

**Student Employment Handbook
For
Supervisors**

2009-2010



Student Employment
Office of Financial Assistance
312 Johnson Hall
(919) 760-8841
rhnesan@meredith.edu

<http://www.meredith.edu/finaid/student-employment.htm>

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Notes:

The Student Employment Program at Meredith College provides valuable experience to students both inside and outside of their field of study. Students who work part-time while in school not only gain work experience but help contribute to the cost of their education and reduce their loan indebtedness. The purpose and objectives of the program are

1. To furnish valuable work experience for qualified students through the performance of necessary jobs on campus
2. Provide students opportunities to develop skills and identify interest that will later support their candidacy for internships and job searches.
3. To provide financial assistance to students to help fund their academic studies.
4. To ensure that student employment policies and procedures are in compliance with federal, state, and local laws.

The guidelines, policies, and procedures contained in this handbook have been developed toward meeting the needs of student employees and their supervisors.

Employment Programs

Through the Student Employment Program, Meredith College offers three programs to assist degree-seeking students looking for employment. Jobs posted on <http://www.meredith.edu/finaid/fws.htm> are offered through the Federal Work Study (FWS) and College Work Study (CWS) programs. Job Location and Development (JLD) opportunities can be found on the Office of Financial Assistance website.

A. Federal Work Study (FWS)

The FWS Program is a federally subsidized program designed to promote part-time employment of students to help them avoid excessive debt while in college. FWS is available to both undergraduate and graduate students who demonstrate financial need. Graduate students are not initially awarded FWS, but can make a request to have FWS included in their award package. Priority is given to those students who have completed the necessary paperwork by the appropriate deadlines. To be eligible for employment under this program, the student must be degree seeking, have financial need according to the FAFSA (<http://www.fafsa.ed.gov>), be making satisfactory academic progress and enrolled in at least a half time basis (6 credits for undergraduate and 5 credits for graduate) during the academic year (fall and spring semesters).

B. Campus Work Study (CWS)

The CWS Program is on-campus employment, funded by Meredith College. This program is not based on financial need. The student is **not** required to file a FAFSA. The student must be degree seeking and enrolled in at least a half time basis (6 credits for undergraduate and 5 credits for graduate) during the academic year (fall and spring semesters).

C. Job Location and Development Program (JLD)

The JLD program is designed to provide resources to assist students with finding off campus employment for students, regardless of financial need. We have been successful in placing students in a variety of businesses, as well as with child care opportunities.

Students who work part-time while in school not only gain work experience but help contribute to the cost of their education and reduce their loan indebtedness.

The Student Employee

Working with student employees can be a rewarding experience. Student employees often bring enthusiasm, energy, and a deep desire to learn to the workplace. Student employees may initially need more guidance than other workers. Your employment of them may be their first job, an experience during which they will gain the necessary skills for them to be successful later in life.

The biggest misconception that employers have about student employees is that they are not "real" employees; this is not the case. Student employees have all the rights and responsibilities as any other employee. However, there are some key differences between a student employee and a regular employee. It is important to remember that student employees are in a period of transition. Education is their top priority at this stage in life. Their student-employment is a key component of that education and is a time when they may learn business etiquette, customer service, time management, and myriad other skills.

While going through this critical stage in their lives, students deal with diverse and complex issues including:

- autonomy – learning to be self-directed and self-motivated
- identity – understanding their role in the workplace and in society
- moral and ethical development – learning the proper behaviors required of productive citizens, especially in the workplace
- personal concerns – dealing with family issues, romantic relationships and friendships
- concerns about classes – worrying about grades and relationships with their professors
- concerns about their futures – wondering what they will do with their lives and how they will fit into the world

While it is important to make allowances and understand the issues that students face, you are also presenting them with an opportunity to become professionals. One aspect of becoming a mature adult is learning how to put personal issues aside in order to perform one's duties. You can help student employees by being flexible and nurturing and at the same time setting clear guidelines, rules and boundaries.

Don't walk in front of me, I may not follow; Don't walk behind me, I may not lead; Walk beside me, and just be my friend.

Albert Camus

Your Role as a Student Supervisor

Student supervisors serve a dual role: that of employer and educator. As a student supervisor, you are instrumental in assisting a student not only with career growth, but with his or her personal growth as well. This role will have a lasting impression on the students you supervise.

For instance, you may encounter a student who does not understand the importance of communication skills. Remember that your student employee is smart and willing to learn, but it is up to you to give guidance. In this case, you should take the time to explain what good communication skills are, why they are important and how they will make the student more attractive to future employers.

You should also provide students with training for the skills you would like them to learn on the job. Be understanding if they don't get it on the first try. You might make reading material about those skills available so that when the student employee has no work to do, he or she can be studying useful information. Provide opportunities for the student employee to learn about other aspects of the workplace. Explain the purpose of the work that the student employee performs and the role that it has in the functioning of your department. Some tasks may seem menial to student employees, but if they realize the importance of each task, then the student employee is more likely to bring enthusiasm even to small jobs.

Because a student employee's main objective is the pursuit of an education, employers need to afford students some flexibility in their jobs while keeping in mind that just like any employee, students have rights and must be treated with respect. Supervisors must also keep in mind that working while attending college is part of the student's overall education. When given the responsibility to supervise a student employee, it's important to understand there's an educational responsibility as well. The best supervisors see themselves as mentors and guides to assist students to succeed at the university and in their future careers.

Student Eligibility Requirements

All undergraduate and graduate students who are enrolled with at least half-time enrollment (six hours per semester for undergraduate students and three hours per semester for graduate students) and accepted into a degree program are eligible to apply for FWS. Students must demonstrate financial need as calculated by the Free Application for Federal Student Aid (FAFSA) and must be citizens of the United States or eligible non-citizens. Additionally, students must be making satisfactory academic progress.

How Students Apply For Work-Study

To apply for participation in the Federal Work-Study Program, all students must complete a Free Application for Federal Student Aid (FAFSA) indicating they are interested in a work-study job. Continuing work-study students who wish to return to their job the following year need to tell their supervisor in the spring term and complete the FAFSA.

Once the FAFSA information is processed, the Office of Financial Assistance will send an Award Notification Letter to the student offering a FWS award for the academic period if there is substantial need. Because work-study funds are limited, students should submit the FAFSA and any other requested documentation early in the year.

On and off Campus positions are advertised on the Student Employment Course in Blackboard. Students should select several jobs they are interested in and contact the individual employers to set up interviews for hiring consideration.

Student Employment Process

Perhaps you've identified a need in your department for part-time help. Hiring a student makes good sense. Many students are eager to enhance their incomes and prepare themselves for the world of work through student employment. Many employers find that students are an asset in the workplace and that students often bring knowledge and skills with them that prove to be useful. For instance, student employees may bring a fresh perspective to handbooks, facilities or learning tools designed for students. They may have an understanding of current issues or innovative ideas for dealing with technical problems. Whatever your particular needs may be, finding the right student employee involves a straightforward process.

- A. *Create the position*
- B. *Advertise the job*
- C. *Review applications/select successful candidate*
- D. *Submit hiring paperwork*
- E. *Processing hiring paperwork*
- F. *Evaluations*

A. Create the Position:

A current, accurate position description is required for each student job. The purpose of the position description is to identify the expectations of the job and the knowledge, skills and abilities required to be a successful candidate. It also establishes the appropriate pay rate. If a supervisor employs more than one student with the same responsibilities and knowledge, skills and abilities, the same description may be used. The following is an example of good job description:

Department Student Assistant Job Description

Position: Student Office Assistant

Objective: To provide customer service and administrative assistance in support of the Department functions.

Responsibilities:

- Present a professional, helpful, and service-oriented reception for office visitors and callers.
- Staff reception desk and provide proper assistance to students, alumnae, faculty, recruiters, and other visitors.
- Answer incoming phone calls, take messages and information regarding co-ops, internships, and full-time job opportunities.
- Assist visitors with information and use of print and electronic materials
- Maintain files for new and returning students
- Perform light typing, word processing, and data entry duties.
- Make photocopies, fax documents, assist with mass mailings, and perform miscellaneous other tasks as needed.
- Perform other special duties as assigned, for example:
 - Prepare and distribute posters, flyers, and other marketing materials
 - Implement special computer projects
 - Provide individual and computer room assistance

Qualifications: Ability to perform general office duties in a busy, dynamic environment. Good communication skills and ability to relate well to students, faculty, staff, and other office visitors. Flexibility and willingness to adapt to constantly changing needs and circumstances. Energetic, assertive, positive attitude. Mature, professional image. Confidentiality is a must.

GHours: Up to 20 hours per week, schedule to be arranged according to office need and student availability.

Supervisor:

Location:

Pay Rate: Pay rate is determined by the approved pay scale provided by the Office of Financial Assistance.

B. Advertise the Job:



To facilitate the recruitment process, Federal Work Study and Campus Work Study job vacancies are advertised on <http://www.meredith.edu/finaid/fws.htm>. Listed below are the instructions on how to post it.

LOGIN INSTRUCTIONS

- Go to www.meredith.edu/finaid/secure <<http://www.meredith.edu/finaid/secure>>

- The username is: **finaid**, the password is: **jobs**

TO ENTER A NEW POSITION

- Under the “Modify Database” section, click on “Enter a new position”
- Complete this page entering information about the available position. Make sure that you click YES for “Post this position” so that the job will appear on the web.
- Click “Submit”
- You will then be told that the position was successfully submitted.
- You can then return to the main page or enter another position if you need to hire for more than one position in your department.

Once a position has been filled, please use the instructions below to edit the position (and change “Post this position” to “NO”) or delete the position from the database. This will remove the position from the positions listing page so that students are no longer able to view the position.

TO EDIT/UPDATE A POSITION

- Under the “Modify Database” section, click on “Edit or update a position”
- Find the position by selecting one of the choices (Position, Department, Semester, Supervisor Email, Supervisor Phone), enter in the search criteria, and then click “Search”
- Click the button above the position you wish to edit and click “Submit”
- Make any changes to the listing, and then click “Update Job Listing”
- You can then return to the main page or edit/update another position.

TO DELETE A POSITION

- Under the “Modify Database” section, click on “Delete a position”
- Find the position by selecting one of the choices (Position, Department, Semester, Supervisor Email, Supervisor Phone), enter in the search criteria, and then click “Search”
- Click the button above the position you wish to delete and click “Submit”
- Make sure you have the position listed that you want to delete, and click “Delete”
- *Note: Clicking "Delete" will result in the position being deleted from the workstudy database. This action cannot be undone.*
- If the position listed is not the position you wish to delete, click “No, return to main page” at the bottom of the page

Your friends will know you better in the first minute you meet than your acquaintances will know you in a thousand years.
Richard Bach, (Illusions)

C. Review applications/select successful candidate(s):

The hiring process for students has been designed as a “real world” job application experience: Employers advertise job openings, students review job announcements, employers are contacted by applicants, employers conduct interviews with selected applicants, and a job is offered.

Job Applications

The Financial Assistance Office recommends that each department create an application document to use consistently with all students who apply for positions within your office/department. It is an effective tool that can be used to evaluate applicants and select candidates for interviews.

Interviews

Selecting the right person for the right job is the basic purpose of any job interview. Beyond the basic objectives, the job interview is an important step in the student's progress toward becoming a confident and able participant in the world of work. As with all aspects of supervisory functions, individual adaptation needs to be made to meet specific work assignments. In general, the following interview guidelines will benefit both supervisor and student.

1. Prepare for the interview - Review student's application and have materials describing the position and the expectations of the position available.
2. List questions to ask the interviewee. Include open-ended questions that will give the applicant an opportunity to talk about him or herself. In other words, try to avoid questions that can be answered yes or no.
3. Establish a friendly atmosphere - Most job applicants are a bit nervous, putting an applicant at ease with "small talk" is appropriate. Questions about vacation, weather, etc. are usually good icebreakers.
4. Begin the interview by outlining what will take place during the interview. This will help you take control of the interview and lets the applicant know what to expect.
5. Before you ask questions, give the applicant a brief overview of the job. Clarify information related to required skills and talents - be specific about necessary information concerning skills essential to the position. Provide information on essential functions of the job, standards expected, your supervisory style, and other factors. Be clear about your personal expectations. Give enough information that, by the end of the interview, the student will know if he/she really wants this job.
6. Secure basic information - Obtain specific information and as a student talks about education, training and experience, it is important to listen carefully and pose questions or comments that encourages elaboration. It is often necessary to inquire about courses, training and extracurricular activities.
7. Ask all the applicants for the same position the same questions in basically the same way.
8. Remain within legal guidelines. Meredith College is committed to the principles of equal opportunity in admission, financial aid, employment, and housing regardless of race, color, sex, religion, age, disability, veteran's status or national origin.
9. After you have asked the questions, give the applicant the opportunity to elaborate on any skills or experience he/she may have that were not brought out in the interview. Allow the opportunity for questions.
10. Conclude and advise - Tell the applicant when you will make your decision and when he/she can expect to hear from you.
11. After the applicant has left, rate the interview (excellent, good, average, poor) and make notes about major points and about those which need follow-up. Do this while it is fresh in your mind, and before you interview the next applicant.
12. While an interview is a valuable method of selecting student employees, other information, such as references, and work evaluations should be considered.

Reference Checks

You must ask students' permission for any reference you seek. Be consistent when checking references. Call references listed on a job application for each of your top candidates. Information provided should be factual and be well documented. Do not ask references for personal information such as marital status, age, religion, or any information not related to the applicant's job performance.

Sample Interview Questions

You may want to change the wording to fit your interview style, or ask questions that are more specific to the job.

- "Tell me something about yourself." (The purpose of this question is to make the student feel more comfortable and encourage the candidate to relax and start talking. This question also will help you decide how good his/her communication skills are.)
- "Tell me something about your last job. What skills did you learn that will benefit you in this job?"
- "How would you handle the following situation...?"
- "What do you know about this department?"
- "Why does this position interest you?"
- "What do you consider your strengths - weaknesses?"

Do not ask questions about age, marital status, and number of children, religion, or any other questions that could be perceived as discriminatory. Federal guidelines prohibit asking questions of this nature.

After reviewing applications, and conducting interviews, the hiring supervisor/department makes the selection. Supervisors are encouraged to contact all unsuccessful applicants.

**In conducting interviews, all applicants should be asked the same set of questions to ensure fairness and accuracy in the selection process.

D. Submit hiring paperwork:

After selecting the successful candidate(s), the hiring supervisor/department must request an Employment Contract from the Office of Financial Assistance. After the contract has been received the following steps should be taken.

- Financial Assistance issues contract to Supervisor
- Student and Supervisor complete contract
- If the student has not worked on campus in the past 12 months, the student takes contract to Payroll and completes hiring paperwork
- Student brings completed contract back to supervisor. Supervisor will make copy of contract for the file.
- If the student is returning then the contract can go straight back to Financial Assistance.
- The student will bring the original contract back to Financial Assistance.
- Student begins work.

Leaders must be close enough to relate to others, but far enough ahead to motivate them.

John Maxwell

Timesheets:

Students should work no more than 20 hours per week. Employers and students should keep in mind that the student's primary obligation is to their studies. Students may begin work the first day of a term and continue to the last day of exams for a term. Students are allowed to work during school breaks within a term. All student employees earn money through Meredith College's payroll.

Students *may* work in multiple departments. If a student works in two or more departments, it is the responsibility of all supervisors and students to ensure that the student does not work more than a total of 20 hours per week during the fall/spring semesters. Students may work as many as 40 hours per week during the summer semester.

All Student Employment timesheets should be turned in to the Information Specialist in the Office of Financial Assistance by 12 noon on the 1st of the month. This deadline is in place to ensure adequate time for all timesheets to be checked and recorded. Once they have been reviewed, they will be sent to the Payroll Department.

Timesheets may be turned in early, but students CANNOT post hours worked before they have actually worked them. Late time sheets will miss the Payroll process, which means that the student will have to wait until the next pay period to receive a check. Do not turn in unsigned time sheets. Keep them until signatures are collected.

Follow these guidelines when completing time sheets:

- The electronic timesheet is available on the Financial Assistance Website. The supervisor may save it on his/her computer and submit it electronically each month.
- The student will record the exact hours worked daily by listing exact time started and exact time ended. Sign in for work; out for lunch, breaks, classes, study time, personal errands, and when leaving for the day. Calculate daily hours worked and round the daily total to the nearest quarter hour (i.e.: 4.25 hrs, 7.50 hrs, 2.75 hrs, etc.). Indicate daily hours worked in the right-hand column of the time sheet. Fill in ALL boxes using -- or 0 for times not worked.

15 minutes = .25

30 minutes = .50

45 minutes = .75

- At the end of the pay period, calculate total hours and post the cumulative total at the bottom of the time sheet. On the last day worked, sign and date the time sheet and return it to the supervisor before the due date.
- If using a paper timesheet, use ink, and write neatly and accurately. Please make sure that all appropriate dates and times are indicated on the time sheet.

The important thing to remember is that the timesheets must get processed by the deadline in order for the student to receive a paycheck or timely disbursement to their account. Paychecks will be available in the Accounting Office on the 10th of each month.

2009-10 Student Payroll Dates

Payroll Dates	Pay Date
08/01 to 08/31/09	09/10/09
09/01 to 09/30/09	10/9/09
10/01 to 10/31/08	11/10/09
11/01 to 11/30/08	12/10/09
12/01 to 12/31/08	01/8/2010

1/01 to 1/31/09	02/10/2010
2/01 to 2/29/09	03/10/2010
3/01 to 3/31/09	04/9/2010
4/01 to 4/30/09	05/10/2010
5/01 to 5/31/09	06/10/2010
6/01 to 6/30/09	07/9/2010

Student Employment Grade Level Guidelines

In accordance with Federal Work-Study (FWS) Program regulations, all employers must establish a job description for each position offered. While Meredith supervisors may determine the specific job title and duties for each position offered, all student work positions will be classified in accordance with the Grade Level Guidelines. These guidelines are intended to ensure equity among all student workers.

Below is a guide for supervisors to determine the grade level and hourly rate for each student employee position. A brief description is provided for you to determine the appropriate grade level of each position.

Grade Level 1

Student does not need experience or previous training. These positions consist of routine tasks with minimal responsibility. Work is monitored and supervised.

Grade Level 2

Little to moderate experience, technical knowledge, or previous training necessary. Special instruction may be necessary for some aspects of these positions. Student needs to possess the ability to learn new tasks and work independently with limited supervision.

Grade Level 3

Moderate to substantial training or experience necessary. Independent judgment and high mental activity and/or manual dexterity are required. Student needs to possess special skills with a high level of competence and/or have advanced technical knowledge and experience. These positions may require decision-making ability with little or no direct supervision. May involve supervision and training of others.

Grade Level 4

In addition to duties and/or responsibilities associated with Grade Level 3, these positions require an individual who possesses special or unique skills and/or advanced technical experience. Student may be involved in decision-making on an administrative level, conduct analysis, and determine strategy. May involve overseeing special projects.

Pay Rates

Regulations require that all employees be paid at least at the state minimum wage, which for North Carolina is \$6.55 per hour.

- \$7.25 per hour during the first 2 semesters working on campus
- \$7.55 per hour during the third and fourth semesters working on campus
- \$7.85 per hour during the fifth and sixth semester working on campus
- \$8.15 per hour during the seventh and eighth semester working on campus
- \$9.00 per hour during first 2 semesters of graduate school or 2nd degree
- \$9.50 per hour during 3rd and 4th semesters of graduate school or 2nd degree

Only under unusual circumstances would students earn outside of the pay ranges, and these exceptions must be approved through the Office of Financial Assistance.

Pay Raises

A student should hold the same position for at least a semester prior to being eligible for a merit or longevity raise. Rate increases are based on merit or longevity only. If students report that they are not working enough hours to earn their full award amount due to either their employer's or the student's schedule, there are several options to consider:

1. If the employer does not have enough hours or the student's schedule does not match your needs, the student might want to consider resigning (with two weeks' notice) and seeking another work-study job.
2. Remind the student that if the fall award is not earned, it can be carried over to spring (assuming schedules allow more hours to be worked).
3. Suggest that the student contact the Office Financial Assistance to review options to make up the amount that will not be earned.

Most federal work study students are awarded \$1300 per year, (\$650 per semester). To estimate the number of hours a student can work, divide the student's award for the semester by their pay per hour. Divide the resulting number by 15, or the number of weeks remaining in the semester to determine the number of hours per week a student can work.

It is the responsibility of each individual department to monitor their own student employment budget

One Time Payment for Student Employment

Meredith College Departments may hire current students for short-term projects (ex. camp counselor) and pay them a flat salary. Listed below are the policies and procedures.

1. Prior to interviews, contact the Office of Financial Assistance to inquire if applicants are federal work-study recipients.
2. Once the candidate has been selected contact the Office of Financial Assistance for a contract. If the student is not a federal work-study recipient an appeal must be submitted. If an appeal has already been granted for the student to work in the department, another appeal does not need to be submitted for the one time payment position.
3. Complete the One Time Payment for Student Employment Memo.
4. Have the student bring the contract and the Complete the One Time Payment for Student Employment Memo to Human Resources and the Office of Financial Assistance. If the student has not worked during the Fall and Spring semesters, she will need to complete tax forms in Human Resources.
5. Once the contract and memo have been received by the Office of Financial Assistance the student may begin work.
6. All students will be paid on the 10th of each month.
7. If the department would like to pay the student out of a grant or a non-student assistant line item a budget transfer to the department's student assistant line item must be requested through the Accounting Office.

One Time Payment for Student Employment

To: Kay Miller, Payroll Coordinator

Sandra Rhyne, Assistant Director for Financial Assistance for Scholarships and Campus Work

From: _____

Date: _____

Student: _____

Student ID: _____

The above student is working with the _____ Camp/Program sponsored by Meredith College. She will be paid \$_____. I request that a one time payment check be cut for her. The student assistant account number to be charged is _____.

Thank you.

Training Students

1. *Clearly defined expectations*
 - What specific tasks are the student employee's responsibilities?
2. *Mission/purpose of the department*
 - What services does this office provide?
3. *Supervision*
 - To whom should the student employee report for daily tasks/assignments or priority projects
4. *Channel of communication*
 - If the student employee has a problem or concern, who is the best person to offer clarification?
5. *Attendance and punctuality*
 - How many times can the student employee be absent from work before jeopardizing his/her position?
6. *Training*
 - What type of formalized training does the student employee receive?
 - Is the training important to the student employee's job performance?
7. *Physical Appearance*
 - What guidelines must students adhere to concerning dress within the workplace?
8. *Attitude*
 - How should the student employee present him/herself to the clientele the office serves?
9. *Confidentiality*
 - Will the student have access to confidential data?
 - What is his/her comfort level with this responsibility?
 - How will the student's commitment to maintain confidentiality be handled?
 - Signed confidentiality statement?
10. *Evaluation standards*
 - On what specific items is the student employee evaluated?
 - How often do written evaluations occur?

- Is the rate of pay determined by the student employee's job performance and evaluation?

If your actions inspire others to dream more, learn more, do more and become more, you are a leader.

— *John Quincy Adams, 6th president (1767-1848)*

Performance Evaluations

In practice, evaluation is an on-going process that you apply almost daily. After the student is given initial training, you make periodic checks to see that performance is meeting the desired expectation. This is evaluation. A formal performance evaluation form represents the culmination of your daily efforts.

Evaluation, either daily or cumulative, generally takes the form of praise or criticism, but supervisors report that they deal with criticism more often than they would prefer. Poor work usually needs immediate attention. But all too often satisfactory and good work gets by with only your silent gratitude. Both deserve equal attention, and timeliness is important if your evaluation is to be of maximum benefit to the student.

A work performance evaluation form for all student employees should be completed at least once each academic year. The evaluation form should be completed by the student employee and the student's employer after which both should discuss the evaluation and formulate goals for the future. This process should be used to facilitate interaction between the student and the supervisor.

Meredith College
Student Employee Performance Appraisal

Student's Name _____

Department Name: _____ Job Title _____

Supervisor's Name: _____ Semester/Year _____

Please evaluate the student's performance according to the following criteria, where appropriate please provide additional comments:

- 1 = Unsatisfactory Does not meet expectations
- 2 = Below Average Meets some expectations but needs improvement
- 3 = Satisfactory Meets expectations, but does not exceed them
- 4 = Very Good Exhibits above average performance
- 5 = Exceptional Exhibits superior performance

1 2 3 4 5 **Quality of Work:** Student completes assignments in a timely manner, performs high quality work that is accurate and thorough, and manages time effectively.

1 2 3 4 5 **Attendance:** Student is responsible, punctual, has good attendance, and notifies supervisor if she will be late or unable to work.

1 2 3 4 5 **Dependability:** Student is responsible and dependable in meeting deadlines and completing assignments.

1 2 3 4 5 **Attitude Toward Work:** Student is enthusiastic, interested, diligent, courteous, and will work at difficult or disagreeable tasks

1 2 3 4 5 **Communication Skills:** Student expresses thoughts clearly and is professional in dealing with both co-workers and the public.

1 2 3 4 5 **Initiative:** Student works independently and asks for work if not assigned. Student offers suggestions for new or better methods of operation.

1 2 3 4 5 **Relationships with Others:** Student is tactful, diplomatic, and maintains good working relationships with co-workers, supervisor, faculty, and staff.

Additional Comments: Please identify some of the student's strengths or weaknesses, offering any suggestions for improvement. Please discuss the performance appraisal with the student, and then both sign below. The signature of

the student employee does not signify that the employee agrees with the evaluation, only that it has been discussed with the employee. The employee's response in writing may be attached to this appraisal, and filed in the employee's personnel file.

Supervisor's Signature

Date

Employee's Signature

Date

Providing Feedback

Although criticism is never pleasant to give or to receive, students feel less threatened and are usually more responsive if it is made within these guidelines:

- Be constructive and specific - What are the actual examples of poor performance? What should be done in the future to improve quality?
- Maintain privacy - Whereas good work deserves praise in front of other students or employees, criticism should never be made within earshot of others.
- Be positive - When discussing poor performance with a student, start on a positive note. Most people perform at least some facet of their work satisfactorily, so select a particular attribute or skill and mention it first. Tell the student what you like about her/his work. Then explain what areas warrant improvement. When criticism is presented in a friendly and positive way, students usually realize that you are trying to help and are more likely to listen to what you have to say.
- Do not feel guilty - Students usually know when they need criticism. If you fail to react to unacceptable work, you may lose the respect of the student involved as well as that of other workers in the department. Your goal is to keep all students working at their full and most productive capacity.
- Be Sensitive - People cannot be expected to perform at the same levels of proficiency. Differences in abilities and aptitudes should be taken into consideration for each individual evaluation.
- The long range goal of student evaluation is not simply to provide a system for grading work. It is designed as an instrument to assist the student in her/his development and to enlarge the dimensions of the work/educational experience.

Practical Tips for Giving Feedback on Poor Performance

- Look for common ground
- Work together to arrive at solutions
- Reinforce the positives
- Suggest better results to be gained
- Respect the employee's knowledge and good judgment
- Ask for input rather than assume facts of the situation
- Encourage employee to find the solution

Communicating With Students

The ability to communicate is important in the work setting. If a supervisor cannot explain clearly what is expected in assignments and responsibilities, students will be unable to perform their work to an acceptable degree.

1. **Be a better listener.** Pay attention to your employees. Sounds simple, but it is a common gripe, says Maureen Dolan Rosen, a human resources expert based in Chapel Hill, N.C. Among the things she stresses in workshops with managers is "learning how to listen better." She'll also offer a story about one of her former bosses, who cleverly perched his hand under his chin and appeared in meetings to be listening intently to whoever was speaking. But if you looked closely, under his glasses, his eyes were closed. He'd use the meetings to snooze.

2. **Make time for employees.** Regular, one-on-one meetings with your team members are important; if employees

work remotely, meet by phone. If you can't meet weekly, do it at least twice a month. And don't take phone calls during meetings, unless it is an emergency. Show your employees they have your full attention. Talk about their career paths and how you envision them growing in their jobs. On the flip side, employees need to be aware of bosses' time pressures.

3. **Get the word out to those affected as efficiently as possible.** Take great pains to reach those who should be in the know about workplace changes coming down from above. This is tough. How easy it is to forget to tell people, on a timely basis, something they should know about their jobs. But know the downfall: Work may not get done, and you may also look like you aren't in the know — which doesn't exactly inspire confidence in your troops.

4. **Put out a consistent message about your values.** Knowing who you are, and what you stand for, can help your employees make better decisions on their own (or at least decisions that you will like better). If you're sending mixed messages, explain them or suffer the consequences.

5. **Give regular feedback; avoid surprises.** Employees shouldn't first learn about significant performance issues in an annual evaluation. They should be confronted well beforehand (and as humanely as possible) that there is something they need to improve. "The annual evaluation should be more of a recap," Rosen says.

6. **Be effective in speaking to groups.** I'm not talking here about speaking to the local chamber of commerce or Rotary Club — although that is not a bad skill to have too, by the way. I mean employee groups. If you can't speak well at employee meetings or in front of employee groups, you lose credibility as a manager. Learn how to do it; learn how to get better at it. The same thing goes for writing group e-mails.

7. **Don't hide behind e-mails.** Most delicate matters must be discussed in person. Most conflicts must be settled in person, or at least by phone. When emotions are involved, e-mail becomes a less-appropriate vehicle to communicate. And e-mail is never an appropriate method to tell someone he or she is being laid off, some experts say. (Yes, I know it happens.) Nonetheless, e-mail is an important communications tool.

Student Employee Recognition Ideas

Recognition is important to expressing appreciation for the valuable work student employees provide to your department. There are a variety of ways in which a supervisor may recognize student employees for little or no cost. The following are some ideas that can help you recognize your student employees in a special way.

- **Treat Day** - full-time staff bring in treats/lunch for student employees.
- **Food** - reward students for a job well done with a treat of their choosing.
- **Take pictures** - post employee pictures and list what wonderful things they do for your department.
- **Coupon Booklets** - this is always a hit with students! Insert coupons for a free can of soda, movie night at the boss' house (everyone needs to redeem for this one), one dozen home baked goodies, etc. Be creative in designing your own coupons.
- **Notes Home** - send a note to the families of your student employees. Let them know what the student does, how their work impacts your department, and how terrific the student is.
- Have your staff **wear special name tags** honoring student employees (STUDENT EMPLOYEES ARE GREAT EMPLOYEES – WE APPRECIATE OUR STUDENT EMPLOYEES)
- Buy **low cost, blank certificates** and make up silly awards for students: best telephone voice, best web-surfer, etc.

- **Friendship Plants** - take cuttings from a plant in the office and give to each student as a live “connection” to the office.
- **Bright Ideas** - spray paint a light bulb gold, screw into a jar of play-dough and make a label around the jar naming who is receiving the “Bright Idea” award.
- Take your student employees to **lunch** or buy them pizza.
- **Give “gag” awards:** “hazardous duty” (cleaning coffee machine); longest drive, etc.
- **Good Egg Award** - buy plastic Easter Eggs, fill with goodies and give out with “Good Egg” certificates. List what the student did to deserve this award.
- **Handwritten thank you notes on cards** sent to oncampus P.O. boxes.
- **Bake cakes** for student employees on their birthdays.
- Buy **low cost gifts and gift certificates** to reward students for a job well done.
- **"Kudos" certificates** attached to a Kudos candy bar.
- Give **stickers** to all employees and ask them to hand them out when they see someone doing a good job.
- **Traveling trophy** - each recipient hands it off to the next recipient.
- Develop a **token system** to earn points for items.
- **Surprise incentive** - put a reward somewhere in a project that requires persistence (filing) to surprise the student.

Free

- **Pat on the Back** - Draw an outline of your hand on a piece of paper. Photocopy enough copies for all students in your office. On each hand write a note that tells the student why they deserve a “Pat on the Back”.
- **Change the department phone message** to recognize student employees.
- Look around the office or at home for a **white elephant item**. Name the item for the award (*Employee of the Month/Week, Great Idea Award, Gotcha Award* - catch someone in the act of doing something good).
- **Decorate an office bulletin board** or the office door in recognition of your students.
- **Chalk the sidewalk** in front of your office saying “thanks” to your student employees.
- **Verbally thank students** for their contribution to your department.
- **"You Rock" award** - print "You Rock" on a rock and present it to someone when they go a good job. Encourage the student to present it to another member of the staff when they observe someone doing a good job.
- **Nominate students for CSB or SJU Student Employee of the Year or CSB/SJU Student Team of the Year.**
- Develop a **peer recognition program** (e.g. employee of the month/week - other students can give input or feedback) and place on a tag board or poster for public recognition.
- **Promote students to higher level positions** in your department.

- Ask students what motivates them and implement a **recognition program that is based on individual preferences**.
- **Ask students to share their expertise with other student employees** by offering a training session.
- Offer to **be a mentor** for student employees.
- Provide **flexible scheduling and a choice of projects** for student employees that have proven themselves in your department.
- **Acknowledge personal achievements** in a group.
- Provide **letters of recommendation** for students who do well in your department.
- **Use the Internet** for cool "freebies" to recognize your student employees:
 - 123 Greetings: <http://www.123greetings.com>
 - 1001.com: <http://www.1001.com/postcards>
 - American Greeting Cards: <http://www.americangreetings.com>
 - Awesome CyberCards: <http://www.marlo.com/card.htm>
 - Blue Mountain Greeting Cards: <http://www.bluemountain.com>
 - Cardmaster: <http://www.cardmaster.com/>
 - Cards Up: <http://www.cardsup.com>
 - Custom Greeting Cards: <http://www.dltk-kids.com/cards/index.html>
 - Digital Postcards: <http://www.all-yours.net/postcard/dp.html>
 - EGreetings: <http://www.egreetings.com>
 - Go Greetings: <http://www.gogreet.com/index.html?/>
 - Hallmark Greetings: <http://www.hallmark.com>
 - Mail a Meal: <http://www.mailameal.com/>
 - Print-free Cards: <http://www.printfree.com>
 - Roadrunner Cards: <http://www.roadrunner.pacprod.com>
 - Thundercloud: <http://www.thundercloud.net>
 - Toon O Gram: <http://www.toonogram.com/>
 - Virtual Florist: <http://www.virtualflorist.com/>
 - Virtual Presents: <http://www.virtualpresents.com/>
 - Wow Greetings: <http://www.wowgreetings.com>
 - Yahoo Greetings: <http://greetings.yahoo.com>

Corrective Discipline

Employers are encouraged to give positive feedback to students when warranted; however, there may be times during the academic year when a student employee is not performing up to your expectations as a supervisor. This may relate to attendance, punctuality, job performance, or attitude. At these times it may be necessary to inform the student of your dissatisfaction with their performance.

This is a departmental process. Therefore, the letter does not need to be sent to the Office of Financial Assistance. A letter should be maintained by the supervisor and the employee. Once these procedures are followed, there will hopefully be an improvement in the situation. If however, the problem continues to be unresolved, it may be necessary to terminate the student employee. It is important that you document any corrective action you take and notify Student Employment if a problem persists.

Resignation/Termination Process

Students are expected to remain in their FWS job for an academic year. However, a student may discontinue employment at any time. The student is encouraged to give a minimum of two weeks notice when resigning from a position. Students should submit their resignation in writing directly to their supervisor and include a specified final date of employment. While on-campus student employment is a learning experience for many, it is still a job and carries with it all the responsibilities of any job found off-campus. The student needs to maintain the proper attitude and behavior on the job and perform the required tasks in an acceptable manner. Students who do not carry out these responsibilities after sufficient warning by the supervisor can be terminated from their job. It is a good idea for employers to maintain a personnel file on each student and document each occurrence.

Some of the major reasons for termination include: Failure to report to work; repeated tardiness; poor attitude; insubordination; failure or inability to perform the tasks required; falsification of time sheets; theft or embezzlement; destruction of University property; threats or use of physical force; any illegal activities conducted on University property including alcohol or drug use. Terminations will be handled in accordance with the policies and procedures established by Meredith College. Employers should contact Sandra Rhyne, Assistant Director of Financial Assistance for Scholarships and Campus Work at 760-8841 or rhyneasan@meredith.com to report the termination of a student.

Grievance Procedures

All employees are encouraged to voice their complaints through the proper channels. In working situations, it is normal that people have differences affecting their employment relationships and working conditions. It is important to work out solutions to those problems as quickly and fairly as possible within the established lines of authority. The College recognizes the meaningful value and importance of full discussion in resolving misunderstandings and preserving good relations between supervisors and employees. In order that employees may be assured of fair consideration, there is a means for appeal, without prejudice, to a higher level of authority.

A grievance is defined as any complaint by a student employee dealing with terms or conditions of her employment. Matters that are academic or personal in nature are not subject to processing under this procedure.

A student employee having a grievance as defined above should:

1. Attempt to resolve the grievance through a discussion with his/her immediate supervisor within 10 working days of the incident which gave rise to the grievance. If the employee is not satisfied with the resolution proposed, the employee may:
2. Within 10 working days of the decision at step 1, attempt to resolve the grievance through discussion with the department or unit head next in authority above the immediate supervisor. If the employee is not satisfied with the resolution proposed in step 2, she may:
3. Within 10 working days of the decision at step 2, submit to the Assistant Director of Financial Assistance for Scholarships and Campus Work a written statement of the grievance and the remedy desired. The Assistant Director of Financial Assistance for Scholarships and Campus Work, or representative from the Office of Financial Assistance, will conduct an investigation into the matter, which may necessitate a meeting with both the employee and the immediate supervisor present. The Assistant Director of Financial Assistance for Scholarships and Campus Work and/or the representative may invite any other individual they deem appropriate to attend the meeting.
4. The Assistant Director of Financial Assistance for Scholarships and Campus Work, or representative from the Office of Financial Assistance, will reach a decision and communicate it to the parties involved.

5. Grievances, disciplinary action and unresolved issues may be referred to the Associate Vice President for Enrollment or Dean of Students for follow-up and appropriate action.

Mid-Year Job Changes

Students who are dissatisfied with their job should first meet with their supervisor to discuss the problem. If both the student and the supervisor are not satisfied, and a solution cannot be reached, the student may resign. Frequent mid-year changes are discouraged because they could reflect negatively on a student's work record. If the student wants to attempt to find a new position, he or she follows the same job placement procedures as before: consult the work-study website and contact employers. The new employer needs to complete a new voucher with the student.

Management is doing things right; leadership is doing the right things.
— Peter Drucker, economist, management guru, author (1909-2005)

Policies and Procedures

Attendance/Absences

Attendance: Attendance during scheduled hours of work, reporting for work on time, and continuing to work until the end of the work period is expected of each employee. Employees who must leave early are to inform their supervisor in advance.

Absences or Tardiness: When it is necessary for an employee to be absent or tardy from work, the employee must notify the supervisor on a daily basis, as far in advance as possible, but not later than the normal starting time, unless circumstances prevent the employee from doing so. Academic responsibilities should not impact scheduled work hours. However, supervisors are encouraged, at their discretion to consider changes in the changes in the work schedule to accommodate students' academic responsibilities. Supervisors must approve changes in the schedule in order to accommodate required academic responsibilities such as exams and verifiable projects.

Attire

Student employees should dress for the job. Business casual is accepted at Meredith. Short shorts, pajamas, torn jeans, sweat pants, bathing suit cover-ups, etc. are not acceptable attire for work. If the department has a different dress code it will be discussed.

Breaks

Employees working 4 consecutive hours a day are entitled to a fifteen-minute, paid break. If a student works a 8 hour day she is entitled to an unpaid lunch hour. Breaks may not be taken at the beginning or end of the work period and are not cumulative.

Cell Phones

Student employees are expected to exercise discretion in using personal cellular phones for personal calls/text messaging while at work. Personal calls during the work hours, regardless of the phone used, can interfere with employee productivity and be distracting to others. Calls should be limited to three minutes. If there is an emergency please notify your supervisor. Listed below are tips regarding using a cell phone at work.

1. Turn your cell phone ringer off
2. Use your cell phone only for important calls. If you are expecting an important call, please let your supervisor know.
3. Let your cell phone calls go to voice mail while you are at work. If you are in doubt about whether an incoming call is important, let voice mail pick it up. It will take much less time to check your messages than it will to answer the call and then tell the caller you can't talk.
4. Don't send or receive text messages while at work.
5. Find a private place to make cell phone calls
6. Don't bring your cell phone to meetings unless it is on silent.

Confidentiality

Some positions require that students have access to other students' record information. All College employees, including students, must abide by the [Family Education Rights and Privacy Act](#) (Buckley Amendment) and other confidentiality provisions for state and federal law. Simplified, the amendment states:

- Employees are authorized to access only the student record information that is necessary to perform their job functions.
- Employees are not allowed to look at and/or communicate to others student record information other than what is necessary to perform their job functions.

The development of good work habits is vital to your career. Do not hesitate to ask your Supervisor questions if you do not understand your job responsibilities. Maintain a good relationship with your supervisor, future employers may seek a recommendation from your on campus employer.

Employment of Relatives

Students will not be hired into a position where a relative occupies a position in the supervisory chain of command under which the student will work. This is in accordance with the Meredith College Staff Handbook.

Worker's Compensation

Every student employee is covered during her working hours by Worker's Compensation insurance. It is essential the employee report immediately any job-related accident or illness to the supervisor. Additional information regarding Worker's Compensation is available from the Assistant Director of Financial Assistance for Scholarships and Campus Work or Human Resources.

Nearly all men can stand adversity, but if you want to test a man's character, give him power.
— Abraham Lincoln, 16th president (1809-1865)

Harassment and Non-Discrimination Policy and Complaint Procedures

Meredith College is committed to providing a work and study environment that is safe, fair and free from discrimination and harassment for all members of its campus community. Meredith College prohibits and does not engage in discrimination or harassment that is based on a person's religion, race, color, national origin, age (as defined in the Age Discrimination in Employment Act), sex, disability, veteran's status, sexual orientation or any other category protected by law. The College views this conduct as a very serious matter and any student or employee who violates this policy will be subject to disciplinary action, up to and including dismissal (please see disciplinary information in appropriate handbook), whether such conduct occurred on or off campus.

For complete policy please contact the Office of Human Resources.

Don't tell people how to do things; tell them what to do and let them surprise you with the results.
— George S. Patton, Army general (1885-1945)

Students with Disabilities

Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA) are federal laws that protect "otherwise qualified individuals with disabilities" from discrimination on the basis of disability and require an employer to provide a "reasonable accommodation" to employees and applicants for employment, unless it would be an undue hardship.

A supervisor may become aware of a student applicant's disability in order to ensure an accessible interview location and to request reasonable accommodations necessary for the student to perform the employment responsibilities. The supervisor may not inquire about a disability unless a reasonable accommodation has been requested, and any inquiries should be limited to whether the applicant is able to perform the "essential functions of the position with or without a reasonable accommodation." A supervisor need not alter essential functions of a position to accommodate a disabled applicant; in the event an applicant would be unable to perform essential functions of a position, the applicant would not be otherwise qualified for the position.

A student who claims to have a qualified disability must self-report with the Meredith College Office of Disability Services (ODS). The ODS staff will work with the student to gather medical documentation, verify the qualified disability, and identify reasonable accommodations. The student may also sign a consent for ODS staff to release information and to discuss the disability condition and reasonable accommodations with the student's supervisor. Any questions about student applicants or student employees with disabilities should be addressed to ODS.

Supervising Student Workers with Disabilities

information adapted from www.washington.edu/doi

Rights and Responsibilities

Everyone has both rights and responsibilities. In the case of the inclusion of students with disabilities in work-based learning activities, educators and employers have the right to require that students demonstrate knowledge and skills essential to an internship or other work-related opportunity. On the other hand, qualified students with disabilities have the right to reasonable accommodations.

The Americans with Disabilities Act of 1990

The Americans with Disabilities Act of 1990 (ADA) prohibits discrimination against a qualified individual with a disability in employment. To be protected from discrimination in employment under Title I of the ADA, an individual must have a substantial impairment that impacts a major life activity such as hearing, seeing, speaking, breathing, performing manual tasks, walking, caring for oneself, working or learning.

The ADA makes it unlawful to discriminate in employment practices such as

- recruitment
- hiring
- firing
- promotion
- job assignments
- training
- leave
- lay-off
- benefits

An individual with a disability must be able to perform the essential functions of the job with or without reasonable accommodations. Reasonable accommodations are modifications or adjustments that permit the individual to participate in the application process, perform essential job requirements, and provide equal access to the benefits and privileges afforded to employees without disabilities. Examples of reasonable accommodations include the use of readers or sign language interpreters, equipment modifications or assistive technology devices, and flexible work schedules.

The law requires that employers with fifteen or more employees make reasonable accommodations in the workplace for employees with disabilities. Accommodations are made on a case-by-case basis and may not be required when costs create an undue hardship. Reasonable accommodations must also be made to allow individuals with disabilities to participate in the application process.

In order to receive accommodations the individual with a disability must disclose information about his or disability. The person with the disability is the best source of information regarding the accommodations he or she may need.

Universal Design and Accommodations

When the wide variety of characteristics of potential users of facilities, services, and information resources are considered in the design process, they are more accessible to everyone. This process is called universal design. Universal design reduces, but does not eliminate, the need for accommodations for specific students. The best accommodations are unique to the individual and develop from a cooperative relationship between the student, instructor, staff, employer, and/or disability service provider.

Who Is Responsible for Providing Accommodations?

The employee or intern is responsible for providing personal accommodations, such as hearing aids, wheelchairs, and personal attendants.

In most cases, it is the employer's responsibility to provide on-site job accommodations for an employee. It is sometimes possible, however, for the employer to receive tax credits and incentives for doing so. Your state division of vocational rehabilitation can assist you with obtaining information about these programs.

If the worker is an intern or student worker, however, the school and the business/department should collaborate to provide reasonable accommodations. Most likely, if the student requires accommodations at the workplace, then they are already receiving academic accommodations through Disability Services.

Accommodations

In postsecondary settings it is the students' responsibility to request disability-related accommodations. Typically, students with disabilities present documentation regarding their disabilities to a central office that approves accommodations and communicates with staff and faculty members as appropriate. *Examples of accommodations commonly used by students with different types of disabilities include the following.*

Visual Impairments

- *large print, Braille or audio publications*
- TV monitors connected to microscope to enlarge images
- assignments in electronic format
- computers equipped to enlarge screen images or provide speech and/or Braille output
- raised-line drawings of graphic images
- auditory emergency warning signals
- adapted lab equipment (e.g., talking thermometers, tactile timers)

Hearing Impairments

- note takers
- sign language interpreters
- real-time captioning
- FM amplification systems
- captioned films
- visual aids
- visual emergency warning systems

Learning Disabilities

- note takers

- audio assignments
- extra time
- visual and tactile instructional demonstrations
- computers with speech output, spell checkers, and grammar checkers

Mobility Impairments

- note takers; lab assistants
- workplace, classes, labs, and field trips in accessible locations
- adjustable tables; lab equipment located within reach
- computers equipped with special input devices (e.g., speech input, alternative keyboard or mouse)

Health Impairments

- flexible attendance requirements
- note takers
- extra exam time
- use of email to facilitate communication

Strategies for Helping Supervisors Succeed

The good Supervisor must have many talents. To assist supervisors of student employees, the National Association of Student Employment Administrators has developed the following guidelines:

1. Be an Example

Model strong work habits through efficient, dedicated work practices. Let your own approach to daily work be an example from which students can learn.

2. Be Flexible

Understand that student employees are students first and employees second. Though it is important to have high standards on the job, it is also important to be flexible to accommodate academic obligations.

3. Communicate Expectations

Communicate the job standards and expectations to your student employees. Don't assume these are self-evident to the students, though they may seem obvious to you.

4. Give Feedback Frequently

Provide consistent and appropriate feedback to your student employees. Student employees, like all employees, benefit from feedback in job performance, providing it is communicated with a positive spirit.

5. Be Fair

Supervisors who are too lenient are not doing students any favors. Student jobs are "real jobs." Treat student employees as you yourself would like to be treated in a given situation.

6. Train, Train, Train

Take time to train your students in important work skills, attitude, and habits - such as perseverance, time management, phone skills, quality service practices, and handling difficult situations. This is the "common sense" from which success is made.

7. Be a Team Player

As a team leader, develop and nurture the unique contributions of each team member. Take a global perspective.

8. Give Recognition

When you see a student "going the extra mile" or "persevering through difficult situations," acknowledge this in front of other staff and peers. People need to feel appreciated.

9. Share the Vision

Have regular meetings with your student employees and inform them how their work fits into a larger purpose of the department and institution, member, purposeful work is meaningful work.

10. Be an Educator

To the degree that we each contribute to the lives of others, we are all educators. Ask yourself how you can contribute to the education of your student employees.

Contact Information

For questions or concerns about the Student Employment Program, contact Sandra Rhyne, Assistant Director of Financial Assistance for Scholarships and Campus Work, at 760-8841 or rhyneasan@meredith.edu.

This handbook is meant to be a general description of the Student Employment Program at Meredith College. Information presented may be changed without notification. Any questions about this information should be directed to the Office of Financial Assistance.