Adv.

8. If you were selected, would you be available for at least 10 hours per week? Do you have the flexibility to add this to your schedule and maintain academic excellence?

Additional Program Specific Questions: (Choose 2-3 questions from this list and ask each candidate the same questions.)

9. Describe an important event that you have helped organize.

10. This position requires the ability to work occasional weekends and evenings to help with events. Are you able to meet this requirement?

11. Tell me about your writing and editing experience.

12. Do you have experience doing data entry and updating databases? If so, explain in detail.

13. What web editing software packages are you proficient in using? (List the software and rate your skill level in the software as beginning, intermediate or advanced). Keep in mind that these skills may need to be taught.

14. What would you bring to the position /program that other candidates would not?

15. What motivates you at work?

16. What kind of work do you *not* want to do?

17. Describe a (recent) situation in which you had to quickly establish your credibility and gain the confidence of others. How did you achieve this?

18. How do you think your co-workers/classmates would describe you?



Rhodes College

— 1818 —

Request to Hire Student Employee Rhodes Student Associate Program 2010-2011

Manager Section. I request that the following student be employed as described below.

Student: _____ Rhodes ID: R _____

Department: _____ Dept Code: _____ Immediate Supervisor: _____

Job Title: Rhodes Student Associate (Be sure to list the actual title of the position other than RSA, for example Community Liaison...) _____

Job Details: Start Date: _____ End Date: _____
(No Earlier than Aug. 26, 2009) (No Later than May 8, 2010)

Pay Rate: \$ _____/hour
(\$10.75/hr for first-time associates)

Estimated Total Pay: \$ _____ (# hrs/wk X number of weeks X pay rate)
(Note: a full academic year has thirty-two weeks of eligible employment, not including holidays, as student associates may not work during academic holidays i.e. winter and spring breaks)

Requested by: _____ Date: _____

Student Section

I accept this Rhodes Student Associate assignment and the additional responsibilities connected with an RSA position including but not limited to monthly journals and required seminars. I understand the job description, duties, responsibilities, and my work schedule. I understand that I am required to complete I-9 and W-4 forms and submit them to the Financial Aid Office, as directed, before I begin this work-study job.

Accepted by: _____ Date: _____

Student Employment Managers. . . .

- **Be sure all sections are complete, including the job description and student signature.**
- **Send your Request to Hire to Rhodes Express.**
- **Wait for e-mail authorization to schedule this student.**
- **Keep copies for your records.**

FA Office: _____ I-9 Complete: _____ Banner Authorization Marked _____



RHODES STUDENT ASSOCIATE PROGRAM

Student Associate Mid-Year Evaluation Fall 2009

Student Associate _____

Campus Department _____

Supervisor _____

Instructions to the Supervisor: Please complete each item below, giving as much specific information as you feel necessary. Please discuss your evaluation with your student associate **before** the student leaves for the semester. *Remember, completion of this evaluation expresses your continued interest in RSAP.*

On average, how many hours per week did the Student Associate work?

List specific responsibilities and/or projects of the Student Associate during the Fall 2009 semester.

How has the Student Associate added value to your department over the past semester?

What are the Student Associate's strengths?

What areas for improvement are recommended for the Student Associate? Be specific and suggest ways to manage these goals.

Check the level of performance (ranging from excellent to unsatisfactory) that best fits the characteristics of the Student Associate.

Characteristics	Excellent	Very Good	Average	Marginal	Unsatisfactory
Desire and willingness to take on new assignments					
Willingness to work through an assignment to completion					
Ability to communicate					
Quality of work					
Dependability					
Attitude toward work					
Attendance					
Punctuality					
Judgment					
Resourcefulness					
Cooperation					
Willingness to get along with others					
Ability to accept and act on criticism					

Supervisor's Signature

Date

Student Associate's Signature

Date

Please return a copy of the evaluation to:
Rhodes Express or
finaid@rhodes.edu
By December 9, 2009



RHODES STUDENT ASSOCIATE PROGRAM

Student Associate End of Year Evaluation

Student Associate _____

Campus Department _____

Supervisor _____

Instructions to the Supervisor: Please complete each item below, giving as much information as possible. Please discuss your evaluation with your student associate **before** the student leaves for the semester. *Remember, completion of this evaluation expresses your continued interest in the Rhodes Student Associate Program.*

On average, how many hours per week did the Student Associate work?

List specific responsibilities and/or projects of the Student Associate during the Spring 2010 semester.

How has the Student Associate added value to your department over the past semester?

What are the Student Associate's strengths?

What areas for improvement are recommended for the Student Associate?

Check the level of performance (ranging from excellent to unsatisfactory) that best fits the characteristics of the Student Associate.

Characteristics	Excellent	Very Good	Average	Marginal	Unsatisfactory
Desire and willingness to take on new assignments					
Willingness to work through an assignment to completion					
Ability to communicate					
Quality of work					
Dependability					
Attitude toward work					
Attendance					
Punctuality					
Judgment					
Resourcefulness					
Cooperation					
Willingness to get along with others					
Ability to accept and act on criticism					

Supervisor's Signature

Date

Please return a copy of the evaluation to:
 Rhodes Express or
finaid@rhodes.edu
By April 26, 2010

Conclusion

Thank you for your continuing commitment to the Rhodes Student Associate Program and its participants. We will be in contact with you throughout the year regarding seminars and general policies and procedures, and also to address any problems that arise.

We hope that this handbook will serve you well during your time as a supervisor in the program. If you have any further questions that have not been addressed, please contact the RSAP coordinators in the Financial Aid Office. Furthermore, if you have suggestions or comments regarding the program feel free to contact us. We are continually looking for ways to improve the Rhodes Student Associate Program.